

2020-21

Evaluation of the Special Education for English Learners Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



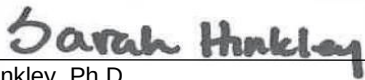
2020-21

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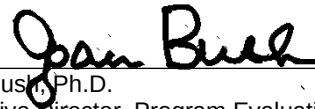
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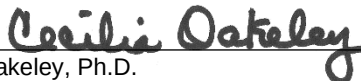
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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
Background Information	5
Services for ELs Requiring SPED Services	6
PURPOSE AND SCOPE OF THE EVALUATION	7
EVALUATION QUESTIONS AND RESULTS	7
What was the source and amount of funding for the ELSPED program in 2020-21?	7
Methodology	7
Results	7
What were the characteristics of 2020-21 ELSPED students?	8
Methodology	8
Results	8
What were stakeholder perceptions regarding ELSPED services and training in 2020-21?	11
Methodology	11
Results	12
What professional development opportunities were provided for campuses about the needs of ELSPED students?	14
Methodology	15
Results	15
What were the assessment outcomes for ELSPED students in 2020-21?	15
Methodology	16
Results	18
How did Dallas ISD outcomes for ELSPED students compare to other Texas large, urban districts and the state on select TEA accountability measures in 2020-21?	26
Methodology	27
Results	27
KEY FINDINGS AND RECOMMENDATIONS.....	34
Key Findings	34

Recommendations..... 35

REFERENCES..... 36

APPENDICES 37

LIST OF TABLES

Table 1: 2020-21 Roles of English Learner/Special Education Instructional Specialists	7
Table 2: 2020-21 English Learner, Special Education, and Dually-Identified Students by Grade Level.....	9
Table 3: 2018-19 to 2020-21 PK to Grade 12 Enrollment by English Learner/Special Education Status	9
Table 4: 2020-21 Characteristics of English Learners, Special Education, and Dually-Identified Students	10
Table 5: 2020-21 Primary Disabilities of Special Education and Dually-Identified Students	11
Table 6: 2020-21 ELSPED Teacher and Administrator Professional Development Sessions and Attendance	15
Table 7: 2019 to 2021 <i>TELPAS</i> English Proficiency Composite and Domain Ratings: ELSPED Students	19
Table 8: 2019 to 2021 <i>TELPAS</i> Composite and Domain Level Movement: ELSPED Students.....	20
Table 9: 2019 to 2021 ELSPED Student <i>TELPAS-Alt</i> Composite Proficiency Levels	21
Table 10: 2020 and 2021 <i>TELPAS-Alt</i> Composite Level Movement: ELSPED Students.....	21
Table 11: 2020-21 Dallas ISD <i>MAP Growth</i> Mathematics Growth Quintile: BOY to EOY by Program/Classification, Test Language, and Grade Level	22
Table 12: 2020-21 Dallas ISD <i>MAP Growth</i> Reading Growth Quintile: BOY to EOY by Program/Classification, Test Language, and Grade Level	23
Table 13: 2019 and 2021 Trends in Rates of Grade Three to Five Students at <i>STAAR</i> Approaches Grade Level or Above Performance Standard by Subject and Classification	24
Table 14: 2019 and 2021 Trends in Rates of Grade Six to Eight Students at <i>STAAR</i> Approaches Grade Level or Above Performance Standard by Subject and Classification	25
Table 15: 2019 and 2021 Trends in Rates of Students at <i>STAAR EOC</i> Approaches Grade Level or Above Performance Standard by Subject and Classification	25
Table 16: 2021 <i>STAAR/EOC</i> and <i>STAAR/EOC Alternate 2</i> for ELSPED Students at Approaches Grade Level or Above by Grade Level.....	26
Table 17: 2021 Dallas ISD and State ELSPED <i>TELPAS</i> Performance	27
Table 18: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED <i>TELPAS</i> Performance.....	28
Table 19: 2021 Dallas ISD and State <i>TELPAS-Alt</i> Performance	28
Table 20: 2021 Dallas ISD and Other Large, Urban Texas Districts' <i>TELPAS-Alt</i> Performance.....	29
Table 21: 2021 Dallas ISD and State ELSPED <i>STAAR</i> Performance	30
Table 22: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED <i>STAAR</i> Three to Eight Performance.....	30

Table 23: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED <i>STAAR EOC</i> Performance.....	31
Table 24: 2021 Dallas ISD and State ELSPED <i>STAAR Alternate 2</i> Performance	32
Table 25: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED <i>STAAR Alternate 2</i> Three to Eight Performance	32
Table 26: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED <i>STAAR EOC Alternate 2</i> Performance.....	33

LIST OF FIGURES

Figure 1: 2020-21 Title III ELSPED Survey – Frequency of Supports from ELSPED Instructional Specialists	13
Figure 2: 2020-21 Title III ELSPED Survey – Helpfulness of Supports from ELSPED Instructional Specialists	14

LIST OF APPENDICES

A	2020-21 ELSPED Campuses	38
B	2020-21 Characteristics of English Learners, Special Education, Dually-Identified, and District Students	39
C	2020-21 ELSPED Survey.....	41
D	2019-20 ELSPED Survey.....	47
E	2019 to 2021 <i>TELPAS</i> Proficiency Levels for ELSPED Students by Grade Level.....	55
F	2020 to 2021 <i>TELPAS</i> Proficiency Rating Movement	57
G	2019 to 2021 <i>TELPAS-ALT</i> Proficiency Levels and Rating Movement by Grade Level	60
H	2021 <i>MAP</i> Growth Quintile by Program/Classification, Subject, Test Language, and Grade Level.....	63
I	2019 and 2021 <i>STAAR</i> and <i>EOC</i> Performance Standard Rates by Program/Classification, Subject, and Grade Level	71
J	2019 to 2021 Two-Year <i>STAAR</i> and <i>EOC</i> Performance Standard Rate Trends by Program/Classification, Subject, and Grade Level	75

ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches grade level or above
ARD	Admission, Review, and Dismissal
Average (for MAP)	40 th to 60 th percentile
BE/ESL	Bilingual Education/English as a Second Language
BOY	Beginning-of-year
CIC	Campus instructional coach
EL	English learner
ELSPED	English learner receiving special education services (dually identified)
EOC	<i>End-of-Course</i>
EOY	End-of-year
High (for MAP)	80 th percentile and above
High Average (for MAP)	60 th to 80 th percentile
ISD	Independent School District
K	Kindergarten
Low (for MAP)	Up to the 20 th percentile
Low Average (for MAP)	20 th to 40 th percentile
LPAC	Language Proficiency Assessment Committee
MAP	<i>Measures of Academic Progress</i>
Masters	Masters grade level or above
Meets+	Meets grade level or above
NonEL SPED	Non-English learner receiving special education services
NonSPED EL	Non-special education student who is an English Learner
PEIMS	Public Education Information Management System
PK	Prekindergarten
PLC	Professional Learning Community
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TELPAS	<i>Texas English Language Proficiency Assessment System</i>
TELPAS-Alt	<i>Texas English Language Proficiency Assessment System Alternate</i>

Evaluation of the Special Education for English Learners Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) hired Collier Educational Consulting to conduct an audit of the district special education (SPED) program in 2017. A key finding of the culminating report was that English learners (ELs) who were dually-identified as receiving SPED services (ELSPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for ELSPED students. Thus, the Bilingual/English as a Second Language (BE/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district ELSPED students. The purpose of this collaboration was to 1) develop and support embedded ELSPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and ELSPED specialists; 3) assist campuses in planning and implementing services for ELSPED students at all grade levels; and 4) create and conduct professional development. For the full evaluation of programs serving ELSPED students and detailed methodology, see the full report (Voss, 2021).

The ELSPED program aimed to support and assist ELSPED students and their teachers.¹ Twenty-one ELSPED instructional specialists assisted campuses to plan and implement services designed to meet the needs of ELSPED students at all grade levels. They also created and conducted professional development opportunities for teachers, administrators, and other campus-based staff members throughout the district. Because EL and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to ELSPED students continued to be an important focus for the district in 2020-21.

In 2020-21, 22 campuses² were targeted for extra ELSPED support because 1) they enrolled high numbers of ELSPED students or 2) they showed high achievement gaps in 2019 *State of Texas Assessments of Academic Readiness* (STAAR) outcomes for ELSPED students compared to students in general education or to students in special education who were not ELs (NonEL SPED). To meet the linguistic and special education needs of ELSPED students

at the 22 campuses, Title I funds were used to support multi-departmental leadership and provide instructional specialists at these campuses.

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. 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. 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 purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the ELSPED program in meeting the needs of ELSPED students in the Dallas ISD. The budget for the 2020-21 ELSPED program was \$1,778,308 from Title I funds, an increase of \$489,226 from 2019-20.³

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of 2020-21 ELSPED students?

Of the 67,206 ELs and 13,772 SPED students in the Dallas ISD, 5,435 (8% of ELs; 39% of SPED) were dually-identified as ELSPED in 2020-21, accounting for almost four percent of all district students ($N = 145,386$). In general, the distribution of students in most grades was comparable across all EL and SPED classifications. The percentage of ELSPED students by grade level gradually increased from prekindergarten (PK; 1%) to Grade 5 (11%) and then gradually decreased to Grade 12 (5%). Overall, the number of ELSPED (+6%) and NonEL SPED (+8%) students increased over the last two years, the number of all SPED students remained relatively consistent, and the number of ELs and the district overall decreased over two years. Student characteristics for ELSPED students were generally comparable to SPED students overall and to

¹ For the evaluation of programs for district ELs and SPED students, see Voss and Kim (2021) and Mejan (2021), respectively.

² For a complete list of ELSPED supported campuses, see Appendix A of the full report (Voss, 2021).

³ Provided by program staff members on 04/05/21. Special Revenue Funds Management also provided the budget amount as of 02/28/21; Title I funds were reported as \$1,927,104.

NonEL SPED students with respect to sex (67% male) and comparable to ELs with respect to race/ethnicity (mostly Hispanic). In addition, the highest percentage of district ELSPED students was enrolled in the Northwest network (24%), and the lowest percentages were enrolled at Early Learning and magnet campuses (<1% for both).

What were stakeholder perceptions regarding ELSPED services and training in 2020-21?

Title III ELSPED Survey

Of the 64 staff members emailed an invitation to complete the survey, 29 (45%) completed at least part of the survey. Because a small number of Campus Instructional Coaches (CICs; $n = 1$) and administrators ($n = 0$) completed the survey, the results for all groups were aggregated in this section. Because of the low survey response rate, survey results are provided for informational purposes and should be reviewed with caution.

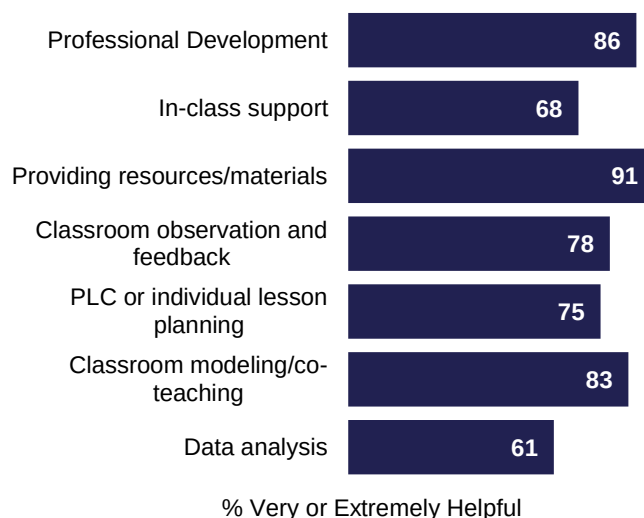
Most survey respondents reported that they participated in professional development that addressed the needs of ELSPED students (76%), and they had favorable views regarding the collaboration of the Language Proficiency Assessment Committee (LPAC) and Admission, Review, and Dismissal (ARD) committees. Specifically, 56 percent of respondents rated LPAC and ARD collaboration as a high or very high priority on their campuses. Most respondents also reported that the LPAC and ARD committees collaborated frequently or very frequently (72%), were at least moderately effective at collaborating (73%), and were at least moderately important for student success (80%).

In addition, most (86%) survey respondents reported that they worked with the ELSPED instructional specialists at least once. The highest rate of respondents (40%) reported that they worked with the specialist more than 10 times. Regarding the supports that ELSPED specialists provided in 2020-21, survey respondents most frequently reported that ELSPED specialists provided resources/materials (68%) and Professional Learning Communities (PLCs) or individual lesson planning (63%).

Most survey respondents who worked with an ELSPED specialist rated the supports they received as very or extremely helpful (range: 61% to 91%; Figure E1). The BE/ESL Department also set a goal to have 40 percent of teachers and CICs and 60 percent of administrators rating the aggregated helpfulness of supports provided by the ELSPED specialists as very or extremely helpful. Overall, teachers and CICs met the department's goal (78%), whereas the administrator goal could not be assessed as no administrators completed the survey.

Figure E1: 2020-21 Title III ELSPED Survey – Helpfulness of Supports from ELSPED Instructional Specialists

Rate how helpful each of the following supports were from your ELSPED Instructional Specialist(s) in 2020-21.



Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Rates do not include results for respondents who responded that they did not work with an ELSPED Instructional Specialist. For *N*s and detailed survey response rates by question, see Appendix C in the full report. PLC = Professional Learning Community.

One-on-one professional development (95%) and campus-wide professional development (94%) were the highest rated professional development opportunities, followed by PLCs (74%). In addition, most respondents reported that supplies and resources for classroom implementation (67%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 67%) were very or extremely helpful resources for impacting student achievement.

What professional development opportunities were provided for campuses about the needs of ELSPED students?

While the number of professional development session types and attendance varied, the districtwide (as opposed to campus-based) sessions accounted for the most sessions ($n = 19$) and the largest number of attendees ($n = 332$) in 2020-21.

What were the assessment outcomes for ELSPED students in 2020-21?

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 ELSPED students who regressed on their *Texas English Language Proficiency Assessment System (TELPAS)* composite from 2021 as compared to the

percentage of ELSPED students that regressed from 2019.⁴ The second goal was to at least maintain the percentage of ELSPED students meeting the Approaches Grade Level or Above (Approaches+) performance standard on STAAR in 2021 as compared to the rate of ELSPED students meeting Approaches+ in 2019.

TELPAS and TELPAS-Alternate (TELPAS-Alt)

2021 TELPAS composite ratings for ELSPED students at all grade levels tended to cluster in the intermediate level of English proficiency, and 59 to 70 percent of ELSPED students who took the TELPAS in 2020 and 2021 remained at the same proficiency level. 2021 ELSPED 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 5%). Generally, two-year trends varied.

Overall, 593 ELSPED students took the TELPAS-Alt in 2021. Twenty-three percent of students earned the highest proficiency rating (basic fluency) on the 2021 TELPAS-Alt districtwide, a four-percentage-point increase over two years. Proficiency rating movement patterns for TELPAS-Alt were relatively similar across the elementary, middle, and high school levels for 2021 ELSPED students, with over 40 percent of students progressing to a higher proficiency level and about a third remaining at the same proficiency level.

Measures of Academic Progress (MAP)

Beginning-of-year (BOY) to end-of-year (EOY) mathematics MAP growth quintile rates of ELSPED students clustered in either the Low (up to the 20th percentile) quintile (range: 18%, grades 2 to 5, Spanish to 35%, grades 2 to 5, English) or the High (80th percentile and above) quintile (range: 23%, grades 2 to 5, English to 64%, grades 2 to 5, Spanish). BOY to EOY reading MAP growth quintile rates of ELSPED students clustered in the Low quintile (range: 32%, grade 1, English to 55%, grades 6 to 8, English). Overall, for both mathematics and reading, ELSPED quintile rates tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

STAAR/End-Of-Course (EOCs) and STAAR Alt 2

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.

STAAR. 2021 rates of grade three to five and grades six to eight ELSPED students scoring at the Approaches+ performance standard across subjects and grade levels

were consistently among the lowest of all groups examined; percentages ranged from 28 (grades six to eight reading) to 44 (grades three to five mathematics) percent. For both grade level groupings, ELSPED student rates tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

EOC. Rates of ELSPED students scoring at the Approaches+ performance standard across subjects on EOCs were generally among the lowest of all groups examined, ranged from 20 (English I) to 49 (Algebra I) percent, and tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

STAAR and EOC Alt 2. In 2021, 11 to 17 percent of students who took STAAR subtests and 11 to 15 percent of students who took EOCs were administered the *Alternate 2* version. Rates of students at the Approaches+ performance standard on the *Alternate 2* version were higher than for the standard version on all tests and ranged from 86 to 100 percent.

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

District rates of ELSPED students 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 ELSPED students on TELPAS-Alt, STAAR, and EOCs were generally comparable to or higher than state and other Texas large, urban district rates, with some exceptions. STAAR and EOC *Alternate 2* comparisons were mixed

RECOMMENDATIONS

Continue efforts to increase awareness of ELSPED identification and policies.

Continue using ELSPED specialists in their current roles.

Continue efforts to improve the percentage of ELSPED students earning the highest English proficiency ratings.

⁴ 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.

Bolster efforts to improve assessment ratings of ELSPED students.

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2020-21

Evaluation of the Special Education for English Learners Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

This section briefly summarizes the services provided to students served by both the Bilingual Education/English as a Second Language (BE/ESL) and Special Education (SPED) Departments in the Dallas Independent School District (ISD). For the evaluation of programs and services for district English learners (ELs) and special education students in 2020-21, see Voss and Kim (2021) and Mejan (2021), respectively. This evaluation was adapted from Barton and Voss (2020).

Background Information

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

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.

Services for ELs Requiring SPED Services

When an EL is dually-identified to receive SPED services,⁵ the Language Proficiency Assessment Committee (LPAC)⁶ is responsible for collaborating with the campus Admission, Review, and Dismissal (ARD) committee and Section 504⁷ placement committee, if applicable, to ensure issues related to both the disability and language proficiency are carefully considered. Collaboration among these committees on the behalf of each ELSPED student is critical for maintaining proper documentation and accountability and for ensuring that the students receive services based on their individual needs. Because EL and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to ELSPED students continued to be an important focus for the district in 2020-21.

In 2020-21, 22 campuses⁸ were targeted for extra ELSPED support because 1) they enrolled high numbers of ELSPED students or 2) they showed high achievement gaps in 2019 *State of Texas Assessments of Academic Readiness (STAAR)* outcomes for ELSPED students compared to students in general education or to students in special education who were not ELs (NonEL SPED). To meet the linguistic and special education needs of ELSPED students at these 22 campuses, Title I and Title III funds were used to support multi-departmental leadership and provide instructional specialists. These funds supported one Manager of Special Education for English Learners and 21 ELSPED Instructional Specialists. ELSPED instructional specialists assisted campuses to plan and implement services designed to meet the needs of ELSPED students at all grade levels. A role summary for the 17 ELSPED instructional specialists for Title I and the 4 ELSPED instructional specialists for Title III is provided in Table 1. Other leadership funded by general operating funds included a Director of Reading/Language Arts, a Manager of Reading/Language Arts, a Director of Social Studies, and a Coordinator of Social Studies. These leaders developed differentiated curriculum with embedded supports for Reading/Language Arts [Kindergarten (K) to grade 12] and Social Studies (K to grade 5) for ELSPED students and provided support to campuses most in need of services related to ELSPED students.⁹ Additionally, ELSPED program staff members created and conducted professional development opportunities for teachers, administrators, and other campus-based staff members throughout the district to help ensure the success of ELSPED students.

⁵ More information regarding the identification process for ELs can be found in Voss and Kim (2021).

⁶ Each campus in the Dallas ISD operates an LPAC as a liaison between home and campus and as an advocate for ELs. More information regarding LPACs can be found in Voss and Kim (2021).

⁷ Section 504 is a federal law that protects individuals with disabilities who participate in programs that receive financial assistance from the United States Department of Education. More information can be found at <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

⁸ The full list of campuses that received targeted ELSPED support in 2020-21 can be found in Appendix A.

⁹ In K to grade two, social studies content was embedded into Reading/Language Arts units.

Table 1: 2020-21 Roles of English Learner/Special Education Instructional Specialists

Role	Specialists N
Supported curriculum through the Reading/Language Arts Department, ensuring access points were included in the curriculum (Title I)	4
Supported curriculum through the Bilingual Education/ESL Department, ensuring access points were included in the curriculum (Title I)	11
Supported curriculum through the Social Studies Department, ensuring access points were included in the curriculum (Title I)	2
Provided campus support for dually-identified students. Aimed to interface with campuses at least once per week to work with teachers (Time spent per campus depended upon campus needs; Title III)	4

Source: Interviews with program leadership in December 2020.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the ELSPED program in meeting the needs of ELSPED students in the Dallas ISD. This report addressed outcomes related to the 2020-21 workscope entitled *Title I, ELSPED*. Whenever possible and applicable, data were grouped by ELSPED classification and grade level; other applicable student group data were provided for comparison purposes. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year. The report includes information related to several key questions, including the following:

1. What was the source and amount of funding for the ELSPED program in 2020-21?
2. What were the characteristics of 2020-21 ELSPED students?
3. What were stakeholder perceptions regarding ELSPED services and training in 2020-21?
4. What professional development opportunities were provided for campuses about the needs of ELSPED students?
5. What were the assessment outcomes for ELSPED students in 2020-21?
6. How did Dallas ISD outcomes for ELSPED students compare to other Texas large, urban districts and the state on select TEA accountability measures in 2020-21?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the ELSPED program in 2020-21?

Methodology

The BE/ESL Department provided Title I funding information on April 5, 2021.

Results

The budget for the 2020-21 ELSPED program was \$1,778,308 from Title I funds,¹⁰ an increase of \$489,226 from 2019-20.

¹⁰ Special Revenue Funds Management also provided the budget amount as of 02/28/21. Title I funds were reported as \$1,927,104.

What were the characteristics of 2020-21 ELSPED students?

Methodology

To evaluate the characteristics of 2020-21 ELSPED students, the evaluator used the PEIMS snapshot demographic data file for the PEIMS snapshot date of October 30, 2020.¹¹ Student characteristics were categorized by the following groups for comparison purposes: all ELs, all SPED, NonEL SPED, and ELSPED students.¹² Frequency analyses were used to determine the number and percentage of students in each category overall, over time, and by grade level, sex, race/ethnicity, special student groups, and network. For the categories that included special education students, the evaluator conducted frequency analyses to calculate counts and rates of students by primary disability. As applicable, data from 2018-19 and 2019-20 were extracted from the 2019-20 ELSPED evaluation (Barton & Voss, 2020) and one- and two-year trends were calculated.

Results

Of the 67,206 ELs and 13,772 SPED students in the Dallas ISD, 5,435 (8% of ELs; 39% of SPED) were dually-identified as ELSPED in 2020-21, accounting for almost four percent of all district students ($N = 145,386$) in 2020-21. Table 2 includes grade-level enrollment for ELSPED students and comparison groups. In general, the distribution of students in most grades was generally comparable across all EL and SPED classifications, with slightly more ELs in the lower elementary grades than SPED students. The percentage of ELSPED students by grade level gradually increased from prekindergarten (PK; 1%) to Grade 5 (11%) and then gradually decreased to Grade 12 (5%).

¹¹ File dated 11/04/20.

¹² Comparison data for all NonEL students and the district can be found in Appendix B.

Table 2: 2020-21 English Learner, Special Education, and Dually-Identified Students by Grade Level

Grade Level	ELs (N = 67,206)		SPED (N = 13,772)		NonEL SPED (N = 8,337)		ELSPED (N = 5,435)	
	n	%	n	%	n	%	n	%
PK to Grade Five								
PK	3,847	5.7	144	1.0	69	0.8	75	1.4
K	4,747	7.1	602	4.4	358	4.3	244	4.5
1	5,092	7.6	808	5.9	456	5.5	352	6.5
2	5,309	7.9	972	7.1	572	6.9	400	7.4
3	5,363	8.0	1,153	8.4	650	7.8	503	9.3
4	5,547	8.3	1,293	9.4	742	8.9	551	10.1
5	5,571	8.3	1,378	10.0	798	9.6	580	10.7
PK to 5	35,476	52.9	6,350	46.2	3,645	43.8	2,705	49.9
Grades Six to Eight								
6	5,368	8.0	1,342	9.7	838	10.1	504	9.3
7	5,247	7.8	1,249	9.1	746	8.9	503	9.3
8	5,000	7.4	1,162	8.4	713	8.6	449	8.3
6 to 8	15,615	23.2	3,753	27.2	2,297	27.6	1,456	26.9
Grades Nine to Twelve								
9	5,079	7.6	1,091	7.9	708	8.5	383	7.0
10	4,993	7.4	932	6.8	587	7.0	345	6.3
11	3,479	5.2	763	5.5	488	5.9	275	5.1
12	2,564	3.8	883	6.4	612	7.3	271	5.0
9 to 12	16,115	24.0	3,669	26.6	2,395	28.7	1,274	23.4
Total and Percent of District Enrollment (N = 145,386)								
PK to 12	67,206	46.2	13,772	9.5	8,337	5.7	5,435	3.7

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

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

As shown in Table 3, the number of ELSPED (+6%) and NonEL SPED (+8%) students in PK to grade 12 has increased over the last two years, the number of ELs (-3%) decreased, and the number of all SPED students stayed about the same.

Table 3: 2018-19 to 2020-21 PK to Grade 12 Enrollment by English Learner/Special Education Status

Classification	2018-19		2019-20		2020-21		Enrollment	
	Students N	District %	Students N	District %	Students N	District %	1 Yr Δ %pts	2 Yr Δ %pts
ELSPED	5,111	3.3	5,334	3.5	5,435	3.7	1.9	6.3
NonEL SPED	7,695	5.0	8,632	5.6	8,337	5.7	-3.4	8.3
All SPED	13,720	8.8	13,966	9.1	13,772	9.5	-1.4	0.4
All EL	69,419	44.8	70,004	45.8	67,206	46.2	-4.0	-3.2
District	155,057	100.0	152,963	100.0	145,396	100.0	-4.9	-6.2

Source: District PEIMS demographic data files dated 02/26/19 (2018-19), 11/01/19 (2019-20), and 11/04/20 (2020-21).

Note: Students may be included in more than one category shown. Data do not include early childhood students. 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 4, student characteristics for ELSPED students generally were comparable to the SPED and NonEL SPED students with respect to sex (67% male) and comparable to ELs with respect to race/ethnicity (mostly Hispanic). In addition, the highest percentage of district ELSPED students was enrolled in the Northwest network (24%), and the lowest percentages were enrolled at Early Learning and magnet campuses (<1% for both).

Table 4: 2020-21 Characteristics of English Learners, Special Education, and Dually-Identified Students

	ELs (N = 67,206)		SPED (N = 13,772)		NonEL SPED (N = 8,337)		ELSPED (N = 5,435)	
	N	%	n	%	n	%	n	%
Sex								
Male	34,760	51.7	9,200	66.8	5,548	66.5	3,652	67.2
Female	32,446	48.3	4,572	33.2	2,789	33.5	1,783	32.8
Race/Ethnicity								
Hispanic	64,643	96.2	8,939	64.9	3,653	43.8	5,286	97.3
African American	776	1.2	3,793	27.5	3,756	45.1	37	0.7
White	483	0.7	601	4.4	560	6.7	41	0.8
Asian	773	1.2	94	0.7	50	0.6	44	0.8
Native American	66	0.1	20	0.1	13	0.2	7	0.1
Pacific Islander	72	0.1	2	0.0	2	0.0	0	0.0
Two or More	393	0.6	323	2.3	303	3.6	20	0.4
Special Student Groups								
Eco Dis	61,207	91.1	11,914	86.5	6,932	83.1	4,982	91.7
At-Risk	61,926	92.1	9,647	70.0	4,342	52.1	5,305	97.6
Homeless	1,246	1.9	302	2.2	212	2.5	90	1.7
Network								
ACE	2,602	3.9	519	3.8	357	4.3	162	3.0
Central	8,152	12.1	2,574	18.7	1,968	23.6	606	11.1
Early Learning	135	0.2	24	0.2	17	0.2	7	0.1
Magnet	1,618	2.4	133	1.0	119	1.4	14	0.3
Northeast	12,881	19.2	2,924	21.2	1,810	21.7	1,114	20.5
Northwest	15,563	23.2	2,430	17.6	1,102	13.2	1,328	24.4
OTI	1,529	2.3	349	2.5	224	2.7	125	2.3
Single Gender	1,650	2.5	295	2.1	184	2.2	111	2.0
Southeast	11,587	17.2	2,255	16.4	1,306	15.7	949	17.5
Southwest	11,482	17.1	2,260	16.4	1,241	14.9	1,019	18.7
None	7	0.0	9	0.1	9	0.1	0	0.0

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

Note: Campuses without a network or where the network could not be determined included Hospital and Homebound Elementary and Secondary, Barbara M. Manns Middle and High School DAEP (Disciplinary Alternative Education Program), Elementary DAEP, Maya Angelou High School, Juvenile Justice Alternate Education Program, and the Career Institutes. Eco Dis = Economically disadvantaged. ACE = Accelerating Campus Excellence. OTI = Office of Transformation and Innovation. Percentages may not sum to 100 percent because of rounding.

As shown in Table 5, although the proportions of NonEL SPED students with each primary disability were sometimes comparable to SPED students, a few differences emerged with ELSPED students. Compared to SPED students and NonEL SPED students, a higher rate of ELSPED students were reported to have a learning disability (SPED: 31%; NonEL SPED: 26%; ELSPED: 38%) or speech impairment (SPED: 12%, NonEL SPED: 10%; ELSPED: 14%), and a lower rate of ELSPED students were reported to have an other health impairment (SPED: 15%; NonEL SPED: 18%; ELSPED: 12%), intellectual disability (SPED: 11%; NonEL SPED: 13%; ELSPED: 8%), or emotional disturbance (SPED: 4%; NonEL SPED: 6%; ELSPED: 2%).

Table 5: 2020-21 Primary Disabilities of Special Education and Dually-Identified Students

Primary Disability	All SPED (N = 13,772)		NonEL SPED (N = 8,337)		ELSPED (N = 5,435)	
	n	%	N	%	n	%
Learning Disability	4,194	30.5	2,123	25.5	2,071	38.1
Autism	3,169	23.0	1,950	23.4	1,219	22.4
Other Health Impairment	2,113	15.3	1,466	17.6	647	11.9
Speech Impairment	1,588	11.5	819	9.8	769	14.1
Intellectual Disability	1,546	11.2	1,119	13.4	427	7.9
Emotional Disturbance	553	4.0	469	5.6	84	1.5
Auditory Impairment	338	2.5	214	2.6	124	2.3
Orthopedic Impairment	152	1.1	95	1.1	57	1.0
Visual Impairment	63	0.5	38	0.5	25	0.5
Traumatic Brain Injury	30	0.2	22	0.3	8	0.1
No Disability	5	0.0	4	0.0	1	0.0
Other/Missing Data	21	0.2	18	0.2	3	0.1

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

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

What were stakeholder perceptions regarding ELSPED services and training in 2020-21?

This section includes key results for the Title III ELSPED survey sent to teachers, campus instructional coaches (CICs), and administrators in spring 2021.

Methodology

To obtain feedback about ELSPED services and training provided to campus staff members in 2020-21, the evaluator worked with program leadership to develop and administer a Title III ELSPED Instructional Specialist survey. The survey was a 16-item online survey for teachers, CICs, and administrators helped by Title III ELSPED Instructional Specialists (general campus support-focused) in 2020-21. General education teachers, special education teachers, BE/ESL teachers, CICs, and campus administrators who worked with a Title III ELSPED Instructional Specialist were invited to complete the survey between May 17, 2021 and June 6, 2021, with periodic email reminders sent to those who had yet to respond. The survey included questions about experiences during the 2020-21 school year, including perceptions of factors related to professional development, awareness around ELSPED, ARD/LPAC collaboration, ELSPED Instructional Specialist services, and ELSPED resources. The evaluator used descriptive statistics to calculate the percentage of survey respondents selecting each response option and evaluate the BE/ESL Department goal that 40 percent of teachers and CICs and 60 percent of administrators would rate the aggregated helpfulness of all supports provided by the ELSPED specialists as very or extremely helpful.¹³

¹³ For questions related to ELSPED instructional specialist interactions, percentages do not include respondents who indicated that a question was not applicable (e.g., they did not receive support from an ELSPED specialist) or that they did not know or were not sure how to answer a question.

Results

This section includes key results from the 2020-21 Title III ELSPED survey. Full results by question, respondent type, and response frequency are provided in Appendix C for 2020-21 and in Appendix D for 2019-20.

Title III ELSPED Survey

Of the 64 staff members emailed an invitation to complete the survey, 29 (45%) completed the survey.¹⁴ Because a small number of CICs ($n = 1$) and administrators ($n = 0$) completed the survey, the results for teachers, CICs, and administrators were aggregated in this section. Because of the low survey response rate, survey results are provided for informational purposes and should be reviewed with caution.

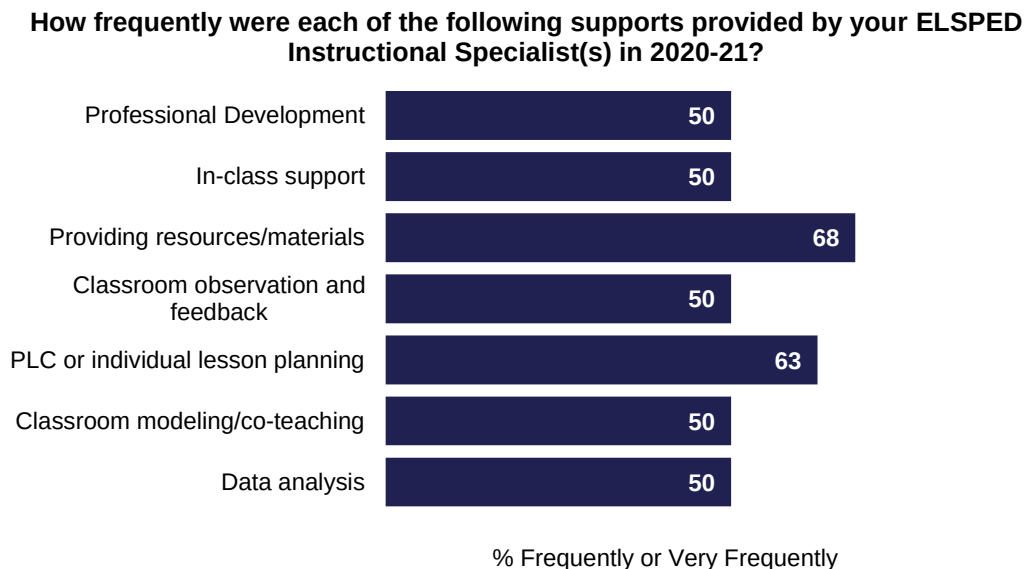
Most teacher respondents were special education teachers (68%) and had special education (68%) and/or ESL (46%) certifications. The highest frequency of teachers (46%) taught one to five ELSPED students during the 2020-21 school year.

Most survey respondents reported that they participated in professional development that addressed the needs of ELSPED students (76%) and had favorable views regarding the collaboration of the LPAC and ARD committees. A majority of survey respondents reported that both BE/ESL teachers (82%) and special education teachers (89%) at their campuses were moderately or completely aware that qualified ELSPED students should receive both special education services and BE/ESL services, followed by 55 percent for general education teachers. Fifty-six percent of respondents rated LPAC and ARD collaboration as a high or very high priority on their campuses. Most respondents also reported that the LPAC and ARD committees collaborated frequently or very frequently (72%), were at least moderately effective at collaborating (73%), and were at least moderately important for student success (80%).

In addition, most (86%) survey respondents reported that they worked with the ELSPED instructional specialists at least once. Of those that worked with an instructional specialist, the highest rate of respondents (40%) reported that they worked with the specialist more than 10 times. Regarding the supports that ELSPED specialists provided teachers, CICs, and administrators in 2020-21, survey respondents most frequently reported that ELSPED specialists provided resources/materials (68%) and Professional Learning Communities (PLCs) or individual lesson planning (63%; Figure 1).

¹⁴ One additional participant answered only the first 3 survey questions, and thus was excluded from analyses.

Figure 1: 2020-21 Title III ELSPED Survey – Frequency of Supports from ELSPED Instructional Specialists



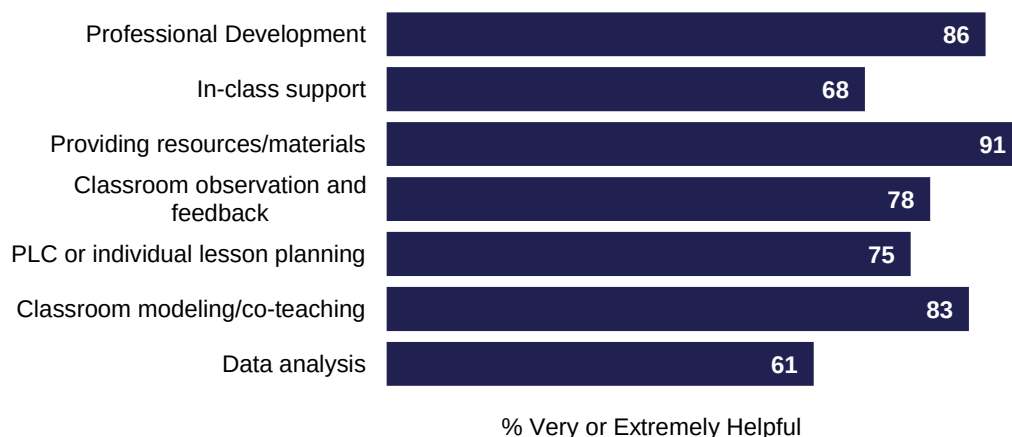
Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Rates do not include results for respondents who responded that they did not receive a given support from an ELSPED Instructional Specialist. For Ns and detailed survey response rates by question, see Appendix C.

Survey respondent views were generally positive regarding the support that they received from the ELSPED specialists. Resources/materials provided by ELSPED specialists was the highest rated support (91%), followed by professional development (86%), and classroom modeling/co-teaching (83%; Figure 2). The lowest rated support was data analysis (61%). The BE/ESL Department set a goal to have 40 percent of teachers and CICs and 60 percent of administrators rating the aggregated helpfulness of all supports provided by the ELSPED specialists as very or extremely helpful. Overall, teachers and CICs met the department's goal (78%), whereas the administrator goal could not be assessed as no administrators completed the survey.

Figure 2: 2020-21 Title III ELSPED Survey – Helpfulness of Supports from ELSPED Instructional Specialists

Rate how helpful each of the following supports were from your ELSPED Instructional Specialist(s) in 2020-21.



Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

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

Most survey respondents expressed positive views regarding the helpfulness (very or extremely helpful) of the professional development opportunities and resources that they received from ELSPED specialists. Both one-on-one professional development (95%) and campus-wide professional development (94%) were the highest rated professional development opportunities, followed by PLCs (74%). In addition, most respondents reported that supplies and resources for classroom implementation (67%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 67%) were very or extremely helpful resources for impacting student achievement.

What professional development opportunities were provided for campuses about the needs of ELSPED students?

An important focus of the ELSPED program was to offer professional development to educate campus communities about the needs of ELSPED students and the services required to serve them. The primary goal for the ELSPED program was at least 95 percent of professional development participants (i.e., teachers and administrators) reporting that the professional development session met their needs. To help reach this goal, the ELSPED program purchased a software license for Articulate 360¹⁵ in 2019-20, an online platform for developing custom, interactive courses. These online courses, in addition to face-to-face and virtual sessions, provided teachers and administrators with more access to ELSPED professional development sessions.

¹⁵ More information regarding Articulate 360 can be found at <https://articulate.com/>.

Methodology

Department leadership provided the evaluator with a list of all ELSPED-related professional development sessions offered in the Dallas ISD from July 1, 2020 to July 1, 2021¹⁶ and the number of attending teachers and administrators per session. These professional development sessions were designed for ELSPED providers with a focus on benefiting ELSPED and EL students or were collaborations with other departments where ELSPED supports were highlighted.¹⁷ The evaluator summarized this information by calculating the total number of sessions offered, the total number of attendees,¹⁸ and the median and range of attendees per session, grouped by session type (districtwide or campus-based, as applicable).

Results

The number of ELSPED-related professional development sessions, number of attendees, and median and range of attendees per session are shown in Table 6. While the number of professional development session types and attendance varied, the districtwide sessions accounted for the most sessions ($n = 19$) and the largest number of attendees ($n = 332$) in 2020-21.

Table 6: 2020-21 ELSPED Teacher and Administrator Professional Development Sessions and Attendance

Session Type	Sessions <i>N</i>	Attendees <i>N</i>	Attendees/Session		
			Median	Range	
Districtwide	19	332	7	1	to 220
Campus-based	3	26	10	1	to 15

Source: Sign-in documents received from the Bilingual Education/ESL Department on 07/12/21.

Note: Attendees could have participated in more than one professional development session. Some districtwide sessions may have been provided either in person or online by Region 10.

What were the assessment outcomes for ELSPED students in 2020-21?

This section includes summaries of academic outcomes for ELSPED students in 2020-21. This evaluation includes: 1) 2021 and one- and two-year trends in *Texas English Language Proficiency Assessment System (TELPAS)* and *TELPAS-Alternative (TELPAS-Alt)* English proficiency ratings and level movement;¹⁹ 2) 2021 rates of students in conditional growth quintiles from beginning-of-year (BOY) to end-of-year (EOY) on the *Measures of Academic Progress (MAP)*; and 3) 2021 and two-year trends in students attaining performance standards on all subtests for *STAAR*, *STAAR End-of-Course (EOC)*, and

¹⁶ This window of time was agreed upon with program leadership to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year. This window also corresponds with the Dallas ISD fiscal year.

¹⁷ The BE/ESL Department originally had a goal to have 95 percent of attendees of ELSPED-related professional development sessions indicate that the session assisted them in meeting the specific needs of ELSPED students. Because so few PD participants took this survey ($n = 10$), this goal was removed.

¹⁸ Participants may have attended multiple sessions.

¹⁹ 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. 2020 level movement includes 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.

STAAR Alternate 2. 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.

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 ELSPED students who regressed on their *TELPAS* composite from 2021 as compared to the percentage of ELSPED students that regressed from 2019. The second goal was to at least maintain the percentage of ELSPED students meeting the Approaches Grade Level or Above (Approaches+) performance standard on *STAAR* in 2020-21 as compared to the rate of ELSPED students meeting Approaches+ in 2018-19.

Methodology

Unless otherwise specified, all academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.²⁰

TELPAS and TELPAS-Alt English Proficiency Ratings and Level Movement

TELPAS is a state-required assessment that measures English language proficiency for ELs in K to grade 12²¹ in four domains: listening, speaking, reading, and writing.²² Starting in 2019, in accordance with Every Student Succeeds Act, the Texas Education Agency also offered the holistically-graded *TELPAS-Alt* assessment for ELs with the most significant cognitive disabilities; these students were unable to participate in the *TELPAS*, even with allowable accommodations.²³ Typically, grade 2 to 12 students in the Dallas ISD who were eligible for the *STAAR Alternate 2* were also eligible for *TELPAS-Alt*. Because the *TELPAS-Alt* is generally applicable to ELSPED students, results on the *TELPAS* and *TELPAS-Alt* were included in this section.

To determine rates of 2020-21 ELSPED students earning each English proficiency rating, the evaluator merged the 2020-21 district PEIMS snapshot demographic file dated November 4, 2020 with the 2021 *TELPAS* data file dated July 19, 2021 and 2021 *TELPAS-Alt* data file dated July 12, 2021. The evaluator used frequency analyses to determine the number and percentage of ELSPED students who earned each English proficiency rating (*TELPAS*: beginning, intermediate, advanced, advanced high; *TELPAS-Alt*: awareness, imitation, early independence, developing independence, basic fluency) by grade. For *TELPAS*, each domain was assessed in addition to the composite rating. Because the K to grade one version of *TELPAS* is a holistically-rated test, EL students in these grades with significant cognitive

²⁰ 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 dated 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.

²¹ K to grade one *TELPAS* assessment includes holistically-rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. The assessment for grades two to 12 includes online reading, listening, and speaking tests and holistically-rated writing collections.

²² 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%)].

²³ Holistically-graded assessments are based on the knowledge of a student's skills over a time period across all four domains, using observable behaviors aligned to the English Language Proficiency Standards (ELPS).

disabilities continued to participate in *TELPAS*. Thus, the *TELPAS* elementary-school level grade grouping ranged from grades two to five. For comparison purposes, the evaluator extracted historical *TELPAS* composite data from 2018 to 2019 from the 2018-19 program evaluation (Palladino et al., 2019) and *TELPAS* and *TELPAS-Alt* composite data from 2019 to 2020 from the 2019-20 program evaluation (Barton & Voss, 2020). *TELPAS* domain data were not included in prior evaluations; to calculate domain rating data from 2018 to 2019, the evaluator merged *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019) with the 2018-19 district PEIMS snapshot demographic data file dated February 26, 2019. To calculate domain rating data from 2019 to 2020, the evaluator merged *TELPAS* data files dated May 24, 2019 (2019) and July 19, 2020 (2020) with the 2019-20 district PEIMS snapshot demographic data file dated November 1, 2019.

To determine *TELPAS* English proficiency rating movement from 2020 to 2021, the evaluator merged *TELPAS* data files dated July 19, 2020 (2020) and July 19, 2021 (2021) with the 2020-21 district PEIMS snapshot demographic data file dated November 4, 2020. ELSPED students who received English proficiency level composite ratings for both school years were included in analyses. The evaluator calculated the number and percentage of students who progressed,²⁴ stayed the same, or regressed at least one English proficiency level on *TELPAS* composite ratings and for each domain from 2020 and 2021. For comparison purposes, the evaluator extracted historical composite rating movement data from 2018 to 2019 and 2019 to 2020 from the 2019-20 program evaluation (Barton & Voss, 2020). *TELPAS* domain level movement data was not included in prior evaluations; to calculate domain level movement data from 2018 to 2019, the evaluator merged *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019) with the 2018-19 district PEIMS snapshot demographic data file dated February 26, 2019. To calculate domain level movement data from 2019 to 2020, the evaluator merged *TELPAS* data files dated May 24, 2019 (2019) and July 19, 2020 (2020) with the 2019-20 district PEIMS snapshot demographic data file dated November 1, 2019.

To determine *TELPAS-Alt* English proficiency rating movement from 2020 to 2021, the evaluator merged the *TELPAS-Alt* data files dated July 6, 2020 (2020) and July 12, 2021 (2021) with the 2020-21 district PEIMS snapshot demographic data file dated November 4, 2020. ELSPED students who received English proficiency level composite ratings for both school years were included in analyses. The evaluator calculated the number and percentage of students who progressed,²⁵ stayed the same, or regressed at least one English proficiency level on *TELPAS-Alt* composite ratings from 2020 to 2021.

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

²⁴ 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.

²⁵ 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 Basic Fluency both years.

BOY to EOY MAP administrations, the evaluator merged the district EOY MAP data file (for BOY to EOY) dated June 23, 2021 with the district PEIMS snapshot demographic data file dated November 04, 2020. The evaluator 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 classification, grade level, test language, and subject.

STAAR, EOCs, and STAAR Alternate 2

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.²⁶ 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 evaluator merged district STAAR and December and May EOC data files for 2020-21²⁷ with the PEIMS snapshot demographic file dated November 04, 2020. Data for 2019 was extracted from the 2018-19 program evaluation (Palladino et al., 2019). The evaluator then ran frequency analyses to calculate 2021 performance standard attainment rates for the mathematics and reading subtests of STAAR and EOCs. The evaluator analyzed STAAR and EOC data in several ways for this evaluation. First, the evaluator calculated rates of students at the Approaches+ performance standard for 2021. Rates then were aggregated by subject, grade level,²⁸ and classification. The evaluator then calculated two-year trends in Approaches+ attainment rates. Finally, for 2021 ELSPED students, the evaluator also aggregated rates of students at Approaches+²⁹ by test version (standard and *Alternate 2*).

Results

TELPAS and TELPAS-Alt English Proficiency Ratings, Level Movement, and Trends

TELPAS English Proficiency Ratings and Level Movement. TELPAS English proficiency composite rating rates for 2019, 2020,³⁰ and 2021 by grade level are provided in Appendix E, and composite level movement rates from 2020 to 2021 are provided in Appendix F.

As shown in Table 7, 2021 composite ratings for ELSPED students at all grade levels tended to cluster in the intermediate level of English proficiency, with higher rates of students proficient at the

²⁶ More information on STAAR performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

²⁷ For performance standard attainment rates, 2021 files were dated 06/28/21 (STAAR) and 06/17/21 (EOC).

²⁸ To facilitate comparable 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.

²⁹ Students taking the STAAR Alternate 2 are not evaluated against the Meets+ performance standard. Because many SPED students take the Alternate 2 version, this section focused primarily on scores at the Approaches+ standard. For results for ELSPED and comparison students at the Meets+ performance standards, see Appendix I.

³⁰ 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.

intermediate level in grades six to eight (66%) than those in the lower (57%) and higher grades (62%). For domains, ELSPED student rates at the advanced high level were generally highest for the listening (range: 11% to 18%) and writing (range: 3% to 21%) domains. Generally, grade level differences were most pronounced for the writing domain, with scores for the youngest students clustering more at the lower proficiency levels than for students at the older grade levels.

Two-year trends in composite English proficiency rates for ELSPED students varied and ranged from the largest decrease for grades 9 to 12 at the beginning level (-6 percentage points) to the largest increase in grades 9 to 12 at the advanced level (+4 percentage points). Two-year changes in domain proficiency rates for ELSPED students varied and ranged from the largest decrease for grades 6 to 8 in listening (advanced: -14 percentage points) to the largest increase in grades 9 to 12 in listening (advanced: +13 percentage points).

Table 7: 2019 to 2021 TELPAS English Proficiency Composite and Domain Ratings: ELSPED 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	2,193	1,787	2,049	25.0	-0.5	-2.1	57.2	1.2	0.2	15.3	-0.4	2.0	2.4	-0.4	0.0
Grades 6 to 8	962	373	653	7.8	3.0	0.2	65.7	3.2	3.1	24.8	-4.7	-2.9	1.7	-1.5	-0.5
Grades 9 to 12	913	313	296	2.7	-0.8	-6.2	62.2	-8.1	0.2	28.7	4.7	4.1	6.4	4.2	1.9
All Grades	4,068	2,473	2,998	19.0	-0.6	0.6	59.6	0.8	0.1	18.7	-0.1	-0.6	2.7	-0.2	-0.2
Listening															
Grades K to 5	2,212	2,153	2,142	22.4	2.2	-4.8	37.7	-3.4	-3.2	26.5	-0.4	4.3	13.4	1.6	3.7
Grades 6 to 8	974	934	913	7.9	2.4	3.1	48.7	9.2	8.3	25.2	-6.7	-14.0	18.2	-4.9	2.7
Grades 9 to 12	999	691	539	3.5	-3.1	-11.7	45.1	-0.8	-2.8	40.4	8.2	13.1	10.9	-4.2	1.3
All Grades	4,185	3,778	3,594	15.9	1.8	-3.3	41.6	0.0	-0.9	28.3	-0.9	0.9	14.2	-0.9	3.2
Speaking															
Grades K to 5	2,204	2,147	2,134	34.4	4.9	4.5	43.2	-3.4	-0.9	19.7	0.4	0.7	2.6	-1.9	-4.4
Grades 6 to 8	974	934	913	34.2	5.8	2.2	54.8	-2.2	-0.2	10.8	-2.6	-1.6	0.2	-1.0	-0.5
Grades 9 to 12	999	691	539	46.2	-5.5	-3.3	26.3	-4.2	-2.5	23.9	8.7	5.9	3.5	0.9	-0.2
All Grades	4,177	3,772	3,586	36.1	2.8	1.1	43.6	-2.6	0.6	18.1	1.0	0.9	2.1	-1.2	-2.6
Reading															
Grades K to 5	2,199	2,181	2,134	48.4	-2.2	-4.4	35.6	2.6	3.2	8.9	-0.9	-1.2	7.1	0.4	2.4
Grades 6 to 8	978	977	929	32.0	5.1	-1.4	43.3	-6.4	1.4	16.4	0.7	0.9	8.4	0.6	-0.9
Grades 9 to 12	1,004	696	548	20.1	4.6	-5.2	51.6	-8.0	3.0	19.0	3.7	1.4	9.3	-0.3	0.7
All Grades	4,181	3,854	3,611	39.9	1.6	-1.8	40.0	-2.0	1.5	12.3	0.1	-0.8	7.8	0.3	1.1
Writing															
Grades K to 5	2,164	1,837	2,099	54.6	-0.4	-1.2	30.9	0.0	-1.1	11.2	0.1	1.6	3.2	0.4	0.7
Grades 6 to 8	956	451	791	17.7	3.5	1.5	42.4	-6.9	-4.3	28.4	1.6	2.2	11.5	1.7	0.6
Grades 9 to 12	915	399	433	9.2	3.7	-0.6	37.9	4.0	0.8	31.9	-10.5	-3.8	21.0	2.7	3.5
All Grades	4,035	2,687	3,323	39.9	-0.9	3.9	34.5	0.1	-2.1	18.0	-0.4	-1.4	7.5	1.2	-0.4

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, 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 59 to 70 percent of ELSPED students on the 2021 TELPAS remained at the same composite proficiency level, and ELSPED students in grades 1 to 5 and grades 9 to 12 progressed at a higher rate (1 to 5: 28%; 6 to 8: 13%; 9 to 12: 24%; Table 8) and regressed at a lower rate (1 to 5: 13%; 6 to 8: 17%; 9 to 12: 13%) than those in the middle grades. Across all domains and grades, 37 to 65 percent of ELSPED students remained at the same proficiency level in 2021. For all grade levels overall, ELSPED students

progressed at similar or higher rates across all domains (range: 26% to 39%) than they regressed (range: 11% to 26%).

For two-year trends, composite progression rate increases ranged from one (grades 6 to 8) to 10 (grades 9 to 12) percentage points. 2021 ELSPED 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 5%). For domains, overall, progression rates were higher in 2021 than in 2019 for the listening (+6 percentage points), speaking (+5 percentage points), and reading (+4 percentage points) domains, and regression rates were lower in 2021 than in 2019 for all domains (range: -8 to -1 percentage points).

Table 8: 2019 to 2021 *TELPAS* Composite and Domain Level Movement: ELSPED Students

	Tested			Regressed			Stayed the Same			Progressed		
	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
Composite												
Grades 1 to 5	1,863	1,512	1,467	13.2	3.0	-2.2	58.8	0.2	-0.3	28.0	-3.1	2.5
Grades 6 to 8	917	364	305	17.4	3.9	-3.1	69.8	4.5	2.1	12.8	-8.4	1.0
Grades 9 to 12	806	288	125	12.8	-6.6	-12.8	63.2	-1.0	2.9	24.0	7.7	9.9
All Grades	3,586	2,164	1,897	13.9	1.8	-5.2	60.8	0.3	-0.7	25.3	-2.2	5.9
Listening												
Grades 1 to 5	1,862	1,512	1,462	23.0	3.1	-2.1	37.1	2.0	-1.3	39.9	-5.0	3.4
Grades 6 to 8	915	364	305	22.6	10.5	8.2	42.3	2.5	-5.0	35.1	-13.0	-3.2
Grades 9 to 12	806	288	125	22.4	0.5	-9.4	46.4	-3.3	-3.6	31.2	2.7	13.0
All Grades	3,583	2,164	1,892	22.9	4.0	-1.0	38.6	0.7	-4.7	38.5	-4.7	5.7
Speaking												
Grades 1 to 5	1,862	1,512	1,461	25.3	3.4	0.6	46.7	1.0	2.7	27.9	-4.4	-3.3
Grades 6 to 8	915	364	305	31.1	5.9	-17.0	53.8	4.6	8.2	15.1	-10.5	8.9
Grades 9 to 12	806	288	125	22.4	-4.7	-18.3	45.6	-11.3	1.6	32.0	16.0	16.7
All Grades	3,583	2,164	1,891	26.1	2.9	-8.3	47.8	0.0	3.4	26.1	-2.9	4.9
Reading												
Grades 1 to 5	1,858	1,509	1,464	11.8	-0.2	-6.5	55.1	0.8	2.1	33.1	-0.7	4.4
Grades 6 to 8	917	364	304	28.6	9.4	-0.5	48.4	-0.8	2.4	23.0	-8.6	-1.9
Grades 9 to 12	805	288	125	21.6	0.4	-1.0	52.0	0.3	1.2	26.4	-0.7	-0.2
All Grades	3,580	2,161	1,893	15.2	0.7	-6.9	53.8	0.8	3.1	31.0	-1.5	3.8
Writing												
Grades 1 to 5	1,839	1,498	1,462	8.7	1.7	2.3	64.8	-0.6	-0.9	26.5	-1.1	-1.4
Grades 6 to 8	909	363	304	17.1	-0.3	1.8	50.7	-3.9	0.6	32.2	4.1	-2.4
Grades 9 to 12	801	288	125	24.8	0.5	2.5	39.2	3.1	-0.6	36.0	-3.6	-1.8
All Grades	3,549	2,149	1,891	11.1	0.0	-1.2	60.8	1.2	5.0	28.1	-1.2	-3.8

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. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. 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.

***TELPAS-Alt* English Proficiency Ratings and Level Movement.** *TELPAS-Alt* English proficiency composite rates for 2019, 2020, and 2021 by grade level and composite level movement rates from 2020 to 2021 by grade level are provided in Appendix G.

Overall, 593 ELSPED students took the *TELPAS-Alt* in 2021. As shown in Table 9, 23 percent of students overall earned the highest proficiency rating (basic fluency) on the 2021 *TELPAS-Alt*, with the highest rates in grades six to eight (29%) and nine to 12 (26%) and the lowest rates in grades two to five (17%). In addition, the percentage of ELSPED students overall who earned the highest proficiency rating increased by four percentage points over two years.

Table 9: 2019 to 2021 ELSPED Student *TELPAS-Alt* Composite Proficiency Levels

	Awareness			Imitation			Early Independence			Developing Independence			Basic Fluency		
	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	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Grades 2 to 5	9.5	0.0	-1.2	19.3	-0.6	-2.5	26.7	0.1	-1.3	28.0	2.3	-0.4	16.5	-1.8	5.4
Grades 6 to 8	11.7	-0.7	-5.2	18.7	2.7	-0.6	14.6	-9.1	-0.5	26.3	6.8	4.6	28.7	0.3	1.6
Grades 9 to 12	14.5	2.4	-2.9	12.3	-8.3	-0.1	21.8	2.7	2.8	25.1	5.2	-2.2	26.3	-2.1	2.3
All Grades	11.6	0.5	-2.7	17.0	-1.9	-1.8	21.8	-2.0	0.1	26.6	4.3	0.6	22.9	-1.1	3.6

Source: District *TELPAS-Alt* data files dated 08/02/19, 07/06/20, and 07/12/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: *TELPAS-Alt* ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. For sample sizes, see Appendix G. The spring 2021 composite *TELPAS-Alt* results represent 94.1 percent of ELSPED test takers. Percentages may not sum to 100 because of rounding. Because the K to grade one version of *TELPAS* also is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in *TELPAS*, not *TELPAS-Alt*. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Proficiency rating movement patterns were relatively similar across the elementary school, middle school, and high school levels for 2021 ELSPED students, with over 40 percent of students at each grade level progressing to a higher proficiency level and about a third remaining at the same proficiency level (Table 10). Specifically, 45 percent of students overall progressed to a higher proficiency level, with the highest rates in grades three to five (48%) and the lowest rates in grades six to eight (42%). In addition, 29 percent of students overall in 2021 remained at the same proficiency rating, with the highest rates in grades three to five (32%) and the lowest rates in grades 9 to 12 (25%).

Table 10: 2020 and 2021 *TELPAS-Alt* Composite Level Movement: ELSPED Students

	Tested		Regressed			Stayed the Same			Progressed		
	2020 N	2021 N	2020 %	2021 %	1 Yr Δ %pts	2020 %	2021 %	1 Yr Δ %pts	2020 %	2021 %	1 Yr Δ %pts
Grades 3 to 5	143	146	14.0	19.9	5.9	37.8	32.2	-5.6	48.3	47.9	-0.4
Grades 6 to 8	146	154	17.8	28.6	10.8	37.0	29.2	-7.8	45.2	42.2	-3.0
Grades 9 to 12	121	154	25.6	29.2	3.6	31.4	24.7	-6.7	43.0	46.1	3.1
All Grades	410	454	18.8	26.0	7.2	35.6	28.6	-7.0	45.6	45.4	-0.2

Source: District *TELPAS-Alt* data files dated 08/02/19, 07/06/20, and 07/12/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: *TELPAS-Alt* ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. 2019 was the first year that *TELPAS-Alt* was offered. 2020 level movement data include students who earned a *TELPAS-Alt* proficiency rating in both 2019 and 2020 (data obtained from Barton & Voss, 2020). 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. 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 Basic Fluency 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 Growth* data from BOY to EOY by classification,³¹ grade level, test language, and subject are provided in Appendix H.

2021 Mathematics MAP BOY to EOY Growth Quintile Rates. As shown in Table 11, BOY to EOY mathematics *MAP* growth quintile rates of ELSPED students clustered in either the Low quintile (range: 18%, grades 2 to 5, Spanish to 35%, grades 2 to 5, English) or the High quintile (range: 23%, grades 2 to 5, English to 64%, grades 2 to 5, Spanish). Overall, ELSPED quintile rates tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

Table 11: 2020-21 Dallas ISD MAP Growth 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
All SPED							
Grade 1	English	467	28.5	15.6	11.1	12.0	32.8
	Spanish	*	*	*	*	*	*
Grades 2-5	English	2,973	35.0	14.9	13.4	13.5	23.1
	Spanish	11	18.2	18.2	0.0	0.0	63.6
Grades 6-8	English	1,551	34.3	15.2	12.3	13.9	24.4
	Spanish	-	-	-	-	-	-
Grades 9-11	English	747	30.7	16.1	12.4	12.3	28.5
	Spanish	-	-	-	-	-	-
NonEL SPED							
Grade 1	English	244	28.7	15.2	11.5	12.3	32.4
	Spanish	-	-	-	-	-	-
Grades 2-5	English	1,525	34.7	14.0	13.9	14.0	23.4
	Spanish	-	-	-	-	-	-
Grades 6-8	English	848	35.1	14.6	11.6	14.0	24.6
	Spanish	-	-	-	-	-	-
Grades 9-11	English	440	31.1	14.3	12.7	13.2	28.6
	Spanish	-	-	-	-	-	-
ELSPED							
Grade 1	English	223	28.3	16.1	10.8	11.7	33.2
	Spanish	*	*	*	*	*	*
Grades 2-5	English	1,448	35.4	15.9	12.9	12.9	22.9
	Spanish	11	18.2	18.2	0.0	0.0	63.6
Grades 6-8	English	703	33.3	15.9	13.1	13.7	24.0
	Spanish	-	-	-	-	-	-
Grades 9-11	English	307	30.0	18.6	12.1	11.1	28.3
	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 students tested in this category.

³¹ NonSPED EL students (non-special education students who are English Learners) are provided for reference.

2021 Reading MAP BOY to EOY Growth Quintile Rates. As shown in Table 12, BOY to EOY reading MAP growth quintile rates of ELSPED students clustered in the Low quintile (range: 32%, grade 1, English to 55%, grades 6 to 8, English). Overall, ELSPED quintile rates tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

Table 12: 2020-21 Dallas ISD MAP Growth 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	-	-	-	-	-	-
All SPED							
Grade 1	English	274	36.9	14.6	13.5	10.2	24.8
	Spanish	161	34.8	27.3	18.0	11.2	8.7
Grades 2-5	English	1,771	39.3	14.8	11.5	11.9	22.6
	Spanish	893	39.5	16.9	13.4	12.2	17.9
Grades 6-8	English	1,509	54.0	13.5	11.4	9.7	11.5
	Spanish	*	*	*	*	*	*
Grades 9-11	English	754	47.3	15.6	12.1	12.7	12.2
	Spanish	-	-	-	-	-	-
NonEL SPED							
Grade 1	English	230	37.8	13.9	14.3	10.4	23.5
	Spanish	*	*	*	*	*	*
Grades 2-5	English	1,508	39.5	14.5	11.6	11.8	22.7
	Spanish	*	*	*	*	*	*
Grades 6-8	English	821	53.6	14.1	12.3	9.4	10.6
	Spanish	-	-	-	-	-	-
Grades 9-11	English	443	46.3	15.1	12.2	13.5	12.9
	Spanish	-	-	-	-	-	-
ELSPED							
Grade 1	English	44	31.8	18.2	9.1	9.1	31.8
	Spanish	157	35.0	27.4	17.8	10.8	8.9
Grades 2-5	English	263	38.4	16.7	10.6	12.2	22.1
	Spanish	889	39.5	16.9	13.5	12.1	18.0
Grades 6-8	English	688	54.5	12.6	10.3	10.0	12.5
	Spanish	*	*	*	*	*	*
Grades 9-11	English	311	48.9	16.4	11.9	11.6	11.3
	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 students tested in this category.

STAAR and EOC

Rates of students at each performance standard on STAAR subtests and EOCs for 2019 and 2021 by subtest, classification,³² and grade level are provided in Appendix I, and two-year trends are provided in Appendix J. As a result of the COVID-19 pandemic in March 2020, the 2020 STAAR and EOC

³² NonSPED EL students are provided for reference.

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 13, 2021 rates of grade three to five ELSPED students scoring at the Approaches+ performance standard across subjects and grade levels were consistently among the lowest of all groups examined (mathematics, 44%; reading, 36%) and tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

Table 13: 2019 and 2021 Trends in Rates of Grade Three to Five Students at STAAR Approaches Grade Level or Above Performance Standard by Subject and Classification

	2019		2021		2 Yr Δ %pts
	Test N	Appr+ %	Test N	Appr+ %	
Mathematics Grades Three to Five					
All EL	17,582	82.5	15,389	64.4	-18.1
All SPED	3,713	58.1	3,324	46.4	-11.7
NonEL SPED	2,101	57.0	1,823	48.7	-8.3
ELSPED	1,439	57.3	1,501	43.6	-13.7
Reading Grades Three to Five					
All EL	17,580	76.3	15,374	65.1	-11.2
All SPED	3,717	49.7	3,312	41.8	-7.9
NonEL SPED	2,107	50.9	1,810	46.4	-4.5
ELSPED	1,437	45.4	1,502	36.4	-9.0

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 11/01/19 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. Appr+ = Approaches Grade Level or Above. 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 14, 2021 rates of grade six to eight ELSPED students scoring at the Approaches+ performance standard across subjects and grade levels were consistently among the lowest of all groups examined (mathematics, 34%; reading, 28%) and tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

Table 14: 2019 and 2021 Trends in Rates of Grade Six to Eight Students at STAAR Approaches Grade Level or Above Performance Standard by Subject and Classification

	2019		2021		2 Yr Δ %pts
	Test N	Appr+ %	Test N	Appr+ %	
Mathematics Grades Six to Eight					
All EL	13,978	74.8	11,935	52.8	-22.0
All SPED	2,983	52.0	2,744	38.4	-13.6
NonEL SPED	1,672	50.7	1,567	41.9	-8.8
ELSPED	1,141	48.8	1,177	33.8	-15.0
Reading Grades Six to Eight					
All EL	14,673	61.9	13,772	55.4	-6.5
All SPED	3,002	40.2	2,840	35.6	-4.6
NonEL SPED	1,689	40.6	1,622	41.4	0.8
EL SPED	1,144	34.3	1,218	28.0	-6.3

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 11/01/19 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. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021. No data were available for 2020.

2021 STAAR EOC Approaches+ Attainment and Trends. As shown in Table 15, 2021 rates of ELSPED students scoring at the Approaches+ performance standard across subjects on EOCs were typically among the lowest of all groups examined, ranged from 20 (English I) to 49 (Algebra I) percent, and tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

Table 15: 2019 and 2021 Trends in Rates of Students at STAAR EOC Approaches Grade Level or Above Performance Standard by Subject and Classification

	2019		2021		2 Yr Δ %pts
	Test N	Appr+ %	Test N	Appr+ %	
Algebra I EOC					
All EL	5,197	82.5	5,395	65.7	-16.8
All SPED	1,203	55.2	1,038	46.7	-8.5
NonEL SPED	668	49.9	651	45.3	-4.6
ELSPED	476	59.0	387	49.1	-9.9
English I EOC					
All EL	7,299	44.0	5,487	42.7	-1.3
All SPED	1,745	20.9	1,271	26.8	5.9
NonEL SPED	950	19.5	783	30.9	11.4
ELSPED	725	18.2	488	20.3	2.1
English II EOC					
All EL	5,443	40.9	4,925	45.5	4.6
All SPED	1,356	24.2	907	32.1	7.9
NonEL SPED	748	23.9	548	35.6	11.7
ELSPED	521	16.3	359	26.7	10.4

Source: District STAAR data files dated 06/13/19 and 06/17/21. PEIMS demographic data files dated 11/01/19 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. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021. No data were available for 2020.

STAAR and EOC Alternate 2

In 2021, as shown in Table 16, 11 to 17 percent of students who took STAAR subtests and 11 to 15 percent of students who took EOCs were administered the *Alternate 2* version. Rates of students at the Approaches+ performance standard on the *Alternate 2* version were higher than for the standard version on all tests and ranged from 86 to 100 percent.

Table 16: 2021 STAAR/EOC and STAAR/EOC Alternate 2 for ELSPED Students at Approaches Grade Level or Above by Grade Level

Grade Level(s)	STAAR/EOC		STAAR/EOC Alternate 2		Alternate 2	Total	
	Tested	Appr+	Tested	Appr+	% of Total	Tested	Appr+
	N	%	N	%	Test Takers	N	%
STAAR Mathematics							
3	406	35.5	60	95.0	12.9	466	43.1
4	437	24.5	66	100.0	13.1	503	34.4
5	469	47.3	63	92.1	11.8	532	52.6
6	380	30.3	51	98.0	11.8	431	38.3
7	265	14.0	53	98.1	16.7	318	28.0
8	382	26.4	46	93.5	10.7	428	33.6
3 to 5	1,312	36.1	189	95.8	12.6	1,501	43.6
6 to 8	1,027	24.6	150	96.7	12.7	1,177	33.8
STAAR Reading							
3	404	28.0	60	91.7	12.9	464	36.2
4	439	17.5	66	93.9	13.1	505	27.5
5	470	39.1	63	87.3	11.8	533	44.8
6	375	12.8	51	94.1	12.0	426	22.5
7	361	17.5	55	92.7	13.2	416	27.4
8	330	26.4	46	95.7	12.2	376	34.8
3 to 5	1,313	28.5	189	91.0	12.6	1,502	36.4
6 to 8	1,066	18.6	152	94.1	12.5	1,218	28.0
STAAR EOCs							
Algebra I (8 to 12)	331	42.9	56	85.7	14.5	387	49.1
English I (9 to 12)	434	10.8	54	96.3	11.1	488	20.3
English II (9 to 12)	306	16.3	53	86.8	14.8	359	26.7

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

Note: Rates include scores for first administration of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Appr+ = Approaches Grade Level or Above.

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

Comparing Dallas ISD results to state and other large, urban Texas district accountability results provides a sense of where Dallas ISD ELSPED students stood academically with respect to students across the state of Texas. This section includes a brief comparison of TELPAS, TELPAS-Alt, STAAR, EOCs, and STAAR Alternate 2 outcomes for Dallas ISD, state, and other large, urban Texas district ELSPED students.

Methodology

The evaluator obtained both district-level and state-level Accountability data for ELSPED students on the 2021 *TELPAS*, *TELPAS-Alt*, *STAAR*, *EOCs*, and *STAAR Alternate 2* (via [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. Dallas ISD rates may not match those included elsewhere in this document because of different sources and available filtering criteria.

Results

2021 *TELPAS*

As shown in Table 17, rates of Dallas ISD ELSPED students performing at the higher English proficiency levels on the 2021 *TELPAS* were lower than state rates. Differences between Dallas ISD and state attainment rates ranged from 12 percentage points below state rates (3 to 12, Advanced) to eight percentage points above comparison rates (3 to 12, Intermediate).

Table 17: 2021 Dallas ISD and State ELSPED *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	886	45	46	7	1	24,105	38	46	13	3	7	0	-6	-2
3 to 12	2,293	11	65	21	3	62,492	6	57	33	5	5	8	-12	-2

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 Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Beg = Beginning. Int = Intermediate. Adv = Advanced. Adv High = Advanced High. %pts = percentage points.

As shown in Table 18, rates of ELSPED students in Dallas ISD performing at the higher English proficiency levels on the 2021 *TELPAS* were generally comparable to or lower than all other Texas large, urban district rates, especially for the upper grades. Differences between Dallas ISD and comparison group attainment rates ranged from 13 percentage points below comparison rates (grades 3 to 12, Advanced; El Paso ISD) to 12 percentage points above comparison rates (grades 3 to 12, Intermediate; El Paso ISD).

Table 18: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	594	45	44	8	3
El Paso ISD	356	46	40	12	2
Fort Worth ISD	395	53	40	6	1
Houston ISD	800	49	40	9	2
San Antonio ISD	169	54	38	8	0
Dallas ISD	886	45	46	7	1
State	24,105	38	46	13	3
Grades Three to Twelve					
Austin ISD	881	9	57	30	3
El Paso ISD	498	10	53	34	4
Fort Worth ISD	1,447	10	61	26	3
Houston ISD	2,160	9	60	27	4
San Antonio ISD	645	10	62	27	2
Dallas ISD	2,293	11	65	21	3
State	62,492	6	57	33	5

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.

2021 TELPAS-Alt

As shown in Table 19, Dallas ISD rates of ELSPED students performing at the higher English proficiency levels on the 2021 *TELPAS-Alt* were generally comparable or higher than state rates, especially for the lower grades. Differences between Dallas ISD and state attainment rates ranged from 16 percentage points below state rates (grade 2; Awareness) to 13 percentage points above state rates (grade 2, Developing Independence).

Table 19: 2021 Dallas ISD and State TELPAS-Alt Performance

Grade Levels	Tested <i>N</i>	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
Dallas ISD Performance						
Grade 2	48	10	19	33	27	10
Grades 3 to 12	563	13	17	21	26	23
State Performance						
Grade 2	1,050	26	32	26	14	3
Grades 3 to 12	6,942	12	18	23	27	20
Dallas ISD – State						
Grade 2		-16	-13	7	13	7
Grades 3 to 12		1	-1	-2	-1	3

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 Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Percentages may not sum to 100 percent because of rounding. Kindergarten and grade one students did not take *TELPAS-Alt*; thus, only data starting at grade two is presented.

As shown in Table 20, rates of students in Dallas ISD performing at the higher English proficiency levels on the 2021 *TELPAS-Alt* were generally comparable or higher than other large, urban Texas districts.

Differences between Dallas ISD and comparison group attainment rates ranged from 37 percentage points below comparison rates (grade 2, Imitation; El Paso ISD) to 27 percentage points above comparison rates (grade 2, Developing Independence; El Paso ISD).

Table 20: 2021 Dallas ISD and Other Large, Urban Texas Districts' TELPAS-Alt Performance

	Tested <i>N</i>	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
Grade Two						
Austin ISD	33	36	36	18	3	6
El Paso ISD	18	33	56	11	0	0
Fort Worth ISD	13	31	46	8	15	0
Houston ISD	57	23	32	35	9	2
San Antonio ISD	13	31	46	15	8	0
Dallas ISD	48	10	19	33	27	10
State	1,050	12	18	23	27	20
Grades Three to Twelve						
Austin ISD	226	15	21	23	21	19
El Paso ISD	89	11	26	26	24	7
Fort Worth ISD	122	3	16	27	27	20
Houston ISD	285	8	18	27	30	16
San Antonio ISD	113	19	19	16	24	23
Dallas ISD	563	13	17	21	26	23
State	6,942	12	18	23	27	20

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 large, urban district rates were obtained from the same source to compare equivalent groups. Percentages may not sum to 100 percent because of rounding. Kindergarten and grade one students did not take *TELPAS-Alt*; thus, only data starting at grade two is presented.

2021 STAAR and EOCs

As shown in Table 21, Dallas ISD ELSPED students performed generally 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 Approaches+ for grades three and five on Spanish-language mathematics and the English I *EOC*. Differences between Dallas ISD and state performance standard attainment rates for ELSPED students ranged from 17 percentage points below state rates (grade 5 mathematics Approaches+ in Spanish) to 17 percentage points above state rates (grade 5 mathematics Meets+ in Spanish). Few ELSPED students take the Spanish mathematics exam in the Dallas ISD; findings for these exams should be considered with caution.

Table 21: 2021 Dallas ISD and State ELPED STAAR Performance

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test N	Appr+ %	Meets+ %	Mast %	Tested N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
STAAR													
Mathematics	3	English	411	33	9	4	7,779	25	7	2	8	2	2
		Spanish	15	73	27	13	954	80	20	3	-7	7	10
	5	English	484	47	16	4	9,049	35	11	4	12	5	0
		Spanish	13	62	38	8	419	79	21	5	-17	17	3
	8	English	390	26	8	1	6,701	18	5	0	8	3	1
Reading	3	English	170	26	11	4	6,753	24	6	2	2	5	2
		Spanish	253	29	9	5	1,958	20	6	3	9	3	2
	5	English	222	25	9	5	8,306	22	6	3	3	3	2
		Spanish	275	49	17	4	1,156	39	11	3	10	6	1
	8	English	330	26	9	3	6,808	19	4	1	7	5	2
STAAR EOC													
Algebra I	All	English	322	43	14	3	7,334	34	9	2	9	5	1
English I	All	English	387	9	3	0	8,085	11	3	0	-2	0	0
English II	All	English	283	15	7	0	6,384	13	4	0	2	3	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 Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Appr+ = Approaches Grade Level or Above. Mast = Masters Grade Level.

As shown in Table 22, Dallas ISD ELPED students in grades three through eight performed well on STAAR compared to other large, urban Texas ISDs, with all rates at each STAAR performance standard comparable or higher than other district rates. Differences between Dallas ISD and comparison group ELPED performance standard attainment rates ranged from the same as comparison rates (State and Houston ISD; mathematics Masters) to 19 percentage points above comparison rates (San Antonio ISD; mathematics Approaches+).

Table 22: 2021 Dallas ISD and Other Large, Urban Texas Districts ELPED STAAR Three to Eight Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
Mathematics Grades Three to Eight						
Austin ISD	154	16	32	3	10	1
El Paso ISD	97	16	24	4	7	1
Fort Worth ISD	162	15	50	5	10	1
Houston ISD	257	16	62	4	25	2
San Antonio ISD	55	11	6	1	0	0
Dallas ISD	741	30	220	9	55	2
State	11,669	23	3,115	6	931	2
Reading Grades Three to Eight						
Austin ISD	164	17	34	4	12	1
El Paso ISD	117	19	31	5	13	2
Fort Worth ISD	172	16	45	4	15	1
Houston ISD	249	15	60	4	17	1
San Antonio ISD	47	10	6	1	2	0
Dallas ISD	585	23	185	7	66	3
State	9,255	18	2,288	4	728	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 large, urban district rates were obtained from the same source to compare equivalent groups.

As shown in Table 23, Dallas ISD ELSPED students performed well on *EOCs* compared to other large, urban Texas ISDs, with most rates at each *EOC* performance standard higher than other district rates, with a few exceptions. Differences between Dallas ISD and comparison group performance standard attainment rates ranged from two percentage points below comparison rates (State and El Paso ISD; English I, Approaches+) to 22 percentage points above comparison rates (Houston ISD; Algebra I, Approaches+).

Table 23: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED STAAR EOC Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
Algebra I EOC						
Austin ISD	35	29	3	3	0	0
El Paso ISD	53	43	11	9	5	4
Fort Worth ISD	40	24	6	4	2	1
Houston ISD	54	21	10	4	3	1
San Antonio ISD	22	33	4	6	2	3
Dallas ISD	139	43	45	14	11	3
State	2,516	34	653	9	176	2
English I EOC						
Austin ISD	16	10	4	3	0	0
El Paso ISD	17	11	6	4	0	0
Fort Worth ISD	18	9	5	3	0	0
Houston ISD	27	9	8	3	0	0
San Antonio ISD	5	6	1	1	0	0
Dallas ISD	33	9	12	3	1	0
State	914	11	281	3	6	0
English II EOC						
Austin ISD	19	15	7	5	0	0
El Paso ISD	10	11	2	2	0	0
Fort Worth ISD	13	9	2	1	0	0
Houston ISD	24	11	6	3	0	0
San Antonio ISD	7	9	2	3	0	0
Dallas ISD	43	15	20	7	0	0
State	810	13	286	4	1	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. Dallas ISD, state, and other large, urban district rates were obtained from the same source to compare equivalent groups.

2021 STAAR Alternate 2. As shown in Table 24, differences in Dallas ISD and state performance standard attainment rates for ELSPED students on the *STAAR* and *EOC Alternate 2* were mixed. Dallas ISD rates differed more strongly in both directions at the Accomplished level than at the Satisfactory level for most tests examined, with differences ranging from nine percentage points below state rates (English II EOC, Satisfactory) to 16 percentage points above state rates (grade 8 reading, Accomplished).

Table 24: 2021 Dallas ISD and State ELSPED STAAR Alternate 2 Performance

Subject	Grade Level(s)	Dallas ISD Performance			State Performance			Dallas ISD - State	
		Test <i>N</i>	Satis %	Accomp %	Test <i>N</i>	Satis %	Accomp %	Satis %	Accomp %
STAAR									
Mathematics	3	65	95	35	943	94	27	1	8
	5	68	91	35	860	96	36	-5	-1
	8	49	90	55	465	94	49	-4	6
Reading	3	65	91	28	942	89	19	2	9
	5	68	87	12	860	91	16	-4	-4
	8	49	92	43	465	94	27	-2	16
STAAR EOC									
Algebra I	8 to 12	58	86	43	392	93	38	-7	5
English I	9 to 12	56	96	39	395	95	31	1	8
English II	9 to 12	55	84	31	346	93	37	-9	-6

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 Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Satis = Satisfactory Performance Level. Accompl = Accomplished Performance Level.

As shown in Table 25, Dallas ISD ELSPED students in grades three through eight performed well on *STAAR Alternate 2* compared to other large, urban Texas ISDs, with most rates at each *STAAR Alternate 2* performance standard higher than other district rates, with the exception of Fort Worth ISD for mathematics and reading at the Satisfactory level. Differences between Dallas ISD and comparison group ELSPED performance standard attainment rates ranged from four percentage points below comparison rates (Fort Worth ISD; mathematics, Satisfactory) to 29 percentage points above comparison rates (Houston ISD; mathematics Satisfactory).

Table 25: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED STAAR Alternate 2 Three to Eight Performance

	Satisfactory		Accomplished	
	N	%	N	%
Mathematics Grades Three to Eight				
Austin ISD	130	94	46	33
El Paso ISD	27	71	8	21
Fort Worth ISD	101	100	32	32
Houston ISD	18	67	7	26
San Antonio ISD	49	88	13	23
Dallas ISD	342	96	159	44
State	4,321	95	1,618	36
Reading Grades Three to Eight				
Austin ISD	121	87	31	22
El Paso ISD	27	71	4	11
Fort Worth ISD	94	93	16	16
Houston ISD	17	63	6	22
San Antonio ISD	47	85	11	20
Dallas ISD	329	91	111	31
State	4,127	91	1,102	24

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 large, urban district rates were obtained from the same source to compare equivalent groups.

As shown in Table 26, differences in Dallas ISD ELSPED student performance on *STAAR Alternate 2 EOCs* compared to other large, urban Texas ISDs was mixed. Differences between Dallas ISD and comparison group performance standard attainment rates ranged from 57 percentage points below comparison rates (Fort Worth ISD; English II, Accomplished) to 21 percentage points above comparison rates (Fort Worth ISD; Algebra I, Accomplished).

Table 26: 2021 Dallas ISD and Other Large, Urban Texas Districts ELSPED STAAR EOC Alternate 2 Performance

	Satisfactory		Accomplished	
	<i>N</i>	%	<i>N</i>	%
Algebra I EOC				
Austin ISD	10	91	3	27
El Paso ISD	-	-	-	-
Fort Worth ISD	7	78	2	22
Houston ISD	-	-	-	-
San Antonio ISD	11	92	7	58
Dallas ISD	50	86	25	43
State	364	93	150	38
English I EOC				
Austin ISD	6	100	3	50
El Paso ISD	-	-	-	-
Fort Worth ISD	7	78	2	22
Houston ISD	5	100	3	60
San Antonio ISD	11	92	4	33
Dallas ISD	54	96	22	39
State	375	95	124	31
English II EOC				
Austin ISD	9	90	4	40
El Paso ISD	4	80	2	40
Fort Worth ISD	8	100	7	88
Houston ISD	-	-	-	-
San Antonio ISD	-	-	-	-
Dallas ISD	46	84	17	31
State	321	93	127	37

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 large, urban district rates were obtained from the same source to compare equivalent groups. - = No data reported on texasassessment.com for fewer than five students.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$1,778,308 of Title I funding (an increase of \$489,226 from 2018-19), the ELSPED program aimed to support and assist ELSPED students and their teachers.³³ To accomplish this goal, ELSPED Instructional specialists assisted campuses to meet the needs of ELSPED students and provided professional development opportunities for teachers, administrators, and other campus-based staff members. Key findings for 2020-21 included:

- Of the 67,206 ELs and 13,772 SPED students in the Dallas ISD, 5,435 (8% of ELs; 39% of SPED) were dually-identified as ELSPED in 2020-21 (a 6% increase over two years).
- Twenty-four percent of survey respondents reported that they did not participate in professional development that addressed the needs of ELSPED students.
- Survey respondents generally expressed positive views regarding the helpfulness (very or extremely helpful) of the supports (range: 61% to 91%) and professional development opportunities (range: 74% to 95%) and that they received from ELSPED specialists.
- 2021 *TELPAS* composite ratings for ELSPED students at all grade levels tended to cluster in the intermediate level of English proficiency, and 59 to 71 percent of ELSPED students who took the *TELPAS* in 2020 and 2021 remained at the same proficiency level.
- 2021 ELSPED 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 5%).
- Twenty-three percent of students earned the highest proficiency rating (basic fluency) on the 2021 *TELPAS-Alt* districtwide, a four-percentage-point increase over two years.
- Proficiency rating movement patterns for *TELPAS-Alt* were relatively similar across the elementary, middle, and high school levels for 2021 ELSPED students, with over 40 percent of students progressing to a higher proficiency level and about a third remaining at the same proficiency level.
- BOY to EOY mathematics *MAP* growth quintile rates of ELSPED students clustered in either the Low or High quintile, and clustered in the Low quintile for *MAP* reading. For both subjects, ELSPED quintile rates tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.
- For *STAAR* reading and mathematics and the Algebra I, English I, and English II *EOCs*, ELSPED students were generally among the lowest of all groups examined. Generally, ELSPED rates tended to be closer to rates for NonEL SPED students and SPED students overall than they were to those for ELs overall.

³³ Provided by program staff members on 04/05/21. Special Revenue Funds Management also provided the budget amount as of 02/28/21; Title I funds were reported as \$1,927,104.

- For *STAAR* and *EOC Alt 2*, rates of ELSPED students at the Approaches+ performance standard were higher than for the standard version on all tests and ranged from 86 to 100 percent.
- District rates of ELSPED students at the higher English proficiency levels on the 2021 *TELPAS* were comparable to or lower than the state and other large, urban Texas districts, whereas district ELSPED rate comparisons on *TELPAS-Alt*, *STAAR*, and *EOCs* were generally comparable or higher, and rate comparisons on *STAAR* and *EOC Alternate 2* were generally mixed.

Recommendations

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

Continue efforts to increase awareness of ELSPED identification and policies. Twenty-four percent of survey respondents reported that they did not participate in professional development that addressed the needs of ELSPED students. Program leadership should continue efforts to increase districtwide awareness of ELSPED policies and practices.

Continue using ELSPED specialists in their current roles. Most survey respondents expressed positive views regarding the professional development opportunities, support, and resources that they received from ELSPED specialists. Thus, ELSPED specialists should continue to assist campuses with meeting the needs of ELSPED students.

Continue efforts to improve the percentage of ELSPED students earning the highest English proficiency ratings. While the rates of ELSPED students who progressed at least one *TELPAS* proficiency level increased from 2020 to 2021, district rates of ELSPED students performing at the higher English proficiency levels on the *TELPAS* were generally comparable to or lower than the state and other large urban Texas districts. BE/ESL program staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

Bolster efforts to improve assessment ratings of ELSPED students. Compared to other classifications of students, rates of ELSPED students were generally among the lowest of all groups examined on *MAP*, *STAAR Approaches+*, and *EOCs*. BE/ESL program staff members should continue their efforts to improve the assessment ratings of ELSPED students to narrow the gap between ELSPED students and other classifications of students.

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- Palladino, D., Mickelson, R., Hinkley, S., & Voss, S. (2019) 2018-19 Evaluation of the Bilingual and English as a Second Language Programs. Dallas, TX. Dallas Independent School District.
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APPENDICES



Appendix A

Appendix A: 2020-21 ELSPED Campuses

Elementary Schools

Anson Jones Elementary School
Herbert Marcus Elementary School
Jose Joe May Elementary School
Lee A. McShan Elementary School
Mount Auburn Elementary School
Seagoville North Elementary School
Stephen C. Foster Elementary School
Tom C. Gooch Elementary School

Middle Schools

Marsh Middle School
Piedmont Global Middle School
Seagoville Middle School
Young Men's Leadership Academy Middle School

High Schools

Conrad High School
Molina High School
North Dallas High School
Samuel High School
Seagoville High School
South Oak Cliff High School
Spruce High School
Sunset High School
Thomas Jefferson High School
W. T. White High School

Source: BE/ESL Department, January 2021.

Appendix B

Appendix B, Table 1: 2020-21 English Learner, Special Education, Dually-Identified, and District Students by Grade Level

Grade Level	ELs (N = 67,206)		NonELs (N = 77,724)		SPED (N = 13,772)		NonEL SPED (N = 8,337)		ELSPED (N = 5,435)		District (N = 145,386)	
	n	%	n	%	n	%	n	%	n	%	n	%
PK to Grade Five												
PK	3,847	5.7	4,716	6.1	144	1.0	69	0.8	75	1.4	8,777	6.0
K	4,747	7.1	5,460	7.0	602	4.4	358	4.3	244	4.5	10,276	7.1
1	5,092	7.6	5,467	7.0	808	5.9	456	5.5	352	6.5	10,586	7.3
2	5,309	7.9	5,286	6.8	972	7.1	572	6.9	400	7.4	10,610	7.3
3	5,363	8.0	5,092	6.6	1,153	8.4	650	7.8	503	9.3	10,474	7.2
4	5,547	8.3	5,009	6.4	1,293	9.4	742	8.9	551	10.1	10,572	7.3
5	5,571	8.3	5,245	6.7	1,378	10.0	798	9.6	580	10.7	10,829	7.4
PK to 5	35,476	52.9	36,275	46.7	6,350	46.2	3,645	43.8	2,705	49.9	72,124	49.6
Grades Six to Eight												
6	5,368	8.0	5,265	6.8	1,342	9.7	838	10.1	504	9.3	10,640	7.3
7	5,247	7.8	5,385	6.9	1,249	9.1	746	8.9	503	9.3	10,644	7.3
8	5,000	7.4	5,666	7.3	1,162	8.4	713	8.6	449	8.3	10,678	7.3
6 to 8	15,615	23.2	16,316	21.0	3,753	27.2	2,297	27.6	1,456	26.9	31,962	21.9
Grades Nine to Twelve												
9	5,079	7.6	6,405	8.2	1,091	7.9	708	8.5	383	7.0	11,513	7.9
10	4,993	7.4	6,224	8.0	932	6.8	587	7.0	345	6.3	11,228	7.7
11	3,479	5.2	6,252	8.0	763	5.5	488	5.9	275	5.1	9,739	6.7
12	2,564	3.8	6,252	8.0	883	6.4	612	7.3	271	5.0	8,820	6.1
9 to 12	16,115	24.0	25,133	32.3	3,669	26.6	2,395	28.7	1,274	23.4	41,300	28.4
Total and Percent of District Enrollment (N = 145,386)												
PK to 12	67,206	46.2	77,724	53.5	13,772	9.5	8,337	5.7	5,435	3.7	145,386	100.0

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

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

Appendix B, Table 2: 2020-21 Characteristics of English Learners, Special Education, Dually-Identified, and District Students

	ELs (N = 67,206)		NonELs (N = 77,724)		SPED (N = 13,772)		NonEL SPED (N = 8,317)		ELSPED (N = 5,435)		District (N = 145,386)	
	N	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	34,760	51.7	38,982	50.2	9,200	66.8	5,548	66.5	3,652	67.2	73,987	50.9
Female	32,446	48.3	38,742	49.8	4,572	33.2	2,789	33.5	1,783	32.8	71,399	49.1
Race/Ethnicity*												
Hispanic	64,643	96.2	37,571	48.3	8,939	64.9	3,653	43.8	5,286	97.3	102,611	70.6
African American	776	1.2	29,597	38.1	3,793	27.5	3,756	45.1	37	0.7	30,385	20.9
White	483	0.7	6,703	8.6	601	4.4	560	6.7	41	0.8	7,198	5.0
Asian	773	1.2	702	0.9	94	0.7	50	0.6	44	0.8	1,504	1.0
Native American	66	0.1	101	0.1	20	0.1	13	0.2	7	0.1	168	0.1
Pacific Islander	72	0.1	33	0.0	2	0.0	2	0.0	0	0.0	105	0.1
Two or More	393	0.6	3,012	3.9	323	2.3	303	3.6	20	0.4	3,410	2.3
Special Student Groups												
Eco Dis	61,207	91.1	61,376	79.0	11,914	86.5	6,932	83.1	4,982	91.7	123,006	84.6
At-Risk	61,926	92.1	26,389	34.0	9,647	70.0	4,342	52.1	5,305	97.6	88,338	60.8
Homeless	1,246	1.9	1,749	2.3	302	2.2	212	2.5	90	1.7	3,311	2.3
Network												
ACE	2,602	3.9	4,376	5.6	519	3.8	357	4.3	162	3.0	7,032	4.8
Central	8,152	12.1	14,335	18.4	2,574	18.7	1,968	23.6	606	11.1	22,529	15.5
Early Learning	135	0.2	970	1.2	24	0.2	17	0.2	7	0.1	1,106	0.8
Magnet	1,618	2.4	6,129	7.9	133	1.0	119	1.4	14	0.3	7,755	5.3
Northeast	12,881	19.2	16,752	21.6	2,924	21.2	1,810	21.7	1,114	20.5	29,708	20.4
Northwest	15,563	23.2	9,356	12.0	2,430	17.6	1,102	13.2	1,328	24.4	25,055	17.2
OTI	1,529	2.3	3,044	3.9	349	2.5	224	2.7	125	2.3	4,580	3.2
Single Gender	1,650	2.5	2,305	3.0	295	2.1	184	2.2	111	2.0	3,955	2.7
Southeast	11,587	17.2	9,378	12.1	2,255	16.4	1,306	15.7	949	17.5	21,019	14.5
Southwest	11,482	17.1	10,997	14.1	2,260	16.4	1,241	14.9	1,019	18.7	22,557	15.5
None	7	0.0	82	0.1	9	0.1	9	0.1	0	0.0	90	0.1

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

Note: Eco Dis = Economically disadvantaged. ACE = Accelerating Campus Excellence. OTI = Office of Transformation and Innovation. Percentages may not sum to 100 because of rounding. * = Some students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*.

Appendix C

Appendix C, Table 1: 2020-21 Title III ELSPED Survey – Respondents by Role

	Respondents (N = 29)	
	n	%
What is your role at the campus?		
Administrator	0	0.0
CICs	1	3.4
Teacher	28	96.6

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Appendix C, Table 2: 2020-21 Title III ELSPED Survey – Teacher Characteristics

	Teacher (N = 28)	
	n	%
Which of the following best describes your teaching role in 2020-21? Check all that are applicable.*		
General Education	7	25.0
BE/ESL	3	10.7
Special Education	19	67.9
Other	1	3.6
Which of the of the following certifications do you have as of 2020-21? Check all that apply.*		
Special Education	19	67.9
Bilingual	0	0.0
English as a Second Language	13	46.4
Other	10	35.7
How many students dually-identified as English learners receiving special education services (i.e., ELSPED students) have you worked with during the 2020-21 school year?		
None	1	3.6
1-5	13	46.4
6-10	5	17.9
11-15	3	10.7
16-20	1	3.6
21 or more	4	14.3
I don't know	1	3.6

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Note: * = Participants could choose more than one answer; thus, percentages may not sum to 100. Percentages may not sum to 100 because of rounding.

**Appendix C, Table 3: 2020-21 Title III ELSPED Survey
– ELSPED Professional Development Participation**

	Respondents (N = 29)	
	n	%
Did you participate in professional development this year that addressed the needs of students dually identified as English learners receiving special education services (i.e., ELSPED students)?		
Yes	22	75.9
No	7	24.1

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 4: 2020-21 Title III ELSPED Survey – Types of Teachers' Awareness on the Need for ELSPED Services

Services													
		Not at all aware		Slightly aware		Somewhat aware		Moderately aware		Completely aware		I don't know	
	N	n	%	n	%	n	%	n	%	n	%	n	%
At your campus, to what extent were the following types of teachers at your campus aware that qualified ELSPED students should receive both special education services and BE/ESL services?													
General Education	29	1	3.4	1	3.4	7	24.1	4	13.8	7	24.1	9	31.0
BE/ESL	29	1	3.4	0	0.0	3	10.3	4	13.8	14	48.3	7	24.1
Special Education	29	0	0.0	0	0.0	3	10.3	5	17.2	19	65.5	2	6.9

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 5: 2020-21 Title III ELSPED Survey – Prioritization of ARD and LPAC Collaboration at Campus

	Respondents (N = 29)	
	n	%
How strongly was the LPAC and ARD collaboration prioritized on your campus in 2020-21 to meet the needs of ELSPED students?		
Not a priority	1	3.4
Low priority	3	10.3
Medium priority	8	27.6
High priority	5	17.2
Very high priority	10	34.5
I don't know	2	6.9

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 6: 2020-21 Title III ELSPED Survey – Frequency of LPAC and ARD Collaboration

	Respondents (N = 29)	
	n	%
How frequently did LPAC and ARD committees collaborate on your campus in 2020-21 to meet the needs ELSPED students?		
Never	0	0.0
Rarely	2	6.9
Occasionally	5	17.2
Frequently	11	37.9
Very frequently	7	24.1
I don't know	4	13.8

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 7: 2020-21 Title III ELSPED Survey – Effectiveness of LPAC and ARD Collaboration

	Respondents (N = 29)	
	n	%
How effective were LPAC and ARD committees on your campus in 2020-21 at collaborating to meet the needs of ELSPED students?		
Not at all effective	2	6.9
A little effective	2	6.9
Somewhat effective	3	10.3
Moderately effective	12	41.4
Extremely effective	7	24.1
I don't know	3	10.3

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 8: 2020-21 Title III ELSPED Survey – Importance of LPAC and ARD Collaboration

	Respondents (N = 29)	
	n	%
How important was the LPAC and ARD collaboration for student success in 2020-21?		
Not at all important	0	0.0
A little important	2	6.9
Somewhat important	3	10.3
Moderately important	10	34.5
Extremely important	10	34.5
I don't know	4	13.8

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC.

Appendix C, Table 9: 2020-21 Title III ELSPED Survey – Frequency of Interaction with ELSPED Instructional Specialists

	Respondents (N = 29)	
	n	%
How frequently did you interact with ELSPED Instructional Specialists in 2020-21?		
I did not work with an ELSPED Instructional Specialist	4	13.8
1-3 times	5	17.2
4-6 times	6	20.7
7-10 times	4	13.8
More than 10 times	10	34.5

Source: 2020-21 Title III ELSPED Survey, administered spring 2021.

Note: Respondents included 28 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 10: 2020-21 Title III ELSPED Survey – Frequency of Supports Provided by ELSPED Instructional Specialist(s)

	N	I did not receive this support from an ELSPED instructional specialist		Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%	n	%
How frequently were each of the following supports provided by your ELSPED Instructional Specialist(s) in 2020-21:													
Professional Development	25	1	4.0	2	8.0	1	4.0	9	36.0	7	28.0	5	20.0
In-class support	25	1	4.0	2	8.0	2	8.0	8	32.0	6	24.0	6	24.0
Providing resources/materials	25	0	0.0	0	0.0	2	8.0	6	24.0	9	36.0	8	32.0
Classroom observation and feedback	25	1	4.0	2	8.0	4	16.0	6	24.0	7	28.0	5	20.0
PLC or individual lesson planning	25	1	4.0	3	12.0	4	16.0	2	8.0	11	44.0	4	16.0
Classroom modeling/co-teaching	25	3	12.0	2	8.0	5	20.0	4	16.0	7	28.0	4	16.0
Data analysis	25	3	12.0	3	12.0	4	16.0	4	16.0	10	40.0	1	4.0

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Note: Respondents included 25 teachers.

Appendix C, Table 11: 2020-21 Title III ELSPED Survey – Helpfulness of ELSPED Instructional Specialists

	Respondents (N = 25)	
	n	%
How helpful were the ELSPED Instructional Specialists at your campus at supporting your instruction of ELSPED students in 2020-21?		
I did not work with an ELSPED Instructional Specialist	0	0.0
Not at all helpful	1	4.0
A little helpful	2	8.0
Very helpful	7	28.0
Extremely helpful	15	60.0

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Note: Respondents included 25 teachers.

Appendix C, Table 12: 2020-21 Title III ELSPED Survey – Helpfulness of Supports from ELSPED Instructional Specialist(s)

Appendix C, Table 21: 2020-21 Rate in 2021-22 Survey: Helpfulness of Supports from 2021-22 Instructional Specialist(s)													
	N	I did not work with an ELSPED Instructional Specialist											
		Not at all helpful		A little helpful		Somewhat helpful		Very helpful		Extremely helpful			
		n	%	n	%	n	%	n	%	n	%		
Rate how helpful each of the following supports were from your ELSPED Instructional Specialist(s) in 2020-21:													
Professional Development	24	3	12.5	0	0.0	1	4.2	2	8.3	9	37.5	9	37.5
In-class support	24	5	20.8	1	4.2	1	4.2	4	16.7	4	16.7	9	37.5
Providing resources/materials	24	2	8.3	0	0.0	1	4.2	1	4.2	6	25.0	14	58.3
Classroom observation and feedback	24	6	25.0	1	4.2	0	0.0	3	12.5	6	25.0	8	33.3
PLC or individual lesson planning	24	4	16.7	1	4.2	0	0.0	4	16.7	8	33.3	7	29.2
Classroom modeling/co-teaching	24	6	25.0	0	0.0	1	4.2	2	8.3	7	29.2	8	33.3
Data analysis	24	6	25.0	1	4.2	1	4.2	5	20.8	7	29.2	4	16.7

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Note: Respondents included 24 teachers. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 13: 2020-21 Title III ELSPED Survey – Helpfulness of Professional Development Provided by ELSPED Instructional Specialist(s)

Rate how helpful the following professional development opportunities provided by your ELSPED instructional specialist(s) were for you in 2020-21?											
	N	I did not receive this professional development from an ELSPED instructional specialist		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful	
		n	%	n	%	n	%	n	%	n	%
Campus-wide professional development	24	7	29.2	0	0.0	1	4.2	9	37.5	7	29.2
PLCs	24	5	20.8	1	4.2	4	16.7	9	37.5	5	20.8
One-on-one	24	3	12.5	0	0.0	1	4.2	8	33.3	12	50.0

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Note: Respondents included 24 teachers. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 14: 2020-21 Title III ELSPED Survey – Helpfulness of Resources

	<i>N</i>	I did not receive this resource		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Rate how helpful each of the following resources were for impacting student achievement in 2020-21:											
Online Resources – Ellevation, Rosetta Stone, Duolingo, Imagine Learning	28	7	25.0	1	3.6	6	21.4	6	21.4	8	28.6
Supplies & Resources for classroom implementation	28	4	14.3	1	3.6	7	25.0	4	14.3	12	42.9

Source: 2020-21 Title III ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2021.

Note: Respondents included 27 teachers and 1 CIC. Percentages may not sum to 100 percent because of rounding.

Appendix D

Appendix D, Table 1: 2019-20 ELSPED Survey – Respondents by Role

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020. *One teacher answered this question but did not complete the rest of the survey; teacher Ns below reflect a maximum of 34 participants.

Appendix D, Table 2: 2019-20 ELSPED Survey – Teacher Characteristics

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 3: 2019-20 ELSPED Survey – ELSPED Professional Development Participation

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

Appendix D, Table 4: 2019-20 ELSPED Survey – Types of Teachers' Awareness on the Need for ELSPED Services

Appendix B, Table 4. 2019-20 ELL/ED Survey: Types of Teachers' Awareness on the Need for ELL/ED Services													
		Not at all aware		Slightly aware		Somewhat aware		Moderately aware		Completely aware		I don't know	
	N	n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, to what extent were the following types of teachers at your campus aware that qualified ELSPED students should receive both special education services and BE/ESL services?													
Administrator													
General Education	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
BE/ESL	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
Special Education	5	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	0	0.0
CIC													
General Education	3	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0
BE/ESL	3	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Special Education	3	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Teacher													
General Education	34	3	8.8	2	5.9	6	17.6	7	20.6	8	23.5	8	23.5
BE/ESL	34	1	2.9	3	8.8	5	14.7	6	17.6	13	38.2	6	17.6
Special Education	34	1	2.9	4	11.8	5	14.7	4	11.8	14	41.2	6	17.6

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 5: 2019-20 ELSPED Survey – Prioritization of ARD and LPAC Collaboration at Campus

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 6: 2019-20 ELSPED Survey – Frequency of LPAC and ARD Collaboration

Appendix D, Table 1: 2019-20 ELSPED Survey: Frequency of LPAC and ARD Collaboration													
		Never		Rarely		Occasionally		Frequently		Very Frequently		I don't know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how frequently did LPAC and ARD committees collaborate on your campus to meet the needs ELSPED students?													
Administrator	5	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0	0	0.0
CICs	3	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
Teacher	34	0	0.0	5	14.7	8	23.5	8	23.5	10	29.4	3	8.8

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 7: 2019-20 ELSPED Survey – Effectiveness of LPAC and ARD Collaboration

Appendix B, Table 1: 2019-20 ELL/ED Survey: Effectiveness of LPAC and ARD Collaboration													
	N	Not at all effective		A little effective		Somewhat effective		Moderately effective		Extremely effective		I don't know	
		n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, how effective were LPAC and ARD committees on your campus at collaborating to meet the needs of ELL/ED students?													
Administrator	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
CICs	3	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0
Teacher	34	3	8.8	1	2.9	2	5.9	18	52.9	8	23.5	2	5.9

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 8: 2019-20 ELSPED Survey – Importance of LPAC and ARD Collaboration

Appendix B, Table C: 2018-20 LEAP ED Survey: Importance of LPAC and ARD Collaboration													
	N	Not at all important		A little important		Somewhat important		Moderately important		Extremely important		I don't know	
		n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, how important was the LPAC and ARD collaboration for student success?													
Administrator	5	0	0.0	0	0.0	1	20.0	0	0.0	4	80.0	0	0.0
CICs	3	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	0	0.0
Teacher	34	4	11.8	0	0.0	3	8.8	9	26.5	17	50.0	1	2.9

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

Appendix D, Table 9: 2019-20 ELSPED Survey – Frequency of Interaction with ELSPED Instructional Specialists

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 10: 2019-20 ELSPED Survey – Frequency of Supports Provided by ELSPED Instructional Specialist(s)

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 11: 2019-20 ELSPED Survey – Helpfulness of Supports from ELSPED Instructional Specialist(s)

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 12: 2019-20 ELSPED Survey – Helpfulness of ELSPED Instructional Specialists

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 13: 2019-20 ELSPED Survey – Helpfulness of Professional Development Provided by ELSPED Instructional Specialist(s)

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

Appendix D, Table 14: 2019-20 ELSPED Survey – Helpfulness of Resources

Appendix B, Table 1: 2019-20 ELSED Survey: Helpfulness of Resources

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

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

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

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

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

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

Source: 2019-20 ELSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2020.

Appendix E

Appendix E, Table 1: 2021 TELPAS Proficiency Levels for ELSPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2021 TELPAS English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	188	125	66.5	50	26.6	9	4.8	4	2.1
1	298	124	41.6	125	41.9	41	13.8	8	2.7
2	300	87	29.0	190	63.3	23	7.7	0	0.0
3	397	67	16.9	255	64.2	60	15.1	15	3.8
4	421	67	15.9	274	65.1	73	17.3	7	1.7
5	445	42	9.4	279	62.7	108	24.3	16	3.6
6	254	22	8.7	170	66.9	57	22.4	5	2.0
7	207	16	7.7	143	69.1	46	22.2	2	1.0
8	192	13	6.8	116	60.4	59	30.7	4	2.1
9	98	2	2.0	73	74.5	18	18.4	5	5.1
10	65	2	3.1	41	63.1	20	30.8	2	3.1
11	73	4	5.5	39	53.4	27	37.0	3	4.1
12	60	0	0.0	31	51.7	20	33.3	9	15.0
K to 2	786	336	42.7	365	46.4	73	9.3	12	1.5
3 to 5	1,263	176	13.9	808	64.0	241	19.1	38	3.0
6 to 8	653	51	7.8	429	65.7	162	24.8	11	1.7
9 to 12	296	8	2.7	184	62.2	85	28.7	19	6.4
K to 5	2,049	512	25.0	1,173	57.2	314	15.3	50	2.4
6 to 12	949	59	6.2	613	64.6	247	26.0	30	3.2
All Grades	2,998	571	19.0	1,786	59.6	561	18.7	80	2.7

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

Note: Includes students enrolled on the PEIMS snapshot date. Percentages may not sum to 100 percent because of rounding.

Appendix E, Table 2: 2020 TELPAS Proficiency Levels for ELSPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2020 TELPAS English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	207	128	61.8	66	31.9	10	4.8	3	1.4
1	321	125	38.9	147	45.8	36	11.2	13	4.0
2	302	81	26.8	189	62.6	29	9.6	3	1.0
3	300	50	16.7	189	63.0	55	18.3	6	2.0
4	338	40	11.8	228	67.5	60	17.8	10	3.0
5	319	31	9.7	181	56.7	91	28.5	16	5.0
6	133	9	6.8	95	71.4	27	20.3	2	1.5
7	128	7	5.5	77	60.2	38	29.7	6	4.7
8	112	2	1.8	61	54.5	45	40.2	4	3.6
9	91	3	3.3	74	81.3	11	12.1	3	3.3
10	78	2	2.6	58	74.4	17	21.8	1	1.3
11	85	2	2.4	53	62.4	28	32.9	2	2.4
12	59	4	6.8	35	59.3	19	32.2	1	1.7
K to 2	830	334	40.2	402	48.4	75	9.0	19	2.3
3 to 5	957	121	12.6	598	62.5	206	21.5	32	3.3
6 to 8	373	18	4.8	233	62.5	110	29.5	12	3.2
9 to 12	313	11	3.5	220	70.3	75	24.0	7	2.2
K to 5	1,787	455	25.5	1,000	56.0	281	15.7	51	2.9
6 to 12	686	29	4.2	453	66.0	185	27.0	19	2.8
All Grades	2,473	484	19.6	1,453	58.8	466	18.8	70	2.8

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

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

Appendix E, Table 3: 2019 TELPAS Proficiency Levels for ELSPED Students by Grade Level

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

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

Note: Includes students enrolled on the PEIMS snapshot date of 10/26/18.

Appendix F

Appendix F, Table 1: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade One to Five ELSPED Students

Appendix F, Table 2: 2020 to 2021 TELPAS Proficiency Rating Movement - Grade One to Five LEAP ED 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													
257	Progressed		Beginning	93	84.5	60	56.1	8	23.5	3	50.0	164	63.8
	87	30.0	Intermediate	16	14.5	43	40.2	19	55.9	2	33.3	80	31.1
			Advanced	1	0.9	2	1.9	5	14.7	1	16.7	9	3.5
	Regressed		Advanced High	0	0.0	2	1.9	2	5.9	0	0.0	4	1.6
	65	22.4	2020 Total	110	100.0	107	100.0	34	100.0	6	100.0	257	100.0
Grade Two													
290	Progressed		Beginning	44	53.0	72	39.1	2	8.7	0	0.0	118	40.7
	87	30.0	Intermediate	36	43.4	89	48.4	13	56.5	0	0.0	138	47.6
			Advanced	3	3.6	15	8.2	5	21.7	0	0.0	23	7.9
	Regressed		Advanced High	0	0.0	8	4.3	3	13.0	0	0.0	11	3.8
	65	22.4	2020 Total	83	100.0	184	100.0	23	100.0	0	0.0	290	100.0
Grade Three													
300	Progressed		Beginning	31	59.6	50	25.4	0	0.0	0	0.0	81	27.0
	90	30.0	Intermediate	21	40.4	141	71.6	28	73.7	5	38.5	195	65.0
			Advanced	0	0.0	5	2.5	9	23.7	7	53.8	21	7.0
	Regressed		Advanced High	0	0.0	1	0.5	1	2.6	1	7.7	3	1.0
	28	9.3	2020 Total	52	100.0	197	100.0	38	100.0	13	100.0	300	100.0
Grade Four													
295	Progressed		Beginning	27	60.0	25	13.2	0	0.0	0	0.0	52	17.6
	52	17.6	Intermediate	18	40.0	141	74.2	22	40.7	0	0.0	181	61.4
			Advanced	0	0.0	23	12.1	29	53.7	5	83.3	57	19.3
	Regressed		Advanced High	0	0.0	1	0.5	3	5.6	1	16.7	5	1.7
	45	15.3	2020 Total	45	100.0	190	100.0	54	100.0	6	100.0	295	100.0
Grade Five													
325	Progressed		Beginning	11	45.8	28	13.1	2	2.6	0	0.0	41	12.6
	82	25.2	Intermediate	13	54.2	168	78.9	45	59.2	1	8.3	227	69.8
			Advanced	0	0.0	17	8.0	26	34.2	6	50.0	49	15.1
	Regressed		Advanced High	0	0.0	0	0.0	3	3.9	5	41.7	8	2.5
	33	10.2	2020 Total	24	100.0	213	100.0	76	100.0	12	100.0	325	100.0
Grades One to Two													
547	Progressed		Beginning	137	71.0	132	45.4	10	17.5	3	50.0	282	51.6
	180	32.9	Intermediate	52	26.9	132	45.4	32	56.1	2	33.3	218	39.9
			Advanced	4	2.1	17	5.8	10	17.5	1	16.7	32	5.9
	Regressed		Advanced High	0	0.0	10	3.4	5	8.8	0	0.0	15	2.7
	88	16.1	2020 Total	193	100.0	291	100.0	57	100.0	6	100.0	547	100.0
Grades Three to Five													
920	Progressed		Beginning	69	57.0	103	17.2	2	1.2	0	0.0	174	18.9
	224	24.3	Intermediate	52	43.0	450	75.0	95	56.5	6	19.4	603	65.5
			Advanced	0	0.0	45	7.5	64	38.1	18	58.1	127	13.8
	Regressed		Advanced High	0	0.0	2	0.3	7	4.2	7	22.6	16	1.7
	106	11.5	2020 Total	121	100.0	600	100.0	168	100.0	31	100.0	920	100.0
Grades One to Five													
1,467	Progressed		Beginning	206	65.6	235	26.4	12	5.3	3	8.1	456	31.1
	404	27.5	Intermediate	104	33.1	582	65.3	127	56.4	8	21.6	821	56.0
			Advanced	4	1.3	62	7.0	74	32.9	19	51.4	159	10.8
	Regressed		Advanced High	0	0.0	12	1.3	12	5.3	7	18.9	31	2.1
	194	13.2	2020 Total	314	100.0	891	100.0	225	100.0	37	100.0	1,467	100.0

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

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 and were enrolled on the PEIMS snapshot date both years (10/28/19 and 10/30/20). Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for ELSPED students should be reviewed with caution. Adv = Advanced. Progressed = Student moved up at least one level of English proficiency from 2020 to 2021. Regressed = Student moved down at least one level of English proficiency from 2020 to 2021. Results are not included for students who took TELPAS-Alt. Shading denotes students who progressed at least one level from 2020 to 2021.

Appendix F, Table 2: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade Six to Eight ELSPED 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													
182	Progressed		Beginning	6	40.0	12	10.3	0	0.0	0	0.0	18	9.9
	25	13.7	Intermediate	9	60.0	81	69.2	13	28.3	0	0.0	103	56.6
			Advanced	0	0.0	24	20.5	31	67.4	0	0.0	55	30.2
	Regressed		Advanced High	0	0.0	0	0.0	2	4.3	4	100.0	6	3.3
	35	19.2	2020 Total	15	100.0	117	100.0	46	100.0	4	100.0	182	100.0
Grade Seven													
61	Progressed		Beginning	1	25.0	1	2.3	0	0.0	0	0.0	2	3.3
	3	4.9	Intermediate	3	75.0	40	90.9	2	15.4	0	0.0	45	73.8
			Advanced	0	0.0	3	6.8	11	84.6	0	0.0	14	23.0
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	6	9.8	2020 Total	4	100.0	44	100.0	13	100.0	0	0.0	61	100.0
Grade Eight													
62	Progressed		Beginning	1	33.3	2	5.0	0	0.0	0	0.0	3	4.8
	7	11.3	Intermediate	2	66.7	30	75.0	3	17.6	0	0.0	35	56.5
			Advanced	0	0.0	8	20.0	12	70.6	2	100.0	22	35.5
	Regressed		Advanced High	0	0.0	0	0.0	2	11.8	0	0.0	2	3.2
	12	19.4	2020 Total	3	100.0	40	100.0	17	100.0	2	100.0	62	100.0
Grades Six to Eight													
305	Progressed		Beginning	8	36.4	15	7.5	0	0.0	0	0.0	23	7.5
	35	11.5	Intermediate	14	63.6	151	75.1	18	23.7	0	0.0	183	60.0
			Advanced	0	0.0	35	17.4	54	71.1	2	33.3	91	29.8
	Regressed		Advanced High	0	0.0	0	0.0	4	5.3	4	66.7	8	2.6
	53	17.4	2020 Total	22	100.0	201	100.0	76	100.0	6	100.0	305	100.0

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

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 and were enrolled on the PEIMS snapshot date both years (10/28/19 and 10/30/20). Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for ELSPED students should be reviewed with caution. Adv = Advanced. Progressed = Student moved up at least one level of English proficiency from 2020 to 2021. Regressed = Student moved down at least one level of English proficiency from 2020 to 2021. Results are not included for students who took TELPAS-Alt. Shading denotes students who progressed at least one level from 2020 to 2021.

Appendix F, Table 3: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade Nine to Twelve ELSPED Students (Including Secondary Grade Level Summary)

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>	%		
Grade Nine													
37	Progressed		Beginning	0	0.0	1	3.7	0	0.0	0	0.0	1	2.7
	6	16.2	Intermediate	0	0.0	17	63.0	2	28.6	0	0.0	19	51.4
			Advanced	0	0.0	8	29.6	4	57.1	3	100.0	15	40.5
	Regressed		Advanced High	0	0.0	1	3.7	1	14.3	0	0.0	2	5.4
	10	27.0	2020 Total	0	0.0	27	100.0	7	100.0	3	100.0	37	100.0
Grade Ten													
26	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	4	15.4	Intermediate	0	0.0	19	95.0	4	66.7	0	0.0	23	88.5
			Advanced	0	0.0	1	5.0	2	33.3	0	0.0	3	11.5
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	1	3.8	2020 Total	0	0.0	20	100.0	6	100.0	0	0.0	26	100.0
Grade Eleven													
30	Progressed		Beginning	0	0.0	2	10.5	0	0.0	0	0.0	2	6.7
	9	30.0	Intermediate	0	0.0	15	78.9	6	60.0	0	0.0	21	70.0
			Advanced	0	0.0	2	10.5	4	40.0	1	100.0	7	23.3
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2	6.7	2020 Total	0	0.0	19	100.0	10	100.0	1	100.0	30	100.0
Grade Twelve													
32	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	11	34.4	Intermediate	0	0.0	14	82.4	6	60.0	2	40.0	22	68.8
			Advanced	0	0.0	3	17.6	4	40.0	3	60.0	10	31.3
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	3	9.4	2020 Total	0	0.0	17	100.0	10	100.0	5	100.0	32	100.0
Grades Nine to Twelve													
125	Progressed		Beginning	0	0.0	3	3.6	0	0.0	0	0.0	3	2.4
	30	24.0	Intermediate	0	0.0	65	78.3	18	54.5	2	22.2	85	68.0
			Advanced	0	0.0	14	16.9	14	42.4	7	77.8	35	28.0
	Regressed		Advanced High	0	0.0	1	1.2	1	3.0	0	0.0	2	1.6
	16	12.8	2020 Total	0	0.0	83	100.0	33	100.0	9	100.0	125	100.0
All Secondary (Grades Six to Twelve)													
430	Progressed		Beginning	8	36.4	18	6.3	0	0.0	0	0.0	26	6.0
	65	15.1	Intermediate	14	63.6	216	76.1	36	33.0	2	13.3	268	62.3
			Advanced	0	0.0	49	17.3	68	62.4	9	60.0	126	29.3
	Regressed		Advanced High	0	0.0	1	0.4	5	4.6	4	26.7	10	2.3
	69	16.0	2020 Total	22	100.0	284	100.0	109	100.0	15	100.0	430	100.0

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

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 and were enrolled on the PEIMS snapshot date both years (10/28/19 and 10/30/20). Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for ELSPED students should be reviewed with caution. Adv = Advanced. Progressed = Student moved up at least one level of English proficiency from 2020 to 2021. Regressed = Student moved down at least one level of English proficiency from 2020 to 2021. Results are not included for students who took TELPAS-Alt. Shading denotes students who progressed at least one level from 2020 to 2021.

Appendix G

Appendix G, Table 1: 2021 ELSPED TELPAS-Alt Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested N	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
K	0	0.0	0.0	0.0	0.0	0.0
1	0	0.0	0.0	0.0	0.0	0.0
2	47	8.5	19.1	34.0	27.7	10.6
3	58	8.6	31.0	31.0	19.0	10.3
4	72	6.9	13.9	23.6	30.6	25.0
5	66	13.6	15.2	21.2	33.3	16.7
6	59	13.6	16.9	20.3	28.8	20.3
7	59	10.2	18.6	13.6	30.5	27.1
8	53	11.3	20.8	9.4	18.9	39.6
9	54	13.0	11.1	24.1	22.2	29.6
10	50	28.0	8.0	20.0	26.0	18.0
11	34	2.9	20.6	26.5	11.8	38.2
12	41	9.8	12.2	17.1	39.0	22.0
2 to 5	243	9.5	19.3	26.7	28.0	16.5
3 to 5	196	9.7	19.4	25.0	28.1	17.9
6 to 8	171	11.7	18.7	14.6	26.3	28.7
9 to 12	179	14.5	12.3	21.8	25.1	26.3
6 to 12	350	13.1	15.4	18.3	25.7	27.4
2 to 12	593	11.6	17.0	21.8	26.6	22.9

Source: District TELPAS-Alt data file dated 07/12/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Results included are for students enrolled on the PEIMS snapshot date and were provided a score in the data file. Percentages may not sum to 100 because of rounding.

Appendix G, Table 2: 2020 ELSPED TELPAS-Alt Composite Proficiency Levels by Grade Level

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

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

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

Appendix G, Table 3: 2019 ELSPED TELPAS-Alt Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested N	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
K	0	0.0	0.0	0.0	0.0	0.0
1	0	0.0	0.0	0.0	0.0	0.0
2	31	9.7	25.8	48.4	16.1	0.0
3	59	13.6	18.6	30.5	30.5	6.8
4	68	8.8	33.8	22.1	26.5	8.8
5	67	10.4	10.4	22.4	34.3	22.4
6	60	15.0	30.0	15.0	20.0	20.0
7	55	18.2	14.5	16.4	18.2	32.7
8	51	17.6	11.8	13.7	27.5	29.4
9	34	11.8	20.6	8.8	26.5	32.4
10	33	9.1	6.1	33.3	33.3	18.2
11	19	26.3	10.5	15.8	15.8	31.6
12	35	25.7	11.4	17.1	28.6	17.1
2 to 5	225	10.7	21.8	28.0	28.4	11.1
3 to 5	194	10.8	21.1	24.7	30.4	12.9
6 to 8	166	16.9	19.3	15.1	21.7	27.1
9 to 12	121	17.4	12.4	19.0	27.3	24.0
6 to 12	287	17.1	16.4	16.7	24.0	25.8
2 to 12	512	14.3	18.8	21.7	26.0	19.3

Source: District TELPAS-Alt data file dated 08/02/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Results included are for students enrolled on the PEIMS snapshot date and were provided a score in the data file. Three included students were not classified as special education in the PEIMS demographic file but are included this year for completeness and because too few could not constitute a distinct group. 2019 was the first year that TELPAS Alternate was offered. Percentages may not sum to 100 because of rounding.

Appendix G, Table 4: 2020 to 2021 ELSPED TELPAS-Alt Proficiency Rating Movement by Grade Level

Grade Level(s)	Tested N	Regressed %	Same %	Progressed %
K	0	0.0	0.0	0.0
1	0	0.0	0.0	0.0
2	0	0.0	0.0	0.0
3	27	11.1	44.4	44.4
4	58	17.2	34.5	48.3
5	61	26.2	24.6	49.2
6	57	42.1	31.6	26.3
7	52	15.4	36.5	48.1
8	45	26.7	17.8	55.6
9	46	26.1	17.4	56.5
10	47	40.4	29.8	29.8
11	32	18.8	18.8	62.5
12	29	27.6	34.5	37.9
3 to 5	146	19.9	32.2	47.9
6 to 8	154	28.6	29.2	42.2
9 to 12	154	29.2	24.7	46.1
6 to 12	308	28.9	26.9	44.2
3 to 12	454	26.0	28.6	45.4

Source: District TELPAS-Alt data file dated 07/12/21. PEIMS snapshot demographic data files dated 11/01/19 (2020) and 11/04/20 (2021).

Note: Results included are for students enrolled on the PEIMS snapshot date and were provided a score in the data file. Percentages may not sum to 100 because of rounding. Regressed = Student moved down at least one level of English proficiency from 2020 to 2021. Same = Student remained at the same proficiency level in 2020 and 2021. Progressed = Student moved up at least one level of English proficiency from 2020 to 2021 or scored Basic Fluency both years.

Appendix G, Table 5: 2019 to 2020 ELSPED TELPAS-Alt Proficiency Rating Movement by Grade Level

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

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

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

Appendix H

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

2021 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	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
All Special Education Students						
1	467	28.5	15.6	11.1	12.0	32.8
2	592	33.3	16.2	14.9	15.2	20.4
3	713	30.3	14.9	11.2	13.9	29.7
4	795	35.2	14.7	14.6	13.6	21.9
5	873	40.0	14.3	13.2	11.8	20.7
6	598	33.3	15.6	12.5	15.2	23.4
7	501	37.3	13.6	12.2	12.8	24.2
8	452	32.3	16.6	11.9	13.3	25.9
9	311	37.6	15.1	10.6	8.4	28.3
10	238	23.9	16.8	14.7	16.4	28.2
11	198	27.8	16.7	12.6	13.6	29.3
2 to 5	2,973	35.0	14.9	13.4	13.5	23.1
6 to 8	1,551	34.3	15.2	12.3	13.9	24.4
9 to 11	747	30.7	16.1	12.4	12.3	28.5
6 to 11	2,298	33.1	15.5	12.3	13.4	25.7
NonEL SPED Students						
1	244	28.7	15.2	11.5	12.3	32.4
2	323	33.7	15.2	13.3	15.2	22.6
3	337	31.5	13.4	11.9	14.5	28.8
4	410	32.0	14.6	15.1	13.7	24.6
5	455	40.2	13.2	14.7	13.0	18.9
6	337	34.1	15.7	12.2	14.2	23.7
7	277	36.1	13.0	11.9	14.4	24.5
8	234	35.5	15.0	10.3	13.2	26.1
9	177	37.3	16.9	10.7	9.0	26.0
10	143	27.3	13.3	14.0	15.4	30.1
11	120	26.7	11.7	14.2	16.7	30.8
2 to 5	1,525	34.7	14.0	13.9	14.0	23.4
6 to 8	848	35.1	14.6	11.6	14.0	24.6
9 to 11	440	31.1	14.3	12.7	13.2	28.6
6 to 11	1,288	33.8	14.5	12.0	13.7	26.0

table continues

Appendix H, Table 1 (continued)

2021 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low	Low Average	Average	High Average	High
		%	%	%	%	%
NonSPED EL Students						
1	4,271	20.8	13.1	15.5	16.6	33.9
2	4,393	26.0	15.6	16.2	17.4	24.9
3	4,252	13.7	10.7	12.7	18.1	44.9
4	4,348	19.7	13.4	12.5	18.9	35.5
5	4,274	24.3	15.8	16.8	18.3	24.8
6	3,232	21.3	13.0	11.6	15.4	38.6
7	2,888	25.5	13.5	12.6	12.5	36.0
8	2,870	22.8	11.8	14.2	15.0	36.3
9	2,299	21.5	12.1	12.1	13.5	40.8
10	2,052	20.1	10.3	11.2	13.4	45.1
11	1,163	21.4	10.9	11.4	14.1	42.1
2 to 5	17,267	21.0	13.9	14.5	18.2	32.5
6 to 8	8,990	23.1	12.8	12.8	14.3	37.0
9 to 11	5,514	21.0	11.2	11.6	13.6	42.7
6 to 11	14,504	22.3	12.2	12.3	14.1	39.2
ELSPED Students						
1	223	28.3	16.1	10.8	11.7	33.2
2	269	32.7	17.5	16.7	15.2	17.8
3	376	29.3	16.2	10.6	13.3	30.6
4	385	38.7	14.8	14.0	13.5	19.0
5	418	39.7	15.6	11.5	10.5	22.7
6	261	32.2	15.3	13.0	16.5	23.0
7	224	38.8	14.3	12.5	10.7	23.7
8	218	28.9	18.3	13.8	13.3	25.7
9	134	38.1	12.7	10.4	7.5	31.3
10	95	18.9	22.1	15.8	17.9	25.3
11	78	29.5	24.4	10.3	9.0	26.9
2 to 5	1,448	35.4	15.9	12.9	12.9	22.9
6 to 8	703	33.3	15.9	13.1	13.7	24.0
9 to 11	307	30.0	18.6	12.1	11.1	28.3
6 to 11	1,010	32.3	16.7	12.8	12.9	25.3

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 1 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.

Appendix H, Table 2: 2020-21 Spanish MAP Growth 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
All Special Education Students						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	5	20.0	0.0	0.0	0.0	80.0
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	11	18.2	18.2	0.0	0.0	63.6
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
NonEL SPED Students						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

table continues

Appendix H, Table 2 (continued)

2021 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low	Low Average	Average	High Average	High
		%	%	%	%	%
NonSPED EL Students						
1	22	18.2	4.5	22.7	13.6	40.9
2	21	14.3	4.8	19.0	14.3	47.6
3	96	8.3	5.2	7.3	17.7	61.5
4	106	9.4	7.5	9.4	14.2	59.4
5	119	5.9	6.7	10.1	13.4	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	342	8.2	6.4	9.6	14.9	60.8
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
ELSPED Students						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	11	18.2	18.2	0.0	0.0	63.6
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 1 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 students tested in this category.

Appendix H, Table 3: 2020-21 English MAP Growth 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
All Special Education Students						
1	274	36.9	14.6	13.5	10.2	24.8
2	344	33.1	13.4	12.2	12.5	28.8
3	409	34.0	17.8	11.7	11.7	24.7
4	489	45.4	11.9	10.0	10.2	22.5
5	529	41.8	16.1	12.1	13.0	17.0
6	599	51.8	14.4	11.9	9.5	12.5
7	466	57.1	12.9	9.7	9.9	10.5
8	444	53.8	12.8	12.6	9.7	11.0
9	308	48.4	17.2	11.0	13.6	9.7
10	249	43.4	14.5	13.3	12.9	16.1
11	197	50.8	14.7	12.2	11.2	11.2
2 to 5	1,771	39.3	14.8	11.5	11.9	22.6
6 to 8	1,509	54.0	13.5	11.4	9.7	11.5
9 to 11	754	47.3	15.6	12.1	12.7	12.2
6 to 11	2,263	51.8	14.2	11.6	10.7	11.7
NonEL SPED Students						
1	230	37.8	13.9	14.3	10.4	23.5
2	304	33.6	12.8	11.5	12.2	29.9
3	334	34.7	18.3	11.1	11.7	24.3
4	411	45.7	10.7	10.2	10.5	22.9
5	459	41.2	16.1	13.3	12.9	16.6
6	338	50.9	14.2	12.1	10.1	12.7
7	251	57.0	12.7	11.6	9.6	9.2
8	232	53.9	15.5	13.4	8.2	9.1
9	179	50.3	18.4	9.5	12.8	8.9
10	147	39.5	10.2	15.6	16.3	18.4
11	117	48.7	16.2	12.0	11.1	12.0
2 to 5	1,508	39.5	14.5	11.6	11.8	22.7
6 to 8	821	53.6	14.1	12.3	9.4	10.6
9 to 11	443	46.3	15.1	12.2	13.5	12.9
6 to 11	1,264	51.0	14.5	12.3	10.8	11.4

table continues

Appendix H, Table 3 (continued)

2021 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low	Low Average	Average	High Average	High
		%	%	%	%	%
NonSPED EL Students						
1	355	28.7	19.4	18.0	11.8	22.0
2	376	30.6	17.3	11.4	17.0	23.7
3	392	20.4	16.6	17.6	17.6	27.8
4	462	29.0	19.7	15.2	14.9	21.2
5	428	23.8	19.9	18.0	17.1	21.3
6	3,153	40.8	16.0	13.8	13.1	16.2
7	2,748	44.5	15.2	14.0	12.7	13.6
8	2,781	44.8	15.6	12.8	12.7	14.2
9	2,331	37.9	16.9	16.3	13.6	15.3
10	2,222	37.9	16.0	15.7	14.4	16.0
11	1,141	41.4	18.5	14.0	12.4	13.8
2 to 5	1,658	26.0	18.5	15.6	16.6	23.3
6 to 8	8,682	43.3	15.6	13.5	12.9	14.8
9 to 11	5,694	38.6	16.8	15.6	13.6	15.3
6 to 11	14,376	41.4	16.1	14.4	13.2	15.0
ELSPED Students						
1	44	31.8	18.2	9.1	9.1	31.8
2	40	30.0	17.5	17.5	15.0	20.0
3	75	30.7	16.0	14.7	12.0	26.7
4	78	43.6	17.9	9.0	9.0	20.5
5	70	45.7	15.7	4.3	14.3	20.0
6	261	52.9	14.6	11.5	8.8	12.3
7	215	57.2	13.0	7.4	10.2	12.1
8	212	53.8	9.9	11.8	11.3	13.2
9	129	45.7	15.5	13.2	14.7	10.9
10	102	49.0	20.6	9.8	7.8	12.7
11	80	53.8	12.5	12.5	11.3	10.0
2 to 5	263	38.4	16.7	10.6	12.2	22.1
6 to 8	688	54.5	12.6	10.3	10.0	12.5
9 to 11	311	48.9	16.4	11.9	11.6	11.3
6 to 11	999	52.8	13.8	10.8	10.5	12.1

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 1 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.

Appendix H, Table 4: 2020-21 Spanish MAP Growth 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
All Special Education Students						
1	161	34.8	27.3	18.0	11.2	8.7
2	199	50.8	21.1	13.1	9.5	5.5
3	242	25.2	14.9	15.3	13.6	31.0
4	230	42.6	13.5	14.8	11.3	17.8
5	222	41.9	18.9	10.4	14.0	14.9
6	*	*	*	*	*	*
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	893	39.5	16.9	13.4	12.2	17.9
6 to 8	*	*	*	*	*	*
9 to 11	-	-	-	-	-	-
6 to 11	*	*	*	*	*	*
NonEL SPED Students						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

table continues

Appendix H, Table 4 (continued)

2021 BOY to EOY Spanish MAP Reading Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low	Low Average	Average	High Average	High
		%	%	%	%	%
NonSPED EL Students						
1	3,735	24.4	24.3	23.8	15.2	12.3
2	3,730	35.2	21.7	17.3	13.1	12.7
3	3,455	14.4	11.3	13.1	19.7	41.4
4	3,160	21.3	13.9	16.2	20.5	28.1
5	3,049	25.7	16.0	18.1	19.7	20.5
6	14	14.3	21.4	7.1	50.0	7.1
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	13,394	24.4	15.9	16.1	18.1	25.5
6 to 8	17	11.8	23.5	11.8	41.2	11.8
9 to 11	-	-	-	-	-	-
6 to 11	17	11.8	23.5	11.8	41.2	11.8
ELSPED Students						
1	157	35.0	27.4	17.8	10.8	8.9
2	198	51.0	21.2	13.1	9.1	5.6
3	240	25.0	14.6	15.4	13.8	31.3
4	229	42.4	13.5	14.8	11.4	17.9
5	222	41.9	18.9	10.4	14.0	14.9
6	*	*	*	*	*	*
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	889	39.5	16.9	13.5	12.1	18.0
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 1 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 students tested in this category.

Appendix I

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

Appendix 1, Table 1: 2021 STAAR EOC Rates at/Approaches Grade Level or Above Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All ELs		All NonELs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	9,408	58.2	5,046	61.4	4,348	54.5	1,001	46.0	4,580	63.3	535	48.4	466	43.1
	4	9,366	56.2	5,172	58.2	4,183	53.7	1,113	38.5	4,669	60.8	610	42.0	503	34.4
	5	9,641	70.4	5,171	73.6	4,457	66.7	1,210	53.9	4,639	76.1	678	54.9	532	52.6
	6	8,862	62.8	4,805	62.4	4,051	63.3	1,039	42.3	4,374	64.8	608	45.2	431	38.3
	7	3,695	31.8	1,943	30.0	1,748	33.8	723	34.9	1,625	30.3	405	40.2	318	28.0
	8	9,853	55.0	5,187	52.4	4,652	57.9	982	36.9	4,759	54.1	554	39.4	428	33.6
	3 to 5	28,415	61.7	15,389	64.4	12,988	58.5	3,324	46.4	13,888	66.7	1,823	48.7	1,501	43.6
	6 to 8	22,410	54.3	11,935	52.8	10,451	56.0	2,744	38.4	10,758	54.9	1,567	41.9	1,177	33.8
Reading	3	9,391	60.6	5,039	59.3	4,338	62.2	993	42.8	4,575	61.7	529	48.6	464	36.2
	4	9,339	57.5	5,163	57.2	4,165	57.9	1,113	35.5	4,658	60.4	608	42.1	505	27.5
	5	9,636	74.1	5,172	78.8	4,451	68.8	1,206	46.8	4,639	82.6	673	48.4	533	44.8
	6	8,828	55.5	4,770	50.4	4,052	61.5	1,032	30.5	4,344	53.2	606	36.1	426	22.5
	7	8,721	61.4	4,594	55.7	4,119	67.6	932	34.8	4,178	58.5	516	40.7	416	27.4
	8	8,919	67.7	4,408	60.5	4,501	74.8	876	42.6	4,032	62.9	500	48.4	376	34.8
	3 to 5	28,366	64.2	15,374	65.1	12,954	63.1	3,312	41.8	13,872	68.3	1,810	46.4	1,502	36.4
	6 to 8	26,468	61.5	13,772	55.4	12,672	68.2	2,840	35.6	12,554	58.1	1,622	41.4	1,218	28.0
STAAR EOC															
Algebra I	8 to 12	11,231	66.7	5,395	65.7	5,817	67.7	1,038	46.7	5,008	67.0	651	45.3	387	49.1
English I	9 to 12	11,334	52.5	5,487	42.7	5,821	61.8	1,271	26.8	4,999	44.9	783	30.9	488	20.3
English II	9 to 12	10,649	58.0	4,925	45.5	5,718	68.7	907	32.1	4,566	47.0	548	35.6	359	26.7

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 the STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 11/04/20. ^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.

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

Appendix A, Table 2: 2022 STAAR EOC Rates at Meets or Above Level of Above Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All ELs		All NonELs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	9,207	25.8	4,982	26.7	4,212	24.7	805	12.7	4,576	28.2	399	15.3	406	10.1
	4	9,154	30.4	5,105	30.8	4,038	29.8	903	11.8	4,668	32.8	466	13.3	437	10.3
	5	9,427	43.2	5,105	46.3	4,310	39.4	1,000	17.0	4,636	49.4	531	18.1	469	15.8
	6	8,687	29.1	4,753	28.2	3,929	30.1	865	7.9	4,373	30.1	485	9.5	380	5.8
	7	3,520	6.6	1,890	6.2	1,626	6.9	549	2.7	1,625	6.8	284	3.2	265	2.3
	8	9,682	27.8	5,139	25.2	4,529	30.8	814	9.1	4,757	26.6	432	9.7	382	8.4
	3 to 5	27,788	33.2	15,192	34.7	12,560	31.4	2,708	14.0	13,880	36.8	1,396	15.7	1,312	12.2
	6 to 8	21,889	24.9	11,782	23.4	10,084	26.7	2,228	7.0	10,755	25.0	1,201	8.1	1,027	5.8
Reading	3	9,190	32.4	4,975	31.3	4,202	33.8	797	13.2	4,571	33.3	393	17.3	404	9.2
	4	9,127	31.3	5,096	30.6	4,020	32.3	903	9.7	4,657	32.9	464	13.1	439	6.2
	5	9,422	48.2	5,106	52.6	4,304	43.0	996	14.5	4,636	56.5	526	15.2	470	13.6
	6	8,652	24.4	4,718	20.2	3,929	29.4	857	5.1	4,343	21.7	482	7.5	375	2.1
	7	8,544	35.6	4,539	28.9	3,997	43.1	756	7.0	4,178	31.1	395	10.1	361	3.6
	8	8,748	38.4	4,360	30.7	4,378	46.1	708	10.5	4,030	32.4	378	11.6	330	9.1
	3 to 5	27,739	37.4	15,177	38.2	12,526	36.5	2,696	12.5	13,864	40.9	1,383	15.1	1,313	9.7
	6 to 8	25,944	32.8	13,617	26.4	12,304	39.8	2,321	7.4	12,551	28.3	1,255	9.6	1,066	4.8
STAAR EOC															
Algebra I	8 to 12	11,035	32.3	5,338	30.0	5,678	34.5	843	13.9	5,007	31.1	512	14.1	331	13.6
English I	9 to 12	11,142	35.4	5,433	24.8	5,683	45.6	1,079	6.0	4,999	26.5	645	7.1	434	4.4
English II	9 to 12	10,473	43.0	4,872	29.3	5,595	54.9	731	9.0	4,566	30.8	425	10.4	306	7.2

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 of 11/04/20. 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."

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

Appendix A, Table 6.2016 STAAR Test Results at Approaches Grade Level or Above Standard by Classification, Category, and Grade Level															
Subject	Grade Level(s)	All District		All ELs		All NonELs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
		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	1,166	53.7	5,254	80.9	647	51.5	455	53.6
	4	11,666	76.0	5,888	78.6	5,720	73.2	1,259	50.2	5,410	81.4	723	49.9	478	46.9
	5	11,805	88.6	5,985	89.8	5,766	87.4	1,288	69.8	5,479	91.6	731	68.9	506	70.4
	6	10,568	75.0	5,224	73.7	5,090	75.5	1,132	49.1	4,769	76.5	620	50.5	455	43.7
	7	7,168	59.6	3,683	59.8	3,309	57.8	967	45.8	3,326	61.6	548	42.3	357	43.7
	8	10,454	88.0	5,071	86.9	4,733	87.8	884	62.4	4,742	88.7	504	60.1	329	61.4
	3 to 5	34,440	80.5	17,582	82.5	16,682	78.4	3,713	58.1	16,143	84.7	2,101	57.0	1,439	57.3
	6 to 8	28,190	75.9	13,978	74.8	13,132	75.5	2,983	52.0	12,837	77.1	1,672	50.7	1,141	48.8
Reading	3	10,974	71.8	5,708	73.7	5,202	69.9	1,169	48.1	5,254	76.3	651	49.2	454	43.4
	4	11,667	68.6	5,888	67.9	5,721	69.3	1,259	42.3	5,411	70.7	724	44.1	477	35.2
	5	11,805	84.8	5,984	87.3	5,767	82.4	1,289	58.3	5,478	90.1	732	59.2	506	56.9
	6	10,574	58.3	5,224	52.7	5,096	62.5	1,134	34.2	4,771	55.0	624	34.3	453	29.1
	7	9,959	66.1	4,826	60.3	4,647	69.1	995	40.0	4,461	62.6	568	40.3	365	32.9
	8	9,895	79.2	4,623	74.0	4,510	81.5	873	48.2	4,297	76.4	497	48.9	326	42.9
	3 to 5	34,446	75.2	17,580	76.3	16,690	74.0	3,717	49.7	16,143	79.1	2,107	50.9	1,437	45.4
	6 to 8	30,428	67.6	14,673	61.9	14,253	70.7	3,002	40.2	13,529	64.3	1,689	40.6	1,144	34.3
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,197	82.5	5,194	82.8	1,203	55.2	4,721	84.9	668	49.9	476	59.0
English I	9 to 12	15,137	54.8	7,299	44.0	6,666	60.2	1,745	20.9	6,574	46.9	950	19.5	725	18.2
English II	9 to 12	13,342	58.5	5,443	40.9	6,046	65.1	1,356	24.2	4,922	43.5	748	23.9	521	16.3

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 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.

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

Appendix A, Table A: 2016 STAAR EOC Rates at Meets or Above Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All ELs		All NonELs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	10,740	43.6	5,646	45.1	5,077	41.9	941	16.7	5,254	47.2	532	16.5	392	16.6
	4	11,408	45.3	5,816	47.1	5,582	43.5	1,004	15.6	5,409	49.7	587	17.2	407	12.8
	5	11,561	56.0	5,913	58.4	5,637	53.5	1,047	24.3	5,478	61.4	604	26.2	435	21.4
	6	10,344	38.5	5,159	36.9	4,977	38.8	910	10.5	4,768	39.2	508	11.6	391	8.4
	7	6,937	21.0	3,621	20.7	3,194	20.4	737	8.0	3,326	21.8	434	8.5	295	7.5
	8	10,262	55.6	5,018	51.1	4,634	56.6	693	21.8	4,742	52.9	406	22.2	276	21.0
	3 to 5	33,709	48.4	17,375	50.3	16,296	46.4	2,992	19.0	16,141	52.9	1,723	20.1	1,234	17.0
	6 to 8	27,543	40.5	13,798	37.8	12,805	40.7	2,340	13.1	12,836	39.8	1,348	13.8	962	11.7
Reading	3	10,745	41.1	5,645	43.0	5,083	39.0	944	12.1	5,254	45.5	536	13.4	391	10.2
	4	11,409	38.2	5,816	37.2	5,583	39.3	1,004	10.6	5,410	39.5	588	13.4	406	6.4
	5	11,561	53.1	5,912	57.7	5,638	48.4	1,048	18.6	5,477	60.8	605	18.7	435	18.6
	6	10,350	26.9	5,159	20.7	4,983	31.8	912	6.1	4,770	22.1	512	7.6	389	3.6
	7	9,728	38.1	4,764	30.1	4,532	42.7	765	7.6	4,461	31.7	454	8.6	303	6.3
	8	9,704	41.7	4,570	31.4	4,411	46.2	683	8.8	4,297	33.0	399	10.5	273	6.2
	3 to 5	33,715	44.2	17,373	46.0	16,304	42.4	2,996	13.9	16,141	48.6	1,729	15.3	1,232	11.9
	6 to 8	29,782	35.4	14,493	27.2	13,926	39.9	2,360	7.4	13,528	28.7	1,365	8.8	965	5.2
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,161	58.9	5,118	61.4	1,049	22.8	4,720	62.0	593	19.4	441	26.1
English I	9 to 12	14,977	37.3	7,261	24.6	6,589	43.8	1,588	5.0	6,572	26.7	874	4.6	689	5.1
English II	9 to 12	13,167	38.9	5,411	20.2	5,964	47.3	1,182	5.3	4,921	21.9	666	6.0	490	3.5

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 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.”

Appendix J

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

Subject	Grade Level(s)	All District 2 Yr Δ %pts	All ELs 2 Yr Δ %pts	All NonELs ^a 2 Yr Δ %pts	All SPED 2 Yr Δ %pts	NonSPED ELs 2 Yr Δ %pts	NonEL SPED 2 Yr Δ %pts	ELSPED 2 Yr Δ %pts
STAAR								
Mathematics	3	-18.3	-17.3	-19.7	-7.7	-17.6	-3.1	-10.5
	4	-19.8	-20.4	-19.5	-11.7	-20.6	-7.9	-12.5
	5	-18.2	-16.2	-20.7	-15.9	-15.5	-14.0	-17.8
	6	-12.2	-11.3	-12.2	-6.8	-11.7	-5.3	-5.4
	7	-27.8	-29.8	-24.0	-10.9	-31.3	-2.1	-15.7
	8	-33.0	-34.5	-29.9	-25.5	-34.6	-20.7	-27.8
	3 to 5	-18.8	-18.1	-19.9	-11.7	-18.0	-8.3	-13.7
	6 to 8	-21.6	-22.0	-19.5	-13.6	-22.2	-8.8	-15.0
Reading	3	-11.2	-14.4	-7.7	-5.3	-14.6	-0.6	-7.2
	4	-11.1	-10.7	-11.4	-6.8	-10.3	-2.0	-7.7
	5	-10.7	-8.5	-13.6	-11.5	-7.5	-10.8	-12.1
	6	-2.8	-2.3	-1.0	-3.7	-1.8	1.8	-6.6
	7	-4.7	-4.6	-1.5	-5.2	-4.1	0.4	-5.5
	8	-11.5	-13.5	-6.7	-5.6	-13.5	-0.5	-8.1
	3 to 5	-11.0	-11.2	-10.9	-7.9	-10.8	-4.5	-9.0
	6 to 8	-6.1	-6.5	-2.5	-4.6	-6.2	0.8	-6.3
STAAR EOC								
Algebra I	8 to 12	-17.0	-16.8	-15.1	-8.5	-17.9	-4.6	-9.9
English I	9 to 12	-2.3	-1.3	1.6	5.9	-2.0	11.4	2.1
English II	9 to 12	-0.5	4.6	3.6	7.9	3.5	11.7	10.4

Source: District STAAR data files dated 06/13/19 (2019) and 06/28/21 (2021). STAAR EOC data files dated 06/04/19 (2019) and 06/17/21 (2021). District PEIMS snapshot demographic files dated 02/26/19 (2019) and 11/04/20 (2021).

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

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

Subject	Grade Level(s)	All District 2 Yr Δ %pts	All ELs 2 Yr Δ %pts	All NonELs ^a 2 Yr Δ %pts	All SPED 2 Yr Δ %pts	NonSPED ELs 2 Yr Δ %pts	NonEL SPED 2 Yr Δ %pts	ELSPED 2 Yr Δ %pts
STAAR								
Mathematics	3	-17.8	-18.4	-17.2	-4.0	-19.0	-1.2	-6.5
	4	-14.9	-16.3	-13.7	-3.8	-16.9	-3.9	-2.5
	5	-12.8	-12.1	-14.1	-7.3	-12.0	-8.1	-5.6
	6	-9.4	-8.7	-8.7	-2.6	-9.1	-2.1	-2.6
	7	-14.4	-14.5	-13.5	-5.3	-15.0	-5.3	-5.2
	8	-27.8	-25.9	-25.8	-12.7	-26.3	-12.5	-12.6
	3 to 5	-15.2	-15.6	-15.0	-5.0	-16.1	-4.4	-4.8
	6 to 8	-15.6	-14.4	-14.0	-6.1	-14.8	-5.7	-5.9
Reading	3	-8.7	-11.7	-5.2	1.1	-12.2	3.9	-1.0
	4	-6.9	-6.6	-7.0	-0.9	-6.6	-0.3	-0.2
	5	-4.9	-5.1	-5.4	-4.1	-4.3	-3.5	-5.0
	6	-2.5	-0.5	-2.4	-1.0	-0.4	-0.1	-1.5
	7	-2.5	-1.2	0.4	-0.6	-0.6	1.5	-2.7
	8	-3.3	-0.7	-0.1	1.7	-0.6	1.1	2.9
	3 to 5	-6.8	-7.8	-5.9	-1.4	-7.7	-0.2	-2.2
	6 to 8	-2.6	-0.8	-0.1	0.0	-0.4	0.8	-0.4
STAAR EOC								
Algebra I	8 to 12	-29.9	-28.9	-26.9	-8.9	-30.9	-5.3	-12.5
English I	9 to 12	-1.9	0.2	1.8	1.0	-0.2	2.5	-0.7
English II	9 to 12	4.1	9.1	7.6	3.7	8.9	4.4	3.7

Source: District STAAR data files dated 06/13/19 (2019) and 06/28/21 (2021). STAAR EOC data files dated 06/04/19 (2019) and 06/17/21 (2021). District PEIMS snapshot demographic files dated 02/26/19 (2019) and 11/04/20 (2021).

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