

2021-22

Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2021-22

Evaluation of Dual Language and English as a Second Language Programs

Approved Report of the Department of Evaluation and Assessment

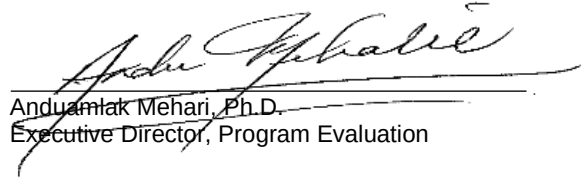
EA22-126-2
August 2022

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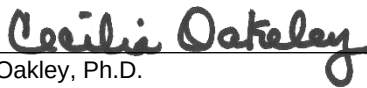
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ACRONYMS AND ABBREVIATIONS

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

2021-22 Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)¹. The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs. Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED; see Voss, 2022 for full EBSPED evaluation). Funding in 2021-22 totaled \$10,635,416, an increase from \$10,361,352 in 2020-21.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.² Because of these variations in instructional time, and support activities, results should be reviewed with caution.³

EVALUATION QUESTIONS/OUTCOMES

What was the context of DL/ESL Programs in 2021-22?

The Dallas ISD offered a wide variety of programs and services for EBs. First, the district provided three DL programs: One-Way DL [OWDL; prekindergarten (PK) to grade 5/6; 132 campuses], Two-Way DL (TWDL; PK to grade 5/6; 73 campuses), and Secondary DL (SECDL; grades 6 to 12; 14 campuses). Second, elementary school

EBs for whom Spanish was not the dominant language or who were Spanish speakers at campuses without a DL program participated in ESL. Third, secondary grade level students enrolled in US schools more than three years who had not yet been reclassified were enrolled in Reading/Language Arts (R/LA) sheltered classes. The DL/ESL Department also offered services for student populations with high proportions of EBs, such as immigrant students.

What were the characteristics of 2021-22 EBs and reclassified EBs?

The district enrolled 68,368 EBs (48% of district) and 4,133 reclassified EBs in 2021-22 (see Table 1 for enrollment by DL/ESL program/classification). From 2020-21, EB enrollment increased by 1,162 students, and reclassified EB enrollment decreased by 1,566 students.

Table E1: 2021-22 District Enrollment by DL/ESL Program/Classification

Program/Classification	Students N	District %
District	143,294	100.0
All EB	68,368	47.7
All NonEB	74,923	52.3
Monitored	3,115	2.2
EB in OWDL	28,485	19.9
EB in TWDL	3,770	2.6
NonEB in TWDL	2,361	1.6
EB in SECDL	498	0.3
NonEB in SECDL	206	0.1
ESL	4,340	3.0
Sheltered	22,907	16.0
Immigrant	9,939	6.9
EBSPED	5,815	4.1
Parent Denials	3,961	2.8
Unservable	1,148	0.8

Source: District Public Education Information Management System (PEIMS) snapshot demographic data file dated 11/03/21.

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

Differences between EBs and NonEBs were mostly as expected, with differences mainly in characteristics that are often associated with EB status, such as higher rates of EBs than NonEBs classified as Hispanic, at risk, and economically disadvantaged, and with higher rates of EBs

¹ To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

² Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

³ More detailed information about the 2021-22 DL/ESL Programs and program changes due to COVID-19 can be found www.dallasisd.org/Page/888.

than NonEBs speaking Spanish at home. The highest number of 2021-22 EBs were enrolled for at least the seventh year ($n = 30,331$).

To examine equity in TWDL and SECDL programs, evaluators explored whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall. In 2021-22, 67 percent (African American) and 77 percent (economically disadvantaged) of TWDL and SECDL campuses had lower percentages of African American or economically disadvantaged opt-in students, respectively, than the campus overall.

What were the characteristics of DL/ESL teachers?

In 2021-22, the district employed 2,511 DL or ESL teachers in elementary schools and 1,228 DL or ESL teachers in secondary schools. Around 40 percent of teachers had been teaching in the district for between one and five years.

Exceptions/Waivers⁴

The number of bilingual exceptions increased 101 percent since 2019-20 (2019-20: 75; 2021-22: 151), and the number of requested ESL waivers decreased 68 percent since 2019-20 (2019-20: 207; 2021-22: 66).

In 2021-22, 186 teachers attended at least one ESL certification prep course, which did not meet the DL/ESL Department's Elementary and Secondary School Emergency Relief (ESSER) goal of 490 teachers.

What were the perceptions of DL/ESL staff members?⁵

DL/ESL Survey

Key findings from the 2021-22 DL ($N = 81$; 55% response rate) and ESL ($N = 72$; 51% response rate) survey included:

- DL and ESL staff members who worked with an instructional specialist in 2021-22 reported that they received beneficial supports (range: 74% to 95%) and resources (range: 72% to 91%).
- Rate of teachers who reported resources/materials as being very or extremely beneficial increased from

77 percent in 2020-21 to 85 percent in 2021-22, which met the department goal of a 10 percent increase.

Sheltered Survey

Despite inviting R/LA teachers with at least one enrolled EB/sheltered student in 2021-22 (as per demographic and course enrollment data files) to participate ($N = 239$; 28% response rate), 17 percent reported having no sheltered students (an increase from 6% in 2020-21; Voss & Kim, 2021). Of those who indicated that they implemented sheltered instruction, most respondents indicated they implemented it daily (68%). Most reported that they used visuals to deepen comprehension (75%) or oral language supports (sentence stems/starters; 70%).

What activities did the DL/ESL Department implement to reach annual goals?

The DL/ESL Department implemented seven activities in 2021-22. Activities and key findings included:

- Professional development (PD): 7,292 DL/ESL teachers and 108 DL/ESL administrators attended PD. There was a four percent decrease in teacher attendance at refugee-related PD sessions (did not meet the goal of a 50 percent increase).
- Title III Tutoring⁶: 1,543 students were tutored, which was a 357 percentage-point increase from 2020-21 (exceeded the department's goal of a 10 percentage-point increase).
- Summer enrichment programs: 20 percent decrease in the number of summer program participants⁷ from 2020 to 2021 (did not meet the goal of a 10 percentage-point increase).
- Parent workshop engagement^{6,8}: all surveyed parents indicated that attending workshops made them want to be more involved in their children's education (met the goal of 90%).
- Resources: the DL/ESL Department distributed resources such as books, parent guides, dictionaries, and manipulatives.
- DL Cadre/ESL Leadership Cohort: 14 teachers were added to the DL Cadre (66 total) and six teachers were added to the ESL Leadership Cohort (8 total).

⁴ State law requires districts unable to provide the required number of bilingual or ESL certified teachers to implement the respective programs to request an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).

⁵ Response rates for all surveys can be found in the full report.

⁶ Due to the DL/ESL Department not being able to hire a parent coordinator, any ESSER goals regarding opt-in students whose parents were helped by a parent coordinator could not be evaluated. See full report for details of all planned ESSER goals.

⁷ This goal only includes summer programs that occurred during both 2020 and 2021 (T-CALL, Newcomer Program, and Refugee Program).

⁸ Attendance wasn't taken during virtual Family Literacy Fairs, so the goal of a five percentage-point increase in parent attendance could not be evaluated.

- Student Intake Center: 96 percent of parents agreed that the services they received through the Student Intake Center were excellent (met the goal of 95%).

What were the academic outcomes for EBs during 2021-22?

Texas English Language Proficiency Assessment System (TELPAS)

EBs. Overall, 2022 EBs exceeded the DL/ESL Department goal to maintain the percentage of EBs who regressed on all *TELPAS* domains from 2019 to 2022, as well as met the goal to see at least a three percentage-point increase in the percentage of EBs who progressed on the *TELPAS* composite from 2021 to 2022.

- For 2022 *TELPAS* composite rates, EBs at all grade levels tended to cluster in the intermediate (39% to 45%) and advanced (26% to 43%) levels of English proficiency. Eleven percent of EBs scored at the advanced high level, which was slightly higher than 2021 (10%, Voss, 2021). One- and two-year trends⁹ varied and ranged from the largest decrease for grades nine to 12 over two years (intermediate: -8 percentage points) to the largest increase in grades six to eight over two years (intermediate: +6 percentage points).
- For 2022 *TELPAS* level movement¹⁰, around 50 percent of EBs remained at the same composite proficiency level in 2022. For all grade levels overall, EBs progressed at higher rates (37%) than they regressed (14%), and this pattern was most pronounced in grades one to five (40% vs 10%). For one- and two-year level movement trends¹¹, progression rate changes ranged from a three percentage-point decrease over two years (grades 1 to 5) to an eight percentage-point increase over two years (grades 9 to 12).

Dallas ISD vs State and other large, urban Texas district EBs. District rates of EBs performing at the higher English proficiency levels on the 2022 *TELPAS* were lower than state and other Texas large, urban district rates.

Compared to all other large, urban Texas district, *TELPAS* progression rates of EBs in Dallas ISD were mixed.

The Texas Education Agency also set the 2022 Closing the Gaps accountability performance target for *TELPAS* progression at 36 percent. Dallas ISD, as well as all

comparison groups except for Fort Worth ISD, all met or exceeded that target.

Measures of Academic Progress Growth (MAP)6

For 2022 *MAP* mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles:

- EBs on the English subtest tended to cluster in the Low quintile at all grade levels (22% to 32%),
- EBs on the Spanish subtest tended to cluster in the High quintile (26% to 46%), with the exception of grade one.

For 2022 *MAP* reading BOY to EOY growth quintiles:

- EBs on the English subtest also tended to cluster in the Low quintile at all grade levels (29% to 43%),
- EBs on the Spanish subtest tended to cluster in either the Low quintile (25% to 29%) or Low Average quintile (18% to 29%).

State of Texas Assessments of Academic Readiness (STAAR)/End-Of-Course (EOC)6

EBs. Table 2 shows 2021 and 2022 rates of EBs at each *STAAR* and *EOC* performance standard.¹²

- From 2021 to 2022, EBs rates on all *STAAR* and *EOC* subtests were the same or positive, and overall ranged from no change (English I, Meets+; English I and II, Masters) to an increase of 12 percentage points (reading, grades 6 to 8, Meets+).
- For *STAAR* reading, only 41 percent of EBs in grades three to five achieved Meets+, which did not meet the goal of 46 percent. However, 38 percent of EBs in grades six to eight achieved Meets+, which met the goal of 27 percent.

⁹ One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.

¹⁰ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

¹¹ One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021). Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

¹² *STAAR* and *EOC* performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters)

Table E2: 2021 and 2022 STAAR and EOC EB Ratings by Subject, Performance Standard, and Grade Level Grouping

Grade Level	Approaches+		Meets+		Masters	
	2021 %	2022 %	2021 %	2022 %	2021 %	2022 %
Mathematics						
Math 3-5	64.0	72.0	34.7	43.0	17.3	21.1
Math 6-8	52.2	61.8	23.4	29.6	5.6	9.0
Algebra 1	65.5	67.3	30.0	38.6	13.2	24.2
Reading						
Reading 3-5	64.8	66.5	38.2	40.9	20.8	22.4
Reading 6-8	55.0	65.8	26.4	37.9	10.3	20.3
English I	42.2	43.6	24.8	24.9	2.0	2.0
English II	45.1	48.1	29.3	30.3	1.6	1.5

Source: STAAR and EOC source files can be found in the full report (Voss, 2022).

Note: Rates include scores for STAAR and the first and second administrations of EOCs for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. No data were available for 2020.

In addition, the DL/ESL Department met the goal to see a two percentage-point increase from 2021 to 2022 in the percentage of EBs scoring Approaches+ on STAAR mathematics and reading (mathematics: +8 and +10 percentage-points; reading: +2 and +11 percentage-points).

Monitored Students. 2022 STAAR and EOC rates of monitored students were as follows:

- Rates at Approaches+ ranged from 82 (mathematics, grades 6 to 8) to 96 (reading, grades 6 to 8) percent.
- Rates at Meets+ ranged from 54 (mathematics, grades 6 to 8) to 87 (English II) percent.
- Rates at Masters ranged from 13 (English II) to 61 (reading, grades 6 to 8) percent.

From 2021 to 2022, rates on STAAR and EOC subtests were mixed, and ranged from a decrease of 40 percentage points (mathematics, grades 3 to 5) to an increase of 21 percentage points (reading, grades 6 to 8).

Dallas ISD vs State and other large, urban Texas district EBs. District performance level rates of EBs on STAAR and EOCs were generally comparable to or higher than state and other Texas large, urban district rates.

How did EB and monitored student participation in magnet programs compare to NonEB peers?

Qualified EBs were offered acceptance into at least one magnet program at similar rates (62%) to NonEBs (63%) and at lower rates than monitored students (70%).

EBs participated in magnet programs at lower rates (22%) than NonEBs (32%) and monitored students (60%).

From 2021 to 2022, offer rates for magnet programs decreased for all groups and overall (-6% to -1%), and with the exception of EBs (+1%), participation rates also decreased for all groups and overall (-3% to -1%).

RECOMMENDATIONS

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

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

Examine reasons for lower EB participation in magnet programs.

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

Continue efforts to increase EB rates at the higher TELPAS proficiency levels.

REFERENCES

- Voss, S. (2022) 2021-22 Evaluation of the Special Education for Emergent Bilinguals Program. Dallas, TX. Dallas Independent School District.
- Voss, S. & Kim, J. (2021) 2020-21 Evaluation of Bilingual Education and English as a Second Language Programs. Dallas, TX. Dallas Independent School District.

2021-22

Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)¹³ through programs that embrace student diversity. The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs. Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED). For evaluation of the program serving EBSPED students, see Voss (2022).

Providing support for dual language programs is important for EBs at all grades because it can take approximately six years for a student in a dual language program to meet grade-level academic standards in English (Thomas & Collier, 2012). Importantly, developing high levels of proficiency in multiple languages does not come at the expense of academic achievement. In fact, students who participate in dual language programs typically score at or above grade level on standardized mathematics and reading assessments in English at similar rates to their peers by late elementary or middle school (Lindholm-Leary, 2012). In addition to linguistic and academic improvements, bilingual programs that encourage students to improve cognitive skills in their first language while they acquire their second language typically show increases in their problem-solving skills and flexible thinking (Baker, 2011). Thus, having a robust and strong DL/ESL Department to help support EBs across all grade levels is important for improving outcomes across multiple domains.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual

¹³ To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.¹⁴ Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report is to provide data for campus, program, and district stakeholders to evaluate the effectiveness of programs designed to serve EBs in the Dallas ISD. This report also addresses outcomes related to the 2021-22 workscope entitled *Title III, Part A, ELA* and Elementary and Secondary School Emergency Relief (ESSER) goals. Whenever possible and applicable, data were grouped by grade level, and other applicable student group data were provided for comparison purposes. This evaluation report also provides a summary of key findings and actionable recommendations based on reported data. The evaluation addresses the following questions:

1. What was the source and amount of funding for the DL/ESL programs in 2021-22?
2. What was the context of DL/ESL programs in 2021-22?
3. What were the characteristics of 2021-22 EBs and reclassified EBs?
4. What were the characteristics of DL/ESL teachers?
5. What were the perceptions of DL/ESL staff members?
6. What activities did the DL/ESL Department implement to reach yearly goals?
7. What were the academic outcomes for EBs during 2021-22?
8. How did EB and monitored student participation in magnet programs compare to NonEB peers?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the DL/ESL programs in 2021-22?

Methodology

The DL/ESL Department provided Title III, ESSER, and general operating budget and funding information, as applicable, on April 5, 2021 (2020-21) and November 29, 2021 (2021-22).

¹⁴ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Results

The reported budget for the Bilingual/ESL and Immigrant Programs totaled \$10,635,416: \$7,909,598 from Title III, Part A funds^{15,16} (an increase of \$27,609 from 2020-21), \$302,600 from ESSER funds, and \$2,423,218 from general operating funds (a decrease of \$56,145 from 2020-21).

Table 1: 2020-21 to 2021-22 Funding for DL/ESL Programs

Source	2020-21	2021-22	Change
Title III, Emergent Bilinguals	\$6,584,710	\$6,584,710	\$0
Title III, Immigrant	\$1,297,279	\$1,324,888	+\$27,609
Dallas ISD General Operating Funds	\$2,479,363	\$2,423,218	-\$56,145
ESSER Funds		\$302,600	+\$302,600
Total	\$10,361,352	\$10,635,416	+\$274,064

Source: Data provided by Bilingual/ESL Department on 04/05/21 (2020-21) and 11/29/21 (2021-22).

Note: 2021-22 was the first year that ESSER Funds were available.

What was the context of DL/ESL programs in 2021-22?

Methodology

To gather information about the context and components of the DL/ESL programs, evaluators conducted interviews with DL/ESL staff members and reviewed relevant documentation provided by DL/ESL staff members.

Results

This section summarizes the programs and services provided to district students served by the DL/ESL Department in 2021-22.

Dual Language Programs

DL programs in the Dallas ISD aimed to promote dual literacy in English and Spanish. By participating in DL programs, students learned a second language through content-based instruction while maintaining their dominant languages to promote and embrace cultural diversity among all students. Available at most elementary school campuses in 2021-22,¹⁷ the Dallas ISD offered three DL program models for students: one-way DL (OWDL; elementary school level), two-way DL (TWDL; elementary school level), and secondary DL (SECDL; middle school and high school levels).

¹⁵ Special Revenue Funds Management also provided the budget amount as of 02/28/21. Title III funds for Bilingual/ESL were the same as reported above, and Immigrant Program funds were reported as \$1,247,344.

¹⁶ In addition to the content presented in this evaluation, Title III, Part A funds also supported four EBSPED Instructional Specialists. These specialists provided campus support for EBSPED students and aimed to interface with campuses at least once per week to work with teachers (time spent per campus depended upon campus needs). For more information about the EBSPED Program, see the 2021-22 EBSPED Evaluation (Voss, 2022).

¹⁷ Nine elementary school level campuses with limited Emergent Bilingual populations lacked DL programs and instead served both Spanish- and other language-speaking Emergent Bilinguals through the ESL program. These campuses were Dealey Montessori, Pease, Rice, Starks, Stone Montessori, Thornton, Travis Talented and Gifted (TAG), Turner, and Williams TAG.

The OWDL program was a biliteracy program serving identified EBs¹⁸ in prekindergarten (PK) to grade five (or grade six when housed at an elementary school campus) with academic instruction in English and Spanish. Instruction time in the OWDL program in PK to grade one was conducted mostly in Spanish [70%; science, social studies, all of reading/language arts (R/LA)], with mathematics conducted in English (30%). Starting in grade two through grade five/six, instruction time was half in Spanish (science, social studies, and half of R/LA) and half in English (mathematics and half of R/LA). The one-way program was the largest of district DL programs; it was offered at 132 campuses in the Dallas ISD in 2021-22, which was similar to 2020-21 ($n = 131$). For a list of campuses with an OWDL program, see Appendix A.

The TWDL program was a biliteracy program for PK to grade five (or grade six, when housed at an elementary school campus) students with two student populations learning a second language through content instruction while maintaining their dominant languages. Ideally, TWDL classrooms were comprised of half EBs and half NonEBs. TWDL in the Dallas ISD used the immersion instructional approach, in which both dominant English-dominant and Spanish-dominant speaking students learned to read in Spanish first. The TWDL immersion program followed the same instructional time guidelines as OWDL (e.g., 70% Spanish/30% English in PK to grade one; 50% Spanish/50% English in grade two through grade five/six). In 2021-22, TWDL was offered at 73 campuses in the Dallas ISD, an increase from 67 campuses in 2020-21. See Appendix B for list of TWDL models by campus.

Previous research has indicated that using OWDL and TWDL in DL classrooms results in higher academic and linguistic achievement for both EBs and nonEBs (Collier & Thomas, 2009). Importantly, research has shown that students are equally capable of achieving academic success in either a OWDL or a TWDL program, as long as the program provides high-quality instruction (Thomas & Collier, 2012). While TWDL students typically reach grade-level academic standards in English one to two years faster than OWDL students, most OWDL and TWDL students meet or exceed grade-level standards by the seventh grade (Thomas & Collier, 2012).

The SECDL program was a biliteracy pathway with instruction in both English and Spanish that provided students in grades six to 12 with the opportunity to graduate with the Seal of Biliteracy.¹⁹ All SECDL campuses offered at least two courses taught in Spanish from grades six to 12. The SECDL program was primarily meant for students continuing from the one- and two-way DL programs. In 2021-22, 14 campuses (nine middle schools and five high schools) offered the SECDL program, an increase from nine campuses in 2020-21. See Appendix B for list of SECDL campuses.

¹⁸ NonEBs enrolled at campuses without TWDL programs may opt to participate in OWDL programs by parent application in kindergarten or grade one if space is available in the program after accommodating all EBs. Spaces available for NonEBs in the OWDL program are for one year and are subject to reapplication each year. NonEB students who have received previous DL education may apply to the program from grade two to grade five/six, with parental understanding that space availability is not guaranteed each year.

¹⁹ The Seal of Biliteracy was awarded by a school, district, or state to recognize students who have demonstrated proficiency in two or more languages by graduation from high school. See sealofbiliteracy.org for more information.

English as a Second Language Program

The purpose of the ESL program was to provide intensive instruction to develop English proficiency in listening, reading, speaking, and writing through differentiated instruction and flexible grouping of students based upon both linguistic and cognitive levels. EBs at the elementary school grade level for whom Spanish was not the dominant language or who were Spanish speakers enrolled at a campus without a DL program participated in ESL instruction. In general, ESL programs are beneficial when several native languages are represented at a campus, as the model is designed to provide individualized instruction to EBs (Kim, Hutchison, and Winsler, 2015). At most campuses, ESL students were placed in classrooms with NonEBs.²⁰ ESL at the secondary level was for students in their first three years in United States (US) schools.

Sheltered Instruction

Secondary students who had been enrolled in US schools for more than three years and had not yet met criteria for reclassification were enrolled in sheltered classes for R/LA.²¹ The objective of sheltered instruction was to promote English-language development while providing supports to make grade-level standards-based content more accessible to EBs. In the Dallas ISD, most sheltered classrooms included both EBs and NonEBs. Sheltered instruction can be helpful for adapting content to meet the needs of students linguistically, academically, and culturally, especially for schools with many EBs who speak a variety of languages (Marsh, 2018).

Immigrant Programs

Students who had been enrolled in US schools fewer than three years were classified as immigrants. In 2021-22, approximately seven percent of Dallas ISD students were immigrants ($N = 9,939$). Because a large proportion of immigrants typically also were EBs (93% in 2020-21), the DL/ESL Department played a pivotal role in the integration of immigrant students and their families into the district and community. With awarded 2021-22 supplemental Title III funds, the DL/ESL Department aimed to 1) provide supplemental instructional resources, 2) assist in the development of tutoring plans for improved English proficiency and academic achievement, 3) develop supplemental summer enrichment opportunities, 4) connect parents with needed referrals to services, 5) deliver classes for immigrant EBs and their parents including district information sessions and ESL classes, and 6) increase parental participation in trainings and activities through the Margaret and Gilbert Herrera Student Intake Center.

Immigrants who were new to the country in Kindergarten (K) to grade 12 and had never attended US schools were welcomed to the district at the Margaret and Gilbert Herrera Student Intake Center. This center supported these students and their families to bolster academic success. Along with registration and

²⁰ At campuses with large populations of ESL students, all teachers were likely to be ESL certified and students could be placed anywhere, but ESL students were usually grouped together as much as possible. At campuses with smaller populations of ESL students (especially where not all teachers were ESL certified), students tended to be grouped together, but may have shared a classroom with NonEBs.

²¹ R/LA classes at the secondary level were differentiated by student program levels (beginning, intermediate, advanced, transitional, post-transitional) and grade level. Sheltered R/LA courses were typically designed for students at the transitional and post-transitional levels.

assessment services, the center provided orientation services for immigrant families as they transitioned into the district and community. The intake center also provided follow-up support to students through professional development and instructional coaching for teachers of EBs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer²² students.

To prepare immigrant students in the first year in US schools who did not speak Spanish or English for academic success, the district also offered a one-year Newcomer Program at designated Dallas ISD campuses.²³ This program focused on English acquisition and was for students in mixed grade levels. Certified teachers provided instructional services to identified students in a multi-age setting using sheltered instruction methods and strategies. Newcomer programs are designed to a) assist immigrant students linguistically and academically and b) help students grow their cross-cultural skills and emphasize family engagement (Chu, 2008). Because the students served by the Newcomer Program in 2021-22 were a small subsection of immigrant students, they were not highlighted as a separate group in analyses in this report. Instead, they were included in results for the general immigrant student population.

Language Proficiency Assessment Committee

Each campus in the Dallas ISD operated an LPAC serving as a liaison between home and campus and as an advocate for EBs. The responsibilities of LPACs included 1) identification, placement, assessment, and document review; 2) instructional methodologies and/or interventions; 3) annual review of student progress; 4) linguistic accommodation and assessment decisions; 5) parental notification; and 6) maintaining updated and accurate documentation. LPAC membership was required to at least consist of a principal or assistant principal, a bilingual certified or ESL certified teacher who worked directly with EBs, and a non-faculty parent of a currently enrolled EB student. The LPAC was required to meet at least six documented times per academic year, ideally every six weeks.²⁴

Identification Process. The identification and placement of identified EBs had to be completed within 20 school days of initial student enrollment.²⁵ The LPAC was responsible for this process, using criteria mandated by the Texas Education Agency (TEA). A parent-signed and dated home language survey requesting the primary language spoken at home and the most frequently spoken language by the student was administered to all incoming students.²⁶ If the response was a language other than English for either question, the student was considered a potential EB, and the student underwent English language proficiency, Spanish language proficiency (Spanish speakers only), and norm-referenced language assessments, as appropriate for grade level, to determine whether EB designation was required. Before placing an EB student in a program, a parent had to sign and date a notification letter. If parent permission for enrollment was not secured, explicit parental denial had to be documented in writing. Identified EB

²² Newcomer students were recent immigrant students in grades K through grade five who lived outside of the US for two consecutive years or more.

²³ Foster Elementary, Herbert Marcus Elementary, Joe May Elementary, McShan Elementary, and Anne Frank Elementary.

²⁴ For an LPAC meeting to be considered official, at least the minimally required members must be present.

²⁵ Missing this deadline may impact staffing and funding for a campus, and potentially may negatively affect student success.

²⁶ The home language survey is completed for a student once during his/her educational career. This document is a legal document that cannot be changed.

students whose parents deny services (parent denials) were placed in general education and were ineligible for specialized language supports. An identification flowchart is provided in Appendix C.

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

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

What were the characteristics of 2021-22 EBs and reclassified EBs?

This section includes the characteristics of students served by the DL/ESL Department in 2021-22. One- and two-year trends were also included.

Methodology

All analyses of student characteristics were conducted using district Public Education Information Management System (PEIMS) demographic data files for the respective year.²⁷

Enrolled and Reclassified EB Students

Evaluators ran frequency analyses to determine the number of 2021-22 EBs, NonEBs, and reclassified (monitored and unmonitored) students currently enrolled in the district by campus level. To provide historical data for these categories for 2019-20 and 2020-21, data were extracted from a previous program evaluation (Voss & Kim, 2021).

Student Enrollment by Program/Classification

To determine enrollment rates and one- and two-year trends by DL/ESL program/classification, evaluators ran frequency analyses for 2021-22 and the previous two years aggregated by program/classification. Evaluators also calculated the rates of students speaking the top ten home languages of district EBs in 2021-22 and the previous two years.

²⁷ District PEIMS snapshot dates were 10/25/19 (2019-20; file date 11/01/19), 10/30/20 (2020-21; file date 11/04/20), and 10/29/21 (2021-22; file date 11/03/21).

Student Characteristics

Evaluators ran frequency analyses to determine the 2021-22 rates of students in each DL/ESL program/classification by sex, race/ethnicity, home language, most spoken language, birth country, and special student groups. For EBs, evaluators calculated the years since enrollment date as a proxy for the current year of EB status²⁸ and used frequency analyses to determine the rates of students in each year of EB status by grade level. The DL/ESL Department was also interested in whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall. Thus, evaluators compared the percentage of both African American and economically disadvantaged opt-in students in TWDL and SECDL programs as compared to overall campus percentages of African American and economically disadvantaged students.

Results

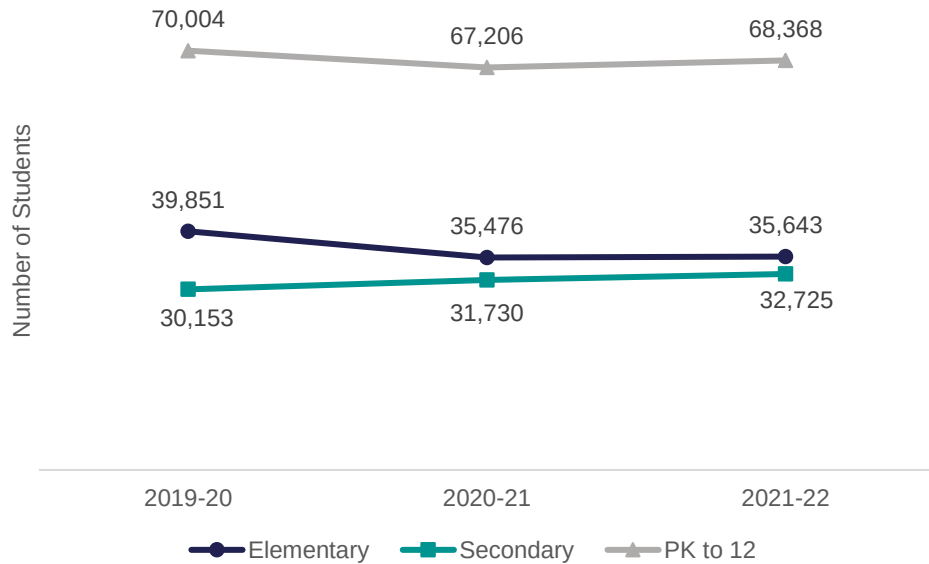
Enrolled and Reclassified²⁹ EB Students

As shown in Figure 1, the number of EBs enrolled on the PEIMS snapshot date for 2021-22 totaled 68,368, an increase of 1,162 students from 2020-21. The number of identified EBs at the elementary school level decreased from 2019-20 to 2020-21 and then stayed relatively consistent from in 2020-21 to 2021-22, whereas the number of EBs at the secondary school level increased each of the last two years.

²⁸ Available demographic files provided a 'Years LEP' field that included data for approximately 92 percent of current EBs. At the suggestion of department leadership, evaluators calculated a new field that used the original enrollment date and the 2021 PEIMS date to calculate the year of EB status for each current EB student. Because students must be tested for EB status within the first 20 days of enrollment in the district, this methodology provided a sound approximation of Years in EB status for most students.

²⁹ The term "exited" formerly referred to EBs who met all criteria to demonstrate English proficiency and earn reclassification as NonEBs. The department now uses the term "reclassified" to describe these students, and this term was used throughout this document to describe these former EB students in the Dallas ISD.

Figure 1: 2019-20 to 2021-22 Students Identified as Emergent Bilinguals by Campus Level

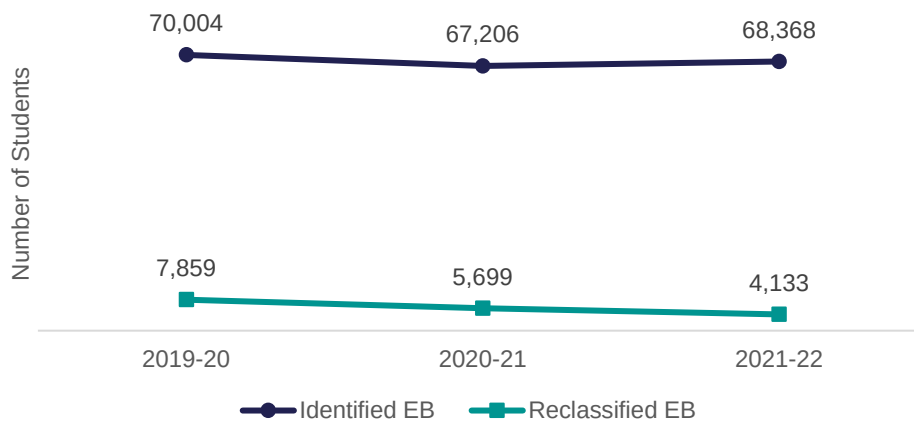


Source: District PEIMS snapshot demographic files dated 11/01/19, 11/04/20, and 11/03/21.

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

As shown in Figure 2, year-over-year trends in reclassified students continued in 2021-22, with the number of reclassified EBs decreasing by 1,566 students from 2020-21. At least part of decreased counts of reclassified students may be attributed to the rigor of reclassification requirements.

Figure 2: 2019-20 to 2021-22 Identified and Reclassified (Monitored and Unmonitored) Emergent Bilinguals



Source: District PEIMS snapshot demographic files dated 11/01/19, 11/04/20 and 11/03/21.

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

Student Enrollment by Program/Classification

As shown in Table 2, 48 percent of district students were EBs in 2021-22, a proportion remaining relatively stable for the past two years. The greatest number of EBs served by the DL/ESL Department in 2021-22 were enrolled in OWDL ($n = 28,485$; 20% of district), followed by sheltered students ($n = 22,907$; 16% of district). From 2019-20 to 2021-22, the largest two-year percentage increase in the number of students in DL/ESL programs/classifications was for NonEBs in SECDL (+32%), and the largest two-year percentage decrease was for monitored students (-50%).

Table 2: 2019-20 to 2021-22 District Enrollment by Dual Language/ESL Program/Classification

Program/Classification	2019-20		2020-21		2021-22		Enrollment	
	Students <i>N</i>	Dist %	Students <i>N</i>	Dist %	Students <i>N</i>	Dist %	1 Yr Δ %pts	2 Yr Δ %pts
District	152,963	100.0	145,386	100.0	143,294	100.0	-1.4	-6.3
All EB	70,004	45.8	67,206	46.2	68,368	47.7	1.7	-2.3
All NonEB	82,959	54.2	77,724	53.5	74,923	52.3	-3.6	-9.7
Monitored	6,204	4.1	4,706	3.2	3,115	2.2	-33.8	-49.8
EB in OWDL	31,809	20.8	28,576	19.7	28,485	19.9	-0.3	-10.4
EB in TWDL	3,996	2.6	3,725	2.6	3,770	2.6	1.2	-5.7
NonEB in TWDL	2,382	1.6	2,243	1.5	2,361	1.6	5.3	-0.9
EB in SECDL	474	0.3	418	0.3	498	0.3	19.1	5.1
NonEB in SECDL	156	0.1	177	0.1	206	0.1	16.4	32.1
ESL	5,546	3.6	4,439	3.1	4,340	3.0	-2.2	-21.7
Sheltered	21,271	13.9	22,485	15.5	22,907	16.0	1.9	7.7
Immigrant	8,862	5.8	8,187	5.6	9,939	6.9	21.4	12.2
EBSPEd	5,334	3.5	5,354	3.7	5,815	4.1	8.6	9.0
Parent Denials	4,080	2.7	3,861	2.7	3,961	2.8	2.6	-2.9
Unservable	894	0.6	940	0.6	1,148	0.8	22.1	28.4

Source: District PEIMS snapshot demographic data files dated 11/01/19, 11/04/20, 11/03/21.

Note: Students may be included in more than one program/classification. Ns include students in PK through grade 12. Dist = District. 1 Yr Δ %pts = percentage-point change from 2020-21 to 2021-22. 2 Yr Δ %pts = percentage-point change from 2019-20 to 2021-22.

As shown in Table 3, over the last three years, the top language spoken at home for EBs was Spanish. As in previous years, other than Spanish and English, the top three home languages in the district were Burmese, Swahili, and Arabic. For the top 10 home languages other than Spanish and English, Afro-Asiatic speakers decreased at the highest rate (-22%; -24 EBs) from 2020-21 to 2021-22, and Burmese speakers decreased at the highest rate (-37%; -176 EBs) from 2019-20 to 2021-22.

Table 3: 2019-20 to 2021-22 Top 10 Languages Spoken in Homes of Emergent Bilingual Students

2019-20		2020-21		2021-22		1 Yr Δ		2 Yr Δ	
Language	<i>n</i>	Language	<i>n</i>	Language	<i>n</i>	<i>n</i>	%pts	<i>n</i>	%pts
Spanish	66,568	Spanish	64,053	Spanish	65,249	+1,196	1.9	-1,319	-2.0
English	1,120	English	1,059	English	1,090	+31	2.9	-30	-2.7
Burmese	473	Burmese	374	Burmese	297	-77	-20.6	-176	-37.2
Swahili	279	Swahili	250	Swahili	236	-14	-5.6	-43	-15.4
Arabic	214	Arabic	196	Arabic	189	-7	-3.6	-25	-11.7
Amharic	198	Amharic	179	Amharic	175	-4	-2.2	-23	-11.6
Nepali	159	Nepali	116	Nepali	102	-14	-12.1	-57	-35.8
Afroasiatic	131	Afro-Asiatic	111	Afro-Asiatic	87	-24	-21.6	-44	-33.6
French	91	French	85	French	84	-1	-1.2	-7	-7.7
Vietnamese	86	Vietnamese	77	Vietnamese	80	3	3.9	-6	-7.0

Source: District PEIMS snapshot demographic data files dated 11/01/19, 11/04/20, 11/03/21.

Note: Ns include students in PK through grade 12.

Student Characteristics

Grade level breakdowns for EBs (overall and by years identified), NonEBs, and monitored students (overall and by year of monitoring) are provided in Appendix D. Appendix E provides detailed student characteristics by program/classification and grade level. The highest numbers of monitored students in the district were in grades 12 ($n = 860$) and 10 ($n = 684$), and the rates of monitored district students by year of monitoring were highest in the third year (42%) and fourth year (36%).

Except for the higher rate of EB elementary students born in countries other than the US (31%; secondary: 20%), EB characteristics for the elementary school and secondary school grade levels were relatively comparable. Differences between EBs and NonEBs were mostly as expected, with differences mainly in characteristics that are often associated with EB status, such as higher rates of EBs than NonEBs classified as Hispanic, at risk, and economically disadvantaged, and with higher rates of EBs than NonEBs speaking Spanish at home. The largest number ($n = 30,331$) of 2021-22 district EB students were enrolled for at least the seventh year as an EB, and most of these students were in grades six to eight (40%) or grades nine to 12 (46%).

Of the 83 campuses with TWDL or SECDL programs,³⁰ 56 campuses (67% of TWDL campuses) had lower percentages of African American opt-in students in TWDL programs than at the campus overall (Appendix F). In a similar pattern, 64 campuses (77% of TWDL campuses) had lower percentages of economically disadvantaged opt-in students in TWDL programs than rates of economically disadvantaged students at the campus overall. Thus, opt-in students in TWDL programs were less likely to be African American and economically disadvantaged than the general population of the TWDL campuses.

What were the characteristics of DL/ESL teachers?

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

Methodology

Teacher Characteristics

For the elementary school level, evaluators identified the DL and ESL teachers at elementary-level and elementary/middle-level campuses using job codes in the district personnel file dated August 25, 2021. At the middle school and high school (secondary) levels, job codes in the district personnel file did not differentiate between general education teachers and DL/ESL teachers. Evaluators identified the teachers of DL and ESL courses offered by the district during the first semester of the 2021-22 school year using the student course file dated October 20, 2021. These data were merged with the district personnel file and the 2018-19 Teacher Excellence Initiative (TEI) scorecard file³¹ dated September 24, 2019, to obtain teacher

³⁰ School for the Talented and Gifted in Pleasant Grove and Alex Sanger Preparatory School included both elementary and secondary grade levels.

³¹ 2020-21 TEI data were limited, with teachers receiving evaluation scores but receiving an effectiveness level of "No Level." The 2019-20 TEI was waived due to COVID-19. Thus, the 2018-19 TEI effectiveness levels were included for informational purposes only.

characteristics. Evaluators selected teachers of DL and ESL courses at middle-level, middle/high-level, and high school-level campuses. Evaluators conducted frequency analyses to determine the proportion of teachers at the elementary school and secondary school levels by the following characteristics: sex, race/ethnicity, highest degree attained, 2018-19 TEI effectiveness levels, and the number of years with the Dallas ISD. Because the DL/ESL Department noted that all R/LA teachers in the Dallas ISD are considered sheltered teachers, the total number of district R/LA teachers was provided for informational purposes.

Exceptions and Waivers

If districts are unable to provide a) the required number of bilingual certified teachers to implement the bilingual program or b) the required number of ESL certified teachers to implement the ESL program, TEA requires these districts to request an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL) from the commissioner of education.³² To document the current and historical number of bilingual exceptions and ESL waivers submitted to the state, evaluators obtained the bilingual exception and ESL waiver reports for 2021-22 and the previous two years from the DL/ESL Department in November 2021. Evaluators then extracted the number of bilingual certified teachers currently teaching in a bilingual program, the number of ESL certified teachers currently instructing in an ESL program, and the number of exception and waiver requests for each academic year. Finally, evaluators calculated the one- and two-year changes in the number of exceptions and waivers requested.

The DL/ESL Department set two teacher-related ESSER goals: 1) 980 grade six to 12 content teachers will have passed their ESL supplemental exam and received their ESL certification, and 2) 490 teachers will have attended at least one ESL certification prep course. Evaluators obtained certification and attendance data from the DL/ESL Department in July, 2022 and summarized the findings.

Results

Teacher Characteristics

Characteristics of elementary and secondary ESL and DL teachers are provided in Table 4. At the elementary level, 2,511 teachers instructed in ESL and DL classrooms and 1,228 teachers instructed in ESL and SECDL classrooms at the secondary level. For both elementary and secondary teachers overall, the highest percentages of teachers were female, Hispanic, held bachelor's degrees, and/or had been with the district between one and five years. The rate of 2021-22 teachers with a Proficient I or above TEI effectiveness level³³ was 72 percent for elementary-level ESL teachers and 78 percent for DL teachers (74% for elementary-level district teachers overall). This was higher than the rate at the secondary level (55% for secondary-level ESL, 77% for SECDL teachers, and 66% for secondary-level district teachers

³² The details regarding certification requirements are beyond the scope of this document. For more information, see the *2021-22 Bilingual Education Exception and ESL Waiver Resources* information on <https://tea.texas.gov/academics/special-student-populations/english-learner-support/bilingual-education-exception-and-esl-waiver-resources>.

³³ Because of the COVID-19 pandemic, the most recent TEI ratings were from 2018-19.

overall).³⁴ In addition to the SECDL and ESL teachers, all secondary R/LA teachers were considered sheltered teachers. In 2021-22, the district employed 971 secondary R/LA teachers.

Table 4: 2021-22 Elementary and Secondary Teacher Characteristics by DL/ESL Program

	Elementary Teachers (Elementary & Elementary/Middle)						Secondary Teachers* (Middle, Middle/High, & High)					
	ESL (N = 672)		Dual Language (N = 1,839)		Total (N = 2,511)		ESL (N = 59)		Dual Language (N = 1,169)		Total (N = 1,228)	
	n	%	n	%	n	%	n	%	n	%	n	%
	Sex											
Female	587	87.4	1,389	75.5	1,976	78.7	50	84.7	907	77.6	957	77.9
Male	85	12.6	450	24.5	535	21.3	9	15.3	262	22.4	271	22.1
Race/Ethnicity												
Hispanic	128	19.0	1,744	94.8	1,872	74.6	24	40.7	1,116	95.5	1,140	92.8
African American	234	34.8	11	.6	245	9.8	11	18.6	6	0.5	17	1.4
White	270	40.2	66	3.6	336	13.4	21	35.6	39	3.3	60	4.9
Other/Unknown ^a	40	6.0	18	1.0	58	2.3	3	5.1	8	0.7	11	0.9
Highest Degree Attained												
Associate's	5	0.7	21	1.1	26	1.0	-	-	15	1.3	15	1.2
Bachelor's	491	73.1	1,322	71.9	1,813	72.2	36	61.0	842	72.0	878	71.5
Master's	122	18.2	284	15.4	406	16.2	20	33.9	178	15.2	198	16.1
Ph.D.	5	0.7	18	1.0	23	0.9	-	-	9	0.8	9	0.7
No Data	49	7.3	194	10.5	243	9.7	3	5.1	125	10.7	128	10.4
2018-19 TEI Effectiveness Level ^b												
No TEI Data	240	35.7	479	26.0	719	28.6	21	35.6	320	27.4	341	27.8
Progressing II or Below	123	18.3	304	16.5	427	17.0	17	28.8	192	16.4	209	17.0
Proficient I or Above	309	46.0	1,056	57.4	1,365	54.4	21	35.6	657	56.2	678	55.2
Number of Years with the District												
< 1 Year	92	13.7	172	9.4	264	10.5	5	8.5	122	10.4	127	10.3
1-5 Years	298	44.3	711	38.7	1,009	40.2	27	45.8	456	39.0	483	39.3
6-10 Years	111	16.5	415	22.6	526	20.9	10	16.9	251	21.5	261	21.3
> 10 Years	171	25.4	541	29.4	712	28.4	17	28.8	340	29.1	357	29.1

Source: District personnel file dated 08/25/21. TEI scorecard file dated 09/24/19 (2018-19). District course file dated 10/20/21.

Note: * = 19 ESL teachers and 60 Dual Language did not have personnel data; demographic data reflects those with data. ^a = Other includes Asian, Native American/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races. ^b = 2020-21 TEI data were limited, with teachers receiving evaluation scores but receiving an effectiveness level of "No Level", and the 2019-20 TEI was waived due to COVID-19; thus, 2018-19 TEI data was used in this evaluation. Elementary teachers were included if they were assigned to a school with a TEA number that was classified as an elementary-level or elementary/middle-level campus. Secondary teachers were included if they were assigned to a school with a TEA number that was classified as a middle-level, middle/high-level, or high school level campus. Some percentages may not add to 100 because of rounding. - = no data in this category.

Exceptions and Waivers

The number of bilingual exceptions increased 101 percent over two years (Table 5). Because of the requirement added in 2018-19 that all Language Arts teachers at the high school level must be ESL certified and the fact that the ESL program operates a pull-out model at the secondary level, the number of requested ESL waivers decreased 68 percent since 2019-20. In addition, the reported number of bilingual teachers decreased (-41) while the number of ESL teachers increased (+36) since 2019-20.

³⁴ Of the active district teachers in 2021-22, 432 elementary-level ESL teachers, 1,360 elementary-level DL teachers, 3,124 district elementary-level teachers, 38 secondary-level ESL teachers, 849 secondary-level DL teachers, and 2,426 district secondary-level teachers had 2018-19 TEI scores.

Table 5: 2019-20 to 2021-22 Number of Bilingual Exceptions and ESL Waivers

Type		2019-20	2020-21	2021-22	1 Yr Δ		2 Yr Δ	
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Bilingual (DL)	Certified Teachers*	1,798	1,968	1,757	-211	-10.7	-41	-2.3
	Exceptions	75	67	151	84	125.4	76	101.3
ESL	Certified Teachers*	563	581	599	18	3.1	36	6.4
	Waivers	207	140	66	-74	-52.9	-141	-68.1

Source: DL/ESL Department documents dated 11/19/19, 12/17/20, and 11/17/21.

Note: * = includes certified teachers currently teaching in a bilingual or ESL program (as applicable). 1 Yr Δ = change from 2020-21 to 2021-22. 2 Yr Δ = change from 2020-21 to 2021-22.

In 2021-22, 24 grade six to 12 content teachers requested reimbursement from the DL/ESL Department for passing their ESL supplemental exam and received their ESL certification; however, because a total list of teachers certified during the 2021-22 school year was not yet available, the DL/ESL Department's ESSER goal of 980 teachers passing their ESL supplemental exam and received their ESL certification could not be evaluated. Additionally, 186 teachers attended at least one ESL certification prep course, which did not meet the DL/ESL Department's ESSER goal of 490 teachers.

What were the perceptions of DL/ESL staff members?

This section provides perceptual data from DL and ESL staff member surveys regarding the implementation of district DL and ESL programs and sheltered instruction.

Methodology

DL/ESL Survey

In conjunction with DL/ESL program leadership, evaluators developed and administered a 12-item online survey for DL and ESL teachers, administrators, and campus instructional coaches (CICs) who worked with DL or ESL instructional specialists in 2021-22. The survey included questions about respondent role and experiences, such as how beneficial participants considered a) the support, professional development, and resources provided by the instructional specialists; b) the collaborative opportunities provided by the DL/ESL Department; and c) the efficacy of the differentiated curriculum. Respondents also answered questions about how frequently participants used the Ellevation platform and the extent to which they found the platform to be beneficial.

To identify potential respondents, DL and ESL instructional specialists provided evaluators with a list of DL and ESL teachers, administrators, and CICs at each campus with whom they worked directly. The survey was open from May 2, 2022, to May 20, 2022, with periodic reminders sent to those who had yet to complete the survey. Evaluators conducted frequency analyses on item responses by respondent type, where appropriate, and evaluated the DL/ESL Department goal of a 10 percentage-point increase in teacher ratings of all resources/materials as very or extremely beneficial.³⁵

³⁵ For questions related to DL/ESL instructional specialist interactions, percentages do not include respondents who indicated that a question was not applicable (e.g., they did not receive support from a(n) DL/ESL specialist) or that they did not know or were not sure how to answer a question.

Sheltered Instruction Survey

To collect perceptions about sheltered instruction in the Dallas ISD, evaluators developed a four-item online survey and invited all R/LA teachers with at least one sheltered student enrolled in their classrooms during 2021-22 to participate. Evaluators used the district PEIMS demographic data file dated November 3, 2021, to identify sheltered students and then merged the file with student course files dated February 28, 2022, (Semester 1) and April 04, 2022, (Semester 2) to identify the R/LA teachers of sheltered students. The survey collected perceptions about a) knowledge of sheltered student enrollment in their classrooms, b) implementation of various sheltered instructional practices, and c) frequency of sheltered instruction implementation, as well as an open-ended question regarding additional sheltered instructional practices. The survey was open from May 2, 2022, to May 20, 2022, with periodic reminders sent to those who had yet to complete the survey. Evaluators conducted frequency analyses on item responses.

Results

DL/ESL Survey

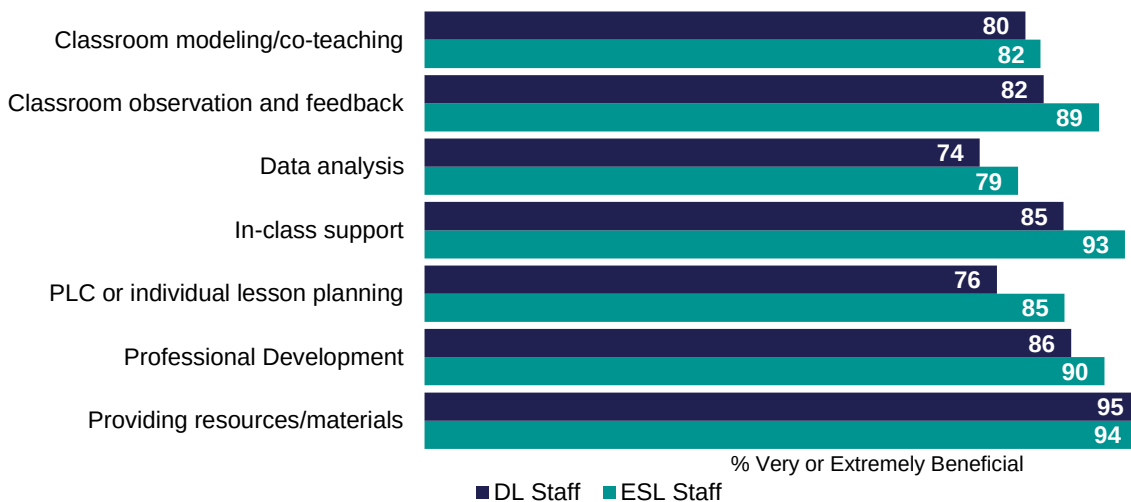
This section includes key results from the DL/ESL survey. Full results by question, respondent type, and response frequency are provided in Appendix G. Of the 148 DL and 141 ESL staff members who received an invitation to complete the online survey, 81 (55%) DL and 72 (51%) ESL staff members completed at least part of the survey. Results were combined for teachers, administrators, and CICs.

The highest percentage of DL staff members worked with PK to grade two (58%) and grade three to five students (42%), whereas the highest percentage of ESL staff worked with grade six to eight (47%) and grade 9 to 12 students (51%). The highest percentage of DL and ESL staff members reported meeting with an instructional specialist more than 10 times (DL: 43%; ESL: 71%), followed by 7 to 10 times (DL: 22%; ESL: 13%) and 4 to 6 times (DL: 24%; ESL: 11%).

Respondents generally reported that instructional specialists provided beneficial supports during the 2021-22 school year. Overall, most DL and ESL staff members rated both in-person support (DL: 91%; ESL: 96%) and virtual support (DL: 76%; ESL: 87%) as very or extremely beneficial. As shown in Figure 3, generally a higher percentage of ESL than DL staff members rated each support provided by the instructional specialists as very or extremely beneficial. The percentage of DL staff members who rated the supports as very or extremely beneficial ranged from 74 percent (data analysis) to 95 percent (providing resources/materials). The percentage of ESL staff members who rated the supports as very or extremely beneficial ranged from 79 percent (data analysis) to 94 percent (providing resources/materials).

Figure 3: 2021-22 DL/ESL Survey – Benefit of Instructional Specialist Supports

Rate how beneficial each of the following supports were from your instructional specialist(s) in 2021-22.



Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Generally, resources also were rated as beneficial by a high percentage of respondents. The percentage of DL staff members who rated the resources as very or extremely beneficial ranged from 75 percent (Title III tutoring) to 83 percent (online resources), and the percentage of ESL staff members who rated the resources provided by the instructional specialist(s) as very or extremely beneficial ranged from 72 percent (Title III tutoring) to 91 percent (supplies and resources for classroom implementation). Because Title III tutoring was the lowest rated resource for both DL and ESL staff members, this resource may offer the greatest opportunity for improvement.

Overall, the DL/ESL Department set a goal to increase the rate of teachers who reported that all resources/materials were very or extremely beneficial by 10 percent from 2020-21 to 2021-22. In 2021-22, the aggregate teacher rating regarding the usefulness of resources/materials was 85 percent (77% in 2020-21; Voss & Kim, 2021), which met the department goal.

For DL and ESL staff members, one-on-one professional development was most often rated as very or extremely beneficial (DL: 89%; ESL: 94%), followed by campus-wide professional development (DL: 83%; ESL: 91%) and PLCs (DL: 77%; ESL: 86%). In addition, most DL and ESL staff members rated the collaborative opportunities and networking events provided by the DL/ESL Department as very or extremely beneficial for student support (DL: 64%; ESL: 85%). Similarly, most DL and ESL staff members indicated that the DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPE students (DL: 69%; ESL: 79%). Finally, DL participants reported that they used the Ellevation platform less frequently than ESL participants (DL: 33%; ESL: 63%). Of those who reported using Ellevation, the highest percentage of DL staff members reported using the data management tools once every six weeks (31%) and instructional strategies resources once a semester (35%), whereas the highest percentage of ESL staff

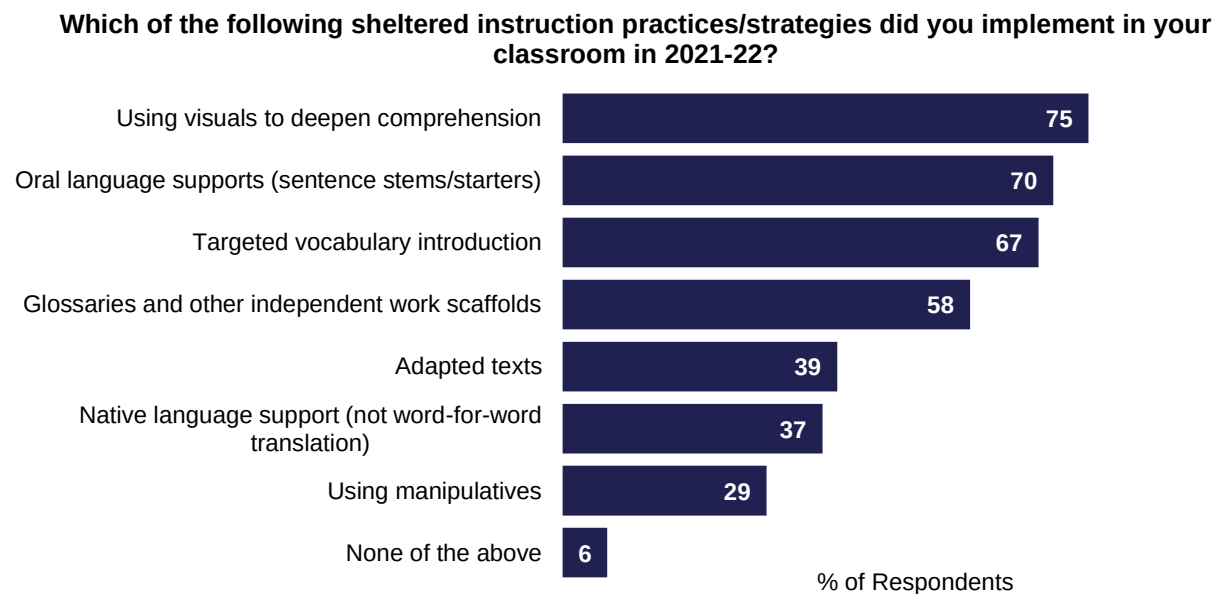
members reported using both the instructional strategies resources (49%) and data management tools (38%) once every six weeks. Both DL and ESL staff members generally rated the Ellevation platform as beneficial, with the percentage of respondents who rated Ellevation components as very or extremely beneficial ranging from 52 percent (DL: data management tools) to 83 percent (ESL: data management tools).

Sheltered Instruction Survey

This section includes key results for the survey sent to R/LA teachers with at least one sheltered student enrolled in their classrooms in 2021-22. Full results by question and response frequency are provided in Appendix H.

Of the 852 R/LA teachers invited to complete the survey, 239 (28%) completed at least part of the survey. Because of the low response rate, results are provided for informational purposes and should be reviewed with caution. Despite inviting R/LA teachers with at least one enrolled EB/sheltered student in 2021-22 (as per PEIMS and course enrollment data files) to participate, 17 percent of respondents reported no sheltered students in their classroom(s), which was an increase from six percent in 2020-21 (Voss & Kim, 2021). The highest percentages of respondents indicated implementing sheltered instruction daily (68%) or weekly (27%). As shown in Figure 6, most respondents indicated that they used visuals to deepen comprehension (75%) or used oral language supports (e.g., sentence stems/starters; 70%) during the 2021-22 school year. In addition to the listed sheltered instructional practices/strategies, respondents ($N = 153$) most often wrote in that they also implemented small group instruction or tutoring ($n = 44$) and provided supplemental tools (e.g., dictionaries, graphic organizers; $n = 23$).

Figure 4: 2021-22 Sheltered Instruction Survey – Sheltered Instructional Practices Implemented



Source: 2021-22 Sheltered Instruction Survey, administered spring 2022.

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

What activities did the DL/ESL Department implement to reach annual goals?

This section provides DL/ESL Department goals for 2021-22 and summaries of the activities implemented to reach those goals. The DL/ESL Department aimed to reach four primary goals for 2021-22:

1. No increase in the percentage of EBs who regressed on each *Texas English Language Proficiency Assessment System (TELPAS)* domain in 2022 compared to the percentage of EBs that regressed in 2019.^{36,37}
2. Three percentage point increase in the percentage of EBs who progressed or maintained Advanced High on their *TELPAS* composite level from 2021 to 2022.
3. Two percentage-point increase in the percentage of EBs meeting the Approaches Grade Level or Above (Approaches+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* mathematics and reading in 2021-22 as compared to the rate of EBs meeting Approaches+ in 2020-21.
4. Increase the percentage of EBs meeting the Meets Grade Level or Above (Meets+) performance standard on *STAAR* reading (goals of 46% for grades 3-5 and 27% for grades 6-8).

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

Methodology

Supplemental Professional Development

The first activity the DL/ESL Department implemented was providing supplemental professional development. DL and ESL instructional specialists provided professional development on instructional strategies for EBs to DL and ESL teachers, teacher assistants, counselors, and principals. Department leadership provided evaluators with data regarding DL and ESL professional development sessions offered in the Dallas ISD from July 1, 2021, to July 1, 2022.^{38,39} The DL/ESL Department set a goal that teacher attendance to district-wide professional development aimed at meeting the needs of refugee students will increase by 50 percent. Evaluators summarized this information by reporting the total number of sessions offered, the total number of attendees,⁴⁰ and the number of sessions by session type (districtwide or campus-based, as applicable).

³⁶ 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022.

³⁷ 2019 was used as a comparison year because it reflected pre-COVID-19 *TELPAS* regression levels.

³⁸ The agreed upon window of time for reporting professional development was 07/01/21 to 07/01/22 to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year.

³⁹ Data were provided by DL/ESL staff members on 07/14/22.

⁴⁰ Participants may have attended multiple sessions.

Supplemental Tutoring

The second activity the DL/ESL Department implemented was providing supplemental tutoring as well as additional teaching assistants to select campuses. Supplemental tutoring and additional teaching assistants were provided to target at-risk EBs in grades three to 12 with low academic performance (e.g., EBs who failed any assessments). As part of this supplemental tutoring effort, Title III tutoring was provided to campuses who applied. To find out more about supplemental tutoring implementation and teaching assistant allocation, evaluators interviewed program staff members, who provided tutoring rosters, schedules, and other relevant documents for review.⁴¹ The DL/ESL Department set a goal to see a 10 percentage-point increase in the number of students tutored from 2020-21 to 2021-22. Evaluators summarized the number of students tutored, the campuses that received tutoring, and the number of teaching assistants provided to campuses with high concentrations of EBs.

Summer Enrichment Programs

The third activity the DL/ESL Department implemented was providing new or updated summer enrichment programs. Four summer programs served EBs in the Dallas ISD in summer 2021, including 1) Science Discovery Camp, 2) the Newcomer Language Enrichment Summer Camp, 3) Teaching and Coaching for Accelerated Language Learning (T-CALL), and 4) the Refugee Summer Enrichment Program. All programs were managed and funded through the DL/ESL program. To find out more about summer enrichment programs for EBs, evaluators conducted interviews with program leadership, who provided attendance records.⁴² The DL/ESL Department set a goal to see a 10 percentage-point increase in the number of students that participated in summer programs from 2020 to 2021.⁴³ Evaluators content-analyzed program information and merged the provided attendance data with the PEIMS district student demographic file dated November 3, 2021. Evaluators then conducted frequency analyses to determine attendee characteristics by sex, race/ethnicity, and special student groups.

The DL/ESL Department also set an ESSER goal that 80 percent of invited opt-in students whose parents were helped by a parent coordinator would attend after school, Saturday, or summer programs. Evaluators planned to gather attendance data and a list of students whose parents were helped by a coordinator from the DL/ESL Department to run frequency analyses to determine the rate of attendance.⁴⁴

Parent Workshop/Training Engagement

The fourth activity the DL/ESL Department implemented was providing parent and family outreach activities, such as the Dual Language Parent Academy, Family Literacy Fairs, and the ESL Parent Program to increase parental involvement and engagement. The DL Parent Academy sessions typically were led by instructional specialists and were focused primarily on DL-related topics, increasing program awareness, and responding to parent needs. DL parent specialists also conducted sessions about upcoming

⁴¹ Data were provided by DL/ESL staff members on 07/14/22.

⁴² Data were provided by DL/ESL staff members on 12/01/21, 12/03/21, and 12/06/21.

⁴³ The DL/ESL goal only includes summer programs that occurred during both years.

⁴⁴ Due to the DL/ESL Department not being able to hire a parent coordinator, this goal could not be evaluated.

assessments and the magnet enrollment process. For Family Literacy Fairs, participating teachers helped run virtual stations for children and their parents focused on various literacy topics (e.g., story elements, sequencing, reading fluency). The ESL Parent Program was a six-month virtual course designed to help parents improve their English literacy skills and to help academically support their children.

To measure parent engagement in these activities, the DL/ESL Department set two goals. The first goal was to see a five percentage-point increase in parent attendance to the Family Literacy Fairs from 2020-21 to 2021-22. For the second goal, the DL/ESL Department surveyed parents of EBs who attended Dual Language Parent Academy sessions. The DL/ESL Department set a goal of 90 percent of parent attendees indicating that the sessions motivated them to become more involved in the education of their children.⁴⁵ The DL/ESL Department provided survey response data, and evaluators ran frequency analyses on response rates to summarize parent perceptions.⁴⁶ Additionally, evaluators reported the number of ESL Parent Program attendees and the percentage of surveyed parents who indicated that the program improved their confidence to help their children academically.⁴⁷

The DL/ESL Department also set two ESSER goals related to parent engagement: 1) 80 percent of parents helped by a parent coordinator attended all offered TWDL Parent Sessions, and 2) 80 percent of parents who were helped by a parent coordinator and were surveyed agreed or strongly agreed that they received adequate supports for their children in TWDL. Evaluators planned to gather survey and attendance data from the DL/ESL Department to run frequency analyses to summarize parent responses.⁴⁸

Supplemental Resources

The fifth activity the DL/ESL Department implemented was providing supplemental resources for EBs and their parents, teachers, and administrators. DL/ESL staff members provided information regarding the resources and materials distributed during 2021-22.⁴⁹ Evaluators content-analyzed and summarized the information.

DL Cadre/ESL Leadership Cohort

The sixth activity the DL/ESL Department implemented was providing the DL Cadre and ESL Leadership Cohort to develop leadership capacity at the campus level. The DL Cadre was a large DL teacher leadership group focused on improving teaching, building knowledge, and providing professional development throughout the summer. They also helped run summer programs. To join the DL Cadre, teachers with three or more years of DL certified teaching experience had to be a) recommended by a DL stakeholder, b) submit an application, c) interview with the Cadre committee, d) present a DL PowerPoint to the Cadre committee, and e) translate/adapt a selected text to be evaluated.

⁴⁵ The survey question was written by the DL/ESL Department as follows: "Attending this workshop/session has made me want to become more involved in my child's education"(English) or "Asistir a este taller hará que me involucre más en la educación de mi hijo(a)" (Spanish). Participants could select either agree (de acuerdo), neutral (neutral), or disagree (de desacuerdo).

⁴⁶ Data were provided by DL/ESL staff members on 07/14/22.

⁴⁷ Data were provided by DL/ESL staff members on 07/14/22.

⁴⁸ Due to the DL/ESL Department not being able to hire a parent coordinator, these goals could not be evaluated.

⁴⁹ Data were provided by DL/ESL staff members on 07/14/22.

Teachers were unable to participate in summer DL/ESL professional development, present DL/ESL professional development, or work at the Science Discovery Camp unless they were accepted. The DL Cadre met multiple times throughout the year. The ESL Leadership Cohort was similar to the DL Cadre, though smaller and dedicated to ESL and sheltered teachers. Teachers were invited to apply by DL/ESL staff leadership or instructional specialists at campuses. The ESL Leadership Cohort participated in approximately five Saturday sessions a year and focused on increasing pedagogical content knowledge.

Evaluators interviewed program administrators who provided documentation about the DL Cadre and ESL Leadership Cohort.⁵⁰ Evaluators then summarized the number of teachers accepted into the DL Cadre and ESL Leadership Cohort during 2021-22.

Student Intake Center

The seventh activity the DL/ESL Department implemented was increasing the use and understanding of the Margaret and Gilbert Herrera Student Intake Center for immigrant students and their families. Evaluators obtained attendance data for 2020-21 and 2021-22 from the DL/ESL Department for the Parent Orientation sessions provided by the intake center staff members.⁵¹ Evaluators calculated attendance rates and the year-over-year attendance trends from 2020-21 to 2021-22. The DL/ESL Department also surveyed parents of immigrant students who attended the Parent Orientation sessions. Evaluators ran frequency analyses on response rates to summarize parent perceptions. The DL/ESL Department set a goal to have 95 percent of parents indicating that the services they received from the Student Intake Center during Parent Orientation sessions was excellent.⁵²

Results

Supplemental Professional Development

A total of 7,292 (DL: 3,565; ESL: 3,727) teachers and 108 (DL: 36; ESL: 72) administrators attended DL- and/or ESL-related professional development sessions in 2021-22. While the number of professional development session topics varied, districtwide sessions accounted for the most sessions at 155 (DL: 91; ESL: 64) followed by campus-based sessions at 74 (DL: 16; ESL: 58).

In 2020-21, 220 teachers attended district-wide professional development aimed at meeting the needs of refugee students, whereas 212 teachers attended in 2021-22. This four percent decrease did not meet the department's goal of a 50 percent increase.

⁵⁰ Data were provided by DL/ESL staff members on 07/14/22.

⁵¹ Data were provided by DL/ESL staff members on 07/14/22.

⁵² The survey question was written by the DL/ESL Department as follows: "In your experience, how would you rate the enrollment process and the service received at this center?" (English) or "¿Según su experiencia, cómo calificaría el proceso de inscripciones y el servicio recibido en este centro?" (Spanish). Participants could select either excellent (excelente), satisfactory (satisfactorio), or not satisfactory (no satisfactorio).

Supplemental Tutoring

For Title III tutoring, 1,543 students were tutored across 12 participating schools.⁵³ Tutoring content included subjects such as English/Language Arts, Mathematics, and Social Studies. The DL/ESL Department exceeded their goal of a 10 percentage-point increase in the number of students tutored from 2020-21 (338 students; Voss & Kim, 2021) to 2021-22 (357 percentage-point increase). In addition to supplemental tutoring, the DL/ESL Department provided 24 teaching assistants to each serve at campuses⁵⁴ with a high concentration of EBs.

Summer Enrichment Programs

Table 7 summarizes student characteristics of participants in the Science Discovery Camp, the Newcomer Language Enrichment Summer Camp, the T-CALL Program, and the Refugee Summer Enrichment Program. Overall, the DL/ESL Department did not meet their goal of a 10 percentage-point increase in the number of students that participated in summer programs⁵⁵ from 2020⁵⁶ (535 students) to 2021 (429 students; 20% decrease).

Science Discovery Camp. The Science Discovery Camp offered science enrichment for DL students in grades two to four at five campuses on Monday through Thursday from June 28 to July 1, 2021, and from July 12 to July 22, 2021 from 8:30 a.m. to 1:00 p.m. The Science Discovery Camp allowed students to expand their understanding of key science concepts in both English and Spanish and engage in rigorous virtual labs and field trips. A total of 285 students attended at least one day of the Science Discovery Camp. The highest percentages of students were female (52%) and/or Hispanic (99%). Approximately one-third of the students participated in talented and gifted programs.

Newcomer Language Enrichment Summer Camp. The Newcomers' Summer Language Enrichment program was held virtually and at five elementary schools and targeted grades K to five newcomer EB students in the first three years in the United States. Students attended from 8:00 a.m. to 2:00 p.m., Monday through Thursday, from July 12 through July 22, 2021. This program provided engaging, hands-on activities, as well as opportunities to connect the English language through science, social studies, and mathematics content. A total of 235 students attended at least one day of this program. There was an almost equal number of male and female students, and most were Hispanic (87%). Approximately 83 percent of the students were economically disadvantaged, and 90 percent were considered at risk.

⁵³ Participating campuses in Title III tutoring were Anne Frank Elem, Central Elem, Clinton P. Russel Elem, Ignacio Zaragoza Elem, Jose "Joe" May Elem, L. W. Kahn Elem, Martin Weiss Elem, Sylvia Mendez Crew Leadership Academy, W. W. Bushman Elem, William M. Anderson Elem, Hillcrest High, and Lincoln High.

⁵⁴ The DL/ESL Department provided 24 teaching assistants to the following campuses: W. T. White High, Thomas Jefferson High, Bryan Adams High, Skyline High, Samuel High, Conrad High, Carter High, Spruce High, Hillcrest High, J. F. Kimball High, N. Dallas High, Career Institute North, Career Institute South, Career Institute East, Medrano Middle, Tasby Middle, B. Franklin International Exploratory Academy, Gaston Middle, Marsh Preparatory Academy, Hotchkiss Elem, Truett Elem, Personalized Learning Academy at Highland Meadows, and Rogers Elem.

⁵⁵ The DL/ESL goal of maintaining the number of students that participated in summer programs from 2020 to 2021 only includes summer programs that occurred during both years (T-CALL, Newcomer Program, and Refugee Program).

⁵⁶ 2020 Summer program data can be found in Voss & Kim (2021).

T-CALL Program. The T-CALL was held at three middle schools and one high school and targeted grades six to ten newcomer EB students in the first three years in the United States. Students attended from 9:00 a.m. to 1:00 p.m., Monday through Thursday, from July 12 to July 22, 2021. This program leveraged social media platforms and learning activities (e.g., creating podcasts, blogs, editing audio/videos, etc.) as tools for developing English proficiency. Most students were female (56%), Hispanic (83%), economically disadvantaged (86%), and/or at risk (95%).

Refugee Summer Enrichment Program. The Refugee Summer Program was held virtually and at one middle school and targeted grades K to five newcomer refugee students in the first five years in the United States. Students attended from 8:00 a.m. to 2:00 p.m., Monday through Thursday, from July 12 to July 22, 2021. A total of 114 students attended at least one day of this program. Most students were female (59%) and/or Asian (58%). Most students were economically disadvantaged (88%), and 86 percent were considered at risk.

Table 7: Summer 2021 Characteristics of Emergent Bilinguals Attending Summer Programs

Student Group	Attended Science Discovery Camp (N = 285)		Attended Newcomer Camp (N = 235)		Attended T-CALL Program (N = 80)		Attended Refugee Program (N = 114)	
	n	%	n	%	n	%	n	%
Sex								
Female	148	51.9	118	50.2	45	56.3	67	58.8
Male	137	48.1	117	49.8	35	43.8	47	41.2
Race/Ethnicity								
Hispanic	283	99.3	204	86.8	66	82.5	4	3.5
African American	-	-	7	3.0	6	7.5	20	17.5
White	2	0.7	7	3.0	1	1.3	4	3.5
American Indian/Alaska Native	-	-	1	0.4	1	1.3	-	-
Native Hawaiian/Other Pacific Islander	-	-	-	-	1	1.3	-	-
Asian	-	-	15	6.4	2	2.5	66	57.9
Two or More Races	-	-	1	0.4	3	3.8	20	17.5
Special Student Groups								
Economically Disadvantaged	257	90.2	194	82.6	69	86.3	100	87.7
TAG Participant	101	35.4	41	17.4	1	1.3	9	7.9
Homeless	3	1.1	-	-	1	1.3	-	-
Asylee/Refugee	1	0.4	3	1.3	9	11.3	48	42.1
Special Education	19	6.7	17	7.2	6	7.5	1	0.9
At Risk	273	95.8	211	89.8	76	95.0	98	86.0

Source: Bilingual/ESL Department in fall 2022. All attendance and/or student roster files were matched with the PEIMS demographic data file dated 11/03/21.

Note: Ten Science Discovery Camp participants, four Newcomer participants, and nine T-CALL participants could not be matched to the PEIMS demographic data file; therefore, they were not included in analyses. Percentages may not sum to 100 because of rounding. - = no data in this category.

ESSER Goals. Due to the DL/ESL Department not being able to hire a parent coordinator, the ESSER goal that 80 percent of invited opt-in students whose parents were helped by a parent coordinator would attend after school, Saturday, or summer programs could not be evaluated.

Parent Workshop/Training Engagement

In 2021-22, 80 parents registered to attend virtual Family Literacy Fair sessions. Because attendance was not taken during the virtual sessions, the DL/ESL Department's goal of a

five percentage-point increase in parent attendance at Family Literacy Fairs over the previous year could not be evaluated. Additionally, 158 parents completed the ESL Parent Program. Of those surveyed, almost all (99%) indicated that attending the ESL Parent Program improved their confidence to help their children academically.

A total of 34 parents completed parent surveys administered by the DL/ESL Department at the end of DL Parent Academy sessions. All parents agreed that attending the workshops motivated them to be more involved in the education of their children. This rate exceeded the DL/ESL Department goal of 90 percent agreement, indicating achievement of their parent engagement goal for 2021-22.

Due to the DL/ESL Department not being able to hire a parent coordinator, the goals that a) 80 percent of parents helped by a parent coordinator attended all offered TWDL Parent Sessions, and b) 80 percent of parents who were helped by a parent coordinator and were surveyed agreed or strongly agreed that they received adequate supports for their children in TWDL could not be evaluated.

Supplemental Resources

During 2021-22, the DL/ESL Department distributed resources and materials to EBs and those involved with helping EBs (e.g., parents, teachers). Provided materials to students included backpacks, student books and games, Phonics Kit (Estrellita Lunita), PK through second grade readiness and reading proficiency (Footsteps2Brilliance), ClassHero digital licenses to support Spanish and English mathematics instruction, fiction and nonfiction SECDL books, World Cultures and Geography books, Spanish Classroom Libraries, Spanish Student Centers and Games, Social Studies Center Games for first and second grade, Spanish books for third through fifth grade, Ellevation Suite Licenses, class libraries for sixth through tenth grade, Rosetta Stone World Languages licenses, Imagine Learning Student Licenses, English Digital Leveled Texts for K through grade 8, Spanish Digital Leveled Texts for K through grade five, Oxford Picture Dictionaries and workbooks, first and second grade DL Social Studies Kits, English Language Proficiency Standards Flip books, and Stratiques. Provided materials to parents included DL Parent Academy materials, parent curriculum books and workbooks, 2021-22 Parent Handbooks, and Adult ESL Classes books. Provided materials to teachers included Unlocking English Learner's Potential, Habitudes for Career Ready Solutions, teacher books for PK through grade 12 to support and enhance their daily instruction, Galería 1 Instructors Edition/Galería 1 Prueba y Evaluaciones for seventh grade teachers to provide instructional supports that are both content-specific and standards-based, and Teach like a Champion books.

DL Cadre/ESL Leadership Cohort

In the 2021-22 school year, the DL Cadre accepted 14 new teachers, increasing the total to 66. The ESL Leadership Cohort accepted six new teachers in 2021-22, bringing the total number of teachers in the ESL Leadership Cohort to eight.

Student Intake Center

In 2020-21, 720 parents attended Parent Orientation sessions at the Student Intake Center and 2,546 parents attended in 2021-22, for a one-year attendance increase of 1,826 parents. A total of 1,094

parents overall completed parent surveys administered by the DL/ESL Department via the Student Intake Center at Parent Orientation sessions. Most parents (96%) agreed that the services they received during orientation were excellent, which met the department's goal of 95 percent.

What were the academic outcomes for EBs during 2021-22?

This section includes summaries of academic outcomes for EBs in 2021-22. This evaluation includes: 1) 2022 and one- and two-year trends in *TELPAS* English proficiency ratings and level movement;⁵⁷ 2) 2021-22 rates of students in conditional growth percentile quintiles from beginning-of-year (BOY) to end-of-year (EOY) on the *Measures of Academic Progress Growth (MAP)*; and 3) 2021-22 and one-year trends in students attaining performance standards on reading and mathematics subtests for *STAAR* and *STAAR End-of-Course (EOC)*. Two-year trends for *MAP* and *STAAR* were unavailable after most spring 2020 assessments were cancelled as a result of the COVID-19 pandemic.

Methodology

Unless otherwise specified, academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.⁵⁸ Results were provided for EBs overall and aggregated by grade level, as appropriate. Outcomes grouped by programs/classifications related to students served by the DL/ESL Department (e.g., EBs in OWDL, EBs in TWDL, EBs in SECDL, ESL, Sheltered, Immigrant) and applicable comparison groups (e.g., parent denials) can be found in the appendices.

TELPAS English Proficiency Ratings, Level Movement, and Trends

The first academic outcome examined was *TELPAS*. *TELPAS* is a state-required assessment that measures English language proficiency for EBs in K to grade 12⁵⁹ in four domains: listening, speaking, reading, and writing. To determine composite⁶⁰ and domain rates of 2021-22 students earning each English proficiency rating, evaluators merged the 2022 *TELPAS* data file dated June 26, 2022, with the 2021-22 district PEIMS snapshot demographic file. Evaluators used frequency analyses to determine the number and percentage of students who earned each English proficiency rating (beginning, intermediate, advanced, advanced high) by grade level for each domain and the composite rating. For comparison purposes, evaluators extracted historical composite and domain rating data for 2020 and 2021 from the 2020-21 program evaluation (Voss & Kim, 2021) and calculated one- and two-year

⁵⁷ 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020. 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021. 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022.

⁵⁸ District PEIMS snapshot dates were 10/25/19 (2019-20; file date 11/01/19), 10/30/20 (2020-21; file date 11/04/20), and 10/29/21 (2021-22; file date 11/03/21). 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.

⁵⁹ Kindergarten to grade one *TELPAS* assessment includes holistically-rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. The assessment for grades two to 12 includes online reading, listening, and speaking tests, and holistically-rated writing collections.

⁶⁰ Students received a composite score if they were assessed and scored in all four domains or if they were scored in at least two domains with an ARD decision to not be evaluated in one or two domains (Texas Education Agency, 2018).

trends. Evaluators then examined the DL/ESL Department's goal to maintain the percentage of EBs who regressed on each 2022 *TELPAS* domain compared to 2019.^{61,62}

To determine *TELPAS* English proficiency rating movement from 2021 to 2022, evaluators merged *TELPAS* data files dated July 19, 2021, and June 26, 2022, with the 2021-22 district PEIMS snapshot demographic data file dated November 3, 2021. EBs who received English proficiency level composite and/or domain ratings for both school years were included in analyses. Evaluators calculated the number and percentage of students who progressed,⁶³ stayed the same, or regressed at least one level among all composite and domain ratings between 2021 and 2022 for which the students had both scores. Results were aggregated by grade level. For comparison purposes, evaluators extracted historical *TELPAS* composite and domain level movement data from 2019 to 2020 and from 2020 to 2021 from the 2020-21 program evaluation (Voss & Kim, 2021) and calculated one- and two-year trends. Evaluators then examined the DL/ESL Department's goal, which was to see an increase in the percentage of EBs who progressed or maintained Advanced High on their *TELPAS* composite level from 2021 to 2022 by three percentage points.

To understand how Dallas ISD EBs compared to students across the state of Texas, evaluators obtained both district-level and state-level 2022 accountability *TELPAS* data for EBs on the from texasassessments.gov and calculated the proficiency level and level movement differences between Dallas ISD, state, and other large, urban Texas districts. Evaluators also examined whether Dallas ISD and other Texas EBs met the TEA 2022 Closing the Gaps accountability performance target of 36 percent. The methodology used to calculate *TELPAS* progression for TEA accountability differs from the methodology used elsewhere in this evaluation. For TEA accountability purposes, a student is considered as having made progress if they advance at least one composite level from the prior year to the current year or if their 2022 result is Advanced High. Additionally, the following applies: a) if a student's 2021 composite rating is not available, the 2020 composite rating is used; if a student's 2020 composite rating is available but does not show progress, the 2019 composite rating is used, b) if a student's composite rating from 2020 is not available, the 2019 composite rating is used, and c) if the composite rating from 2019 is not available, the 2018 composite rating is used (Texas Education Agency, 2022). Because of different methodologies, sources, and available filtering criteria, Dallas ISD rates will not match those included elsewhere in this document.

MAP

The second academic outcome examined was *MAP*. *MAP* is an assessment created by the Northwest Evaluation Association (NWEA) that measures student achievement and growth in grades K through 11 on various subtests. To examine student growth on the mathematics and reading subtests from the BOY to EOY *MAP* administrations, evaluators merged the district EOY *MAP* data file (for BOY to EOY data) dated June 22, 2022 with the district PEIMS snapshot demographic data file dated November

⁶¹ 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022.

⁶² 2019 was used as a comparison year because it reflected pre-COVID-19 *TELPAS* regression levels.

⁶³ 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.

3, 2021.⁶⁴ Evaluators then used frequency analyses to determine the number of students who fell into each BOY to EOY growth quintile (Low: up to the 20th percentile; Low Average: 21st to 40th percentile; Average: 41st to 60th percentile; High Average: 61st to 80th percentile; High: 81st percentile and above) by grade level, test language, and subject. To calculate one-year trends, evaluators extracted 2021 BOY to EOY growth quintile data from the 2020-21 program evaluation (Voss & Kim, 2021).

Additionally, the DL/ESL Department set an ESSER goal that opt-in students whose parents were helped by a parent coordinator would meet projected growth on MAP BOY to EOY at a rate five percentage-points higher than that of opt-in students whose parents were not helped by a parent coordinator. Evaluators planned to use frequency analyses to compare the BOY to EOY projected growth percentages of opt-in students whose parents were and were not helped by a parent coordinator.⁶⁵

STAAR and EOCs

The third academic outcome examined was attainment of performance standards on 2021-22 STAAR mathematics and reading subtests and EOCs, as well as one-year trends. Academic performance standards represent the degree to which students have mastered content as measured by test scores.⁶⁶ 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+, and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

Evaluators merged district STAAR and December and May EOC data files for 2021-22⁶⁷ with the PEIMS snapshot demographic file dated November 3, 2021. Evaluators then ran frequency analyses to calculate 2021-22 performance standard attainment rates for the mathematics and reading subtests of STAAR and EOCs for both EBs and monitored students. Evaluators analyzed STAAR and EOC data in several ways for this evaluation. First, evaluators calculated rates of students at the Approaches+, Meets+, and Masters performance standards for 2021-22. Rates then were aggregated by subject and grade level.⁶⁸ Data for 2020-21 were extracted from the 2020-21 program evaluation (Voss & Kim, 2021). Evaluators then calculated one-year trends in performance standard attainment rates. Finally, evaluators examined the DL/ESL Department's two STAAR-related goals: first, to see a two percentage-point increase in the percentage of EBs meeting the Approaches+ performance standard on STAAR mathematics and reading from 2020-21 to 2021-22, and second, to see an increase in the percentage of EBs meeting the Meets+ performance standard on STAAR reading (goals of 46% for grades 3-5 and 27% for grades 6-8) from 2020-21 to 2021-22.

Additionally, the DL/ESL Department set an ESSER goal that opt-in students whose parents were helped by a parent coordinator would score at Meets+ on grades three to five STAAR mathematics and

⁶⁴ K students completed MAP only at EOY; thus, they were excluded from BOY to EOY analyses.

⁶⁵ Due to the DL/ESL Department not being able to hire a parent coordinator, this goal could not be evaluated.

⁶⁶ More information on STAAR performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

⁶⁷ For performance standard attainment rates, 2021-22 files were dated 06/26/22 (STAAR) and 06/26/22 (EOC).

⁶⁸ To facilitate comparable program/classification comparisons, EOC grade levels were limited to and grouped by the following grade level ranges: grades eight to 12 (Algebra I) and grades nine to 12 (all other EOCs). Test takers in grades outside of these ranges were not included in analyses.

reading at a rate five percentage-points higher than that of opt-in students whose parents were not helped by a parent coordinator. Evaluators planned to use frequency analyses to compare the Meets+ percentages of opt-in students whose parents were and were not helped by a parent coordinator on *STAAR* reading and mathematics.⁶⁹

To understand how Dallas ISD EBs compared to students across the state of Texas, evaluators obtained both district-level and state-level accountability 2021-22 *STAAR* and *EOC* data for EBs from texasassessments.gov and calculated the differences between Dallas ISD, state, and other large, urban Texas districts Approaches+, Meets+, and Masters performance standard attainment rates. Dallas ISD rates may not match those included elsewhere in this document because of different sources and available filtering criteria.

Results

TELPAS English Proficiency Ratings, Level Movement, and Trends

TELPAS English proficiency composite rating levels for 2020,⁷⁰ 2021, and 2022 by program/classification and grade level are provided in Appendix I and composite level movement rates from 2020 to 2021 for each grouping are provided in Appendix J. *TELPAS* English proficiency domain rates for 2022 and level movement rates from 2021 to 2022 for each program/classification are provided in Appendix K. For *TELPAS* English proficiency composite rates for long-term EBs, see Appendix S.

EBs. As shown in Table 8, 2022 *TELPAS* composite ratings for EBs at all grade levels tended to cluster in the intermediate (range: 39%, grades 6 to 8 to 45%, grades 9 to 12) and advanced (range: 26%, K to grade 5 to 43%, grades 6 to 8) level of English proficiency. Additionally, 11 percent of EBs scored at the advanced high English proficiency level, which was slightly higher than 2021 (10%; Voss, 2021). For domain rates, EB rates for the speaking domain at the advanced high level (range: 1% to 6%) were between five to 39 percentage points lower than for listening (range: 24% to 40%), reading (range: 16% to 28%), and writing (range: 11% to 37%). Generally, grade level differences were most pronounced for the reading and writing domains, with scores for the youngest students clustering more at the lower proficiency levels than for students at the older grade levels.

One- and two-year trends⁷¹ in *TELPAS* in composite English proficiency rates varied and ranged the largest decrease for grades nine to 12 over two years (intermediate: -8 percentage points) to the largest increase in grades six to eight over two years (intermediate: +6 percentage points). One- and two-year changes in domain proficiency rates for EBs varied and ranged from the largest decrease for grades six to eight in listening over two years (advanced high: -8 percentage points) to the largest increase in grades six to eight in listening over two years (intermediate: +8 percentage points). Over one year, rates at advanced

⁶⁹ Due to the DL/ESL Department not being able to hire a parent coordinator, this goal could not be evaluated.

⁷⁰ 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.

⁷¹ One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.

and advanced high for EBs in all grades overall trended slightly lower or stayed flat in the listening domain, were mixed in the reading domain, and trended slightly higher in the speaking and writing domains. Over two years, rates at advanced and advanced high for EBs in all grades overall trended slightly higher in the writing domain and were mixed in the listening, speaking, and reading domains.

Table 8: 2022 TELPAS English Proficiency Composite and Domain Ratings and Change: All Emergent Bilinguals

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	26,047	29,083	29,761	23.5	0.7	-0.9	42.1	-0.7	3.2	26.0	-0.4	-0.9	8.4	0.5	-1.4
Grades 6 to 8	5,300	9,114	13,475	4.4	-0.7	1.2	38.5	2.4	6.0	43.0	-1.3	-4.5	14.2	-0.4	-2.6
Grades 9 to 12	4,386	4,838	11,249	5.7	0.9	0.4	44.8	1.1	-7.5	35.3	0.3	4.9	14.3	-2.2	2.2
All Grades	35,733	43,035	54,485	15.1	-2.0	-3.9	41.7	0.3	2.2	32.1	0.9	1.8	11.1	0.8	-0.1
Listening															
Grades K to 5	31,531	29,709	29,826	21.3	2.4	2.4	25.6	-0.4	-2.5	29.7	0.5	-0.1	23.5	-2.5	0.2
Grades 6 to 8	12,435	11,321	14,058	4.9	-0.7	-0.1	26.8	3.6	7.5	28.0	-0.5	0.3	40.2	-2.5	-7.7
Grades 9 to 12	9,780	7,837	13,482	11.1	4.6	2.3	24.1	0.1	-1.9	40.3	-6.0	7.0	24.5	1.3	-7.4
All Grades	53,746	48,867	57,366	14.9	1.1	1.0	25.5	0.6	-0.1	31.8	0.0	1.8	27.8	-1.6	-2.8
Speaking															
Grades K to 5	31,523	29,702	29,820	30.0	-0.9	3.0	39.7	-2.0	-0.7	24.8	1.8	0.2	5.5	1.1	-2.4
Grades 6 to 8	12,435	11,321	14,058	20.8	-6.0	-3.2	52.0	2.0	-0.6	25.7	4.0	4.1	1.4	-0.1	-0.4
Grades 9 to 12	9,780	7,837	13,482	40.5	-2.2	-6.7	29.0	2.2	-0.4	27.0	1.1	6.7	3.5	-1.2	0.4
All Grades	53,738	48,860	57,360	30.2	-1.6	0.2	40.2	-1.1	-1.0	25.5	2.4	2.4	4.0	0.3	-1.6
Reading															
Grades K to 5	31,947	29,724	29,837	40.8	0.6	3.3	27.0	-0.1	0.5	15.9	1.3	0.2	16.2	-1.8	-4.0
Grades 6 to 8	12,803	11,443	14,149	15.0	1.6	2.4	31.6	5.6	-0.3	25.2	-1.4	-2.3	28.2	-5.8	0.2
Grades 9 to 12	9,895	7,879	13,551	10.5	0.7	1.8	37.4	2.7	-2.5	28.0	0.8	0.6	24.1	-4.2	0.2
All Grades	54,645	49,046	57,537	27.3	-1.8	0.9	30.6	2.5	0.4	21.1	1.6	0.4	21.0	-2.4	-1.7
Writing															
Grades K to 5	26,748	29,618	29,854	44.9	0.8	0.7	25.9	-0.7	0.8	18.3	-0.2	-0.2	10.9	0.1	-1.3
Grades 6 to 8	6,373	10,806	13,755	8.5	1.5	2.7	24.1	-0.8	2.0	34.8	-0.7	-1.7	32.5	0.0	-3.0
Grades 9 to 12	5,533	7,121	12,554	6.2	0.4	0.9	21.4	-1.1	0.7	35.4	1.0	-2.8	37.0	-0.3	1.2
All Grades	38,654	47,545	56,163	27.3	-2.6	-5.0	24.5	-1.2	0.5	26.2	1.4	1.9	22.0	2.3	2.6

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.
 Note: 2020, 2021, and 2022 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

For 2022 TELPAS level movement⁷², between 49 and 50 percent of EBs remained at the same composite proficiency level. Additionally, EBs in grades one to five progressed at a higher rate (grades 1 to 5: 40%; 6 to 8: 31%; 9 to 12: 32%; Table 9) and regressed at a lower rate (grades 1 to 5: 10%; 6 to 8: 20%; 9 to 12: 20%) than those in the middle and upper grades. Across all domains and grades, 23 to 51 percent of EBs remained at the same proficiency level in 2022. For all grade levels overall, EBs progressed at higher rates across the composite and all domains (range: 26% to 56%) than they regressed (range: 7% to 31%).

For one-year trends⁷³ in TELPAS level movement, composite progression rate changes ranged from a 3 percentage-point increase (grades 9 to 12) to a 5 percentage-point increase (grades 6 to 8).

⁷² 2022 TELPAS level movement rates reflect movement from 2021 to 2022.

⁷³ One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021).

For two-year trends⁷⁴ in *TELPAS* level movement, composite progression rate changes ranged from a three percentage-point decrease (grades 1 to 5) to an eight percentage-point increase (grades 9 to 12). Over one year, overall progression rates for domains were higher for the speaking (+6 percentage points), reading (+1 percentage point) and writing (+6 percentage points) domains, and regression rates were the same or lower for the speaking (-6 percentage points) and writing (no change) domains. Over two years, overall progression rates for domains were the same or higher for the speaking (+2 percentage points) and writing (no change) domains, and regression rates were lower for the speaking (-6 percentage points) domain. 2022 EBs overall exceeded the DL/ESL Department goal to at least maintain the percentage of EBs who regressed on *TELPAS* domains from 2019 to 2022 (regression rates decreased by 1 percentage point for grades 1 to 5, 12 percentage points for grades 6 to 8, and 10 percentage points for grades 9 to 12; see Voss, 2020 for 2019 domain regression rates), as well as met the goal to see at least a three percentage-point increase in the percentage of EBs who progressed on the *TELPAS* composite from 2021 to 2022 (+3 percentage-point increase).

⁷⁴ Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

Table 9: 2022 TELPAS Composite and Domain Level Movement and Change: All Emergent Bilinguals

	Tested			Regressed			Stayed the Same			Progressed		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	19,349	19,383	22,243	10.2	-2.5	0.2	50.1	-1.7	2.3	39.8	4.2	-2.6
Grades 6 to 8	4,950	4,426	9,486	19.9	-6.9	0.9	49.0	1.9	-2.0	31.1	5.1	1.1
Grades 9 to 12	3,748	1,890	4,815	19.5	-2.0	-3.8	48.7	-0.8	-4.4	31.8	2.8	8.2
All Grades	28,047	25,699	36,544	13.9	-1.8	0.6	49.6	-1.2	0.6	36.5	3.0	-1.2
Listening												
Grades 1 to 5	19,349	19,378	22,234	22.1	5.1	4.7	27.5	-1.5	0.4	50.4	-3.6	-5.1
Grades 6 to 8	4,950	4,426	9,486	17.8	-0.1	8.6	26.4	2.7	2.8	55.8	-2.6	-11.4
Grades 9 to 12	3,748	1,890	4,815	28.2	-5.5	7.0	32.1	2.9	-0.5	39.7	2.6	-6.4
All Grades	28,047	25,694	36,535	21.8	3.4	5.3	27.8	-0.3	0.6	50.4	-3.2	-5.9
Speaking												
Grades 1 to 5	19,349	19,377	22,234	18.2	-6.3	-4.4	43.6	-1.4	2.6	38.1	7.7	1.8
Grades 6 to 8	4,950	4,426	9,486	23.7	-11.6	-8.0	50.7	1.6	5.0	25.6	10.0	3.0
Grades 9 to 12	3,748	1,890	4,815	22.2	-1.8	-8.6	47.2	-1.1	-2.6	30.6	2.9	11.2
All Grades	28,047	25,693	36,535	20.2	-6.2	-5.2	45.9	0.0	2.9	33.9	6.2	2.2
Reading												
Grades 1 to 5	19,346	19,380	22,238	8.8	-2.4	0.2	43.5	-1.8	3.6	47.7	4.2	-3.8
Grades 6 to 8	4,950	4,425	9,486	31.2	6.0	8.8	27.5	2.4	-2.3	41.3	-8.4	-6.5
Grades 9 to 12	3,748	1,890	4,815	24.4	4.5	0.8	33.6	-1.4	-4.8	42.1	-3.2	4.0
All Grades	28,044	25,695	36,539	16.6	2.5	3.7	38.1	-3.1	0.1	45.3	0.6	-3.8
Writing												
Grades 1 to 5	19,333	19,378	22,239	7.1	-2.0	0.5	51.3	-3.7	1.6	41.6	5.7	-2.1
Grades 6 to 8	4,949	4,425	9,485	20.0	-1.9	2.7	30.6	-0.2	-2.7	49.4	2.1	0.0
Grades 9 to 12	3,748	1,888	4,813	23.5	-3.0	0.7	22.9	-1.6	-5.1	53.5	4.6	4.4
All Grades	28,030	25,691	36,537	12.6	0.1	2.0	42.2	-6.4	-1.7	45.2	6.3	-0.3

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2021). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Dallas ISD vs State and other large, urban Texas district EBs. As shown in Table 10, rates of EBs in Dallas ISD performing at the higher English proficiency levels on the 2022 TELPAS were lower than state rates, especially for the lower grades. Differences between Dallas ISD and state attainment rates ranged from nine percentage points below state rates (grades K to 2, Advanced) to 12 percentage points above state rates (grades K to 2, Beginning).

Table 10: 2022 Dallas ISD and State Emergent Bilingual TELPAS Performance

Grade Levels	Dallas ISD Performance					State Performance					Dallas ISD - State			
	Tested N	Beg %	Int %	Adv %	Adv High %	Tested N	Beg %	Int %	Adv %	Adv High %	Beg %pts	Int %pts	Adv %pts	Adv High %pts
K to 2	15,097	41	43	13	3	291,057	29	40	22	9	12	3	-9	-6
3 to 12	40,891	7	41	39	14	780,434	6	33	43	18	1	8	-5	-5

Source: Texasassessment.gov on 07/11/22.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups. Beg = Beginning. Int = Intermediate. Adv = Advanced.

As shown in Table 11, rates of EBs in Dallas ISD performing at the higher English proficiency levels on the 2022 *TELPAS* were generally comparable to or lower than all other large, urban Texas district rates, with a few exceptions. Differences between Dallas ISD and comparison group attainment rates ranged from nine percentage points below comparison rates (grades K to 2, Advanced; State) to 12 percentage points above comparison rates (grades K to 2, Beginning; State).

Table 11: 2022 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual *TELPAS* Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	5,539	40	39	15	6
El Paso ISD	3,469	39	41	16	5
Fort Worth ISD	5,959	35	47	15	4
Houston ISD	18,312	45	36	15	5
San Antonio ISD	2,352	42	45	11	2
Dallas ISD	15,097	41	43	13	3
State	291,057	29	40	22	9
Grades Three to Twelve					
Austin ISD	12,775	13	37	35	15
El Paso ISD	11,669	8	40	39	14
Fort Worth ISD	19,838	5	38	42	14
Houston ISD	41,729	10	36	37	17
San Antonio ISD	6,390	9	36	39	17
Dallas ISD	40,891	7	41	39	14
State	780,434	6	33	43	18

Source: Texasassessment.gov on 07/11/22.

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

As shown in Table 12, *TELPAS* progression rates of EBs in Dallas ISD as compared to all other large, urban Texas district rates were generally lower. Differences between Dallas ISD and comparison group progression rates ranged from six percentage points below comparison rates (Houston ISD) to three percentage points above comparison rates (Fort Worth ISD). The TEA also set the 2022 Closing the Gaps accountability performance target for *TELPAS* progression at 36 percent. Dallas ISD, as well as all comparison groups except for Fort Worth ISD, all met or exceeded that target.

Table 12: 2022 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual TELPAS Progression

	Tested <i>N</i>	Progression %	Met 36% Target?
Austin ISD	14,445	40	Yes
El Paso ISD	11,728	39	Yes
Fort Worth ISD	22,295	33	No
Houston ISD	48,009	42	Yes
San Antonio ISD	7,257	39	Yes
Dallas ISD	47,831	36	Yes
State	896,280	39	Yes

Source: Texasassessment.gov on 08/17/22.

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

MAP

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

2021-22 *MAP* BOY to EOY Growth Quintile Rates. Table 13 shows the percentages of students from each BOY to EOY growth quintile on the mathematics and reading subtests.

On the mathematics subtest, BOY to EOY growth rates for EBs on the English subtest tended to cluster in the Low quintile at all grade levels (range: 22% to 32%), whereas EBs on the Spanish subtest tended to cluster in the High quintile (range: 26% to 46%), except for grade one. On the reading subtest, BOY to EOY growth rates for EBs on the English subtest also tended to cluster in the Low quintile at all grade levels (range: 29% to 43%), and EBs on the Spanish subtest tended to cluster in either the Low quintile (range: 25% to 29%) or Low Average quintile (range: 18% to 29%).

The ESSER goal that opt-in students whose parents were helped by a parent coordinator would meet projected growth on *MAP* BOY to EOY at a rate five percentage points higher than that of opt-in students whose parents were not helped by a parent coordinator could not be evaluated because the DL/ESL Department was not able to hire a parent coordinator.

Table 13: 2021-22 Dallas ISD MAP Mathematics and Reading Growth Quintile for EBs: BOY to EOY by Subject, Test Language, and Grade Level

Grade Level	Test Language	N	Low %	Low Average %	Average %	High Average %	High %
Mathematics							
Grade 1	English	4,500	28.6	20.0	17.3	14.4	19.7
	Spanish	43	34.9	11.6	14.0	14.0	25.6
Grades 2-5	English	18,579	21.9	19.1	19.7	18.2	21.0
	Spanish	419	16.5	8.6	14.1	15.3	45.6
Grades 6-8	English	12,619	32.4	19.3	17.0	14.3	17.0
	Spanish	58	20.7	10.3	6.9	19.0	43.1
Grades 9-11	English	8,142	29.7	19.1	17.8	15.9	17.5
	Spanish	-	-	-	-	-	-
Reading							
Grade 1	English	358	42.7	17.3	19.0	12.6	8.4
	Spanish	4,021	28.8	29.3	23.0	13.5	5.3
Grades 2-5	English	1,993	28.6	19.1	17.1	18.3	17.0
	Spanish	14,045	25.1	18.4	17.3	17.7	21.6
Grades 6-8	English	12,594	33.2	20.2	17.3	15.0	14.3
	Spanish	21	28.6	28.6	19.0	14.3	9.5
Grades 9-11	English	8,984	36.2	19.5	17.1	14.6	12.6
	Spanish	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

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

STAAR and EOC

2021 results represent STAAR and EOC administrations occurring during the 2020-21 school year, and 2022 results represent STAAR and EOC administrations occurring during the 2021-22 school year. Rates of students at each performance standard on STAAR subtests and EOCs for 2021 and 2022 by subtest, DL program, and grade level are provided in Appendix M and the same for all other DL/ESL programs/classifications are provided in Appendix N. One-year trends for all programs/classifications are provided in Appendix O. Rates of reclassified (monitored and nonmonitored) students at each performance standard on STAAR subtests and EOCs for 2021 and 2022 by subtest, monitor year, and grade level are provided in Appendix P. One-year trends for reclassified students are provided in Appendix Q. Rates of grades three to five students in DL programs at all performance standards for 2021 and 2022 STAAR reading by grade level, program, EB status, and testing language, along with one-year trends are provided in Appendix R. 2021 long-term EB STAAR/EOC attainment rates and TELPAS composite ratings by STAAR attainment rates by subject and grade are provided in Appendix S.

As a result of the COVID-19 pandemic beginning in March 2020, the spring and summer 2020 STAAR and EOC administrations were cancelled. Because fewer students were tested in 2021 than in 2022 due to the lingering impacts of the COVID-19 pandemic, results and comparisons in this section should be reviewed with caution.

EBs. As shown in Table 14, 2022 rates of EBs at the STAAR and EOC Approaches+ performance standard ranged from 44 (English I) to 72 (mathematics, grades 3 to 5) percent, rates at the Meets+ performance standard ranged from 25 (English I) to 43 (mathematics, grades 3 to 5) percent, and rates at the Masters performance standard ranged from two (English I and II) to 24 (Algebra I) percent.

From 2021 to 2022, EBs rate trends on all *STAAR* and *EOC* subtests were the same or positive, ranging from no change (English I, Meets+; English I and II, Masters) to an increase of 12 percentage points (reading, grades 6 to 8, Meets+).

For mathematics-related subtests, rates of all EBs at the Approaches+ standard ranged from 62 percent (grades 6 to 8) to 72 percent (grades 3 to 5), rates at the Meets+ standard ranged from 30 percent (grades 6 to 8) to 43 percent (grades 3 to 5), and rates at the Masters standard ranged from nine percent (grades 6 to 8) to 24 percent (Algebra I). From 2021 to 2022, EBs rate trends on all mathematics-related subtests were positive, ranging from a two percentage-point increase (Algebra I, Approaches+) to an 11 percentage-point increase (Algebra I, Masters).

For reading-related subtests, rates of all EBs at the Approaches+ standard ranged from 44 percent (English I) to 67 percent (grades 3 to 5), rates at the Meets+ standard ranged from 25 percent (English I) to 41 percent (grades 3 to 5), and rates at the Masters standard ranged from two percent (English I and II) to 22 percent (grades 3 to 5). From 2021 to 2022, EBs rate trends on all reading-related subtests were either the same or positive, ranging from no change (English I, Meets+; English I and II, Masters) to a 12 percentage-point increase (grades 6 to 8, Meets+).

In 2021-22, EBs met the DL/ESL Department goal to see a two percentage-point increase from 2021 to 2022 in the percentage of EBs scoring Approaches+ on *STAAR* mathematics and reading.

- *STAAR* mathematics: +8 and +10 percentage point increase from 2021 to 2022.
- *STAAR* reading: +2 and +11 percentage-points increase from 2021 to 2022.

While EBs did not meet the DL/ESL Department's goal to see 46 percent of EBs in grades three to five (41%) scoring Meets+ on *STAAR* reading, the 2022 rate was higher than 2021 (38%). Additionally, EBs did meet the DL/ESL Department's goal of 27 percent of EBs in grades six to eight (38%) scoring Meets+ on *STAAR* reading in 2021-22.

Table 14: 2021 and 2022 *STAAR* and *EOC* EB Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping

and Grade Level Grouping											
Grade Level	Tested <i>N</i>		Approaches+		1 Yr Δ %pts	Meets+		1 Yr Δ %pts	Masters		1 Yr Δ %pts
	2021	2022	2021	2022		2021	2022		2021	2022	
Mathematics											
Math 3-5	15,192	15,221	64.0	72.0	8.0	34.7	43.0	8.3	17.3	21.1	3.8
Math 6-8	11,782	12,161	52.2	61.8	9.6	23.4	29.6	6.2	5.6	9.0	3.4
Algebra 1	5,338	6,970	65.5	67.3	1.8	30.0	38.6	8.6	13.2	24.2	11.0
Reading											
Reading 3-5	15,177	15,215	64.8	66.5	1.7	38.2	40.9	2.7	20.8	22.4	1.6
Reading 6-8	13,617	14,149	55.0	65.8	10.8	26.4	37.9	11.5	10.3	20.3	10.0
English I	5,433	7,681	42.2	43.6	1.4	24.8	24.9	0.1	2.0	2.0	0.0
English II	4,872	5,968	45.1	48.1	3.0	29.3	30.3	1.0	1.6	1.5	-0.1

Source: District *STAAR* data files dated 06/28/21 and 06/26/22. District *EOC* data files dated 06/17/21 and 06/26/22. PEIMS demographic data files dated 11/04/20 and 11/03/21.

Note: Rates include scores for *STAAR* and the first and second administrations of *EOCs* for students enrolled on the respective PEIMS snapshot dates. *STAAR Alternate 2* scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. No data were available for 2020 1 Yr Δ %pts = percentage-point change from 2021 to 2022.

The ESSER goal that opt-in students whose parents were helped by a parent coordinator would score at Meets+ on grades three to five *STAAR* mathematics and reading at a rate five percentage-points

higher than that of opt-in students whose parents were not helped by a parent coordinator could not be evaluated because the DL/ESL Department was not able to hire a parent coordinator.

Monitored Students. As shown in Table 15, 2022 rates of monitored students in each grouping at the *STAAR* and *EOC* Approaches+ performance standard ranged from 82 (mathematics, grades 6 to 8) to 96 (reading, grades 6 to 8) percent, rates at the Meets+ performance standard ranged from 54 (mathematics, grades 6 to 8) to 87 (English II) percent, and rates at the Masters performance standard ranged from 13 (English II) to 61 (reading, grades 6 to 8) percent. From 2021 to 2022, monitored student rate trends on all *STAAR* and *EOC* subtests were mixed, ranging from a decrease of 40 percentage points (mathematics, grades 3 to 5) to an increase of 21 percentage points (reading, grades 6 to 8).

For mathematics-related subtests, rates of monitored students at the Approaches+ standard ranged from 81 percent (Algebra I) to 88 percent (grades 3 to 5), rates at the Meets+ standard ranged from 54 percent (grades 6 to 8) to 68 percent (grades 3 to 5), and rates at the Masters standard ranged from 22 percent (grades 6 to 8) to 40 percent (Algebra I). From 2021 to 2022, monitored student rate trends on all mathematics-related subtests were mixed, ranging from a decrease of 40 percentage points (grades 3 to 5, Masters) to an increase of 8 percentage points (Algebra I, Masters).

For reading-related subtests, rates of monitored students at the Approaches+ standard ranged from 85 percent (grades 3 to 5) to 96 percent (grades 6 to 8), rates at the Meets+ standard ranged from 70 percent (grades 3 to 5) to 87 percent (English II), and rates at the Masters standard ranged from 13 percent (English II) to 61 percent (grades 6 to 8). From 2021 to 2022, monitored student rate trends on all reading-related subtests were mixed, ranging from a decrease of 20 percentage points (grades 3 to 5, Meets+ and Masters) to an increase of 21 percentage points (grades 6 to 8, Masters).

Table 15: 2021 and 2022 STAAR and EOC Monitored Student Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping

Grade Level	Tested <i>N</i>		Approaches+		1 Yr Δ	Meets+		1 Yr Δ	Masters		1 Yr Δ
	2021	2022	2021	2022	%pts	2021	2022	%pts	2021	2022	%pts
Mathematics											
Math 3-5	10	40	90.0	87.5	-2.5	90.0	67.5	-22.5	70.0	30.0	-40.0
Math 6-8	252	114	77.4	81.6	4.2	47.2	54.4	7.2	16.3	21.9	5.6
Algebra 1	631	334	85.1	80.8	-4.3	53.6	58.4	4.8	31.9	39.8	7.9
Reading											
Reading 3-5	10	40	90.0	85.0	-5.0	90.0	70.0	-20.0	70.0	50.0	-20.0
Reading 6-8	656	252	93.8	96.0	2.2	71.0	83.3	12.3	40.2	60.7	20.5
English I	695	559	91.7	90.0	-1.7	78.1	79.1	1.0	14.7	17.2	2.5
English II	771	744	88.7	94.5	5.8	77.7	86.6	8.9	12.6	12.5	-0.1

Source: District *STAAR* data files dated 06/28/21 and 06/26/22. District *EOC* data files dated 06/17/21 and 06/26/22. PEIMS demographic data files dated 11/04/20 and 11/03/21.

Note: Rates include scores for *STAAR* and the first and second administrations of *EOCs* for students enrolled on the respective PEIMS snapshot dates. *STAAR Alternate 2* scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. No data were available for 2020. 1 Yr Δ %pts = percentage-point change from 2021 to 2022.

Dallas ISD vs State and other large, urban Texas district EBs. As shown in Table 16, Dallas ISD EBs performed well on the *STAAR* compared to the state, with most rates at each *STAAR* performance standard higher than state rates, except for Spanish-language mathematics. That said,

because few EBs take the Spanish mathematics exam in the Dallas ISD, the findings for those exams should be considered with caution. Differences between Dallas ISD and state performance standard attainment rates for EBs ranged from 13 percentage points below state rates (grade 3 mathematics Approaches+ in Spanish) to 12 percentage points above state rates (grade 5 mathematics Meets+ in English).

Table 16: 2022 Dallas ISD and State Emergent Bilingual STAAR Performance

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test N	Appr+ %	Meets+ %	Mast %	Test N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
Mathematics	3	English	4,916	69	40	19	82,859	65	36	16	4	4	3
		Spanish	221	42	14	4	14,880	55	25	10	-13	-11	-6
	5	English	5,095	77	50	26	90,673	71	38	17	6	12	9
		Spanish	285	44	18	7	7,179	49	19	7	-5	-1	0
	8	English	5,862	65	34	11	76,222	57	24	6	8	10	5
Reading	3	English	1,448	70	46	24	68,856	70	41	21	0	5	3
		Spanish	3,694	60	31	18	28,940	55	24	14	5	7	4
	5	English	1,992	78	54	34	82,204	72	44	24	6	10	10
		Spanish	3,378	71	41	18	15,854	64	33	13	7	8	5
	8	English	4,856	71	42	24	80,826	65	32	15	6	10	9

Source: Texasassessment.gov on 07/11/22.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups. Test = Tested. Lang = language. Appr+ = Approaches Grade Level or Above. Mast = Masters Grade Level.

As shown in Table 17, Dallas ISD EBs performed well on STAAR and EOCs compared to other large, urban Texas ISDs and the state, with all rates at each STAAR and EOC performance standard the same as or higher than other district rates and the state. Differences between Dallas ISD and comparison group EBs performance standard attainment rates ranged from the same (El Paso ISD; reading, Approaches+) to 21 percentage points above comparison rates (Austin ISD and Fort Worth ISD; Algebra I, Meets+).

Table 17: 2022 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual STAAR and EOC Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
STAAR Mathematics Grades Three to Eight						
Austin ISD	4,122	48	1,722	20	669	8
El Paso ISD	4,497	59	2,007	26	700	9
Fort Worth ISD	6,608	50	2,615	20	855	6
Houston ISD	18,545	59	9,110	29	3,863	12
San Antonio ISD	1,997	48	817	19	339	8
Dallas ISD	18,802	66	10,253	36	4,336	15
State	329,371	60	155,479	28	60,826	11
STAAR Reading Grades Three to Eight						
Austin ISD	4,952	56	2,637	30	1,310	15
El Paso ISD	5,042	65	2,788	36	1,333	17
Fort Worth ISD	7,954	59	4,086	31	1,954	15
Houston ISD	19,411	61	10,741	34	5,410	17
San Antonio ISD	2,226	52	1,058	25	511	12
Dallas ISD	19,825	65	11,776	39	6,363	21
State	358,453	64	194,743	35	95,228	17
Algebra I EOC						
Austin ISD	890	50	351	20	174	10
El Paso ISD	1,063	65	561	34	301	18
Fort Worth ISD	1,586	52	615	20	277	9
Houston ISD	2,559	50	1,118	22	597	12
San Antonio ISD	509	57	196	22	101	11
Dallas ISD	4,332	67	2,655	41	1,676	26
State	59,295	61	29,297	30	15,721	16
English I EOC						
Austin ISD	575	27	337	16	17	1
El Paso ISD	662	26	328	13	17	1
Fort Worth ISD	1,301	37	734	21	34	1
Houston ISD	1,544	26	874	15	68	1
San Antonio ISD	280	27	156	15	6	1
Dallas ISD	2,938	41	1,803	25	143	2
State	37,939	34	20,903	19	1,375	1
English II EOC						
Austin ISD	636	40	384	24	13	1
El Paso ISD	679	37	398	22	10	1
Fort Worth ISD	963	40	560	23	6	0
Houston ISD	1,525	34	833	19	22	0
San Antonio ISD	227	30	115	15	3	0
Dallas ISD	2,586	47	1,717	31	83	2
State	34,200	40	19,600	23	518	1

Source: Texasassessment.gov on 07/11/22.

Note: Dallas ISD rates likely 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.

How did EB and monitored student participation in magnet programs compare to NonEB peers?

This section compares magnet program participation among EBs, monitored students, and NonEB⁷⁵ students.

⁷⁵ In this section, NonEB results do not include those for monitored students.

Methodology

Evaluators received records of students who applied to magnet programs during the 2020-21 school year and were offered a position in a magnet program in the 2021-22 school year from the Office of Transformation and Innovation on April 19, 2022. Evaluators received records of the list of students who participated in magnet programs in the 2021-22 school year from the Demographic Studies Department on April 1, 2022. These data were merged with the 2020-21 and 2021-22 district student demographic files dated November 04, 2020, and November 03, 2021, respectively. Evaluators compared the proportions of 2020-21 Dallas ISD EBs, monitored students, and NonEBs who applied to, were offered a position in, and participated in 2021-22 magnet programs. Evaluators also compared these percentages to 2020-21 rates.

Results

As shown in Table 18, 1,679 EBs applied for participation in 2021-22 magnet programs, amounting to approximately 44 percent of total qualified applicants. The offer rate for EB applicants (62%) into at least one magnet program was lower than monitored applicants (70%) and similar to NonEBs (63%). Regarding participation, of those who were offered a position, EBs (22%) participated in magnet programs at lower rates than monitored students (60%) and NonEBs (32%).

Higher numbers of EB and NonEB students applied for magnet programs in 2021-22 compared to 2020-21 (EBs: +316 students; NonEBs: +161 students). Offer rates for magnet programs were lower in 2021-22 for all groups and overall (range: -6% to -1%), and with the exception of EBs (+1%), participation rates were lower for all other groups and overall in 2021-22 (range: -3% to -1%).

Table 18: 2020 and 2021 Magnet Program Applications, Acceptance, and 2020-21 and 2021-22 Participation

and 2020-21 and 2021-22 Participation					
Student Group	Applied <i>N</i>	Offered a position to at least one program		Participated	
		<i>n</i>	%	<i>n</i>	%
2020-21					
EB	1,363	863	63.3	180	20.9
Monitored	147	112	76.2	71	63.4
NonEB	1,916	1,249	65.2	417	33.4
Overall	3,426	2,224	64.9	668	30.0
2021-22					
EB	1,679	1,043	62.1	226	21.7
Monitored	71	50	70.4	30	60.0
NonEB	2,077	1,299	62.5	420	32.3
Overall	3,827	2,392	62.5	676	28.3
1 Yr Δ					
EB	+316	+180	-1.2	+46	+0.8
Monitored	-76	-62	-5.8	-41	-3.4
NonEB	+161	+50	-2.7	+3	-1.1
Overall	+401	+168	-2.4	+8	-1.8

Source: Office of Transformation and Innovation on 04/15/21 and 04/19/22 and Demographic Studies Department on 04/27/21 and 04/01/22.

Note: 2020-21 data include Dallas ISD students who applied and were offered a position to magnet programs during the 2019-20 school year for participation in the 2020-21 school year (data retrieved from Voss & Kim, 2021). 2021-22 data include Dallas ISD students who applied and were offered a position to magnet programs during the 2020-21 school year for participation in the 2021-22 school year. Participation rates for both years reflect students that were offered a position to at least one magnet program. The NonEB student groups do not include monitored students. 1 Yr Δ = change from 2021 to 2022.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The DL/ESL Department provided supplemental assistance to 68,368 EBs and their families in 2021-22 (48% of district enrollment) to increase student achievement by effectively addressing the academic, linguistic, and social needs of EBs. The DL/ESL Department oversaw DL and ESL instructional programs, sheltered instruction, tutoring, summer programs, and campus LPACs that were responsible for the identification and reclassification of EBs and monitoring of reclassified EBs. The reported budget for the Bilingual/ESL Program totaled \$10,635,416 (\$10,361,352 in 2020-21). Key findings include the following.

- In 2021-22, over half of TWDL campuses had lower percentages of African American opt-in students (67% of TWDL campuses) and economically disadvantaged students (77% of TWDL campuses) than at the campus overall.
- DL and ESL staff members who worked with an instructional specialist in 2021-22 generally said they were provided with beneficial supports (range: 74% to 95%) and resources (range: 72% to 91%). Aggregate teacher ratings of resource/material benefit increased to 85 percent (from 77 percent in 2020-21), which met the goal of a 10 percent increase.
- For 2022 *TELPAS* composite rates, EBs at all grade levels clustered in intermediate (range: from 39% for grades 6 to 8 to 45% for grades 9 to 12) and advanced (range: 26% for K to grade 5 to 43% for grades 6 to 8) levels of English proficiency. For domain rates, EB rates for the speaking domain at the advanced high level were between five to 39 percentage points lower than the other domains. One- and two-year trends varied.
- For all grade levels, EBs with both 2021 and 2022 *TELPAS* rates progressed at higher rates across the composite and all domains (range: 26% to 56%) than they regressed (range: 7% to 31%).
- 2022 EBs overall exceeded the DL/ESL Department goal to at least maintain the percentage of EBs who regressed on *TELPAS* domains from 2019 to 2022 (regression rates decreased by 1 percentage point or more), as well as met the goal to see at least a three percentage-point increase of EBs who progressed on the *TELPAS* composite from 2021 to 2022 (+3 percentage-points).
- For 2022 *MAP* BOY to EOY growth quintiles, EBs clustered at the Low quintile on the English mathematics subtest and the English and Spanish reading subtests (range: 22% to 43%) and clustered at the High quintile on the Spanish mathematics subtest (range: 26% to 46%).
- 2022 *STAAR* and *EOC* rates of EBs at Approaches+ ranged from 44 (English I) to 72 (mathematics, grades 3 to 5) percent; rates at the Meets+ performance standard ranged from 25 (English I) to 43 (reading, grades 3 to 5) percent; and rates at the Masters performance standard ranged from two (English I and II) to 24 (Algebra I) percent. All one-year trends in attainment rates on *STAAR* and *EOC* subtests were the same or positive.
- 2022 EBs overall met the DL/ESL Department goal to see a two percentage-point increase from 2021 to 2022 in the percentage of EBs scoring Approaches+ on *STAAR* mathematics and reading

(mathematics: +8 and +10 percentage-points; reading: +2 and +11 percentage-points). While EBs did not meet the goal to see 46 percent of EBs in grades three to five (41%) scoring Meets+ on *STAAR* reading, EBs did meet the goal of 27 percent of EBs in grades six to eight (38%) scoring Meets+ on *STAAR* reading.

- Overall, monitored students consistently attained the Approaches+ and Meets+ *STAAR* and *EOC* performance standards at higher rates than EBs, regardless of the subject.
- Qualified EBs participated in magnet programs at lower rates (22%) than NonEBs (32%) and monitored students (60%).
- Rates of Dallas ISD students performing at the higher English proficiency levels on the 2022 *TELPAS* were generally comparable to or lower than those of all regional comparison group rates, with a few exceptions, whereas Dallas ISD *STAAR* and *EOC* rates were generally comparable to or higher than all regional comparison group rates.

Recommendations

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

Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs. In 2021-22, over half of TWDL campuses had lower percentages of African American opt-in students (67% of TWDL campuses) and economically disadvantaged students (77% of TWDL campuses) than at the campus overall. Efforts should continue to educate more NonEB parents about the benefits of TWDL program participation to bring the participation percentages more in line with that of the campus overall.

Examine reasons for lower EB participation in magnet programs. While higher numbers of EB students applied for magnet programs in 2021-22 than 2020-21, the offer rate and participation rate for EBs in magnet programs was lower than NonEBs and monitored students in 2021-22. Because EBs accounted for 44% of total qualified applicants in 2021-22, program leadership should explore reasons for these findings and plan to appropriately bolster EB participation.

Continue focusing on increasing EB achievement on the *STAAR* performance standards. From 2021 to 2022, all Approaches+ and Meets+ attainment rate trends on *STAAR* and *EOCs* were the same or positive. While EBs did not meet the DL/ESL Department's goal of 46 percent of EBs in grades three to five (41%) scoring Meets+ on *STAAR* reading, the 2021-22 rate was higher than 2020-21 (38%). Thus, the DL/ESL Department should continue to focus on providing academic support to EBs to continue to improve *STAAR* attainment rates.

Continue efforts to increase EB rates at the higher *TELPAS* proficiency levels. On the 2022 *TELPAS* composite, 11 percent of EBs scored at the advanced high English proficiency level, which was slightly higher than 2021 (10%; Voss, 2021). However, EB rates for the speaking domain at the advanced high level were between five to 39 percentage points lower than the listening, reading, and writing domains in 2022, and the one-year change in the rate of EBs at advanced and advanced high for each *TELPAS* domain

was mixed. Thus, the DL/ESL Department should continue efforts to increase the number of EBs scoring at the advanced high English proficiency level, with a particular focus on the speaking domain.

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APPENDICES



Appendix A

Appendix A: 2021-22 One-Way Dual Language Campuses

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

table continues

Appendix A (continued)

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

Source: Bilingual/ESL Department, Fall 2021.

Appendix B

Appendix B: 2021-22 Two-Way Dual Language Programs by Campus

Network	Campus	Grade Levels
Elementary Schools		
ACE	Rufus C. Burleson Elementary	K-4
Central	Barbara Jordan Elementary	PK4-1
Central	Clinton P. Russell Elementary	K-5
Central	Jimmie Tyler Brashear Elementary	PK4-5
Central	John W. Carpenter Elementary	K-4
Central	L.O. Donald Elementary	K-5
Central	N.W. Harlee Early Childhood Center	PK3-2
Central	Oran M. Roberts Elementary	K-5
Central	T.G. Terry Elementary	PK4-5
Central	Whitney M. Young, Jr. Elementary	K-5
Early Learning	Arlington Park Early Childhood Center	PK3-PK4
Early Learning	Pre-K Partnerships @ El Kinder	PK3-PK4
Magnet	Mark Twain Elementary/Mark Twain Fundamental Vanguard	K-5
Magnet	School for the Talented and Gifted in Pleasant Grove	5-Apr
Magnet	Trinity Heights Gifted and Talented	K-5
Northeast	Adelfa B. Callejo Elementary	PK4-1
Northeast	Alex Sanger Preparatory	PK3, K-5
Northeast	Ascher Silberstein Elementary	K-4
Northeast	Ben Milam Elementary	K-5
Northeast	Edna Rowe Elementary	PK4-5
Northeast	Edwin J. Kiest Elementary	PK4-5
Northeast	Geneva Heights Elementary	PK4-5
Northeast	Lakewood Elementary	K-5
Northeast	Maple Lawn Elementary	K-4
Northeast	Martha Turner Reilly Elementary	K-5
Northeast	Mockingbird Elementary	K-5
Northeast	Mount Auburn STEAM Academy	K-2
Northeast	Urban Park Elementary	PK3-1
Northeast	William Lipscomb Elementary	PK3-5
Northwest	Anne Frank Elementary	PK3-5
Northwest	Arthur Kramer Elementary	PK4-5
Northwest	Everette Lee DeGolyer Elementary	K-5
Northwest	F.P. Caillet Elementary	PK4-5
Northwest	George H.W. Bush Elementary	K-5
Northwest	Harry C. Withers Elementary	K-5
Northwest	Jerry R. Junkins Elementary	PK3-5
Northwest	K.B. Polk Elementary/K.B. Polk Center for Talented and Gifted	K-5
Northwest	L.L. Hotchkiss Elementary	PK3-2
Northwest	Nathan Adams Elementary	PK4-5
Northwest	Preston Hollow Elementary	PK3-5
Northwest	Stephen C. Foster Elementary	K-5
Northwest	Tom C. Gooch Elementary	K-5
Northwest	Walnut Hill International Leadership	PK4-5
OTI	Downtown Montessori at Ida B. Wells Academy	PK3-4
OTI	Eduardo Mata Montessori	PK3-6
OTI	Montessori Academy at Onésimo Hernández	PK3-5
OTI	Personalized Learning Preparatory at Sam Houston	PK4-3
OTI	Prestonwood Montessori at E.D. Walker	PK3-3

table continues

Appendix B (continued)

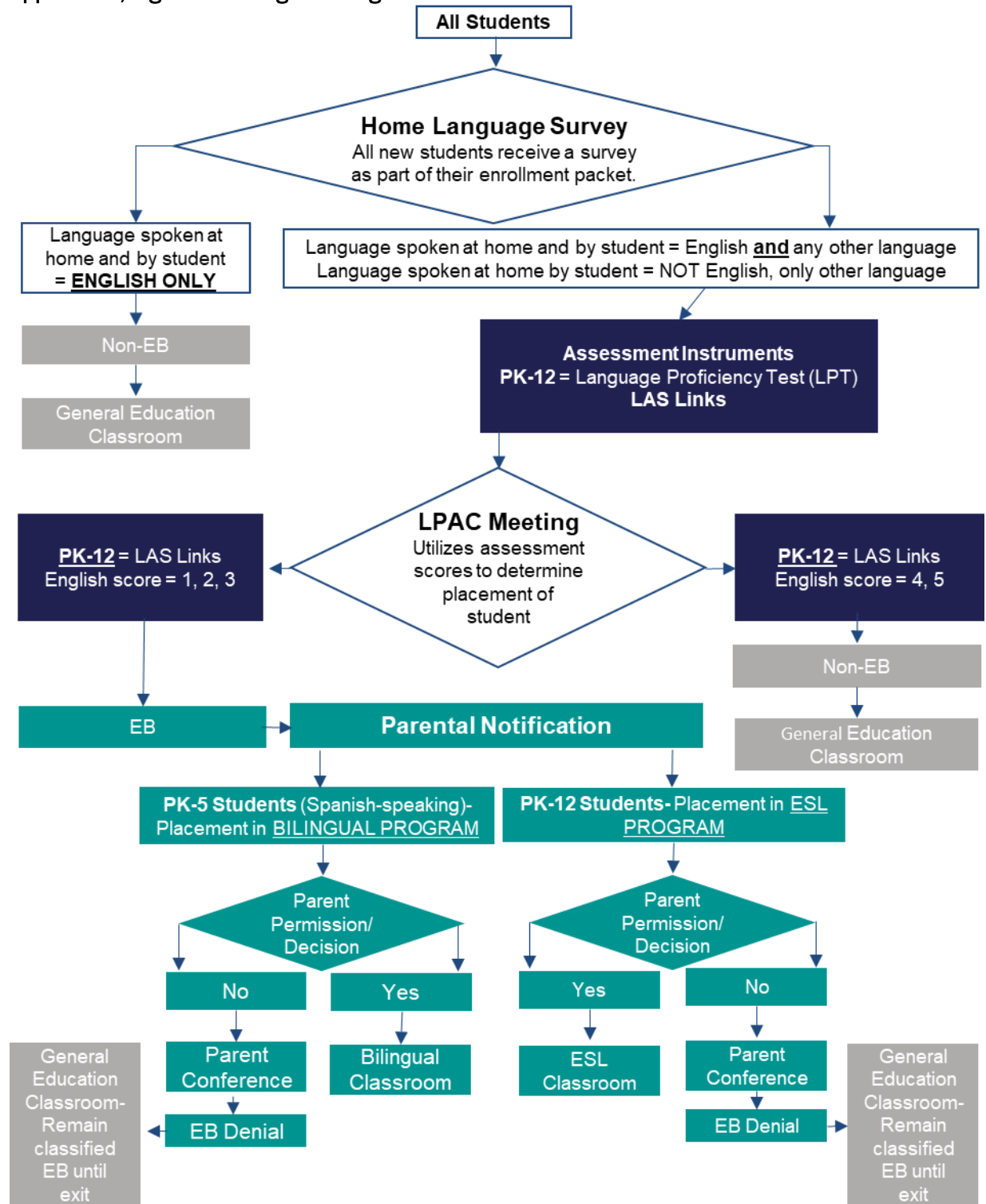
Network	Campus	Grade Levels
Single Gender	Solar Preparatory School for Boys at John F. Kennedy	PK4-6
Single Gender	Solar Preparatory School for Girls at James B. Bonham	PK4-6
Southeast	Annie Webb Blanton Elementary	K-5
Southeast	B.H. Macon Elementary	PK4-5
Southeast	Ebby Halliday Elementary	K-5
Southeast	J.N. Ervin Elementary	PK3-1
Southeast	John Q. Adams Elementary	K-5
Southeast	John W. Runyon Elementary	K-5
Southeast	Kleberg Elementary	K-5
Southeast	Nathaniel Hawthorne Elementary	K-5
Southeast	Pleasant Grove Elementary	PK3-5
Southeast	San Jacinto Elementary	K-5
Southeast	Seagoville Elementary	K-4
Southeast	Seagoville North Elementary	K-5
Southeast	Sylvia Méndez CREW Leadership Academy	K-5
Southeast	Thelma E. Page Richardson Elementary	K-5
Southeast	William M. Anderson Elementary	K-5
Southwest	Bishop Arts STEAM Academy	PK3-5
Southwest	George Peabody Elementary	K-4
Southwest	Hogg New Tech Center	K-5
Southwest	Jesús Moroles Expressive Arts Vanguard	K-5
Southwest	Mary McLeod Bethune Elementary	PK4-2
Southwest	Rosemont Lower	K-5
Southwest	Stevens Park Elementary	PK4-5
Southwest	Winnetka Elementary	PK4-5
Middle Schools		
Magnet	School for the Talented and Gifted in Pleasant Grove	6-8
Northeast	Alex Sanger Preparatory	6-8
Northeast	J. L. Long Middle School	6-8
Northwest	Ewell D. Walker Middle School	6-8
Northwest	L.L. Hotchkiss Elementary	6-7
Northwest	Walnut Hill International Leadership	6-8
Southeast	E.B. Comstock Middle School	6
Southeast	Piedmont G.L.O.B.A.L. Academy	6-7
Southwest	Rosemont Upper	6-8
High Schools		
Northeast	North Dallas High School	9-11
Northeast	Woodrow Wilson High School	9-12
Northwest	W. T. White High School	9-12
Southeast	W.W. Samuell High School	9
Southwest	Sunset High School	9-12

Source: Bilingual/ESL Department, Fall 2021.

Note: All TWDL programs moved to the immersion model in 2021-22. OTI = Office of Transformation and Innovation.

Appendix C

Appendix C, Figure 1: Emergent Bilingual Identification Flowchart



Source: 2021-22 Dallas ISD LPAC Manual.

Note: Bilingual Classroom = Dual Language Classroom. LAS Links = Language Assessment System Links.

Appendix C, Table 1: 2020-21 Emergent Bilingual Reclassification Criteria

Assessment Type	Grades 1 to 2	Grades 3 to 8	Grade 9	Grade 10	Grades 11 to 12
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: Emergent Bilingual Reclassification Rubric				

Source: 2020-21 TEA Reclassification Updated Criteria and Guidance (Texas Education Agency, 2021).

Note: * = Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels. Emergent Bilinguals with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the Individualized Reclassification Process for a Student with a Significant Cognitive Disability.

Appendix D

Appendix D, Table 1: 2021-22 Emergent Bilingual Students and Non-Emergent Bilingual Students by Grade Level

Students by Grade Level							
Grade Level	Total Enrollment <i>N</i>	Current EBs		NonEBs		Monitored Students	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary School Level							
PK	10,231	4,582	6.7	5,649	7.5	1	0.0
K	10,308	4,976	7.3	5,332	7.1	1	0.0
1	10,641	5,062	7.4	5,578	7.4	2	0.1
2	10,341	5,096	7.5	5,244	7.0	5	0.2
3	10,136	5,190	7.6	4,946	6.6	26	0.8
4	10,196	5,298	7.7	4,898	6.5	6	0.2
5	10,161	5,439	8.0	4,722	6.3	8	0.3
PK-5	72,014	35,643	52.1	36,369	48.5	49	1.6
Secondary School Level							
6	9,697	4,798	7.0	4,899	6.5	28	0.9
7	10,095	5,184	7.6	4,911	6.6	50	1.6
8	10,199	5,123	7.5	5,076	6.8	202	6.5
9	13,320	6,488	9.5	6,831	9.1	577	18.5
10	10,203	4,433	6.5	5,770	7.7	684	22.0
11	9,522	3,951	5.8	5,571	7.4	665	21.3
12	8,244	2,748	4.0	5,496	7.3	860	27.6
6-12	71,280	32,725	47.9	38,554	51.5	3,066	98.4

Source: District PEIMS snapshot demographic data file dated 11/03/21.

Note: Percentages are based on total number of students from PK through 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status, and do not include students who were classified as 'untestable.' Percentages may not add to 100 because of rounding.

Appendix D, Table 2: 2021-22 Year of Students Identified as Emergent Bilinguals by Grade Level

Year of EB	Total <i>N</i>	PK to Grade 2		Grades 3 to 5		Grades 6 to 8		Grades 9 to 12	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Year One	6,305	5,383	85.4	371	5.9	275	4.4	276	4.4
Year Two	3,544	3,094	87.3	198	5.6	131	3.7	121	3.4
Years Three to Four	1,780	496	27.9	465	26.1	329	18.5	490	27.5
Years Five to Six	11,363	1,096	9.6	8,429	74.2	962	8.5	876	7.7
Year Seven or Higher	30,331	12	0.0	4,213	13.9	12,097	39.9	14,009	46.2
Unknown	15,045	9,635	64.0	2,251	15.0	1,311	8.7	1,848	12.3
Total	68,368	19,716	28.8	15,927	23.3	15,105	22.1	17,620	25.8

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix D, Table 3: 2021-22 Monitored Emergent Bilingual Students by Monitoring Year and Grade Level

Grade Level	All Monitored <i>N</i>	Year of Monitoring							
		First Year		Second Year		Third Year		Fourth Year	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	1	1	100.0	-	-	-	-	-	-
1	2	2	100.0	-	-	-	-	-	-
2	5	3	60.0	1	20.0	-	-	1	20.0
3	26	1	3.8	21	80.8	2	7.7	2	7.7
4	6	-	-	3	50.0	2	33.3	1	16.7
5	8	-	-	8	100.0	-	-	-	-
6	28	17	60.7	7	25.0	1	3.6	3	10.7
7	50	7	14.0	41	82.0	2	4.0	-	-
8	202	5	2.5	44	21.8	145	71.8	8	4.0
9	577	29	5.0	51	8.8	260	45.1	237	41.1
10	684	74	10.8	122	17.8	240	35.1	248	36.3
11	665	58	8.7	101	15.2	231	34.7	275	41.4
12	860	7	0.8	96	11.2	415	48.3	342	39.8
Total	3115	205	6.6	495	15.9	1298	41.7	1117	35.9

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix E

Appendix E, Table 1: 2021-22 Characteristics of Students Served by DL/ESL Program/Classification

	District (N = 143,294)		All EBs (N = 68,368)		NonEBs (N = 74,923)		Monitored (N = 3,115)	
	n	%	N	%	n	%	n	%
Sex								
Female	70,374	49.1	33,222	48.6	37,151	49.6	1,745	56.0
Male	72,920	50.9	35,146	51.4	37,772	50.4	1,370	44.0
Race/Ethnicity^a								
Asian	1,582	1.1	797	1.2	785	1.0	47	1.5
African American	29,458	20.6	751	1.1	28,706	38.3	26	0.8
Hispanic	101,170	70.6	65,631	96.0	35,537	47.4	3,009	96.6
American Indian	297	0.2	165	0.2	132	0.2	4	0.1
Pacific Islander	72	0.1	41	0.1	31	0.0	1	0.0
White	7,798	5.4	673	1.0	7,125	9.5	16	0.5
Two or More Races	2,854	2.0	272	0.4	2,582	3.4	11	0.4
Language Spoken at Home								
English	63,780	44.5	1,090	1.6	62,687	83.7	31	1.0
Spanish	76,840	53.6	65,249	95.4	11,591	15.5	2,996	96.2
Other	2,674	1.9	2,029	3.0	645	0.9	88	2.8
Language Student Most Often Speaks								
English	71,566	49.9	6,540	9.6	65,023	86.8	235	7.5
Spanish	69,807	48.7	60,303	88.2	9,504	12.7	2,817	90.4
Other	1,921	1.3	1,525	2.2	396	0.5	63	2.0
Country of Birth								
United States	117,388	81.9	50,960	74.5	66,425	88.7	2,867	92.0
Other	25,906	18.1	17,408	25.5	8,498	11.3	248	8.0
Special Student Populations								
TAG Participant	24,203	16.9	10,412	15.2	13,791	18.4	1,297	41.6
Special Education	14,013	9.8	5,815	8.5	8,198	10.9	58	1.9
At Risk	94,391	65.9	67,727	99.1	26,663	35.6	1,148	36.9
Economic Disadvantage	119,697	83.5	61,690	90.2	58,005	77.4	2,515	80.7
Homeless	2,432	1.7	836	1.2	1,596	2.1	16	0.5
Grade Level								
PK	10,231	7.1	4,582	6.7	5,649	7.5	1	0.0
K	10,308	7.2	4,976	7.3	5,332	7.1	1	0.0
1	10,641	7.4	5,062	7.4	5,578	7.4	2	0.1
2	10,341	7.2	5,096	7.5	5,244	7.0	5	0.2
3	10,136	7.1	5,190	7.6	4,946	6.6	26	0.8
4	10,196	7.1	5,298	7.7	4,898	6.5	6	0.2
5	10,161	7.1	5,439	8.0	4,722	6.3	8	0.3
6	9,697	6.8	4,798	7.0	4,899	6.5	28	0.9
7	10,095	7.0	5,184	7.6	4,911	6.6	50	1.6
8	10,199	7.1	5,123	7.5	5,076	6.8	202	6.5
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10	10,203	7.1	4,433	6.5	5,770	7.7	684	22.0
11	9,522	6.6	3,951	5.8	5,571	7.4	665	21.3
12	8,244	5.8	2,748	4.0	5,496	7.3	860	27.6
Elementary Level	72,014	50.3	35,643	52.1	36,369	48.5	49	1.6
Secondary Level	71,280	49.7	32,725	47.9	38,554	51.5	3,066	98.4

Source: District PEIMS snapshot demographic data file dated 11/03/21.

Note: Ns include students in PK through grade 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. ^a = Some students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*.

Appendix E, Table 2: 2021-22 Characteristics of Students Served by DL/ESL Program/Classification

	EBs in OWDL (N = 28,485)		EBs in TWDL (N = 3,770)		NonEBs in TWDL (N = 2,361)		ESL (N = 4,340)	
	n	%	n	%	n	%	n	%
Sex								
Female	14,138	49.6	1,851	49.1	1,285	54.4	2,090	48.2
Male	14,347	50.4	1,919	50.9	1,076	45.6	2,250	51.8
Race/Ethnicity								
Asian	13	0.0	3	0.1	36	1.5	520	12.0
African American	19	0.1	7	0.2	250	10.6	460	10.6
Hispanic	28,049	98.5	3,701	98.2	1,279	54.2	2,988	68.8
American Indian	91	0.3	15	0.4	1	0.0	21	0.5
Pacific Islander	2	0.0	-	-	2	0.1	21	0.5
White	266	0.9	34	0.9	672	28.5	179	4.1
Two or More Races	39	0.1	8	0.2	121	5.1	133	3.1
Language Spoken at Home								
English	396	1.4	80	2.1	1,882	79.7	90	2.1
Spanish	28,020	98.4	3,676	97.5	453	19.2	2,937	67.7
Other	69	0.2	14	0.4	26	1.1	1,313	30.3
Language Student Most Often Speaks								
English	2,741	9.6	507	13.4	2,006	85.0	518	11.9
Spanish	25,689	90.2	3,253	86.3	337	14.3	2,892	66.6
Other	55	0.2	10	0.3	18	0.8	930	21.4
Country of Birth								
United States	19,341	67.9	2,982	79.1	1,990	84.3	1,231	28.4
Other	9,144	32.1	788	20.9	371	15.7	3,109	71.6
Special Student Populations								
TAG Participant	4,138	14.5	677	18.0	865	36.6	263	6.1
Special Education	1,583	5.6	274	7.3	108	4.6	114	2.6
At Risk	28,120	98.7	3,759	99.7	253	10.7	4,212	97.1
Economic Disadvantage	26,949	94.6	3,207	85.1	1,117	47.3	3,575	82.4
Homeless	369	1.3	40	1.1	17	0.7	72	1.7
Grade Level								
PK	3,969	13.9	327	8.7	106	4.5	192	4.4
K	4,125	14.5	386	10.2	320	13.6	204	4.7
1	4,038	14.2	469	12.4	392	16.6	223	5.1
2	3,867	13.6	598	15.9	429	18.2	220	5.1
3	3,874	13.6	699	18.5	388	16.4	203	4.7
4	3,975	14.0	640	17.0	368	15.6	202	4.7
5	4,027	14.1	649	17.2	337	14.3	172	4.0
6	595	2.1	1	0.0	10	0.4	154	3.5
7	-	-	-	-	8	0.3	196	4.5
8	1	0.0	-	-	1	0.0	377	8.7
9	12	0.0	-	-	2	0.1	1,071	24.7
10	-	-	-	-	-	-	525	12.1
11	1	0.0	1	0.0	-	-	382	8.8
12	1	0.0	-	-	-	-	219	5.0
Elementary Level	27,875	97.9	3,768	99.9	2,340	99.1	1,416	32.6
Secondary Level	610	2.1	2	0.1	21	0.9	2,924	67.4

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix E, Table 3: 2021-22 Characteristics of Students Served by DL/ESL Program/Classification

	EBs in SECDL (N = 498)		NonEBs in SECDL (N = 206)		Sheltered (N = 22,907)		Immigrant (N = 9,939)	
	n	%	n	%	n	%	n	%
Sex								
Female	262	52.6	103	50.0	11,125	48.6	4,769	48.0
Male	236	47.4	103	50.0	11,782	51.4	5,170	52.0
Race/Ethnicity								
Asian	-	-	2	1.0	208	0.9	349	3.5
African American	-	-	4	1.9	208	0.9	555	5.6
Hispanic	494	99.2	185	89.8	22,240	97.1	8,576	86.3
American Indian	-	-	-	-	24	0.1	43	0.4
Pacific Islander	1	0.2	-	-	16	0.1	24	0.2
White	1	0.2	14	6.8	129	0.6	242	2.4
Two or More Races	1	0.2	1	0.5	73	0.3	130	1.3
Language Spoken at Home								
English	8	1.6	85	41.3	186	0.8	513	5.2
Spanish	490	98.4	119	57.8	22,210	97.0	8,453	85.0
Other	0	0.0	2	1.0	511	2.2	973	9.8
Language Student Most Often Speaks								
English	11	2.2	101	49.0	1,110	4.8	800	8.0
Spanish	486	97.6	104	50.5	21,370	93.3	8,354	84.1
Other	1	0.2	1	0.5	427	1.9	785	7.9
Country of Birth								
United States	425	85.3	198	96.1	19,477	85.0	-	-
Other	73	14.7	8	3.9	3,430	15.0	9,939	100.0
Special Student Populations								
TAG Participant	151	30.3	86	41.7	3,550	15.5	772	7.8
Special Education	12	2.4	2	1.0	1,753	7.7	315	3.2
At Risk	498	100.0	66	32.0	22,811	99.6	9,177	92.3
Economic Disadvantage	411	82.5	140	68.0	20,269	88.5	8,456	85.1
Homeless	1	0.2	-	-	273	1.2	233	2.3
Grade Level								
PK	-	-	-	-	-	-	418	4.2
K	-	-	-	-	-	-	572	5.8
1	-	-	-	-	-	-	771	7.8
2	-	-	-	-	-	-	916	9.2
3	-	-	-	-	-	-	973	9.8
4	-	-	-	-	-	-	1,067	10.7
5	-	-	-	-	-	-	852	8.6
6	45	9.0	33	16.0	3,333	14.6	667	6.7
7	57	11.4	12	5.8	4,232	18.5	623	6.3
8	101	20.3	49	23.8	4,007	17.5	587	5.9
9	141	28.3	30	14.6	4,079	17.8	1,112	11.2
10	12	2.4	32	15.5	2,857	12.5	563	5.7
11	51	10.2	42	20.4	2,617	11.4	492	5.0
12	91	18.3	8	3.9	1,782	7.8	326	3.3
Elementary Level	-	-	-	-	-	-	5,569	56.0
Secondary Level	498	100.0	206	100.0	22,907	100.0	4,370	44.0

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix E, Table 4: 2021-22 Characteristics of Students Served by DL/ESL Program/Classification

	EBSPED (N = 5,815)		Parent Denials (N = 3,961)		Unservable (N = 1,148)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex						
Female	1,933	33.2	1,701	42.9	348	30.3
Male	3,882	66.8	2,260	57.1	800	69.7
Race/Ethnicity						
Asian	41	0.7	10	0.3	11	1.0
African American	40	0.7	15	0.4	9	0.8
Hispanic	5,638	97.0	3,892	98.3	1,109	96.6
American Indian	12	0.2	3	0.1	2	0.2
Pacific Islander	-	-	-	-	-	-
White	67	1.2	33	0.8	13	1.1
Two or More Races	17	0.3	6	0.2	4	0.3
Language Spoken at Home						
English	142	2.4	268	6.8	32	2.8
Spanish	5,571	95.8	3,676	92.8	1,090	94.9
Other	102	1.8	17	0.4	26	2.3
Language Student Most Often Speaks						
English	737	12.7	1,333	33.7	154	13.4
Spanish	5,011	86.2	2,615	66.0	976	85.0
Other	67	1.2	13	0.3	18	1.6
Country of Birth						
United States	5,067	87.1	3,666	92.6	988	86.1
Other	748	12.9	295	7.4	160	13.9
Special Student Populations						
TAG Participant	141	2.4	457	11.5	11	1.0
Special Education	5,815	100.0	865	21.8	1,136	99.0
At Risk	5,793	99.6	3,943	99.5	1,136	99.0
Economic Disadvantage	5,292	91.0	3,458	87.3	1,015	88.4
Homeless	61	1.0	48	1.2	10	0.9
Grade Level						
PK	94	1.6	79	2.0	15	1.3
K	298	5.1	146	3.7	112	9.8
1	386	6.6	205	5.2	122	10.6
2	440	7.6	301	7.6	99	8.6
3	487	8.4	319	8.1	89	7.8
4	564	9.7	384	9.7	88	7.7
5	618	10.6	482	12.2	98	8.5
6	551	9.5	326	8.2	98	8.5
7	520	8.9	338	8.5	68	5.9
8	464	8.0	302	7.6	66	5.7
9	487	8.4	369	9.3	77	6.7
10	339	5.8	270	6.8	65	5.7
11	293	5.0	268	6.8	72	6.3
12	274	4.7	172	4.3	79	6.9
Elementary Level	2,887	49.6	1,916	48.4	623	54.3
Secondary Level	2,928	50.4	2,045	51.6	525	45.7

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix E, Table 5: 2021-22 Characteristics of Students Served by DL/ESL Program/Classification by School Level

	Elementary School Grades PK to Five				Secondary School Grades Six to Twelve				Monitored (Elementary)		Monitored (Secondary)	
	EBs (N = 35,643)		NonEBs (N = 36,369)		EBs (N = 32,725)		NonEBs (N = 38,554)		(N = 48)		(N = 3,066)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	17,413	48.9	17,899	49.2	15,809	48.3	19,252	49.9	26	54.2	1,718	56.0
Male	18,230	51.1	18,470	50.8	16,916	51.7	19,302	50.1	22	45.8	1,348	44.0
Race/Ethnicity												
African-American	436	1.2	14,955	41.1	315	1.0	13,751	35.7	3	6.3	2,966	96.7
Hispanic	33,942	95.2	15,495	42.6	31,689	96.8	20,042	52.0	42	87.5	4	0.1
White	471	1.3	3,970	10.9	202	0.6	3,155	8.2	-	-	16	0.5
Other/Unknown	794	2.2	1,949	5.4	519	1.6	1,606	4.2	3	6.3	80	2.6
Language Spoken at Home												
English	677	1.9	33,623	92.4	413	1.3	29,064	75.4	3	6.3	28	0.9
Spanish	33,728	94.6	2,515	6.9	31,521	96.3	9,076	23.5	40	83.3	2,955	96.4
Other	1,238	3.5	231	0.6	791	2.4	414	1.1	5	10.4	83	2.7
Birth Country												
United States	24,668	69.2	29,729	81.7	26,292	80.3	36,696	95.2	46	95.8	2,820	92.0
Other	10,975	30.8	6,640	18.3	6,433	19.7	1,858	4.8	2	4.2	246	8.0
Special Student Groups												
TAG Participant	5,131	14.4	5,150	14.2	5,281	16.1	8,641	22.4	23	47.9	1,274	41.6
Special Education	2,887	8.1	3,578	9.8	2,928	8.9	4,620	12.0	5	10.4	53	1.7
At Risk	35,204	98.8	6,488	17.8	32,523	99.4	20,175	52.3	7	14.6	1,140	37.2
Eco Dis	33,075	92.8	29,073	79.9	28,615	87.4	28,932	75.0	40	83.3	2,475	80.7
Homeless	440	1.2	966	2.7	396	1.2	630	1.6	-	-	16	0.5

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix F

Appendix F: 2021-22 Percentages of African American and Economically Disadvantaged Opt-In Students (NonEBs) by TWDL Campus

Campus	African American					Economically Disadvantaged				
	NonEBs in TWDL		Campus Totals		Δ	NonEBs in TWDL		Campus Totals		Δ
	(N = 219)		(N = 7,599)			(N = 1,021)		(N = 39,352)		
	n	%	n	%	%pts	n	%	n	%	%pts
Adams, John Q.	1	5.0	13	2.6	2.4	18	90.0	458	90.5	-0.5
Adams, Nathan	1	6.7	70	16.3	-9.6	11	73.3	399	93.0	-19.7
Anderson, William M.	3	20.0	36	6.9	13.1	15	100.0	514	98.8	1.2
Arlington Park Early Childhood	-	-	33	39.8	-39.8	-	-	69	83.1	-83.1
Bethune, Mary Mcleod	-	-	24	4.2	-4.2	7	100.0	512	88.7	11.3
Bishop Arts	3	15.0	6	2.2	12.8	19	95.0	261	96.3	-1.3
Blanton, Annie Webb	-	-	63	10.8	-10.8	2	100.0	554	95.0	5.0
Brashear, Jimmie Tyler	3	7.5	79	12.2	-4.7	32	80.0	530	81.8	-1.8
Burleson, Rufus C.	-	-	161	35.5	-35.5	1	100.0	448	98.9	1.1
Bush, George H.W.	3	30.0	224	34.4	-4.4	6	60.0	532	81.7	-21.7
Caillet, F.P.	1	4.2	22	3.8	0.4	20	83.3	554	95.7	-12.4
Callejo, Adelfa B.	-	-	90	17.2	-17.2	-	-	491	93.9	-93.9
Carpenter, John W.	5	83.3	110	52.4	30.9	6	100.0	206	98.1	1.9
Comstock, E.B.	-	-	204	27.2	-27.2	-	-	749	99.7	-99.7
DeGolyer, Everette Lee	3	2.8	14	3.9	-1.1	28	26.4	198	54.5	-28.1
Donald, L.O.	-	-	7	2.1	-2.1	4	100.0	307	91.4	8.6
Downtown Montessori at Ida B. Wells	4	8.3	65	24.1	-15.8	25	52.1	148	54.8	-2.7
Ervin, J.N.	1	100.0	453	72.0	28.0	1	100.0	616	97.9	2.1
Foster, Stephen C.	-	-	18	2.7	-2.7	1	100.0	644	97.7	2.3
Frank, Anne	6	35.3	365	31.8	3.5	15	88.2	956	83.4	4.8
Geneva Heights	8	5.1	55	10.9	-5.8	31	19.7	218	43.3	-23.6
Gooch, Tom C.	-	-	30	8.2	-8.2	3	100.0	335	91.0	9.0
Halliday, Ebby	-	-	44	7.3	-7.3	2	50.0	532	88.1	-38.1
Harlee Early Childhood	5	45.5	101	62.7	-17.2	9	81.8	132	82.0	-0.2
Hawthorne, Nathaniel	-	-	20	5.2	-5.2	-	-	355	91.7	-91.7
Hernandez Montessori Academy	-	-	32	9.6	-9.6	6	66.7	178	53.5	13.2
Hogg, James S.	2	3.1	23	7.5	-4.4	59	90.8	292	95.4	-4.6
Hotchkiss, L.L.	-	-	134	26.9	-26.9	9	69.2	440	88.2	-19.0
Houston, Sam	14	27.5	61	22.3	5.2	23	45.1	166	60.6	-15.5
Jordan, Barbara	-	-	59	13.3	-13.3	1	100.0	435	97.8	2.2
Junkins, Jerry R.	5	35.7	186	32.3	3.4	9	64.3	452	78.6	-14.3
Kiest, Edwin J.	-	-	42	6.8	-6.8	23	82.1	584	94.2	-12.1
Kleberg	-	-	138	16.9	-16.9	23	79.3	723	88.7	-9.4
Kramer, Arthur	7	10.9	139	30.8	-19.9	16	25.0	302	67.0	-42.0
Lakewood	3	4.5	20	2.2	2.3	-	-	53	5.8	-5.8
Lipscomb, William	3	4.4	40	9.7	-5.3	32	47.1	296	71.8	-24.7
Long, J.L.	-	-	86	7.2	-7.2	-	-	778	65.1	-65.1
Macon, B.H.	-	-	44	8.8	-8.8	11	84.6	458	91.8	-7.2
Maple Lawn	8	26.7	231	41.3	-14.6	24	80.0	476	85.2	-5.2
Mata, Eduardo	1	2.3	40	5.5	-3.2	21	48.8	431	59.4	-10.6
Mendez, Sylvia	-	-	47	10.4	-10.4	7	100.0	433	95.4	4.6
Milam, Ben	-	-	65	23.4	-23.4	-	-	235	84.5	-84.5
Mockingbird	5	3.2	43	6.5	-3.3	10	6.5	128	19.5	-13.0
Morales, Jesus	6	23.1	76	12.0	11.1	9	34.6	500	79.1	-44.5
Mount Auburn	-	-	46	9.2	-9.2	1	100.0	455	90.8	9.2
North Dallas	-	-	272	22.6	-22.6	-	-	1,047	87.0	-87.0
Peabody, George	1	11.1	13	3.5	7.6	9	100.0	350	93.6	6.4
Piedmont G.L.O.B.A.L. Academy	-	-	82	10.5	-10.5	-	-	623	80.0	-80.0
Pleasant Grove	3	25.0	82	18.2	6.8	10	83.3	434	96.4	-13.1
Pleasant Grove TAG School	3	10.3	5	1.3	9.0	20	69.0	336	87.3	-18.3
Polk, K.B.	-	-	99	22.3	-22.3	6	31.6	368	82.9	-51.3
Prekindergarten Partnership Center	-	-	676	59.4	-59.4	-	-	1,030	90.5	-90.5
Preston Hollow	2	18.2	86	19.1	-0.9	8	72.7	343	76.1	-3.4
Prestonwood	-	-	32	16.5	-16.5	1	20.0	99	51.0	-31.0
Reilly, Martha Turner	1	2.1	53	10.5	-8.4	18	37.5	382	75.3	-37.8
Richardson, Thelma	6	20.7	55	10.9	9.8	27	93.1	467	92.8	0.3
Roberts, Oran M.	1	8.3	57	13.8	-5.5	11	91.7	386	93.5	-1.8

table continues

Appendix F (continued)

Campus	African American					Economically Disadvantaged				
	NonEBs in TWDL		Campus Totals		Δ	NonEBs in TWDL		Campus Totals		Δ
	(N = 219)		(N = 7,599)			(N = 1,021)		(N = 39,352)		
	<i>n</i>	%	<i>n</i>	%	%pts	<i>n</i>	%	<i>n</i>	%	%pts
Rosemont Lower	2	2.4	38	4.6	-2.2	28	33.3	507	61.8	-28.5
Rosemont Upper	-	-	-	-	-	-	-	125	80.1	-80.1
Rowe, Edna	17	38.6	122	33.4	5.2	39	88.6	334	91.5	-2.9
Runyon, John W.	4	30.8	172	36.0	-5.2	13	100.0	430	90.0	10.0
Russell, Clinton P.	2	18.2	66	11.7	6.5	10	90.9	538	95.2	-4.3
Samuell, W.W.	-	-	249	13.2	-13.2	-	-	1,749	92.7	-92.7
San Jacinto	5	55.6	54	13.1	42.5	8	88.9	397	96.1	-7.2
Sanger, Alex	3	3.3	65	8.6	-5.3	24	26.1	523	69.5	-43.4
Seagoville Elementary	-	-	62	10.7	-10.7	-	-	532	91.6	-91.6
Seagoville North	2	20.0	100	13.2	6.8	9	90.0	683	90.2	-0.2
Silberstein, Ascher	2	13.3	19	3.4	9.9	12	80.0	507	91.0	-11.0
Solar Preparatory Boys	7	10.3	61	15.4	-5.1	19	27.9	166	41.8	-13.9
Solar Preparatory Girls	14	15.1	117	17.4	-2.3	30	32.3	298	44.3	-12.0
Stevens Park	-	-	43	6.5	-6.5	8	100.0	640	96.8	3.2
Sunset	-	-	36	1.7	-1.7	-	-	1,762	81.6	-81.6
Terry, T.G.	4	36.4	59	21.1	15.3	7	63.6	256	91.8	-28.2
Trinity Heights	9	39.1	95	30.4	8.7	15	65.2	259	82.7	-17.5
Twain, Mark	4	57.1	95	60.1	-3.0	6	85.7	128	81.0	4.7
Urban Park	5	25.0	27	5.1	19.9	19	95.0	513	97.0	-2.0
Walker, Ewell D.	-	-	172	22.0	-22.0	-	-	678	86.6	-86.6
Walnut Hill	8	14.0	34	8.9	5.1	31	54.4	283	74.3	-19.9
White, W.T.	-	-	246	11.8	-11.8	-	-	1,480	70.7	-70.7
Wilson, Woodrow	-	-	127	6.6	-6.6	-	-	969	50.7	-50.7
Winnetka	3	3.9	5	0.7	3.2	63	82.9	670	88.3	-5.4
Withers, Harry C.	1	1.0	7	1.6	-0.6	20	20.0	196	46.1	-26.1
Young, Whitney M. Jr.	9	81.8	157	43.6	38.2	10	90.9	331	91.9	-1.0
Total	219	10.3	7,599	15.4	-5.1	1,021	48.1	39,352	79.6	-31.5

Source: District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix G

Appendix G, Table 1: 2021-22 DL/ESL Survey – Characteristics

	DL (N = 81)		ESL (N = 72)	
	n	%	n	%
What is your role on campus?				
Teacher	67	82.7	48	66.7
Administrator	9	11.1	19	26.4
Campus Instructional Coach	5	6.2	5	6.9
What grade level(s) did you primarily work with during the 2021-22 school year?*				
PK-2	47	58.0	1	1.4
3-5	34	42.0	0	0.0
6-8	11	13.6	34	47.2
9-12	4	4.9	37	51.4
How frequently did you interact with a(n) [ESL/DL] instructional specialist in 2021-22?				
Never	1	1.2	-	-
1-3 times	8	9.9	4	5.6
4-6 times	19	23.5	8	11.1
7-10 times	18	22.2	9	12.5
More than 10 times	35	43.2	51	70.8

Source: 2021-22 DL/ESL Survey, administered spring 2022.

Note: Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer; thus, percentages may not sum to 100. - = no data in this category.

Appendix G, Table 2: 2021-22 DL/ESL Survey – Support Medium

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		n	%	n	%	n	%	n	%	n	%
DL											
Rate how beneficial each type of support was from your instructional specialist(s) in 2021-22.											
In-person support	80	3	3.8	4	5.0	29	36.3	42	52.5	2	2.5
Virtual Support	80	3	3.8	9	11.3	17	21.3	21	26.3	30	37.5
ESL											
Rate how beneficial each type of support was from your instructional specialist(s) in 2021-22.											
In-person support	72	2	2.8	1	1.4	18	25.0	51	70.8	-	-
Virtual Support	72	1	1.4	6	8.3	16	22.2	29	40.3	20	27.8

Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Appendix G, Table 3: 2021-22 DL/ESL Survey – Supports

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do Not Know	
	<i>N</i>	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2021-22.											
Professional development	80	2	2.5	7	8.8	27	33.8	27	33.8	17	21.3
In-class support	80	2	2.5	9	11.3	22	27.5	39	48.8	8	10.0
Providing resources/materials	80	1	1.3	3	3.8	27	33.8	46	57.5	3	3.8
Classroom observations and feedback	80	2	2.5	10	12.5	18	22.5	37	46.3	13	16.3
PLC or individual lesson planning	80	6	7.5	8	10.0	17	21.3	27	33.8	22	27.5
Classroom modeling/co-teaching	80	5	6.3	7	8.8	17	21.3	30	37.5	21	26.3
Data analyses	80	4	5.0	10	12.5	14	17.5	25	31.3	27	33.8
ESL											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2021-22.											
Professional development	72	1	1.4	6	8.3	24	33.3	40	55.6	1	1.4
In-class support	72	1	1.4	4	5.6	22	30.6	43	59.7	2	2.8
Providing resources/materials	72	1	1.4	3	4.2	13	18.1	55	76.4	-	-
Classroom observations and feedback	72	2	2.8	5	6.9	19	26.4	40	55.6	6	8.3
PLC or individual lesson planning	72	3	4.2	7	9.7	17	23.6	39	54.2	6	8.3
Classroom modeling/co-teaching	72	5	6.9	6	8.3	16	22.2	33	45.8	12	16.7
Data analyses	72	5	6.9	8	11.1	15	20.8	33	45.8	11	15.3

Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Appendix G, Table 4: 2021-22 DL/ESL Survey – Professional Development

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2021-22.											
Campus-wide professional development	79	1	1.3	8	10.1	19	24.1	26	32.9	25	31.6
PLCs	79	4	5.1	8	10.1	15	19.0	26	32.9	26	32.9
One-on-one	79	3	3.8	4	5.1	18	22.8	41	51.9	13	16.5
ESL											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2021-22.											
Campus-wide professional development	72	2	2.8	3	4.2	14	19.4	36	50.0	17	23.6
PLCs	72	3	4.2	5	6.9	17	23.6	32	44.4	15	20.8
One-on-one	72	1	1.4	3	4.2	14	19.4	50	69.4	4	5.6

Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Appendix G, Table 5: 2021-22 DL/ESL Survey – Resources

Appendix A, Table of 2021-22 DL/ESL Survey Resources

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable	
		n	%	n	%	n	%	n	%	n	%
DL											
Rate how beneficial each of the following resources were for impacting student achievement in 2021-22.											
Supplies and resources for classroom implementation	79	1	1.3	12	15.2	17	21.5	44	55.7	5	6.3
Online resources (Rosetta Stone, Nearpod, etc.)	79	5	6.3	6	7.6	22	27.8	30	38.0	16	20.3
Title III tutoring	79	4	5.1	9	11.4	18	22.8	21	26.6	27	34.2
Curriculum products	79	3	3.8	12	15.2	17	21.5	34	43.0	13	16.5
ESL											
Rate how beneficial each of the following resources were for impacting student achievement in 2021-22.											
Supplies and resources for classroom implementation	72	2	2.8	4	5.6	18	25.0	43	59.7	5	6.9
Online resources (Rosetta Stone, Nearpod, etc.)	72	3	4.2	6	8.3	16	22.2	39	54.2	8	11.1
Title III tutoring	72	1	1.4	10	13.9	12	16.7	16	22.2	33	45.8
Curriculum products	72	1	1.4	7	9.7	16	22.2	37	51.4	11	15.3

Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Appendix G, Table 6: 2021-22 DL/ESL Survey – Collaborative Opportunities

	DL (<i>N</i> = 79)		ESL (<i>N</i> = 72)	
	<i>n</i>	%	<i>n</i>	%
Rate how beneficial the collaborative opportunities and networking events provided by the DL/ESL department were for the support you provided to students. Collaborative opportunities include, but are not limited to, ESL Teachers Back to School event, SWAG, PLC and work sessions, and the ESL/DL Institute.				
Not at all beneficial	16	20.3	3	4.2
Slightly beneficial	3	3.8	7	9.7
Very beneficial	12	15.2	21	29.2
Extremely beneficial	22	27.8	37	51.4
Not applicable/Do not know	26	32.9	4	5.6

Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Appendix G, Table 7: 2021-22 DL/ESL Survey – Differentiated Curriculum and Ellevation

	DL (N = 78)		ESL (N = 72)	
	n	%	n	%
How effectively did the differentiated Dual Language or ESL curriculum meet the needs of EBSPED (ELSPED) students in 2021-22?				
I don't teach a DL or ESL course	5	6.4	19	26.4
I don't use DL or ESL curriculum	3	3.8	5	6.9
Not at all effective	1	1.3	2	2.8
Slightly effective	21	26.9	8	11.1
Very effective	31	39.7	17	23.6
Extremely effective	17	21.8	21	29.2
Did you use the Ellevation platform in 2021-22?				
Yes	26	33.3	45	62.5
No	52	66.7	27	37.5

Source: 2021-22 DL/ESL Survey, administered spring 2022.

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

Appendix G, Table 8: 2021-22 DL/ESL Survey – Ellevation Frequency

	N	Daily		Weekly		Once every 6 weeks		Once a semester		Once a year	
		n	%	n	%	n	%	n	%	n	%
DL											
On the Ellevation platform, how frequently did you use the following in 2021-22?*											
Instructional strategies resources	26	-	-	7	26.9	8	30.8	9	34.6	2	7.7
Data management tools (accessing student data, creating customizable lists to group students, etc.)	26	1	3.8	6	23.1	8	30.8	7	26.9	4	15.4
ESL											
On the Ellevation platform, how frequently did you use the following in 2021-22?*											
Instructional strategies resources	45	2	4.4	10	22.2	22	48.9	9	20.0	2	4.4
Data management tools (accessing student data, creating customizable lists to group students, etc.)	45	3	6.7	12	26.7	17	37.8	11	24.4	2	4.4

Source: 2021-22 DL/ESL Survey, administered spring 2022.

Note: Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered "Yes" to whether they used the Ellevation platform. - = no data in this category.

Appendix G, Table 9: 2021-22 DL/ESL Survey – Ellevation Benefit

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
On the Ellevation platform, how beneficial did you find the following in 2021-22?*											
Instructional strategies resources	26	-	-	9	34.6	7	26.9	6	23.1	4	15.4
Data management tools (accessing student data, creating customizable lists to group students, etc.)	26	-	-	10	38.5	4	15.4	7	26.9	5	19.2
ESL											
On the Ellevation platform, how beneficial did you find the following in 2021-22?*											
Instructional strategies resources	45	-	-	12	26.7	19	42.2	12	26.7	2	4.4
Data management tools (accessing student data, creating customizable lists to group students, etc.)	45	1	2.2	6	13.3	19	42.2	15	33.3	4	8.9

Source: 2021-22 DL/ESL Survey, administered spring 2022.

Note: Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered “Yes” to whether they used the Ellevation platform. - = no data in this category.

Appendix H

Appendix H, Table 1: 2021-22 Sheltered Instruction Survey – Closed Ended Questions

	R/LA Teachers (N = 239)	
	n	%
Do you have any Emergent Bilinguals in your classroom(s) in 2021-22?		
Yes	198	82.8
No	41	17.2
Which of the following sheltered instruction practices/strategies did you implement in your classroom in 2021-22? Check all that apply.		
Adapted texts	93	38.9
Targeted vocabulary introduction	161	67.4
Glossaries and other independent work scaffolds	138	57.7
Using visuals to deepen comprehension	178	74.5
Using manipulatives	69	28.9
Native language support (not word-for-word translation)	88	36.8
Oral language supports (sentence stems/starters)	166	69.5
None of the above	15	6.3
How frequently did you implement sheltered instruction in 2021-22?*		
Daily	149	68.0
Weekly	60	27.4
Once every 6 weeks	7	3.2
Once a semester	1	0.5
Once a year	2	0.9

Source: 2021-22 Sheltered Survey for Dallas ISD R/LA Teachers who had at least one sheltered student in his or her classroom, administered spring 2022.

Note: *20 participants did not answer this question; percentages are based off of those that answered. Percentages may not sum to 100 percent because of rounding.

Appendix H, Table 2: 2021-22 Sheltered Instruction Survey – Open Ended Question

	R/LA Teacher Themed Responses (N = 153)	
	n	%
Please list any additional sheltered instruction practices/strategies that you implemented in your classroom in 2021-22 to support making content comprehensible for Emergent Bilinguals (English learners):*		
Language activities	9	5.9
Online tools/platforms	11	7.2
Oral fluency practice	13	8.5
Other specific language supports (e.g., chunking, cognates)	14	9.2
Small group or tutoring	44	28.8
Strategy mentioned in the practices/strategies question above	13	8.5
Supplemental tools (e.g., dictionaries, graphic organizers)	23	15.0
Video and audio supplementals	12	7.8
Other	14	9.2

Source: 2021-22 Sheltered Survey for Dallas ISD R/LA Teachers who had at least one sheltered student in his or her classroom, administered spring 2022.

Note: *Responses were grouped/themed by evaluators based on write-in responses. Teachers could write in multiple practices/strategies in their response; thus, percentages are reflective of the total number of coded responses. Percentages may not sum to 100 percent because of rounding.

Appendix I

Appendix I, Table 1: 2022 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

2022 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,768	2,937	61.6	1,558	32.7	164	3.4	109	2.3
1	4,927	2,121	43.0	2,022	41.0	573	11.6	211	4.3
2	4,867	757	15.6	2,822	58.0	1,160	23.8	128	2.6
3	4,945	312	6.3	2,321	46.9	1,813	36.7	499	10.1
4	5,067	494	9.7	2,129	42.0	1,895	37.4	549	10.8
5	5,187	366	7.1	1,667	32.1	2,144	41.3	1,010	19.5
6	4,385	221	5.0	1,696	38.7	1,897	43.3	571	13.0
7	4,579	193	4.2	1,762	38.5	1,918	41.9	706	15.4
8	4,511	175	3.9	1,724	38.2	1,978	43.8	634	14.1
9	4,206	397	9.4	1,879	44.7	1,413	33.6	517	12.3
10	2,897	123	4.2	1,281	44.2	1,061	36.6	432	14.9
11	2,491	85	3.4	1,119	44.9	903	36.3	384	15.4
12	1,655	35	2.1	755	45.6	594	35.9	271	16.4
K to 2	14,562	5,815	39.9	6,402	44.0	1,897	13.0	448	3.1
3 to 5	15,199	1,172	7.7	6,117	40.2	5,852	38.5	2,058	13.5
6 to 8	13,475	589	4.4	5,182	38.5	5,793	43.0	1,911	14.2
9 to 12	11,249	640	5.7	5,034	44.8	3,971	35.3	1,604	14.3
K to 5	29,761	6,987	23.5	12,519	42.1	7,749	26.0	2,506	8.4
6 to 12	24,724	1,229	5.0	10,216	41.3	9,764	39.5	3,515	14.2
All Grades	54,485	8,216	15.1	22,735	41.7	17,513	32.1	6,021	11.1
One-Way Dual Language									
K	3,989	2,641	66.2	1,246	31.2	70	1.8	32	0.8
1	3,945	1,867	47.3	1,605	40.7	385	9.8	88	2.2
2	3,757	637	17.0	2,196	58.5	848	22.6	76	2.0
3	3,757	270	7.2	1,817	48.4	1,358	36.1	312	8.3
4	3,865	427	11.0	1,665	43.1	1,390	36.0	383	9.9
5	3,895	318	8.2	1,305	33.5	1,556	39.9	716	18.4
6 ^a	575	36	6.3	181	31.5	268	46.6	90	15.7
K to 2	11,691	5,145	44.0	5,047	43.2	1,303	11.1	196	1.7
3 to 6	12,092	1,051	8.7	4,968	41.1	4,572	37.8	1,501	12.4
K to 6	23,783	6,196	26.1	10,015	42.1	5,875	24.7	1,697	7.1
Two-Way Dual Language									
K	377	181	48.0	174	46.2	20	5.3	*	*
1	459	133	29.0	240	52.3	64	13.9	22	4.8
2	588	67	11.4	325	55.3	168	28.6	28	4.8
3	685	25	3.6	247	36.1	290	42.3	123	18.0
4	627	22	3.5	219	34.9	279	44.5	107	17.1
5	633	11	1.7	159	25.1	302	47.7	161	25.4
6 ^a	*	*	*	*	*	*	*	*	*
K to 2	1,424	381	26.8	739	51.9	252	17.7	52	3.7
3 to 6	1,946	58	3.0	625	32.1	872	44.8	391	20.1
K to 6	3,370	439	13.0	1,364	40.5	1,124	33.4	443	13.1

table continues

Appendix I, Table 1 (continued)

2022 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	45	0	0.0	*	*	20	44.4	24	53.3
7	53	0	0.0	*	*	17	32.1	35	66.0
8	99	0	0.0	6	6.1	43	43.4	50	50.5
9	101	9	8.9	34	33.7	37	36.6	21	20.8
10	12	0	0.0	7	58.3	*	*	*	*
11	39	0	0.0	17	43.6	18	46.2	*	*
12	73	*	*	25	34.2	30	41.1	17	23.3
6 to 8	197	0	0.0	8	4.1	80	40.6	109	55.3
9 to 12	225	10	4.4	83	36.9	88	39.1	44	19.6
6 to 12	422	10	2.4	91	21.6	168	39.8	153	36.3
English as a Second Language									
K	190	50	26.3	56	29.5	40	21.1	44	23.2
1	212	34	16.0	71	33.5	60	28.3	47	22.2
2	198	18	9.1	93	47.0	72	36.4	15	7.6
3	186	6	3.2	74	39.8	68	36.6	38	20.4
4	182	10	5.5	61	33.5	80	44.0	31	17.0
5	163	11	6.7	36	22.1	67	41.1	49	30.1
6	136	62	45.6	54	39.7	14	10.3	6	4.4
7	163	68	41.7	73	44.8	21	12.9	*	*
8	315	123	39.0	149	47.3	29	9.2	14	4.4
9	631	311	49.3	259	41.0	56	8.9	5	0.8
10	351	83	23.6	186	53.0	65	18.5	17	4.8
11	262	39	14.9	147	56.1	59	22.5	17	6.5
12	137	10	7.3	74	54.0	35	25.5	18	13.1
K to 2	600	102	17.0	220	36.7	172	28.7	106	17.7
3 to 5	531	27	5.1	171	32.2	215	40.5	118	22.2
6 to 8	614	253	41.2	276	45.0	64	10.4	21	3.4
9 to 12	1,381	443	32.1	666	48.2	215	15.6	57	4.1
K to 5	1,131	129	11.4	391	34.6	387	34.2	224	19.8
6 to 12	1,995	696	34.9	942	47.2	279	14.0	78	3.9
All Grades	3,126	825	26.4	1,333	42.6	666	21.3	302	9.7
Sheltered Classrooms									
6	3,067	117	3.8	1,269	41.4	1,339	43.7	342	11.2
7	3,789	120	3.2	1,541	40.7	1,607	42.4	521	13.8
8	3,558	49	1.4	1,430	40.2	1,639	46.1	440	12.4
9	2,614	70	2.7	1,279	48.9	980	37.5	285	10.9
10	1,818	31	1.7	846	46.5	716	39.4	225	12.4
11	1,597	43	2.7	765	47.9	586	36.7	203	12.7
12	1,040	18	1.7	491	47.2	385	37.0	146	14.0
6 to 8	10,414	286	2.7	4,240	40.7	4,585	44.0	1,303	12.5
9 to 12	7,069	162	2.3	3,381	47.8	2,667	37.7	859	12.2
6 to 12	17,483	448	2.6	7,621	43.6	7,252	41.5	2,162	12.4

table continues

Appendix I, Table 1 (continued)

Appendix 1, Table 2 (continued)

2022 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	489	417	85.3	61	12.5	5	1.0	6	1.2
1	701	493	70.3	157	22.4	37	5.3	14	2.0
2	798	278	34.8	408	51.1	100	12.5	12	1.5
3	870	161	18.5	455	52.3	199	22.9	55	6.3
4	945	253	26.8	396	41.9	225	23.8	71	7.5
5	756	218	28.8	259	34.3	200	26.5	79	10.4
6	562	142	25.3	263	46.8	129	23.0	28	5.0
7	497	123	24.7	244	49.1	106	21.3	24	4.8
8	471	127	27.0	231	49.0	92	19.5	21	4.5
9	621	270	43.5	265	42.7	74	11.9	12	1.9
10	311	70	22.5	156	50.2	66	21.2	19	6.1
11	269	46	17.1	152	56.5	55	20.4	16	5.9
12	156	11	7.1	79	50.6	47	30.1	19	12.2
K to 2	1,988	1,188	59.8	626	31.5	142	7.1	32	1.6
3 to 5	2,571	632	24.6	1,110	43.2	624	24.3	205	8.0
6 to 8	1,530	392	25.6	738	48.2	327	21.4	73	4.8
9 to 12	1,357	397	29.3	652	48.0	242	17.8	66	4.9
K to 5	4,559	1,820	39.9	1,736	38.1	766	16.8	237	5.2
6 to 12	2,887	789	27.3	1,390	48.1	569	19.7	139	4.8
All Grades	7,446	2,609	35.0	3,126	42.0	1,335	17.9	376	5.0
Parent Denials									
K	143	38	26.6	53	37.1	27	18.9	25	17.5
1	200	25	12.5	70	35.0	54	27.0	51	25.5
2	287	19	6.6	188	65.5	71	24.7	9	3.1
3	295	7	2.4	167	56.6	95	32.2	26	8.8
4	361	25	6.9	170	47.1	138	38.2	28	7.8
5	455	17	3.7	146	32.1	209	45.9	83	18.2
6	278	*	*	120	43.2	119	42.8	36	12.9
7	280	5	1.8	111	39.6	114	40.7	50	17.9
8	266	*	*	96	36.1	129	48.5	38	14.3
9	237	5	2.1	113	47.7	96	40.5	23	9.7
10	171	*	*	72	42.1	62	36.3	34	19.9
11	160	*	*	52	32.5	75	46.9	31	19.4
12	97	*	*	42	43.3	37	38.1	14	14.4
K to 2	630	82	13.0	311	49.4	152	24.1	85	13.5
3 to 5	1,111	49	4.4	483	43.5	442	39.8	137	12.3
6 to 8	824	11	1.3	327	39.7	362	43.9	124	15.0
9 to 12	665	14	2.1	279	42.0	270	40.6	102	15.3
K to 5	1,741	131	7.5	794	45.6	594	34.1	222	12.8
6 to 12	1,489	25	1.7	606	40.7	632	42.4	226	15.2
All Grades	3,230	156	4.8	1,400	43.3	1,226	38.0	448	13.9

Source: District TELPAS data file dated 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: Includes students enrolled on the PEIMS snapshot date of 11/01/21. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. * = fewer than five students tested in this category. - = no data in this category.

Appendix I, Table 2: 2021 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

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

table continues

Appendix I, Table 2 (continued)

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

table continues

Appendix I, Table 2 (continued)

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

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

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

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

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

table continues

Appendix I, Table 3 (continued)

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

table continues

Appendix I, Table 3 (continued)

Appendix 1, Table C (continued)

2020 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	663	533	80.4	90	13.6	29	4.4	11	1.7
1	828	524	63.3	209	25.2	72	8.7	23	2.8
2	655	210	32.1	327	49.9	106	16.2	12	1.8
3	485	153	31.5	188	38.8	114	23.5	30	6.2
4	404	186	46.0	138	34.2	67	16.6	13	3.2
5	374	154	41.2	125	33.4	76	20.3	19	5.1
6	124	44	35.5	58	46.8	17	13.7	5	4.0
7	116	45	38.8	55	47.4	16	13.8	-	-
8	109	34	31.2	51	46.8	22	20.2	*	*
9	277	111	40.1	138	49.8	21	7.6	7	2.5
10	111	20	18.0	71	64.0	15	13.5	5	4.5
11	86	24	27.9	44	51.2	16	18.6	*	*
12	68	6	8.8	37	54.4	18	26.5	7	10.3
K to 2	2,146	1,267	59.0	626	29.2	207	9.6	46	2.1
3 to 5	1,263	493	39.0	451	35.7	257	20.3	62	4.9
6 to 8	349	123	35.2	164	47.0	55	15.8	7	2.0
9 to 12	542	161	29.7	290	53.5	70	12.9	21	3.9
K to 5	3,409	1,760	51.6	1,077	31.6	464	13.6	108	3.2
6 to 12	891	284	31.9	454	51.0	125	14.0	28	3.1
All Grades	4,300	2,044	47.5	1,531	35.6	589	13.7	136	3.2
Parent Denials									
K	160	31	19.4	59	36.9	38	23.8	32	20.0
1	248	19	7.7	87	35.1	70	28.2	72	29.0
2	221	24	10.9	124	56.1	65	29.4	8	3.6
3	311	14	4.5	120	38.6	133	42.8	44	14.1
4	265	6	2.3	102	38.5	111	41.9	46	17.4
5	265	*	*	62	23.4	130	49.1	71	26.8
6	103	-	-	34	33.0	52	50.5	17	16.5
7	107	-	-	41	38.3	50	46.7	16	15.0
8	96	-	-	38	39.6	38	39.6	20	20.8
9	91	-	-	44	48.4	35	38.5	12	13.2
10	69	*	*	43	62.3	21	30.4	*	*
11	50	*	*	25	50.0	21	42.0	*	*
12	31	*	*	16	51.6	12	38.7	*	*
K to 2	629	74	11.8	270	42.9	173	27.5	112	17.8
3 to 5	841	22	2.6	284	33.8	374	44.5	161	19.1
6 to 8	306	-	-	113	36.9	140	45.8	53	17.3
9 to 12	241	*	*	128	53.1	89	36.9	21	8.7
K to 5	1,470	96	6.5	554	37.7	547	37.2	273	18.6
6 to 12	547	3	0.5	241	44.1	229	41.9	74	13.5
All Grades	2,017	99	4.9	795	39.4	776	38.5	347	17.2

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

Note: Includes students enrolled on the PEIMS snapshot date of 10/28/19. Results are not included for students who took TELPAS-Alternate. Because of the spring 2020 transition to at-home learning, composite TELPAS results for 2020 represent 62.4 percent of test takers; 2020 results should be reviewed with caution and are provided for informational purposes only. ^a = grade six students include those in elementary schools. * = fewer than five students tested in this category. - = no data in this category.

Appendix J

Appendix J, Table 1: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade One to Five Emergent Bilinguals

Emergent Bilingual			2022 TELPAS Composite Rating										
Rated	Progressed/ Regressed	2021 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2022 Total		
N	n	%	n	%	n	%	n	%	n	%	n	%	
Grade One													
4,330	Progressed	Beginning	1,497	86.2	1,061	57.3	202	37.0	29	14.9	2,789	64.4	
	1,714	39.6	Intermediate	233	13.4	729	39.3	257	47.1	76	39.2	1,295	29.9
		Advanced	5	0.3	52	2.8	66	12.1	38	19.6	161	3.7	
	Regressed	Advanced High	*	*	11	0.6	21	3.8	51	26.3	85	2.0	
	324	7.5	2021 Total	1,737	100.0	1,853	100.0	546	100.0	194	100.0	4,330	100.0
Grade Two													
4,476	Progressed	Beginning	400	67.6	1,177	44.5	204	18.3	10	8.1	1,791	40.0	
	2,044	45.7	Intermediate	176	29.7	1,199	45.3	540	48.4	35	28.5	1,950	43.6
		Advanced	14	2.4	219	8.3	284	25.5	47	38.2	564	12.6	
	Regressed	Advanced High	*	*	51	1.9	87	7.8	31	25.2	171	3.8	
	549	12.3	2021 Total	592	100.0	2,646	100.0	1,115	100.0	123	100.0	4,476	100.0
Grade Three													
4,462	Progressed	Beginning	149	68.7	466	22.2	29	1.7	-	-	644	14.4	
	1,997	44.8	Intermediate	67	30.9	1,500	71.5	1,033	61.6	106	22.6	2,706	60.6
		Advanced	*	*	128	6.1	596	35.5	318	67.8	1,043	23.4	
	Regressed	Advanced High	-	-	*	*	20	1.2	45	9.6	69	1.5	
	220	4.9	2021 Total	217	100.0	2,098	100.0	1,678	100.0	469	100.0	4,462	100.0
Grade Four													
4,463	Progressed	Beginning	165	47.8	164	8.6	*	*	-	-	332	7.4	
	1,247	27.9	Intermediate	179	51.9	1,364	71.7	578	33.7	34	6.8	2,155	48.3
		Advanced	*	*	361	19.0	995	58.1	287	57.2	1,644	36.8	
	Regressed	Advanced High	-	-	13	0.7	138	8.1	181	36.1	332	7.4	
	692	15.5	2021 Total	345	100.0	1,902	100.0	1,714	100.0	502	100.0	4,463	100.0
Grade Five													
4,512	Progressed	Beginning	157	69.5	163	11.2	15	0.8	-	-	335	7.4	
	1,840	40.8	Intermediate	68	30.1	1,037	71.4	739	38.7	69	7.5	1,913	42.4
		Advanced	*	*	232	16.0	1,003	52.5	511	55.4	1,747	38.7	
	Regressed	Advanced High	-	-	20	1.4	154	8.1	343	37.2	517	11.5	
	475	10.5	2021 Total	226	100.0	1,452	100.0	1,911	100.0	923	100.0	4,512	100.0
Grades One to Two													
8,806	Progressed	Beginning	1,897	81.5	2,238	49.7	406	24.4	39	12.3	4,580	52.0	
	3,758	42.7	Intermediate	409	17.6	1,928	42.9	797	48.0	111	35.0	3,245	36.8
		Advanced	19	0.8	271	6.0	350	21.1	85	26.8	725	8.2	
	Regressed	Advanced High	*	*	62	1.4	108	6.5	82	25.9	256	2.9	
	873	9.9	2021 Total	2,329	100.0	4,499	100.0	1,661	100.0	317	100.0	8,806	100.0
Grades Three to Five													
13,437	Progressed	Beginning	471	59.8	793	14.5	47	0.9	-	-	1,311	9.8	
	5,048	37.8	Intermediate	314	39.8	3,901	71.6	2,350	44.3	209	11.0	6,774	50.4
		Advanced	*	*	721	13.2	2,594	48.9	1,116	58.9	4,434	33.0	
	Regressed	Advanced High	-	-	37	0.7	312	5.9	569	30.0	918	6.8	
	1,387	10.3	2021 Total	788	100.0	5,452	100.0	5,303	100.0	1,894	100.0	13,437	100.0
Grades One to Five													
22,243	Progressed	Beginning	2,368	76.0	3,031	30.5	453	6.5	39	1.8	5,891	26.5	
	8,842	39.8	Intermediate	723	23.2	5,829	58.6	3,147	45.2	320	14.5	10,019	45.0
		Advanced	22	0.7	992	10.0	2,944	42.3	1,201	54.3	5,159	23.2	
	Regressed	Advanced High	*	*	99	1.0	420	6.0	651	29.4	1,174	5.3	
	2,260	10.2	2021 Total	3,117	100.0	9,951	100.0	6,964	100.0	2,211	100.0	22,243	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 2: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals

Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 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													
3,840	Progressed		Beginning	81	61.8	130	8.8	*	*	-	-	214	5.6
	1,010	26.3	Intermediate	44	33.6	782	53.1	362	21.0	22	4.3	1,210	31.5
			Advanced	6	4.6	483	32.8	945	54.9	188	36.5	1,622	42.2
	Regressed		Advanced High	-	-	77	5.2	412	23.9	305	59.2	794	20.7
	1,022	26.6	2021 Total	131	100.0	1,472	100.0	1,722	100.0	515	100.0	3,840	100.0
Grade Seven													
2,981	Progressed		Beginning	59	69.4	89	8.8	*	*	-	-	150	5.0
	1,007	33.8	Intermediate	23	27.1	614	60.9	318	24.7	28	4.7	983	33.0
			Advanced	*	*	284	28.2	790	61.2	270	45.2	1,347	45.2
	Regressed		Advanced High	-	-	21	2.1	180	14.0	300	50.2	501	16.8
	511	17.1	2021 Total	85	100.0	1,008	100.0	1,290	100.0	598	100.0	2,981	100.0
Grade Eight													
2,665	Progressed		Beginning	43	74.1	89	10.2	*	*	-	-	135	5.1
	929	34.9	Intermediate	15	25.9	568	65.1	348	27.9	27	5.5	958	35.9
			Advanced	-	-	207	23.7	766	61.5	212	43.4	1,185	44.5
	Regressed		Advanced High	-	-	8	0.9	129	10.4	250	51.1	387	14.5
	359	13.5	2021 Total	58	100.0	872	100.0	1,246	100.0	489	100.0	2,665	100.0
Grades Six to Eight													
9,486	Progressed		Beginning	183	66.8	308	9.2	8	0.2	-	-	499	5.3
	2,946	31.1	Intermediate	82	29.9	1,964	58.6	1,028	24.1	77	4.8	3,151	33.2
			Advanced	9	3.3	974	29.1	2,501	58.7	670	41.8	4,154	43.8
	Regressed		Advanced High	-	-	106	3.2	721	16.9	855	53.4	1,682	17.7
	1,892	19.9	2021 Total	274	100.0	3,352	100.0	4,258	100.0	1,602	100.0	9,486	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 3: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
1,885	Progressed		Beginning	36	61.0	32	4.2	*	*	-	-	69	3.7
	531	28.2	Intermediate	21	35.6	446	58.4	165	22.6	18	5.4	650	34.5
			Advanced	*	*	264	34.6	467	64.1	169	50.8	902	47.9
	Regressed		Advanced High	-	-	22	2.9	96	13.2	146	43.8	264	14.0
	405	21.5	2021 Total	59	100.0	764	100.0	729	100.0	333	100.0	1,885	100.0
Grade Ten													
1,352	Progressed		Beginning	29	61.7	39	7.4	*	*	-	-	69	5.1
	483	35.7	Intermediate	18	38.3	354	66.9	170	33.8	30	11.0	572	42.3
			Advanced	-	-	113	21.4	252	50.1	110	40.3	475	35.1
	Regressed		Advanced High	-	-	23	4.3	80	15.9	133	48.7	236	17.5
	234	17.3	2021 Total	47	100.0	529	100.0	503	100.0	273	100.0	1,352	100.0
Grade Eleven													
892	Progressed		Beginning	8	30.8	17	4.9	-	-	*	*	26	2.9
	299	33.5	Intermediate	15	57.7	240	68.8	102	30.3	14	7.8	371	41.6
			Advanced	*	*	80	22.9	187	55.5	68	37.8	337	37.8
	Regressed		Advanced High	*	*	12	3.4	48	14.2	97	53.9	158	17.7
	158	17.7	2021 Total	26	100.0	349	100.0	337	100.0	180	100.0	892	100.0
Grade Twelve													
686	Progressed		Beginning	*	*	13	4.4	-	-	-	-	15	2.2
	220	32.1	Intermediate	10	83.3	188	63.5	70	29.0	12	8.8	280	40.8
			Advanced	-	-	75	25.3	136	56.4	47	34.3	258	37.6
	Regressed		Advanced High	-	-	20	6.8	35	14.5	78	56.9	133	19.4
	140	20.4	2021 Total	12	100.0	296	100.0	241	100.0	137	100.0	686	100.0
Grade Nine to Twelve													
4,815	Progressed		Beginning	75	52.1	101	5.2	*	*	*	*	179	3.7
	1,533	31.8	Intermediate	64	44.4	1,228	63.4	507	28.0	74	8.0	1,873	38.9
			Advanced	*	*	532	27.5	1,042	57.6	394	42.7	1,972	41.0
	Regressed		Advanced High	*	*	77	4.0	259	14.3	454	49.2	791	16.4
	937	19.5	2021 Total	144	100.0	1,938	100.0	1,810	100.0	923	100.0	4,815	100.0
All Secondary (Grades Six to Twelve)													
14,301	Progressed		Beginning	258	61.7	409	7.7	10	0.2	*	*	678	4.7
	4,479	31.3	Intermediate	146	34.9	3,192	60.3	1,535	25.3	151	6.0	5,024	35.1
			Advanced	13	3.1	1,506	28.5	3,543	58.4	1,064	42.1	6,126	42.8
	Regressed		Advanced High	*	*	183	3.5	980	16.2	1,309	51.8	2,473	17.3
	2,829	19.8	2021 Total	418	100.0	5,290	100.0	6,068	100.0	2,525	100.0	14,301	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 4: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Emergent Bilinguals in One-Way Dual Language Program

One Way Dual Language Program													
Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
3,489	Progressed		Beginning	1,334	86.5	888	59.7	157	42.0	27	31.8	2,406	69.0
	1,318	37.8	Intermediate	205	13.3	568	38.2	188	50.3	40	47.1	1,001	28.7
			Advanced	*	*	27	1.8	22	5.9	7	8.2	59	1.7
	Regressed		Advanced High	-	-	5	0.3	7	1.9	11	12.9	23	0.7
	247	7.1	2021 Total	1,542	100.0	1,488	100.0	374	100.0	85	100.0	3,489	100.0
Grade Two													
3,439	Progressed		Beginning	351	71.3	1,026	49.8	179	22.0	7	9.6	1,563	45.4
	1,715	49.9	Intermediate	135	27.4	923	44.8	437	53.6	28	38.4	1,523	44.3
			Advanced	6	1.2	102	5.0	180	22.1	32	43.8	320	9.3
	Regressed		Advanced High	-	-	8	0.4	19	2.3	6	8.2	33	1.0
	270	7.9	2021 Total	492	100.0	2,059	100.0	815	100.0	73	100.0	3,439	100.0
Grade Three													
3,400	Progressed		Beginning	135	72.2	402	24.4	20	1.6	-	-	557	16.4
	1,519	44.7	Intermediate	51	27.3	1,156	70.3	803	63.0	75	25.5	2,085	61.3
			Advanced	*	*	86	5.2	436	34.2	192	65.3	715	21.0
	Regressed		Advanced High	-	-	*	*	15	1.2	27	9.2	43	1.3
	154	4.5	2021 Total	187	100.0	1,645	100.0	1,274	100.0	294	100.0	3,400	100.0
Grade Four													
3,417	Progressed		Beginning	149	50.3	145	9.7	*	*	-	-	296	8.7
	952	27.9	Intermediate	146	49.3	1,071	72.0	455	35.5	26	7.4	1,698	49.7
			Advanced	*	*	265	17.8	737	57.4	198	56.6	1,201	35.1
	Regressed		Advanced High	-	-	7	0.5	89	6.9	126	36.0	222	6.5
	508	14.9	2021 Total	296	100.0	1,488	100.0	1,283	100.0	350	100.0	3,417	100.0
Grade Five													
3,431	Progressed		Beginning	141	70.9	141	12.2	11	0.8	-	-	293	8.5
	1,376	40.1	Intermediate	57	28.6	812	70.1	560	39.7	50	7.5	1,479	43.1
			Advanced	*	*	192	16.6	728	51.6	376	56.6	1,297	37.8
	Regressed		Advanced High	-	-	13	1.1	111	7.9	238	35.8	362	10.6
	374	10.9	2021 Total	199	100.0	1,158	100.0	1,410	100.0	664	100.0	3,431	100.0
Grade Six ^a													
515	Progressed		Beginning	21	77.8	24	15.2	*	*	-	-	46	8.9
	180	35.0	Intermediate	6	22.2	93	58.9	72	29.1	*	*	174	33.8
			Advanced	-	-	35	22.2	131	53.0	44	53.0	210	40.8
	Regressed		Advanced High	-	-	6	3.8	43	17.4	36	43.4	85	16.5
	90	17.5	2021 Total	27	100.0	158	100.0	247	100.0	83	100.0	515	100.0
Grades One to Two													
6,928	Progressed		Beginning	1,685	82.8	1,914	54.0	336	28.3	34	21.5	3,969	57.3
	3,033	43.8	Intermediate	340	16.7	1,491	42.0	625	52.6	68	43.0	2,524	36.4
			Advanced	9	0.4	129	3.6	202	17.0	39	24.7	379	5.5
	Regressed		Advanced High	-	-	13	0.4	26	2.2	17	10.8	56	0.8
	517	7.5	2021 Total	2,034	100.0	3,547	100.0	1,189	100.0	158	100.0	6,928	100.0
Grades Three to Six													
10,763	Progressed		Beginning	446	62.9	712	16.0	34	0.8	-	-	1,192	11.1
	4,027	37.4	Intermediate	260	36.7	3,132	70.4	1,890	44.9	154	11.1	5,436	50.5
			Advanced	*	*	578	13.0	2,032	48.2	810	58.2	3,423	31.8
	Regressed		Advanced High	-	-	27	0.6	258	6.1	427	30.7	712	6.6
	1,126	10.5	2021 Total	709	100.0	4,449	100.0	4,214	100.0	1,391	100.0	10,763	100.0
Grades One to Six													
17,691	Progressed		Beginning	2,131	77.7	2,626	32.8	370	6.8	34	2.2	5,161	29.2
	7,060	39.9	Intermediate	600	21.9	4,623	57.8	2,515	46.5	222	14.3	7,960	45.0
			Advanced	12	0.4	707	8.8	2,234	41.3	849	54.8	3,802	21.5
	Regressed		Advanced High	-	-	40	0.5	284	5.3	444	28.7	768	4.3
	1,643	9.3	2021 Total	2,743	100.0	7,996	100.0	5,403	100.0	1,549	100.0	17,691	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. ^a = Grade six students who were housed at a OWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 5: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Emergent Bilinguals in Two-Way Dual Language Program

Two-Way Dual Language Program													
Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
418	Progressed		Beginning	104	90.4	118	53.4	19	29.7	-	-	241	57.7
	190	45.5	Intermediate	11	9.6	99	44.8	35	54.7	6	33.3	151	36.1
			Advanced	-	-	*	*	9	14.1	6	33.3	18	4.3
	Regressed		Advanced High	-	-	*	*	*	*	6	33.3	8	1.9
	16	3.8	2021 Total	115	100.0	221	100.0	64	100.0	18	100.0	418	100.0
Grade Two													
566	Progressed		Beginning	30	50.0	102	32.3	19	11.7	*	*	154	27.2
	226	39.9	Intermediate	29	48.3	160	50.6	77	47.5	6	21.4	272	48.1
			Advanced	*	*	44	13.9	54	33.3	8	28.6	107	18.9
	Regressed		Advanced High	-	-	10	3.2	12	7.4	11	39.3	33	5.8
	96	17.0	2021 Total	60	100.0	316	100.0	162	100.0	28	100.0	566	100.0
Grade Three													
623	Progressed		Beginning	8	42.1	28	12.2	5	1.9	-	-	41	6.6
	311	49.9	Intermediate	11	57.9	184	80.3	162	62.5	20	17.2	377	60.5
			Advanced	-	-	16	7.0	90	34.7	84	72.4	190	30.5
	Regressed		Advanced High	-	-	*	*	*	*	12	10.3	15	2.4
	30	4.8	2021 Total	19	100.0	229	100.0	259	100.0	116	100.0	623	100.0
Grade Four													
571	Progressed		Beginning	6	31.6	7	3.4	-	-	-	-	13	2.3
	182	31.9	Intermediate	13	68.4	147	72.4	72	29.3	*	*	236	41.3
			Advanced	-	-	45	22.2	147	59.8	59	57.3	251	44.0
	Regressed		Advanced High	-	-	*	*	27	11.0	40	38.8	71	12.4
	89	15.6	2021 Total	19	100.0	203	100.0	246	100.0	103	100.0	571	100.0
Grade Five													
544	Progressed		Beginning	5	83.3	10	7.6	*	*	-	-	18	3.3
	256	47.1	Intermediate	*	*	96	72.7	100	38.0	12	8.4	209	38.4
			Advanced	-	-	21	15.9	134	51.0	72	50.3	227	41.7
	Regressed		Advanced High	-	-	5	3.8	26	9.9	59	41.3	90	16.5
	53	9.7	2021 Total	6	100.0	132	100.0	263	100.0	143	100.0	544	100.0
Grade Six ^a													
-	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	-	-	Intermediate	-	-	-	-	-	-	-	-	-	-
			Advanced	-	-	-	-	-	-	-	-	-	-
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	-	-	2021 Total	-	-	-	-	-	-	-	-	-	-
Grades One to Two													
984	Progressed		Beginning	134	76.6	220	41.0	38	16.8	*	*	395	40.1
	416	42.3	Intermediate	40	22.9	259	48.2	112	49.6	12	26.1	423	43.0
			Advanced	*	*	47	8.8	63	27.9	14	30.4	125	12.7
	Regressed		Advanced High	-	-	11	2.0	13	5.8	17	37.0	41	4.2
	112	11.4	2021 Total	175	100.0	537	100.0	226	100.0	46	100.0	984	100.0
Grades Three to Six													
1,738	Progressed		Beginning	19	43.2	45	8.0	8	1.0	-	-	72	4.1
	749	43.1	Intermediate	25	56.8	427	75.7	334	43.5	36	9.9	822	47.3
			Advanced	-	-	82	14.5	371	48.3	215	59.4	668	38.4
	Regressed		Advanced High	-	-	10	1.8	55	7.2	111	30.7	176	10.1
	172	9.9	2021 Total	44	100.0	564	100.0	768	100.0	362	100.0	1,738	100.0
Grades One to Six													
2,722	Progressed		Beginning	153	69.9	265	24.1	46	4.6	*	*	467	17.2
	1,165	42.8	Intermediate	65	29.7	686	62.3	446	44.9	48	11.8	1,245	45.7
			Advanced	*	*	129	11.7	434	43.7	229	56.1	793	29.1
	Regressed		Advanced High	-	-	21	1.9	68	6.8	128	31.4	217	8.0
	284	10.4	2021 Total	219	100.0	1,101	100.0	994	100.0	408	100.0	2,722	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. ^a = Grade six students who were housed at a TWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 6: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in Secondary Dual Language Program

Rated <i>N</i>	Progressed/ Regressed		2021 <i>TELPAS</i> Composite Rating	2022 <i>TELPAS</i> Composite Rating								2022 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													
32	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	22	68.8	Intermediate	-	-	*	*	8	47.1	-	-	9	28.1
			Advanced	-	-	-	-	8	47.1	9	64.3	17	53.1
	Regressed		Advanced High	-	-	-	-	*	*	5	35.7	6	18.8
	1	3.1	2021 Total	-	-	*	*	17	100.0	14	100.0	32	100.0
Grade Seven													
36	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	23	63.9	Intermediate	-	-	-	-	*	*	*	*	*	*
			Advanced	-	-	-	-	11	73.3	11	52.4	22	61.1
	Regressed		Advanced High	-	-	-	-	*	*	8	38.1	10	27.8
	2	5.6	2021 Total	-	-	-	-	15	100.0	21	100.0	36	100.0
Grade Eight													
70	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	38	54.3	Intermediate	-	-	-	-	*	*	-	-	*	*
			Advanced	-	-	*	*	13	41.9	*	*	18	25.7
	Regressed		Advanced High	-	-	*	*	17	54.8	33	89.2	51	72.9
	19	27.1	2021 Total	-	-	*	*	31	100.0	37	100.0	70	100.0
Grades Six to Eight													
138	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	83	60.1	Intermediate	-	-	*	*	11	17.5	*	*	14	10.1
			Advanced	-	-	*	*	32	50.8	24	33.3	57	41.3
	Regressed		Advanced High	-	-	*	*	20	31.7	46	63.9	67	48.6
	22	15.9	2021 Total	-	-	*	*	63	100.0	72	100.0	138	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 7: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in Secondary Dual Language Program (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High		n	%
				n	%	n	%	n	%	n	%		
Grade Nine													
61	Progressed		Beginning	-	-	*	*	-	-	-	-	*	*
	21	34.4	Intermediate	-	-	5	27.8	*	*	-	-	8	13.1
			Advanced	-	-	7	38.9	11	40.7	*	*	21	34.4
	Regressed		Advanced High	-	-	*	*	13	48.1	13	81.3	30	49.2
	24	39.3	2021 Total	-	-	18	100.0	27	100.0	16	100.0	61	100.0
Grade Ten													
8	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	2	25.0	Intermediate	-	-	5	100.0	*	*	-	-	6	75.0
			Advanced	-	-	-	-	*	*	*	*	*	*
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	-	-	2021 Total	-	-	5	100.0	*	*	*	*	8	100.0
Grade Eleven													
18	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	6	33.3	Intermediate	-	-	6	85.7	*	*	-	-	10	55.6
			Advanced	-	-	*	*	*	*	-	-	5	27.8
	Regressed		Advanced High	-	-	-	-	*	*	*	*	*	*
	2	11.1	2021 Total	-	-	7	100.0	9	100.0	*	*	18	100.0
Grade Twelve													
62	Progressed		Beginning	-	-	*	*	-	-	-	-	*	*
	25	40.3	Intermediate	*	*	18	85.7	9	36.0	*	*	30	48.4
			Advanced	-	-	-	-	15	60.0	8	53.3	23	37.1
	Regressed		Advanced High	-	-	*	*	*	*	5	33.3	8	12.9
	4	6.5	2021 Total	*	*	21	100.0	25	100.0	15	100.0	62	100.0
Grade Nine to Twelve													
149	Progressed		Beginning	-	-	*	*	-	-	-	-	*	*
	54	36.2	Intermediate	*	*	34	66.7	17	27.0	*	*	54	36.2
			Advanced	-	-	8	15.7	31	49.2	12	35.3	51	34.2
	Regressed		Advanced High	-	-	6	11.8	15	23.8	20	58.8	41	27.5
	30	20.1	2021 Total	*	*	51	100.0	63	100.0	34	100.0	149	100.0
All Secondary (Grades Six to Twelve)													
287	Progressed		Beginning	-	-	*	*	-	-	-	-	*	*
	137	47.7	Intermediate	*	*	35	64.8	28	22.2	*	*	68	23.7
			Advanced	-	-	9	16.7	63	50.0	36	34.0	108	37.6
	Regressed		Advanced High	-	-	7	13.0	35	27.8	66	62.3	108	37.6
	52	18.1	2021 Total	*	*	54	100.0	126	100.0	106	100.0	287	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 8: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade One to Five Emergent Bilinguals in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
183	Progressed		Beginning	17	81.0	23	36.5	13	24.1	*	*	54	29.5
	94	51.4	Intermediate	*	*	24	38.1	13	24.1	14	31.1	55	30.1
			Advanced	-	-	15	23.8	20	37.0	15	33.3	50	27.3
	Regressed		Advanced High	-	-	*	*	8	14.8	15	33.3	24	13.1
	28	15.3	2021 Total	21	100.0	63	100.0	54	100.0	45	100.0	183	100.0
Grade Two													
190	Progressed		Beginning	11	64.7	27	30.7	5	6.9	-	-	43	22.6
	53	27.9	Intermediate	*	*	33	37.5	8	11.1	-	-	45	23.7
			Advanced	*	*	24	27.3	24	33.3	6	46.2	56	29.5
	Regressed		Advanced High	-	-	*	*	35	48.6	7	53.8	46	24.2
	69	36.3	2021 Total	17	100.0	88	100.0	72	100.0	13	100.0	190	100.0
Grade Three													
168	Progressed		Beginning	*	*	10	15.4	*	*	-	-	14	8.3
	71	42.3	Intermediate	*	*	39	60.0	22	34.9	6	16.2	68	40.5
			Advanced	-	-	14	21.5	37	58.7	26	70.3	77	45.8
	Regressed		Advanced High	-	-	*	*	*	*	5	13.5	9	5.4
	19	11.3	2021 Total	*	*	65	100.0	63	100.0	37	100.0	168	100.0
Grade Four													
155	Progressed		Beginning	*	*	*	*	-	-	-	-	5	3.2
	38	24.5	Intermediate	*	*	34	61.8	9	12.9	-	-	47	30.3
			Advanced	-	-	16	29.1	49	70.0	16	64.0	81	52.3
	Regressed		Advanced High	-	-	*	*	12	17.1	9	36.0	22	14.2
	33	21.3	2021 Total	5	100.0	55	100.0	70	100.0	25	100.0	155	100.0
Grade Five													
141	Progressed		Beginning	*	*	*	*	-	-	-	-	7	5.0
	67	47.5	Intermediate	*	*	21	67.7	17	28.3	*	*	40	28.4
			Advanced	-	-	5	16.1	37	61.7	24	52.2	66	46.8
	Regressed		Advanced High	-	-	*	*	6	10.0	21	45.7	28	19.9
	13	9.2	2021 Total	*	*	31	100.0	60	100.0	46	100.0	141	100.0
Grades One to Two													
373	Progressed		Beginning	28	73.7	50	33.1	18	14.3	*	*	97	26.0
	147	39.4	Intermediate	8	21.1	57	37.7	21	16.7	14	24.1	100	26.8
			Advanced	*	*	39	25.8	44	34.9	21	36.2	106	28.4
	Regressed		Advanced High	-	-	5	3.3	43	34.1	22	37.9	70	18.8
	97	26.0	2021 Total	38	100.0	151	100.0	126	100.0	58	100.0	373	100.0
Grades Three to Five													
464	Progressed		Beginning	6	50.0	18	11.9	*	*	-	-	26	5.6
	176	37.9	Intermediate	6	50.0	94	62.3	48	24.9	7	6.5	155	33.4
			Advanced	-	-	35	23.2	123	63.7	66	61.1	224	48.3
	Regressed		Advanced High	-	-	*	*	20	10.4	35	32.4	59	12.7
	65	14.0	2021 Total	12	100.0	151	100.0	193	100.0	108	100.0	464	100.0
Grades One to Five													
837	Progressed		Beginning	34	68.0	68	22.5	20	6.3	*	*	123	14.7
	323	38.6	Intermediate	14	28.0	151	50.0	69	21.6	21	12.7	255	30.5
			Advanced	*	*	74	24.5	167	52.4	87	52.4	330	39.4
	Regressed		Advanced High	-	-	9	3.0	63	19.7	57	34.3	129	15.4
	162	19.4	2021 Total	50	100.0	302	100.0	319	100.0	166	100.0	837	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 9: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed		2021 <i>TELPAS</i> Composite Rating	2022 <i>TELPAS</i> Composite Rating								2022 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													
43	Progressed		Beginning	9	90.0	16	84.2	*	*	-	-	26	60.5
	26	60.5	Intermediate	*	*	*	*	5	50.0	*	*	11	25.6
			Advanced	-	-	-	-	*	*	*	*	6	14.0
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	1	2.3	2021 Total	10	100.0	19	100.0	10	100.0	*	*	43	100.0
Grade Seven													
34	Progressed		Beginning	7	87.5	12	75.0	-	-	-	-	19	55.9
	17	50.0	Intermediate	*	*	*	*	*	*	-	-	9	26.5
			Advanced	-	-	-	-	5	55.6	-	-	5	14.7
	Regressed		Advanced High	-	-	-	-	-	-	*	*	*	*
	1	2.9	2021 Total	8	100.0	16	100.0	9	100.0	*	*	34	100.0
Grade Eight													
128	Progressed		Beginning	30	96.8	45	63.4	-	-	-	-	75	58.6
	65	50.8	Intermediate	*	*	26	36.6	10	62.5	-	-	37	28.9
			Advanced	-	-	-	-	5	31.3	*	*	7	5.5
	Regressed		Advanced High	-	-	-	-	*	*	8	80.0	9	7.0
	2	1.6	2021 Total	31	100.0	71	100.0	16	100.0	10	100.0	128	100.0
Grades Six to Eight													
205	Progressed		Beginning	46	93.9	73	68.9	*	*	-	-	120	58.5
	108	52.7	Intermediate	*	*	33	31.1	19	54.3	*	*	57	27.8
			Advanced	-	-	-	-	14	40.0	*	*	18	8.8
	Regressed		Advanced High	-	-	-	-	*	*	9	60.0	10	4.9
	4	2.0	2021 Total	49	100.0	106	100.0	35	100.0	15	100.0	205	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 10: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in English as a Second Language Program (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2021 <i>TELPAS</i> Composite Rating	2022 <i>TELPAS</i> Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
107	Progressed		Beginning	32	86.5	17	33.3	*	*	-	-	50	46.7
	32	29.9	Intermediate	5	13.5	32	62.7	11	68.8	-	-	48	44.9
			Advanced	-	-	*	*	*	*	*	*	7	6.5
	Regressed		Advanced High	-	-	-	-	-	-	*	*	*	*
	7	6.5	2021 Total	37	100.0	51	100.0	16	100.0	*	*	107	100.0
Grade Ten													
165	Progressed		Beginning	26	86.7	36	40.0	*	*	-	-	63	38.2
	67	40.6	Intermediate	*	*	48	53.3	20	57.1	*	*	74	44.8
			Advanced	-	-	5	5.6	9	25.7	*	*	18	10.9
	Regressed		Advanced High	-	-	*	*	5	14.3	*	*	10	6.1
	15	9.1	2021 Total	30	100.0	90	100.0	35	100.0	10	100.0	165	100.0
Grade Eleven													
117	Progressed		Beginning	6	60.0	11	18.3	-	-	-	-	17	14.5
	30	25.6	Intermediate	*	*	44	73.3	9	24.3	*	*	58	49.6
			Advanced	-	-	5	8.3	23	62.2	6	60.0	34	29.1
	Regressed		Advanced High	-	-	-	-	5	13.5	*	*	8	6.8
	14	12.0	2021 Total	10	100.0	60	100.0	37	100.0	10	100.0	117	100.0
Grade Twelve													
52	Progressed		Beginning	*	*	6	22.2	-	-	-	-	7	13.5
	21	40.4	Intermediate	-	-	18	66.7	7	43.8	*	*	26	50.0
			Advanced	-	-	*	*	7	43.8	*	*	11	21.2
	Regressed		Advanced High	-	-	*	*	*	*	5	62.5	8	15.4
	5	9.6	2021 Total	*	*	27	100.0	16	100.0	8	100.0	52	100.0
Grade Nine to Twelve													
441	Progressed		Beginning	65	83.3	70	30.7	*	*	-	-	137	31.1
	150	34.0	Intermediate	13	16.7	142	62.3	47	45.2	*	*	206	46.7
			Advanced	-	-	14	6.1	43	41.3	13	41.9	70	15.9
	Regressed		Advanced High	-	-	*	*	12	11.5	14	45.2	28	6.3
	41	9.3	2021 Total	78	100.0	228	100.0	104	100.0	31	100.0	441	100.0
All Secondary (Grades Six to Twelve)													
646	Progressed		Beginning	111	87.4	143	42.8	*	*	-	-	257	39.8
	258	39.9	Intermediate	16	12.6	175	52.4	66	47.5	6	13.0	263	40.7
			Advanced	-	-	14	4.2	57	41.0	17	37.0	88	13.6
	Regressed		Advanced High	-	-	*	*	13	9.4	23	50.0	38	5.9
	45	7.0	2021 Total	127	100.0	334	100.0	139	100.0	46	100.0	646	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 11: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in Sheltered Classrooms

Bilinguals in Sheltered Classrooms													
Rated <i>N</i>	Progressed/ Regressed		2021 <i>TELPAS</i> Composite Rating	2022 <i>TELPAS</i> Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
2,755	Progressed		Beginning	50	55.6	83	7.4	*	*	-	-	134	4.9
	638	23.2	Intermediate	35	38.9	597	52.9	236	19.4	16	5.0	884	32.1
			Advanced	5	5.6	394	34.9	676	55.5	103	32.4	1,178	42.8
	Regressed		Advanced High	-	-	54	4.8	306	25.1	199	62.6	559	20.3
	794	28.8	2021 Total	90	100.0	1,128	100.0	1,219	100.0	318	100.0	2,755	100.0
Grade Seven													
2,506	Progressed		Beginning	50	68.5	73	8.0	*	*	-	-	125	5.0
	789	31.5	Intermediate	21	28.8	565	61.9	273	25.3	18	4.1	877	35.0
			Advanced	*	*	258	28.3	668	61.9	209	47.4	1,137	45.4
	Regressed		Advanced High	-	-	17	1.9	136	12.6	214	48.5	367	14.6
	434	17.3	2021 Total	73	100.0	913	100.0	1,079	100.0	441	100.0	2,506	100.0
Grade Eight													
2,080	Progressed		Beginning	12	46.2	41	5.6	*	*	-	-	55	2.6
	672	32.3	Intermediate	14	53.8	502	69.1	306	30.4	24	7.4	846	40.7
			Advanced	-	-	176	24.2	620	61.7	157	48.6	953	45.8
	Regressed		Advanced High	-	-	7	1.0	77	7.7	142	44.0	226	10.9
	274	13.2	2021 Total	26	100.0	726	100.0	1,005	100.0	323	100.0	2,080	100.0
Grades Six to Eight													
7,341	Progressed		Beginning	112	59.3	197	7.1	5	0.2	-	-	314	4.3
	2,099	28.6	Intermediate	70	37.0	1,664	60.1	815	24.7	58	5.4	2,607	35.5
			Advanced	7	3.7	828	29.9	1,964	59.5	469	43.3	3,268	44.5
	Regressed		Advanced High	-	-	78	2.8	519	15.7	555	51.3	1,152	15.7
	1,502	20.5	2021 Total	189	100.0	2,767	100.0	3,303	100.0	1,082	100.0	7,341	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 12: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in Sheltered Classrooms (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
1,259	Progressed		Beginning	*	*	13	2.3	-	-	-	-	17	1.4
	314	24.9	Intermediate	16	76.2	347	62.4	117	23.5	11	6.0	491	39.0
			Advanced	*	*	188	33.8	328	65.9	95	51.6	612	48.6
	Regressed		Advanced High	-	-	8	1.4	53	10.6	78	42.4	139	11.0
	266	21.1	2021 Total	21	100.0	556	100.0	498	100.0	184	100.0	1,259	100.0
Grade Ten													
812	Progressed		Beginning	*	*	*	*	-	-	-	-	6	0.7
	251	30.9	Intermediate	11	78.6	240	71.4	104	32.7	17	11.8	372	45.8
			Advanced	-	-	81	24.1	167	52.5	56	38.9	304	37.4
	Regressed		Advanced High	-	-	12	3.6	47	14.8	71	49.3	130	16.0
	151	18.6	2021 Total	14	100.0	336	100.0	318	100.0	144	100.0	812	100.0
Grade Eleven													
534	Progressed		Beginning	*	*	6	2.6	-	-	*	*	9	1.7
	164	30.7	Intermediate	11	68.8	158	69.6	73	35.4	6	7.1	248	46.4
			Advanced	*	*	58	25.6	108	52.4	37	43.5	205	38.4
	Regressed		Advanced High	*	*	5	2.2	25	12.1	41	48.2	72	13.5
	102	19.1	2021 Total	16	100.0	227	100.0	206	100.0	85	100.0	534	100.0
Grade Twelve													
379	Progressed		Beginning	*	*	5	2.8	-	-	-	-	6	1.6
	103	27.2	Intermediate	5	83.3	110	62.1	38	27.9	6	10.0	159	42.0
			Advanced	-	-	51	28.8	78	57.4	20	33.3	149	39.3
	Regressed		Advanced High	-	-	11	6.2	20	14.7	34	56.7	65	17.2
	87	23.0	2021 Total	6	100.0	177	100.0	136	100.0	60	100.0	379	100.0
Grade Nine to Twelve													
2,984	Progressed		Beginning	10	17.5	27	2.1	-	-	*	*	38	1.3
	832	27.9	Intermediate	43	75.4	855	66.0	332	28.7	40	8.5	1,270	42.6
			Advanced	*	*	378	29.2	681	58.8	208	44.0	1,270	42.6
	Regressed		Advanced High	*	*	36	2.8	145	12.5	224	47.4	406	13.6
	606	20.3	2021 Total	57	100.0	1,296	100.0	1,158	100.0	473	100.0	2,984	100.0
All Secondary (Grades Six to Twelve)													
10,325	Progressed		Beginning	122	49.6	224	5.5	5	0.1	*	*	352	3.4
	2,931	28.4	Intermediate	113	45.9	2,519	62.0	1,147	25.7	98	6.3	3,877	37.5
			Advanced	10	4.1	1,206	29.7	2,645	59.3	677	43.5	4,538	44.0
	Regressed		Advanced High	*	*	114	2.8	664	14.9	779	50.1	1,558	15.1
	2,108	20.4	2021 Total	246	100.0	4,063	100.0	4,461	100.0	1,555	100.0	10,325	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 13: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade One to Five Immigrant Students

Immigrant Students			2022 TELPAS Composite Rating										
Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2022 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
460	Progressed		Beginning	273	95.1	98	76.0	15	46.9	*	*	388	84.3
	131	28.5	Intermediate	14	4.9	27	20.9	6	18.8	6	50.0	53	11.5
			Advanced	-	-	*	*	6	18.8	*	*	11	2.4
	Regressed		Advanced High	-	-	*	*	5	15.6	*	*	8	1.7
	23	5.0	2021 Total	287	100.0	129	100.0	32	100.0	12	100.0	460	100.0
Grade Two													
624	Progressed		Beginning	142	89.3	253	69.5	25	27.8	*	*	422	67.6
	330	52.9	Intermediate	17	10.7	98	26.9	41	45.6	*	*	160	25.6
			Advanced	-	-	10	2.7	14	15.6	*	*	27	4.3
	Regressed		Advanced High	-	-	*	*	10	11.1	*	*	15	2.4
	40	6.4	2021 Total	159	100.0	364	100.0	90	100.0	11	100.0	624	100.0
Grade Three													
719	Progressed		Beginning	78	84.8	155	39.3	10	5.5	-	-	243	33.8
	332	46.2	Intermediate	14	15.2	223	56.6	115	63.5	12	23.1	364	50.6
			Advanced	-	-	15	3.8	55	30.4	35	67.3	105	14.6
	Regressed		Advanced High	-	-	*	*	*	*	5	9.6	7	1.0
	31	4.3	2021 Total	92	100.0	394	100.0	181	100.0	52	100.0	719	100.0
Grade Four													
754	Progressed		Beginning	97	66.9	63	18.2	-	-	-	-	160	21.2
	215	28.5	Intermediate	47	32.4	236	68.0	88	44.4	*	*	374	49.6
			Advanced	*	*	46	13.3	93	47.0	44	68.8	184	24.4
	Regressed		Advanced High	-	-	*	*	17	8.6	17	26.6	36	4.8
	113	15.0	2021 Total	145	100.0	347	100.0	198	100.0	64	100.0	754	100.0
Grade Five													
561	Progressed		Beginning	99	87.6	74	34.1	7	4.4	-	-	180	32.1
	229	40.8	Intermediate	14	12.4	127	58.5	77	48.1	9	12.7	227	40.5
			Advanced	-	-	14	6.5	64	40.0	36	50.7	114	20.3
	Regressed		Advanced High	-	-	*	*	12	7.5	26	36.6	40	7.1
	42	7.5	2021 Total	113	100.0	217	100.0	160	100.0	71	100.0	561	100.0
Grades One to Two													
1,084	Progressed		Beginning	415	93.0	351	71.2	40	32.8	*	*	810	74.7
	461	42.5	Intermediate	31	7.0	125	25.4	47	38.5	10	43.5	213	19.6
			Advanced	-	-	13	2.6	20	16.4	5	21.7	38	3.5
	Regressed		Advanced High	-	-	*	*	15	12.3	*	*	23	2.1
	63	5.8	2021 Total	446	100.0	493	100.0	122	100.0	23	100.0	1,084	100.0
Grades Three to Five													
2,034	Progressed		Beginning	274	78.3	292	30.5	17	3.2	-	-	583	28.7
	776	38.2	Intermediate	75	21.4	586	61.2	280	51.9	24	12.8	965	47.4
			Advanced	*	*	75	7.8	212	39.3	115	61.5	403	19.8
	Regressed		Advanced High	-	-	5	0.5	30	5.6	48	25.7	83	4.1
	186	9.1	2021 Total	350	100.0	958	100.0	539	100.0	187	100.0	2,034	100.0
Grades One to Five													
3,118	Progressed		Beginning	689	86.6	643	44.3	57	8.6	*	*	1,393	44.7
	1,237	39.7	Intermediate	106	13.3	711	49.0	327	49.5	34	16.2	1,178	37.8
			Advanced	*	*	88	6.1	232	35.1	120	57.1	441	14.1
	Regressed		Advanced High	-	-	9	0.6	45	6.8	52	24.8	106	3.4
	249	8.0	2021 Total	796	100.0	1,451	100.0	661	100.0	210	100.0	3,118	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 14: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Immigrant Students

Progressed/ Regressed			2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
Rated N	n	%		Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%		
Grade Six													
417	Progressed		Beginning	60	82.2	88	42.5	*	*	-	-	150	36.0
	149	35.7	Intermediate	12	16.4	102	49.3	35	31.0	*	*	151	36.2
			Advanced	*	*	16	7.7	59	52.2	12	50.0	88	21.1
	Regressed		Advanced High	-	-	*	*	17	15.0	10	41.7	28	6.7
	47	11.3	2021 Total	73	100.0	207	100.0	113	100.0	24	100.0	417	100.0
Grade Seven													
266	Progressed		Beginning	44	86.3	52	41.3	*	*	-	-	98	36.8
	103	38.7	Intermediate	7	13.7	62	49.2	28	41.2	*	*	99	37.2
			Advanced	-	-	11	8.7	34	50.0	11	52.4	56	21.1
	Regressed		Advanced High	-	-	*	*	*	*	8	38.1	13	4.9
	23	8.6	2021 Total	51	100.0	126	100.0	68	100.0	21	100.0	266	100.0
Grade Eight													
243	Progressed		Beginning	35	87.5	60	46.2	*	*	-	-	97	39.9
	103	42.4	Intermediate	5	12.5	66	50.8	26	44.8	*	*	100	41.2
			Advanced	-	-	*	*	26	44.8	7	46.7	37	15.2
	Regressed		Advanced High	-	-	-	-	*	*	5	33.3	9	3.7
	13	5.3	2021 Total	40	100.0	130	100.0	58	100.0	15	100.0	243	100.0
Grades Six to Eight													
926	Progressed		Beginning	139	84.8	200	43.2	6	2.5	-	-	345	37.3
	355	38.3	Intermediate	24	14.6	230	49.7	89	37.2	7	11.7	350	37.8
			Advanced	*	*	31	6.7	119	49.8	30	50.0	181	19.5
	Regressed		Advanced High	-	-	*	*	25	10.5	23	38.3	50	5.4
	83	9.0	2021 Total	164	100.0	463	100.0	239	100.0	60	100.0	926	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 15: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Immigrant Students (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2021 <i>TELPAS</i> Composite Rating	2022 <i>TELPAS</i> Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
140	Progressed		Beginning	26	86.7	19	26.4	*	*	-	-	46	32.9
	37	26.4	Intermediate	*	*	46	63.9	12	36.4	*	*	63	45.0
			Advanced	-	-	7	9.7	17	51.5	*	*	26	18.6
	Regressed		Advanced High	-	-	-	-	*	*	*	*	5	3.6
	14	10.0	2021 Total	30	100.0	72	100.0	33	100.0	5	100.0	140	100.0
Grade Ten													
135	Progressed		Beginning	23	88.5	23	36.5	*	*	-	-	47	34.8
	52	38.5	Intermediate	*	*	36	57.1	15	45.5	*	*	57	42.2
			Advanced	-	-	*	*	11	33.3	*	*	18	13.3
	Regressed		Advanced High	-	-	*	*	6	18.2	6	46.2	13	9.6
	13	9.6	2021 Total	26	100.0	63	100.0	33	100.0	13	100.0	135	100.0
Grade Eleven													
115	Progressed		Beginning	7	50.0	11	16.7	-	-	-	-	18	15.7
	30	26.1	Intermediate	7	50.0	49	74.2	10	38.5	*	*	69	60.0
			Advanced	-	-	5	7.6	12	46.2	*	*	20	17.4
	Regressed		Advanced High	-	-	*	*	*	*	*	*	8	7.0
	17	14.8	2021 Total	14	100.0	66	100.0	26	100.0	9	100.0	115	100.0
Grade Twelve													
61	Progressed		Beginning	*	*	6	20.7	-	-	-	-	8	13.1
	24	39.3	Intermediate	*	*	20	69.0	7	38.9	*	*	29	47.5
			Advanced	-	-	*	*	10	55.6	*	*	14	23.0
	Regressed		Advanced High	-	-	*	*	*	*	8	72.7	10	16.4
	5	8.2	2021 Total	*	*	29	100.0	18	100.0	11	100.0	61	100.0
Grade Nine to Twelve													
451	Progressed		Beginning	58	79.5	59	25.7	*	*	-	-	119	26.4
	143	31.7	Intermediate	15	20.5	151	65.7	44	40.0	8	21.1	218	48.3
			Advanced	-	-	17	7.4	50	45.5	11	28.9	78	17.3
	Regressed		Advanced High	-	-	*	*	14	12.7	19	50.0	36	8.0
	49	10.9	2021 Total	73	100.0	230	100.0	110	100.0	38	100.0	451	100.0
All Secondary (Grades Six to Twelve)													
1,377	Progressed		Beginning	197	83.1	259	37.4	8	2.3	-	-	464	33.7
	498	36.2	Intermediate	39	16.5	381	55.0	133	38.1	15	15.3	568	41.2
			Advanced	*	*	48	6.9	169	48.4	41	41.8	259	18.8
	Regressed		Advanced High	-	-	5	0.7	39	11.2	42	42.9	86	6.2
	132	9.6	2021 Total	237	100.0	693	100.0	349	100.0	98	100.0	1,377	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 16: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade One to Five Emergent Bilingual Parent Denials

Emergent Bilingual Parent Demands													
Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
169	Progressed		Beginning	9	45.0	16	29.6	10	20.0	-	-	35	20.7
	91	53.8	Intermediate	8	40.0	29	53.7	20	40.0	16	35.6	73	43.2
			Advanced	*	*	5	9.3	15	30.0	10	22.2	31	18.3
	Regressed		Advanced High	*	*	*	*	5	10.0	19	42.2	30	17.8
	25	14.8	2021 Total	20	100.0	54	100.0	50	100.0	45	100.0	169	100.0
Grade Two													
252	Progressed		Beginning	*	*	19	11.6	*	*	-	-	23	9.1
	46	18.3	Intermediate	6	42.9	75	45.7	17	26.2	*	*	99	39.3
			Advanced	*	*	43	26.2	26	40.0	*	*	74	29.4
	Regressed		Advanced High	*	*	27	16.5	21	32.3	7	77.8	56	22.2
	102	40.5	2021 Total	14	100.0	164	100.0	65	100.0	9	100.0	252	100.0
Grade Three													
252	Progressed		Beginning	*	*	22	15.3	*	*	-	-	26	10.3
	91	36.1	Intermediate	*	*	111	77.1	45	56.3	5	22.7	165	65.5
			Advanced	-	-	11	7.6	32	40.0	16	72.7	59	23.4
	Regressed		Advanced High	-	-	-	-	*	*	*	*	*	*
	16	6.3	2021 Total	6	100.0	144	100.0	80	100.0	22	100.0	252	100.0
Grade Four													
299	Progressed		Beginning	7	33.3	5	3.4	*	*	-	-	13	4.3
	69	23.1	Intermediate	14	66.7	105	72.4	39	35.8	*	*	162	54.2
			Advanced	-	-	34	23.4	60	55.0	14	58.3	108	36.1
	Regressed		Advanced High	-	-	*	*	9	8.3	6	25.0	16	5.4
	58	19.4	2021 Total	21	100.0	145	100.0	109	100.0	24	100.0	299	100.0
Grade Five													
368	Progressed		Beginning	5	41.7	*	*	*	*	-	-	10	2.7
	134	36.4	Intermediate	7	58.3	97	84.3	60	34.9	6	8.7	170	46.2
			Advanced	-	-	13	11.3	100	58.1	38	55.1	151	41.0
	Regressed		Advanced High	-	-	*	*	11	6.4	25	36.2	37	10.1
	32	8.7	2021 Total	12	100.0	115	100.0	172	100.0	69	100.0	368	100.0
Grades One to Two													
421	Progressed		Beginning	12	35.3	35	16.1	11	9.6	-	-	58	13.8
	137	32.5	Intermediate	14	41.2	104	47.7	37	32.2	17	31.5	172	40.9
			Advanced	5	14.7	48	22.0	41	35.7	11	20.4	105	24.9
	Regressed		Advanced High	*	*	31	14.2	26	22.6	26	48.1	86	20.4
	127	30.2	2021 Total	34	100.0	218	100.0	115	100.0	54	100.0	421	100.0
Grades Three to Five													
919	Progressed		Beginning	14	35.9	31	7.7	*	*	-	-	49	5.3
	294	32.0	Intermediate	25	64.1	313	77.5	144	39.9	15	13.0	497	54.1
			Advanced	-	-	58	14.4	192	53.2	68	59.1	318	34.6
	Regressed		Advanced High	-	-	*	*	21	5.8	32	27.8	55	6.0
	106	11.5	2021 Total	39	100.0	404	100.0	361	100.0	115	100.0	919	100.0
Grades One to Five													
1,340	Progressed		Beginning	26	35.6	66	10.6	15	3.2	-	-	107	8.0
	431	32.2	Intermediate	39	53.4	417	67.0	181	38.0	32	18.9	669	49.9
			Advanced	5	6.8	106	17.0	233	48.9	79	46.7	423	31.6
	Regressed		Advanced High	*	*	33	5.3	47	9.9	58	34.3	141	10.5
	233	17.4	2021 Total	73	100.0	622	100.0	476	100.0	169	100.0	1,340	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 17: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilingual Parent Denials

Rated <i>N</i>	Progressed/ Regressed		2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
232	Progressed		Beginning	*	*	*	*	-	-	-	-	*	*
	53	22.8	Intermediate	*	*	60	58.8	21	21.2	*	*	83	35.8
			Advanced	-	-	32	31.4	67	67.7	13	44.8	112	48.3
	Regressed		Advanced High	-	-	7	6.9	11	11.1	15	51.7	33	14.2
	51	22.0	2021 Total	*	*	102	100.0	99	100.0	29	100.0	232	100.0
Grade Seven													
170	Progressed		Beginning	*	*	*	*	-	-	-	-	6	3.5
	62	36.5	Intermediate	*	*	30	53.6	14	21.2	5	11.4	50	29.4
			Advanced	*	*	20	35.7	40	60.6	20	45.5	81	47.6
	Regressed		Advanced High	-	-	*	*	12	18.2	19	43.2	33	19.4
	36	21.2	2021 Total	*	*	56	100.0	66	100.0	44	100.0	170	100.0
Grade Eight													
150	Progressed		Beginning	*	*	*	*	-	-	-	-	*	*
	52	34.7	Intermediate	-	-	23	54.8	18	23.7	*	*	43	28.7
			Advanced	-	-	16	38.1	53	69.7	15	48.4	84	56.0
	Regressed		Advanced High	-	-	-	-	5	6.6	14	45.2	19	12.7
	21	14.0	2021 Total	*	*	42	100.0	76	100.0	31	100.0	150	100.0
Grades Six to Eight													
552	Progressed		Beginning	*	*	10	5.0	-	-	-	-	14	2.5
	167	30.3	Intermediate	*	*	113	56.5	53	22.0	8	7.7	176	31.9
			Advanced	*	*	68	34.0	160	66.4	48	46.2	277	50.2
	Regressed		Advanced High	-	-	9	4.5	28	11.6	48	46.2	85	15.4
	108	19.6	2021 Total	7	100.0	200	100.0	241	100.0	104	100.0	552	100.0

Source: District TELPAS data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix J, Table 18: 2021 to 2022 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilingual Parent Denials (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2021 <i>TELPAS</i> Composite Rating	2022 <i>TELPAS</i> Composite Rating								2022 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
106	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	29	27.4	Intermediate	-	-	22	51.2	15	30.6	*	*	38	35.8
			Advanced	-	-	20	46.5	32	65.3	6	42.9	58	54.7
	Regressed		Advanced High	-	-	*	*	*	*	7	50.0	10	9.4
	23	21.7	2021 Total	-	-	43	100.0	49	100.0	14	100.0	106	100.0
Grade Ten													
70	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	25	35.7	Intermediate	-	-	18	66.7	9	33.3	*	*	28	40.0
			Advanced	-	-	7	25.9	12	44.4	7	43.8	26	37.1
	Regressed		Advanced High	-	-	*	*	6	22.2	8	50.0	16	22.9
	15	21.4	2021 Total	-	-	27	100.0	27	100.0	16	100.0	70	100.0
Grade Eleven													
44	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	16	36.4	Intermediate	-	-	9	69.2	5	25.0	*	*	16	36.4
			Advanced	-	-	*	*	12	60.0	*	*	16	36.4
	Regressed		Advanced High	-	-	*	*	*	*	7	63.6	12	27.3
	7	15.9	2021 Total	-	-	13	100.0	20	100.0	11	100.0	44	100.0
Grade Twelve													
43	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	13	30.2	Intermediate	*	*	7	50.0	5	27.8	-	-	15	34.9
			Advanced	-	-	7	50.0	10	55.6	*	*	20	46.5
	Regressed		Advanced High	-	-	-	-	*	*	5	62.5	8	18.6
	13	30.2	2021 Total	*	*	14	100.0	18	100.0	8	100.0	43	100.0
Grade Nine to Twelve													
263	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	83	31.6	Intermediate	*	*	56	57.7	34	29.8	*	*	97	36.9
			Advanced	-	-	36	37.1	66	57.9	18	36.7	120	45.6
	Regressed		Advanced High	-	-	5	5.2	14	12.3	27	55.1	46	17.5
	58	22.1	2021 Total	*	*	97	100.0	114	100.0	49	100.0	263	100.0
All Secondary (Grades Six to Twelve)													
815	Progressed		Beginning	*	*	10	3.4	-	-	-	-	14	1.7
	250	30.7	Intermediate	5	50.0	169	56.9	87	24.5	12	7.8	273	33.5
			Advanced	*	*	104	35.0	226	63.7	66	43.1	397	48.7
	Regressed		Advanced High	-	-	14	4.7	42	11.8	75	49.0	131	16.1
	166	20.4	2021 Total	10	100.0	297	100.0	355	100.0	153	100.0	815	100.0

Source: District *TELPAS* data files dated 07/19/21 and 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: 2021 to 2022 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2021 to 2022. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix K

Appendix K, Table 1: 2022 *TELPAS* English Proficiency Composite and Domain Ratings and Change: Dual Language

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2020 <i>N</i>	2021 <i>N</i>	2022 <i>N</i>	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
OVDL	20,368	23,542	23,783	26.1	0.8	-1.4	42.1	-0.8	3.5	24.7	-0.2	-0.7	7.1	0.3	-1.4
TVDL	2,961	3,268	3,370	13.0	-0.7	-2.9	40.5	-2.8	-1.6	33.4	0.9	3.7	13.1	2.6	0.9
SECDL	178	283	422	2.4	1.7	2.4	21.6	-1.8	11.5	39.8	6.9	-19.2	36.3	-6.9	5.4
Listening															
OVDL	25,078	24,013	23,828	23.6	2.7	2.5	26.2	-0.5	-2.8	28.3	0.0	-0.5	21.9	-2.2	0.7
TVDL	3,382	3,323	3,374	10.8	0.4	-0.8	22.7	-0.9	-1.2	34.9	3.1	1.7	31.5	-2.6	0.3
SECDL	387	312	445	4.3	2.7	1.2	11.0	-1.5	-2.2	30.8	-1.9	3.9	53.9	0.7	-2.9
Speaking															
OVDL	25,076	24,011	23,827	32.6	-0.9	3.3	39.7	-1.6	-0.5	23.2	1.5	-0.4	4.4	1.0	-2.4
TVDL	3,381	3,323	3,374	18.6	-1.5	-1.2	39.4	-5.0	-1.6	33.8	5.1	5.7	8.2	1.4	-2.9
SECDL	387	312	445	18.7	1.7	-7.2	28.8	2.2	-9.5	46.7	-1.0	15.0	5.8	-2.8	1.7
Reading															
OVDL	25,414	24,026	23,826	43.3	0.8	3.6	26.9	0.2	0.7	15.2	1.4	0.3	14.5	-2.4	-4.7
TVDL	3,418	3,332	3,378	31.1	-3.5	-2.6	26.9	-0.5	-0.6	19.3	1.7	1.9	22.7	2.2	1.3
SECDL	389	313	445	4.5	2.6	2.7	23.6	0.0	1.2	25.6	2.0	-4.5	46.3	-4.5	0.5
Writing															
OVDL	20,916	23,921	23,835	47.8	1.0	0.4	24.9	-0.6	0.7	17.1	-0.4	0.0	10.1	0.0	-1.1
TVDL	3,013	3,358	3,380	33.6	-2.0	-5.7	28.2	-1.6	2.5	23.2	1.6	2.8	15.0	2.0	0.5
SECDL	183	326	440	4.1	1.3	4.1	11.1	-6.0	7.9	32.0	2.9	2.5	52.7	1.8	-14.5

Source: District *TELPAS* data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.
Note: 2020, 2021, and 2022 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 2: 2022 *TELPAS* Composite Level Movement and Change: Dual Language

	Tested			Regressed			Stayed the Same			Progressed		
	2020 <i>N</i>	2021 <i>N</i>	2022 <i>N</i>	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
OWDL	14,938	15,172	17,691	9.3	-2.6	0.1	50.8	-2.2	2.4	39.9	4.8	-2.5
TWDL	2,366	2,539	2,722	10.4	-2.9	-0.1	46.8	-1.8	-0.1	42.8	4.7	0.2
SECDL	176	146	287	18.1	12.6	-6.3	34.1	9.5	-4.5	47.7	-22.1	10.8
Listening												
OWDL	14,938	15,171	17,690	21.1	5.4	4.2	28.4	-2.1	0.2	50.5	-3.3	-4.4
TWDL	2,366	2,539	2,722	22.3	1.7	4.2	24.5	1.3	0.8	53.2	-3.0	-5.0
SECDL	176	146	287	18.8	3.7	4.6	18.1	11.3	10.2	63.1	-15.0	-14.8
Speaking												
OWDL	14,938	15,170	17,690	17.2	-6.1	-4.9	44.9	-1.7	2.9	37.8	7.9	2.1
TWDL	2,366	2,539	2,722	18.7	-8.6	-4.3	40.6	0.1	2.6	40.7	8.5	1.8
SECDL	176	146	287	22.6	17.2	-14.3	49.5	7.7	9.1	27.9	-24.9	5.1
Reading												
OWDL	14,938	15,172	17,689	8.3	-1.9	0.5	45.3	-1.9	4.2	46.4	3.8	-4.7
TWDL	2,366	2,539	2,722	8.4	-4.5	0.2	37.4	-4.3	-0.3	54.2	8.8	0.1
SECDL	176	146	287	21.6	11.3	7.4	22.3	10.7	6.4	56.1	-22.0	-13.8
Writing												
OWDL	14,928	15,170	17,689	5.8	-2.1	0.1	52.5	-4.4	1.2	41.7	6.5	-1.3
TWDL	2,366	2,539	2,722	8.2	-1.4	2.6	46.8	-4.4	-0.3	45.0	5.8	-2.2
SECDL	176	146	287	14.6	11.9	6.7	18.1	1.0	0.5	67.2	-12.9	-7.2

Source: District *TELPAS* data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020). 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2021). 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 3: 2022 *TELPAS* English Proficiency Composite and Domain Ratings and Change: ESL Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2020 <i>N</i>	2021 <i>N</i>	2022 <i>N</i>	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,167	1,137	1,131	11.4	-0.6	-2.1	34.6	2.9	0.6	34.2	-5.0	-1.2	19.8	2.7	2.8
Grades 6 to 8	381	540	614	41.2	-4.5	7.9	45.0	9.8	5.3	10.4	-3.5	-11.4	3.4	-1.8	-1.8
Grades 9 to 12	621	692	1,381	32.1	3.8	4.1	48.2	-1.2	-4.9	15.6	-0.6	1.6	4.1	-1.9	-0.7
All Grades	2,169	2,369	3,126	26.4	2.0	5.2	42.6	5.0	2.2	21.3	-5.4	-5.6	9.7	-1.5	-1.8
Listening															
Grades K to 5	1,290	1,161	1,139	11.2	0.1	-1.4	21.2	1.4	-4.2	34.9	1.5	3.9	32.7	-3.1	1.7
Grades 6 to 8	1,084	652	646	40.9	-6.2	3.7	42.7	13.0	9.1	8.0	-3.1	-5.3	8.4	-3.6	-7.4
Grades 9 to 12	1,498	1,086	1,687	43.4	9.4	3.7	32.1	-3.8	-2.3	17.0	-4.5	1.1	7.5	-1.1	-2.5
All Grades	3,872	2,899	3,472	32.3	4.6	2.4	30.5	2.5	-0.7	21.2	-2.7	1.0	15.9	-4.3	-2.7
Speaking															
Grades K to 5	1,289	1,161	1,139	17.7	1.0	0.7	38.0	-4.4	-1.6	31.7	0.6	2.6	12.6	2.8	-1.6
Grades 6 to 8	1,084	652	646	52.2	-7.6	-4.1	38.7	7.7	3.3	9.0	0.1	1.4	0.2	-0.2	-0.6
Grades 9 to 12	1,498	1,086	1,687	60.5	0.9	-3.6	24.8	2.2	0.8	12.9	-2.4	2.2	1.8	-0.8	0.6
All Grades	3,871	2,899	3,472	44.9	2.5	-1.3	31.7	-0.7	-0.7	18.3	-1.8	2.4	5.0	0.1	-0.4
Reading															
Grades K to 5	1,309	1,163	1,137	24.1	2.2	1.6	22.9	-3.6	-4.7	23.6	2.6	0.9	29.5	-1.1	2.2
Grades 6 to 8	1,136	657	645	58.1	0.0	14.8	28.2	6.9	-7.0	7.3	-2.8	-4.4	6.4	-4.1	-3.4
Grades 9 to 12	1,506	1,085	1,686	39.7	1.7	13.7	42.6	4.0	-9.5	11.2	-0.6	-1.4	6.6	-5.0	-2.7
All Grades	3,951	2,905	3,468	38.0	1.9	8.2	33.4	3.6	-5.7	14.5	-0.6	-1.2	14.0	-4.9	-1.3
Writing															
Grades K to 5	1,199	1,160	1,142	22.6	-0.2	-3.2	31.3	1.0	2.7	25.6	-2.1	-2.2	20.6	1.3	2.7
Grades 6 to 8	481	604	627	50.7	10.3	10.4	31.4	-3.8	3.6	10.8	-3.4	-9.9	7.0	-3.1	-4.0
Grades 9 to 12	770	950	1,508	32.0	10.4	3.9	32.6	-5.7	-3.9	21.4	-2.4	-1.7	14.0	-2.3	1.7
All Grades	2,450	2,714	3,277	32.3	6.0	2.9	31.9	-2.3	1.0	20.8	-2.5	-4.1	15.0	-1.3	0.2

Source: District *TELPAS* data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.
Note: 2020, 2021, and 2022 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 4: 2022 TELPAS Composite and Domain Level Movement and Change: ESL Students

	Tested			Regressed			Stayed the Same			Progressed		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	818	809	837	19.4	2.8	5.7	42.1	-2.3	-0.2	38.6	-0.5	-5.4
Grades 6 to 8	229	204	205	2.0	-12.3	-6.3	45.4	-8.1	-8.3	52.7	20.3	14.7
Grades 9 to 12	365	221	441	9.3	-4.7	-4.4	56.7	2.8	0.8	34.0	1.9	3.6
All Grades	1,412	1,234	1,483	14.0	-1.8	1.1	46.9	-0.7	-0.8	39.2	2.5	-0.3
Listening												
Grades 1 to 5	818	809	837	21.7	6.2	4.8	23.8	-1.7	-0.1	54.5	-4.5	-4.7
Grades 6 to 8	229	204	205	2.9	-10.3	-3.2	37.6	-5.6	1.3	59.5	15.9	1.9
Grades 9 to 12	365	221	441	16.8	-0.4	-0.2	49.2	0.8	3.2	34.0	-0.4	-3.0
All Grades	1,412	1,234	1,483	17.7	2.2	2.4	33.2	0.7	1.7	49.1	-2.9	-4.1
Speaking												
Grades 1 to 5	818	809	837	24.5	-3.3	-0.1	37.5	-0.9	2.2	38.0	4.2	-2.1
Grades 6 to 8	229	204	205	4.9	-21.6	-15.2	59.0	5.6	4.4	36.1	16.0	10.8
Grades 9 to 12	365	221	441	16.1	5.2	-6.1	54.2	-9.6	-7.2	29.7	4.4	13.3
All Grades	1,412	1,234	1,483	19.3	-5.3	-3.9	45.4	0.0	0.3	35.3	5.3	3.7
Reading												
Grades 1 to 5	818	809	837	16.4	0.8	3.8	30.9	-1.1	-3.2	52.7	0.3	-0.6
Grades 6 to 8	229	204	205	12.7	-3.0	-0.4	48.3	1.2	7.2	39.0	1.8	-6.8
Grades 9 to 12	365	221	441	15.2	-4.3	0.4	51.5	1.7	4.6	33.3	2.6	-5.0
All Grades	1,412	1,234	1,483	15.5	-0.8	2.3	39.4	1.8	0.9	45.0	-1.0	-3.2
Writing												
Grades 1 to 5	818	809	837	17.7	1.1	5.1	40.0	-2.3	-0.3	42.3	1.1	-4.8
Grades 6 to 8	229	204	205	12.7	4.8	3.1	36.1	-17.3	-11.1	51.2	12.5	8.0
Grades 9 to 12	365	220	441	16.1	1.1	-0.1	35.1	4.7	-2.7	48.8	-5.8	2.7
All Grades	1,412	1,233	1,483	16.5	1.7	3.5	38.0	-4.0	-2.8	45.4	2.3	-0.7

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2021). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 5: 2022 TELPAS English Proficiency Composite and Domain Ratings and Change: Sheltered Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades 6 to 8	4,082	6,710	10,414	2.7	0.4	1.9	40.7	1.5	6.8	44.0	-2.0	-5.3	12.5	0.0	-3.4
Grades 9 to 12	3,050	2,973	7,069	2.3	1.2	0.6	47.8	0.5	-7.2	37.7	0.3	5.0	12.2	-2.0	1.6
All Grades	7,132	9,682	17,483	2.6	0.6	1.3	43.6	1.9	0.6	41.5	-1.9	-0.7	12.4	-0.6	-1.2
Listening															
Grades 6 to 8	9,513	8,557	10,911	3.4	0.3	1.2	27.9	3.5	8.6	29.6	-0.7	-0.7	39.2	-3.2	-9.2
Grades 9 to 12	6,546	5,109	8,624	7.0	4.7	3.6	25.3	1.0	-1.0	44.5	-6.8	7.1	23.2	1.1	-9.7
All Grades	16,059	13,666	19,535	5.0	2.2	2.3	26.7	2.4	4.6	36.2	-1.9	3.0	32.1	-2.7	-9.9
Speaking															
Grades 6 to 8	9,513	8,557	10,911	20.5	-5.9	-1.6	53.8	1.5	-0.9	24.3	4.3	2.8	1.3	0.1	-0.3
Grades 9 to 12	6,546	5,109	8,624	40.5	-2.8	-5.8	30.1	2.2	-0.6	26.4	1.4	6.3	3.0	-0.8	0.1
All Grades	16,059	13,666	19,535	29.3	-3.4	-2.6	43.3	0.2	-1.6	25.3	3.4	4.3	2.1	-0.2	-0.1
Reading															
Grades 6 to 8	9,793	8,642	10,985	13.6	2.3	3.4	33.7	5.8	0.8	26.4	-1.6	-3.0	26.3	-6.5	-1.1
Grades 9 to 12	6,590	5,140	8,675	6.9	1.1	0.8	40.3	2.7	0.6	30.3	-0.2	-0.1	22.5	-3.6	-1.2
All Grades	16,383	13,782	19,660	10.6	1.4	2.1	36.6	5.1	1.0	28.1	-0.9	-1.7	24.6	-5.7	-1.3
Writing															
Grades 6 to 8	4,989	8,127	10,636	6.8	1.8	3.9	25.3	-0.6	2.1	36.4	-1.3	-1.6	31.6	0.1	-4.3
Grades 9 to 12	3,830	4,428	7,955	2.9	-0.8	1.3	21.9	-0.6	2.3	38.9	2.7	-2.6	36.2	-1.3	-1.0
All Grades	8,819	12,555	18,591	5.1	0.6	2.8	23.9	-0.8	2.2	37.5	0.3	-2.1	33.6	0.0	-2.9

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020, 2021, and 2022 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 6: 2022 TELPAS Composite and Domain Level Movement and Change: Sheltered Students

	Tested			Regressed			Stayed the Same			Progressed		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 6 to 8	3,912	3,269	7,341	20.5	-8.1	0.9	50.9	2.2	-1.4	28.6	5.9	0.5
Grades 9 to 12	2,728	1,192	2,984	20.3	-0.9	-3.3	51.8	-1.6	-3.7	27.9	2.5	7.1
All Grades	6,640	4,461	10,325	20.4	-6.2	-0.8	51.2	1.2	-2.4	28.4	5.0	3.3
Listening												
Grades 6 to 8	3,912	3,269	7,341	19.1	0.5	9.4	27.9	3.9	3.3	53.0	-4.4	-12.7
Grades 9 to 12	2,728	1,192	2,984	31.3	-4.2	9.2	32.9	2.6	-0.6	35.8	1.6	-8.6
All Grades	6,640	4,461	10,325	22.7	-0.5	7.8	29.3	3.7	1.1	48.0	-3.2	-8.9
Speaking												
Grades 6 to 8	3,912	3,269	7,341	24.4	-13.1	-7.5	50.3	1.4	3.9	25.3	11.7	3.6
Grades 9 to 12	2,728	1,192	2,984	22.6	-3.0	-8.9	48.0	1.0	-1.9	29.4	2.0	10.8
All Grades	6,640	4,461	10,325	23.9	-10.5	-7.8	49.6	1.2	1.8	26.5	9.2	6.0
Reading												
Grades 6 to 8	3,912	3,269	7,341	32.8	5.9	9.2	28.6	3.4	-2.0	38.6	-9.3	-7.2
Grades 9 to 12	2,728	1,192	2,984	26.2	5.4	1.8	34.9	-1.8	-4.7	38.9	-3.7	2.9
All Grades	6,640	4,461	10,325	30.9	5.7	7.0	30.4	2.2	-3.9	38.7	-7.8	-3.1
Writing												
Grades 6 to 8	3,911	3,269	7,340	21.0	-2.5	2.6	31.7	1.8	-1.5	47.3	0.7	-1.2
Grades 9 to 12	2,728	1,191	2,983	25.1	-4.3	1.0	23.6	-0.2	-4.6	51.3	4.4	3.6
All Grades	6,639	4,460	10,323	22.2	-2.9	1.4	29.4	1.1	-1.8	48.4	1.8	0.3

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2021). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 7: 2022 TELPAS English Proficiency Composite and Domain Ratings and Change: Immigrant Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	3,409	3,844	4,559	39.9	-0.7	-11.7	38.1	-0.6	6.5	16.8	0.6	3.2	5.2	0.6	2.0
Grades 6 to 8	349	845	1,530	25.6	-11.7	-9.6	48.2	7.4	1.2	21.4	4.0	5.6	4.8	0.3	2.8
Grades 9 to 12	542	553	1,357	29.3	0.3	-0.4	48.0	0.7	-5.5	17.8	2.3	4.9	4.9	-3.3	1.0
All Grades	4,300	5,242	7,446	35.0	-3.8	-12.5	42.0	2.1	6.4	17.9	1.6	4.2	5.0	0.1	1.9
Listening															
Grades K to 5	4,045	3,922	4,569	38.0	3.9	-7.2	26.9	-2.3	-2.2	20.7	0.7	4.5	14.4	-2.2	4.9
Grades 6 to 8	1,102	1,041	1,603	25.8	-9.8	-10.6	42.4	8.1	6.3	17.0	1.6	2.6	14.8	0.1	1.7
Grades 9 to 12	1,260	898	1,708	39.5	4.6	-3.2	31.7	-3.2	-2.3	20.1	-1.6	5.5	8.7	0.2	0.0
All Grades	6,407	5,861	7,880	35.8	1.3	-7.3	31.1	0.1	-0.2	19.8	0.4	4.2	13.2	-1.8	3.3
Speaking															
Grades K to 5	4,044	3,921	4,569	46.1	-3.5	-7.9	34.6	-0.8	3.1	16.6	3.9	5.6	2.7	0.4	-0.7
Grades 6 to 8	1,102	1,041	1,603	38.2	-15.9	-17.6	47.0	12.2	10.7	14.2	3.5	6.8	0.6	0.3	0.1
Grades 9 to 12	1,260	898	1,708	58.3	-1.6	-7.1	25.1	2.8	3.0	14.8	-0.6	3.9	1.9	-0.6	0.2
All Grades	6,406	5,860	7,880	47.2	-4.8	-9.4	35.1	1.8	4.6	15.7	3.0	5.3	2.1	0.1	-0.5
Reading															
Grades K to 5	4,116	3,929	4,571	51.2	-1.6	-8.0	27.4	-0.1	2.5	11.4	1.8	2.4	10.1	-0.1	3.1
Grades 6 to 8	1,148	1,051	1,609	44.2	-8.0	-2.8	30.8	7.2	-3.1	13.9	0.9	3.5	11.1	-0.2	2.4
Grades 9 to 12	1,281	900	1,702	37.6	-1.6	9.7	42.4	4.9	-9.2	12.2	-0.5	0.5	7.8	-2.7	-1.1
All Grades	6,545	5,880	7,882	46.8	-3.8	-4.1	31.3	3.0	-0.4	12.1	1.4	2.3	9.8	-0.6	2.1
Writing															
Grades K to 5	3,529	3,906	4,576	56.1	-1.5	-9.5	25.7	0.2	5.0	11.9	0.1	2.0	6.2	1.2	2.5
Grades 6 to 8	440	951	1,560	34.7	1.6	-7.1	34.4	-1.4	0.3	19.4	-1.0	3.7	11.5	0.8	3.1
Grades 9 to 12	698	785	1,507	27.9	5.9	0.0	31.6	-5.4	-5.5	24.2	-0.8	0.9	16.3	0.3	4.6
All Grades	4,667	5,642	7,643	46.2	-2.4	-11.5	28.6	-0.2	4.2	15.9	0.8	3.4	9.3	1.8	3.9

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.
 Note: 2020, 2021, and 2022 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 8: 2022 TELPAS Composite and Domain Level Movement and Change: Immigrant Students

	Tested			Regressed			Stayed the Same			Progressed		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	1,831	2,626	3,118	8.0	1.2	1.7	52.3	-4.7	2.9	39.7	3.6	-4.6
Grades 6 to 8	227	331	926	9.0	-4.3	1.0	52.7	-6.8	-5.4	38.3	11.1	4.4
Grades 9 to 12	345	192	451	10.9	-5.3	-4.5	57.4	2.7	-1.7	31.7	2.5	6.2
All Grades	2,403	3,149	4,495	8.5	0.4	0.7	52.9	-4.3	1.3	38.6	3.9	-2.0
Listening												
Grades 1 to 5	1,831	2,626	3,118	19.5	9.1	9.8	34.6	-3.9	-0.5	45.9	-5.3	-9.2
Grades 6 to 8	227	331	926	12.3	2.0	4.8	35.1	-14.4	-2.3	52.6	12.4	-2.5
Grades 9 to 12	345	192	451	19.1	-1.2	5.7	47.5	-2.5	-3.0	33.5	3.8	-2.8
All Grades	2,403	3,149	4,495	18.0	7.0	7.9	36.0	-4.3	-1.6	46.0	-2.7	-6.4
Speaking												
Grades 1 to 5	1,831	2,625	3,118	11.9	-2.2	-1.3	48.8	-7.9	-0.2	39.3	10.1	1.5
Grades 6 to 8	227	331	926	14.1	-5.5	-5.2	48.4	-14.2	-9.8	37.5	19.6	15.0
Grades 9 to 12	345	192	451	17.5	5.0	-5.4	53.4	-13.2	-8.3	29.0	8.2	13.7
All Grades	2,403	3,148	4,495	12.9	-1.7	-2.3	49.2	-8.7	-2.5	37.9	10.4	4.8
Reading												
Grades 1 to 5	1,831	2,626	3,118	8.6	-0.3	1.2	49.6	-5.6	-0.5	41.8	5.9	-0.7
Grades 6 to 8	227	331	926	20.5	-0.3	4.7	42.5	-5.2	0.7	36.9	5.5	-5.4
Grades 9 to 12	345	192	451	14.4	-4.9	-3.3	51.2	-0.9	2.8	34.4	5.7	0.5
All Grades	2,403	3,149	4,495	11.6	0.9	2.0	48.3	-5.9	-0.8	40.0	5.0	-1.2
Writing												
Grades 1 to 5	1,831	2,626	3,118	5.4	0.1	1.8	59.1	-6.8	-1.0	35.5	6.8	-0.8
Grades 6 to 8	227	331	926	15.0	5.0	3.6	44.2	-6.6	-5.6	40.8	1.5	2.1
Grades 9 to 12	345	192	451	18.4	2.3	4.2	33.7	3.0	-8.9	47.9	-5.2	4.7
All Grades	2,403	3,149	4,495	8.7	2.2	2.8	53.5	-8.7	-3.2	37.8	6.5	0.3

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2021). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 9: 2022 TELPAS English Proficiency Composite and Domain Ratings and Change: Parent Denials

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2020 N	2021 N	2022 N	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,470	1,485	1,741	7.5	1.6	1.0	45.6	0.7	7.9	34.1	-2.0	-3.1	12.8	-0.2	-5.8
Grades 6 to 8	306	522	824	1.3	-1.0	1.3	39.7	5.2	2.8	43.9	-5.3	-1.8	15.0	1.1	-2.3
Grades 9 to 12	241	265	665	2.1	1.7	0.9	42.0	3.5	-11.2	40.6	1.0	3.7	15.3	-6.2	6.6
All Grades	2,017	2,272	3,230	4.8	0.4	-0.1	43.3	1.6	3.9	38.0	-1.6	-0.5	13.9	-0.3	-3.3
Listening															
Grades K to 5	1,808	1,558	1,756	8.8	2.5	4.5	23.6	0.8	1.8	37.4	0.6	-0.1	30.2	-3.8	-6.3
Grades 6 to 8	766	677	871	1.7	-0.5	0.2	24.8	2.8	10.0	31.7	-0.8	3.4	41.8	-1.5	-13.6
Grades 9 to 12	610	441	797	8.4	6.1	5.8	23.3	1.6	0.1	43.0	-2.5	6.0	25.2	-5.2	-11.8
All Grades	3,184	2,676	3,424	6.9	2.3	3.6	23.9	1.4	3.5	37.2	0.1	2.1	32.0	-3.8	-9.1
Speaking															
Grades K to 5	1,808	1,558	1,756	16.2	-1.4	2.6	45.0	-1.3	1.0	29.7	2.1	0.4	9.1	0.5	-4.0
Grades 6 to 8	766	677	871	18.6	-5.8	-0.2	52.4	-0.7	-3.7	27.7	6.8	4.8	1.4	-0.4	-1.0
Grades 9 to 12	610	441	797	33.0	-3.5	-8.5	34.4	10.3	3.7	28.0	-5.4	3.4	4.6	-1.5	1.4
All Grades	3,184	2,676	3,424	20.7	-1.7	0.5	44.4	0.1	0.0	28.8	2.0	1.9	6.1	-0.4	-2.5
Reading															
Grades K to 5	1,831	1,564	1,753	25.3	4.2	4.6	32.4	-1.2	2.4	19.3	-2.1	-1.5	23.0	-0.9	-5.5
Grades 6 to 8	788	690	885	12.5	2.7	4.3	34.2	6.0	-0.4	26.1	-4.8	-5.5	27.1	-3.9	1.6
Grades 9 to 12	609	444	806	7.7	0.3	2.8	35.5	5.1	-2.1	32.5	2.3	0.0	24.3	-7.7	-0.6
All Grades	3,228	2,698	3,444	17.9	1.9	3.2	33.6	1.9	1.0	24.1	-1.1	-1.5	24.4	-2.7	-2.7
Writing															
Grades K to 5	1,531	1,550	1,755	25.8	3.8	5.5	31.4	-4.4	-2.0	25.5	-0.7	-2.2	17.4	1.3	-1.2
Grades 6 to 8	366	635	859	5.7	0.3	0.8	24.1	2.1	3.6	36.7	0.1	-5.1	33.5	-2.5	0.7
Grades 9 to 12	322	431	759	2.9	-0.3	1.3	20.6	-2.9	1.0	35.6	1.9	-5.7	41.0	1.3	3.4
All Grades	2,219	2,616	3,373	15.5	0.7	0.5	27.1	-3.3	-2.2	30.6	0.7	-1.4	26.8	2.0	3.1

Source: District TELPAS data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.
 Note: 2020, 2021, and 2022 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix K, Table 10: 2022 *TELPAS* Composite and Domain Level Movement and Change: Parent Denials

	Tested			Regressed			Stayed the Same			Progressed		
	2020 <i>N</i>	2021 <i>N</i>	2022 <i>N</i>	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	1,209	1,044	1,340	17.4	-5.4	1.7	50.4	2.1	5.7	32.2	3.3	-7.4
Grades 6 to 8	292	239	552	19.6	-10.6	-0.3	50.2	3.3	-0.2	30.3	7.2	0.5
Grades 9 to 12	215	92	263	22.1	-0.8	-4.9	46.4	0.7	-6.2	31.6	0.0	11.1
All Grades	1,716	1,375	2,155	18.5	-5.6	0.7	49.9	2.0	3.2	31.6	3.6	-3.9
Listening												
Grades 1 to 5	1,209	1,044	1,340	31.0	4.4	9.3	23.6	-1.5	2.2	45.4	-2.9	-11.5
Grades 6 to 8	292	239	552	19.2	-7.6	11.0	25.9	7.5	2.3	54.9	0.1	-13.3
Grades 9 to 12	215	92	263	30.8	-2.9	7.5	31.6	3.3	-0.1	37.6	-0.4	-7.5
All Grades	1,716	1,375	2,155	27.9	0.9	8.4	25.2	1.0	2.1	46.9	-1.9	-10.4
Speaking												
Grades 1 to 5	1,209	1,044	1,340	27.2	-6.2	-2.0	38.1	-1.1	2.2	34.7	7.3	-0.2
Grades 6 to 8	292	239	552	24.3	-14.6	-8.6	48.9	2.5	7.1	26.8	12.2	1.5
Grades 9 to 12	215	92	263	25.9	4.1	-3.4	43.0	-11.4	-6.8	31.2	7.3	10.2
All Grades	1,716	1,375	2,155	26.3	-7.3	-3.5	41.5	0.0	2.8	32.3	7.3	0.7
Reading												
Grades 1 to 5	1,207	1,044	1,340	18.7	-2.5	2.0	34.4	-0.8	2.5	46.9	3.3	-4.5
Grades 6 to 8	292	238	552	31.0	7.9	6.7	29.7	-0.1	-2.5	39.3	-7.7	-4.2
Grades 9 to 12	215	92	263	27.4	6.7	-1.0	31.9	-2.8	-2.0	40.7	-3.9	3.0
All Grades	1,714	1,374	2,155	22.9	1.4	3.4	32.9	-1.3	0.7	44.2	-0.1	-4.1
Writing												
Grades 1 to 5	1,207	1,044	1,340	16.3	-3.8	1.3	42.2	-0.7	1.9	41.6	4.5	-3.2
Grades 6 to 8	292	238	552	18.7	-6.6	-2.6	29.3	1.2	-5.9	52.0	5.4	8.5
Grades 9 to 12	215	92	262	23.7	1.9	-0.1	19.8	-11.7	-9.0	56.5	9.7	9.0
All Grades	1,714	1,374	2,154	17.8	-3.3	0.6	36.2	-3.4	-1.8	46.1	6.7	1.2

Source: District *TELPAS* data files dated 07/19/20, 07/19/21, and 06/26/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020). 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2021). 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

Appendix L

Appendix L, Table 1: 2021-22 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

2021-22 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,500	28.6	20.0	17.3	14.4	19.7
2	4,569	28.3	20.2	19.4	16.3	15.8
3	4,561	14.8	15.5	17.9	21.6	30.1
4	4,697	19.8	18.4	21.8	17.4	22.6
5	4,752	24.6	22.2	19.7	17.7	15.8
6	4,159	28.6	18.8	17.5	16.1	19.0
7	4,229	38.6	18.2	16.5	12.3	14.5
8	4,231	29.9	21.0	17.1	14.5	17.6
9	3,808	29.5	19.7	17.8	16.0	16.9
10	2,532	31.4	17.7	16.7	15.4	18.8
11	1,802	27.5	20.0	19.4	16.4	16.6
2 to 5	18,579	21.9	19.1	19.7	18.2	21.0
6 to 8	12,619	32.4	19.3	17.0	14.3	17.0
9 to 11	8,142	29.7	19.1	17.8	15.9	17.5
6 to 11	20,761	31.3	19.2	17.3	14.9	17.2
One-Way Dual Language						
1	3,680	28.3	19.4	17.0	14.4	20.9
2	3,537	27.8	19.8	19.2	16.7	16.5
3	3,449	15.0	15.1	17.7	21.7	30.5
4	3,557	20.0	17.5	21.6	17.3	23.5
5	3,577	25.3	22.0	19.2	17.4	16.1
2 to 5	14,120	22.1	18.6	19.4	18.3	21.6
Two-Way Dual Language						
1	430	27.0	25.1	18.6	15.3	14.0
2	567	29.5	19.8	21.2	13.8	15.9
3	655	11.1	17.1	18.5	22.6	30.7
4	608	17.9	22.5	21.7	18.4	19.4
5	594	20.7	23.7	19.9	20.9	14.8
2 to 5	2,424	19.5	20.7	20.3	19.1	20.5
Secondary Dual Language						
6	45	28.9	13.3	15.6	24.4	17.8
7	54	29.6	16.7	22.2	18.5	13.0
8	98	18.4	22.4	16.3	29.6	13.3
9	110	35.5	16.4	16.4	11.8	20.0
10	9	22.2	11.1	44.4	11.1	11.1
11	23	17.4	17.4	34.8	17.4	13.0
6 to 8	197	23.9	18.8	17.8	25.4	14.2
9 to 11	142	31.7	16.2	21.1	12.7	18.3
6 to 11	339	27.1	17.7	19.2	20.1	15.9
English as a Second Language						
1	198	33.3	19.2	17.7	12.6	17.2
2	187	26.2	21.4	25.7	16.0	10.7
3	173	15.6	17.3	18.5	21.4	27.2
4	178	19.7	16.3	27.5	15.2	21.3
5	147	20.4	23.8	25.2	15.6	15.0
6	94	14.9	14.9	19.1	18.1	33.0
7	111	21.6	16.2	15.3	17.1	29.7
8	258	24.4	18.6	10.1	18.6	28.3
9	471	24.6	15.5	18.7	18.0	23.1
10	277	30.3	17.3	12.6	16.6	23.1
11	163	23.9	20.9	19.6	21.5	14.1
2 to 5	685	20.6	19.6	24.2	17.1	18.5
6 to 8	463	21.8	17.3	13.2	18.1	29.6
9 to 11	911	26.2	17.0	17.0	18.2	21.5
6 to 11	1,374	24.7	17.1	15.7	18.2	24.2

table continues

Appendix L, Table 1 (continued)

Appendix 2: Table 2 (continued)

2021-22 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,971	30.5	19.3	17.5	15.1	17.6
7	3,531	39.5	18.3	16.7	11.7	13.8
8	3,365	31.1	20.7	17.4	13.5	17.3
9	2,462	31.0	20.9	17.8	15.3	15.0
10	1,651	32.3	17.7	16.7	14.7	18.7
11	1,202	29.0	20.0	19.0	15.6	16.5
6 to 8	9,867	33.9	19.4	17.2	13.3	16.1
9 to 11	5,315	31.0	19.7	17.7	15.1	16.5
6 to 11	15,182	32.9	19.5	17.4	14.0	16.3
Immigrant						
1	592	22.3	17.7	16.0	14.7	29.2
2	704	27.8	16.3	20.0	17.9	17.9
3	698	14.6	12.6	16.6	20.5	35.7
4	785	20.3	15.0	18.3	16.2	30.2
5	563	20.8	18.1	17.6	19.2	24.3
6	501	24.8	16.4	15.4	18.6	25.0
7	414	35.7	17.9	15.7	11.6	19.1
8	413	27.6	18.6	12.6	15.3	25.9
9	484	26.0	17.4	16.9	16.9	22.7
10	255	28.2	15.3	13.7	14.9	27.8
11	166	25.9	19.3	15.7	22.9	16.3
2 to 5	2,750	20.9	15.4	18.2	18.3	27.2
6 to 8	1,328	29.1	17.5	14.6	15.4	23.4
9 to 11	905	26.6	17.1	15.8	17.5	23.0
6 to 11	2,233	28.1	17.4	15.1	16.2	23.2
Parent Denials						
1	185	34.6	21.6	17.8	13.5	12.4
2	275	33.5	24.7	14.9	15.6	11.3
3	280	20.4	15.7	18.2	19.6	26.1
4	350	20.9	20.0	22.0	17.7	19.4
5	429	25.9	21.9	21.4	16.6	14.2
6	268	34.7	15.3	14.6	14.2	21.3
7	268	42.5	16.8	11.6	15.3	13.8
8	255	29.4	22.0	18.8	15.3	14.5
9	226	31.9	16.8	14.2	19.0	18.1
10	152	30.3	20.4	17.1	18.4	13.8
11	126	25.4	19.8	20.6	22.2	11.9
2 to 5	1,334	25.0	20.7	19.6	17.3	17.5
6 to 8	791	35.7	18.0	14.9	14.9	16.6
9 to 11	504	29.8	18.7	16.7	19.6	15.3
6 to 11	1,295	33.4	18.2	15.6	16.8	16.1

Source: District EOY *MAP* data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

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

Appendix L, Table 2: 2021-22 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

		2021-22 BOY to EOY Spanish MAP Mathematics Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	43	34.9	11.6	14.0	14.0	25.6
2	34	17.6	17.6	2.9	17.6	44.1
3	126	17.5	5.6	12.7	11.9	52.4
4	110	12.7	10.0	17.3	16.4	43.6
5	149	18.1	8.1	15.4	16.8	41.6
6	16	12.5	12.5	6.3	18.8	50.0
7	31	22.6	9.7	6.5	16.1	45.2
8	11	27.3	9.1	9.1	27.3	27.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	419	16.5	8.6	14.1	15.3	45.6
6 to 8	58	20.7	10.3	6.9	19.0	43.1
9 to 11	-	-	-	-	-	-
6 to 11	58	20.7	10.3	6.9	19.0	43.1
One-Way Dual Language						
1	30	36.7	13.3	10.0	13.3	26.7
2	30	13.3	16.7	3.3	20.0	46.7
3	112	17.0	6.3	13.4	11.6	51.8
4	106	12.3	9.4	17.9	16.0	44.3
5	137	17.5	8.0	13.9	18.2	42.3
2 to 5	385	15.6	8.6	14.0	15.8	46.0
Two-Way Dual Language						
1	13	30.8	7.7	23.1	15.4	23.1
2	4	50.0	25.0	0.0	0.0	25.0
3	14	21.4	0.0	7.1	14.3	57.1
4	4	25.0	25.0	0.0	25.0	25.0
5	12	25.0	8.3	33.3	0.0	33.3
2 to 5	34	26.5	8.8	14.7	8.8	41.2
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	6	16.7	0.0	0.0	16.7	66.7
7	14	14.3	0.0	0.0	21.4	64.3
8	7	28.6	0.0	14.3	28.6	28.6
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	27	18.5	0.0	3.7	22.2	55.6
9 to 11	-	-	-	-	-	-
6 to 11	27	18.5	0.0	3.7	22.2	55.6

table continues

Appendix L, Table 2 (continued)

2021-22 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	9	11.1	22.2	11.1	22.2	33.3
7	17	29.4	17.6	11.8	11.8	29.4
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	29	20.7	20.7	10.3	17.2	31.0
9 to 11	-	-	-	-	-	-
6 to 11	29	20.7	20.7	10.3	17.2	31.0
Immigrant						
1	15	0.0	13.3	13.3	20.0	53.3
2	19	5.3	21.1	5.3	10.5	57.9
3	92	9.8	6.5	12.0	15.2	56.5
4	90	12.2	8.9	18.9	15.6	44.4
5	120	18.3	8.3	15.0	14.2	44.2
6	15	13.3	13.3	6.7	13.3	53.3
7	29	20.7	10.3	6.9	17.2	44.8
8	9	22.2	11.1	0.0	33.3	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	321	13.4	8.7	14.6	14.6	48.6
6 to 8	53	18.9	11.3	5.7	18.9	45.3
9 to 11	-	-	-	-	-	-
6 to 11	53	18.9	11.3	5.7	18.9	45.3
Parent Denials						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

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

Appendix L, Table 3: 2021-22 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

		2021-22 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	358	42.7	17.3	19.0	12.6	8.4
2	453	30.2	22.7	17.0	15.0	15.0
3	458	29.5	18.1	15.3	18.8	18.3
4	518	28.2	17.8	17.8	19.9	16.4
5	564	27.0	18.3	17.9	19.0	17.9
6	4,146	30.9	20.7	17.9	15.5	15.0
7	4,280	35.4	19.2	16.5	14.5	14.3
8	4,168	33.1	20.8	17.4	15.0	13.5
9	4,099	34.2	19.7	18.1	15.1	12.9
10	2,809	39.8	19.3	15.0	13.0	13.0
11	2,076	35.3	19.4	18.0	15.8	11.5
2 to 5	1,993	28.6	19.1	17.1	18.3	17.0
6 to 8	12,594	33.2	20.2	17.3	15.0	14.3
9 to 11	8,984	36.2	19.5	17.1	14.6	12.6
6 to 11	21,578	34.4	19.9	17.2	14.8	13.6
One-Way Dual Language						
1	10	70.0	10.0	0.0	10.0	10.0
2	9	44.4	22.2	11.1	11.1	11.1
3	8	37.5	25.0	0.0	12.5	25.0
4	6	0.0	16.7	33.3	33.3	16.7
5	*	*	*	*	*	*
2 to 5	25	28.0	24.0	16.0	16.0	16.0
Two-Way Dual Language						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	-	-	-	-	-	-
5	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
Secondary Dual Language						
6	45	22.2	28.9	24.4	6.7	17.8
7	54	18.5	18.5	22.2	25.9	14.8
8	98	13.3	25.5	17.3	25.5	18.4
9	111	46.8	14.4	22.5	7.2	9.0
10	7	57.1	0.0	14.3	28.6	0.0
11	26	42.3	15.4	19.2	15.4	7.7
6 to 8	197	16.8	24.4	20.3	21.3	17.3
9 to 11	144	46.5	13.9	21.5	9.7	8.3
6 to 11	341	29.3	19.9	20.8	16.4	13.5
English as a Second Language						
1	173	38.2	20.2	17.3	15.0	9.2
2	179	27.9	22.3	17.3	14.0	18.4
3	168	23.8	12.5	18.5	22.6	22.6
4	168	25.0	19.0	17.3	22.0	16.7
5	134	15.7	22.4	21.6	24.6	15.7
6	86	20.9	19.8	17.4	16.3	25.6
7	102	25.5	16.7	11.8	20.6	25.5
8	228	33.8	19.3	14.9	13.2	18.9
9	457	28.7	16.0	17.3	17.5	20.6
10	306	40.5	13.7	14.1	13.4	18.3
11	196	38.3	22.4	13.8	13.3	12.2
2 to 5	649	23.6	19.0	18.5	20.5	18.5
6 to 8	416	29.1	18.8	14.7	15.6	21.9
9 to 11	959	34.4	16.6	15.5	15.3	18.1
6 to 11	1,375	32.8	17.2	15.3	15.4	19.3

table continues

Appendix L, Table 3 (continued)

Appendix E, Table C (continued)

2021-22 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,965	32.4	20.6	17.2	15.4	14.4
7	3,588	36.5	19.4	16.3	14.0	13.8
8	3,336	34.0	21.0	17.6	14.4	13.0
9	2,690	36.1	19.6	17.8	14.6	11.9
10	1,821	42.3	19.0	15.0	11.8	12.0
11	1,396	36.1	17.8	19.2	15.5	11.3
6 to 8	9,889	34.4	20.3	17.0	14.6	13.7
9 to 11	5,907	38.0	19.0	17.3	14.0	11.8
6 to 11	15,796	35.8	19.8	17.1	14.4	13.0
Immigrant						
1	63	30.2	17.5	25.4	15.9	11.1
2	64	32.8	21.9	14.1	15.6	15.6
3	83	21.7	10.8	20.5	26.5	20.5
4	80	22.5	11.3	17.5	27.5	21.3
5	52	15.4	15.4	19.2	26.9	23.1
6	494	27.3	20.2	16.6	15.8	20.0
7	428	38.3	16.1	13.6	16.1	15.9
8	389	35.7	19.3	16.7	11.8	16.5
9	494	30.0	17.8	15.6	17.8	18.8
10	281	37.7	14.2	14.6	14.2	19.2
11	217	37.3	18.0	14.7	14.3	15.7
2 to 5	279	23.3	14.3	17.9	24.4	20.1
6 to 8	1,311	33.4	18.6	15.6	14.7	17.6
9 to 11	992	33.8	16.8	15.1	16.0	18.2
6 to 11	2,303	33.6	17.8	15.4	15.3	17.9
Parent Denials						
1	171	45.6	15.2	22.2	9.9	7.0
2	262	31.3	23.3	16.4	16.0	13.0
3	278	32.7	21.6	13.3	16.5	15.8
4	340	30.3	17.1	17.6	18.8	16.2
5	424	30.7	17.0	16.7	17.0	18.6
6	261	36.0	19.2	17.2	14.9	12.6
7	262	38.5	19.8	13.0	14.5	14.1
8	262	34.7	18.7	17.9	13.0	15.6
9	239	36.8	20.1	18.4	10.0	14.6
10	174	39.1	23.0	9.8	14.4	13.8
11	143	33.6	25.9	12.6	15.4	12.6
2 to 5	1,304	31.1	19.2	16.2	17.2	16.3
6 to 8	785	36.4	19.2	16.1	14.1	14.1
9 to 11	556	36.7	22.5	14.2	12.8	13.8
6 to 11	1,341	36.5	20.6	15.3	13.6	14.0

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

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

Appendix L, Table 4: 2021-22 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

		2021-22 BOY to EOY Spanish MAP Reading Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,021	28.8	29.3	23.0	13.5	5.3
2	3,874	39.3	23.4	17.3	11.7	8.4
3	3,596	14.9	14.6	15.5	19.4	35.5
4	3,428	21.9	15.7	17.2	20.5	24.8
5	3,147	22.6	19.4	19.7	19.9	18.3
6	10	40.0	30.0	20.0	10.0	0.0
7	5	20.0	40.0	20.0	20.0	0.0
8	6	16.7	16.7	16.7	16.7	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	14,045	25.1	18.4	17.3	17.7	21.6
6 to 8	21	28.6	28.6	19.0	14.3	9.5
9 to 11	-	-	-	-	-	-
6 to 11	21	28.6	28.6	19.0	14.3	9.5
One-Way Dual Language						
1	3,616	28.4	28.7	23.2	13.9	5.7
2	3,391	38.5	23.6	17.7	11.6	8.7
3	3,115	14.4	14.2	16.1	19.8	35.6
4	3,046	21.7	15.6	17.2	20.8	24.8
5	2,848	22.5	19.5	20.1	20.0	17.8
2 to 5	12,400	24.7	18.3	17.7	17.9	21.5
Two-Way Dual Language						
1	402	32.6	34.6	21.1	9.7	2.0
2	482	44.8	22.0	14.5	12.4	6.2
3	480	18.3	17.5	12.3	16.7	35.2
4	380	23.4	16.6	16.8	18.2	25.0
5	298	23.2	19.1	15.4	18.8	23.5
2 to 5	1,640	28.2	18.9	14.6	16.2	22.2
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	*	*	*	*	*	*
7	*	*	*	*	*	*
8	6	16.7	16.7	16.7	16.7	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	13	30.8	23.1	15.4	15.4	15.4
9 to 11	-	-	-	-	-	-
6 to 11	13	30.8	23.1	15.4	15.4	15.4

table continues

Appendix L, Table 4 (continued)

		2021-22 BOY to EOY Spanish MAP Reading Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	5	40.0	40.0	20.0	0.0	0.0
7	*	*	*	*	*	*
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	7	28.6	42.9	14.3	14.3	0.0
9 to 11	-	-	-	-	-	-
6 to 11	7	28.6	42.9	14.3	14.3	0.0
Immigrant						
1	522	21.3	25.7	25.9	16.5	10.7
2	632	33.7	25.2	17.7	10.6	12.8
3	681	10.4	10.3	14.8	20.0	44.5
4	752	16.9	14.4	15.8	19.7	33.2
5	576	16.8	18.2	20.5	23.3	21.2
6	9	44.4	33.3	11.1	11.1	0.0
7	5	20.0	40.0	20.0	20.0	0.0
8	5	20.0	20.0	20.0	0.0	40.0
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	2,641	19.2	16.7	17.0	18.4	28.6
6 to 8	19	31.6	31.6	15.8	10.5	10.5
9 to 11	-	-	-	-	-	-
6 to 11	19	31.6	31.6	15.8	10.5	10.5
Parent Denials						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

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

Appendix M

Appendix M, Table 1: 2021-22 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,362	66.7	4,950	69.3	4,412	63.7	3,758	69.3	689	74.7	376	88.3				
	4	9,462	66.5	5,082	69.6	4,380	62.9	3,866	70.6	627	72.4	364	83.8				
	5	9,387	75.2	5,189	77.0	4,198	72.9	3,898	77.9	630	79.7	331	90.3				
	6	8,865	67.8	4,548	67.6	4,317	68.0							45	86.7	32	93.8
	7	3,802	34.7	1,970	35.1	1,832	34.3							25	84.0	5	100.0
	8	10,729	67.9	5,643	66.4	5,086	69.6							61	86.9	24	100.0
	3 to 5	28,211	69.4	15,221	72.0	12,990	66.4	11,522	72.6	1,946	75.6	1,071	87.4				
	6 to 8	23,396	62.5	12,161	61.8	11,235	63.2							131	86.3	61	96.7
Reading	3	9,358	66.5	4,950	63.2	4,408	70.1	3,758	62.8	689	64.7	376	88.8				
	4	9,457	66.7	5,081	62.0	4,376	72.1	3,865	60.9	627	68.3	363	88.7				
	5	9,387	75.6	5,184	74.0	4,203	77.6	3,895	74.2	629	76.3	331	90.9				
	6	8,882	62.1	4,550	57.2	4,332	67.3							45	86.7	32	100.0
	7	9,241	71.4	4,886	67.6	4,355	75.7							55	92.7	11	100.0
	8	9,136	76.9	4,713	72.2	4,423	82.0							100	99.0	48	100.0
	3 to 5	28,202	69.6	15,215	66.5	12,987	73.2	11,518	66.0	1,945	69.6	1,070	89.4				
	6 to 8	27,259	70.2	14,149	65.8	13,110	75.0							200	94.5	91	100.0
STAAR EOC																	
Algebra I	8 to 12	13,447	67.3	6,970	67.3	6,476	67.3							148	91.9	42	85.7
English I	9 to 12	14,934	51.6	7,681	43.6	7,252	60.2							155	56.1	29	75.9
English II	9 to 12	12,302	58.9	5,968	48.1	6,334	69.1							33	33.3	38	81.6

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix M, Table 2: 2021-22 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,362	38.1	4,950	40.2	4,412	35.9	3,758	40.0	689	44.8	376	69.7				
	4	9,462	37.4	5,082	39.5	4,380	35.0	3,866	40.2	627	42.9	364	63.2				
	5	9,387	47.2	5,189	49.3	4,198	44.6	3,898	50.0	630	53.5	331	74.6				
	6	8,865	32.6	4,548	31.4	4,317	33.8							45	62.2	32	68.8
	7	3,802	8.0	1,970	8.4	1,832	7.6							25	36.0	5	20.0
	8	10,729	37.1	5,643	35.6	5,086	38.6							61	78.7	24	91.7
	3 to 5	28,211	40.9	15,221	43.0	12,990	38.4	11,522	43.5	1,946	47.0	1,071	69.0				
	6 to 8	23,396	30.6	12,161	29.6	11,235	31.7							131	64.9	61	73.8
Reading	3	9,358	40.3	4,950	35.5	4,408	45.7	3,758	34.2	689	39.8	376	76.6				
	4	9,457	44.5	5,081	40.1	4,376	49.5	3,865	39.4	627	45.5	363	73.3				
	5	9,387	50.2	5,184	46.7	4,203	54.5	3,895	45.8	629	50.9	331	78.5				
	6	8,882	34.2	4,550	28.9	4,332	39.8							45	62.2	32	59.4
	7	9,241	46.2	4,886	41.3	4,355	51.8							55	78.2	11	72.7
	8	9,136	49.3	4,713	43.2	4,423	55.8							100	92.0	48	75.0
	3 to 5	28,202	45.0	15,215	40.9	12,987	49.8	11,518	39.9	1,945	45.2	1,070	76.1				
	6 to 8	27,259	43.3	14,149	37.9	13,110	49.2							200	81.5	91	69.2
STAAR EOC																	
Algebra I	8 to 12	13,447	38.8	6,970	38.6	6,476	38.9							148	70.3	42	73.8
English I	9 to 12	14,934	33.9	7,681	24.9	7,252	43.5							155	39.4	29	65.5
English II	9 to 12	12,302	42.8	5,968	30.3	6,334	54.6							33	18.2	38	65.8

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification.

Appendix M, Table 3: 2021-22 STAAR/EOC Rates at Masters Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	3,758	18.0	689	22.2	376	43.6				
	4	9,462	18.7	5,082	19.1	4,380	18.2	3,866	19.1	627	21.2	364	42.3				
	5	9,387	24.0	5,189	25.6	4,198	22.0	3,898	26.3	630	27.0	331	50.5				
	6	8,865	11.1	4,548	8.9	4,317	13.3							45	15.6	32	46.9
	7	3,802	1.5	1,970	1.4	1,832	1.5							25	12.0	5	0.0
	8	10,729	12.4	5,643	11.7	5,086	13.2							61	52.5	24	62.5
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	11,522	21.2	1,946	23.4	1,071	45.3				
	6 to 8	23,396	10.1	12,161	9.0	11,235	11.3										
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	3,758	19.7	689	23.7	376	53.2				
	4	9,457	24.4	5,081	22.3	4,376	26.8	3,865	22.5	627	23.9	363	51.0				
	5	9,387	29.9	5,184	24.6	4,203	36.4	3,895	22.7	629	29.4	331	64.7				
	6	8,882	16.4	4,550	11.6	4,332	21.5							45	28.9	32	59.4
	7	9,241	30.2	4,886	24.6	4,355	36.5							55	61.8	11	72.7
	8	9,136	30.0	4,713	24.2	4,423	36.1							100	66.0	48	75.0
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	11,518	21.7	1,945	25.6	1,070	56.0				
	6 to 8	27,259	25.6	14,149	20.3	13,110	31.4										
STAAR EOC																	
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2							148	56.1	42	59.5
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8							155	3.9	29	6.9
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1							33	3.0	38	18.4

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix M, Table 4: 2020-21 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,207	57.6	4,982	61.0	4,212	53.5	3,829	61.9	636	61.3	356	75.3				
	4	9,154	55.4	5,105	57.6	4,038	52.5	3,921	57.9	580	61.2	330	78.5				
	5	9,427	69.9	5,105	73.4	4,310	65.8	4,064	74.0	477	78.2	263	91.3				
	6	8,687	62.2	4,753	62.0	3,929	62.4							-	-	*	*
	7	3,520	28.7	1,890	28.0	1,626	29.4							-	-	*	*
	8	9,682	54.4	5,139	52.0	4,529	57.0							104	77.9	38	76.3
	3 to 5	27,788	61.0	15,192	64.0	12,560	57.4	11,814	64.7	1,693	66.0	949	80.8				
	6 to 8	21,889	53.4	11,782	52.2	10,084	54.7							104	77.9	41	75.6
Reading	3	9,190	60.1	4,975	58.9	4,202	61.5	3,821	59.4	636	58.0	357	79.0				
	4	9,127	56.8	5,096	56.7	4,020	57.0	3,917	57.5	579	58.0	331	81.0				
	5	9,422	73.8	5,106	78.6	4,304	68.1	4,062	81.1	478	79.3	265	90.6				
	6	8,652	54.8	4,718	49.9	3,929	60.7							-	-	*	*
	7	8,544	60.8	4,539	55.3	3,997	67.0							65	93.8	28	96.4
	8	8,748	67.2	4,360	60.2	4,378	74.2							116	86.2	29	79.3
	3 to 5	27,739	63.7	15,177	64.8	12,526	62.3	11,800	66.2	1,693	64.0	953	82.9				
	6 to 8	25,944	61.0	13,617	55.0	12,304	67.6							181	89.0	59	88.1
STAAR EOC																	
Algebra I	8 to 12	11,035	66.7	5,338	65.5	5,678	67.2							94	85.1	36	86.1
English I	9 to 12	11,142	52.5	5,433	42.2	5,683	61.1							38	18.4	32	81.3
English II	9 to 12	10,473	58.0	4,872	45.1	5,595	68.2							53	45.3	44	90.9

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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

* = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 5: 2020-21 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

Source: District STAAR data 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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 6: 2020-21 STAAR/EOC Rates at Masters Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,207	11.7	4,982	11.8	4,212	11.7	3,829	11.7	636	13.5	356	27.8				
	4	9,154	16.5	5,105	15.8	4,038	17.3	3,921	16.7	580	14.5	330	39.4				
	5	9,427	23.0	5,105	24.2	4,310	21.6	4,064	24.7	477	26.8	263	52.9				
	6	8,687	9.5	4,753	8.3	3,929	10.9							-	-	*	*
	7	3,520	1.4	1,890	1.6	1,626	1.1							-	-	*	*
	8	9,682	6.2	5,139	4.6	4,529	8.0							104	24.0	38	15.8
	3 to 5	27,788	17.1	15,192	17.3	12,560	16.9							11,814	17.8	1,693	17.6
	6 to 8	21,889	6.7	11,782	5.6	10,084	8.0							104	24.0	41	17.1
Reading	3	9,190	18.0	4,975	18.2	4,202	17.6							3,821	19.3	636	18.2
	4	9,127	15.5	5,096	14.8	4,020	16.4	3,917	15.7	579	14.3	331	35.6				
	5	9,422	28.7	5,106	29.5	4,304	27.9	4,062	31.1	478	28.2	265	60.4				
	6	8,652	10.3	4,718	7.2	3,929	14.1							-	-	*	*
	7	8,544	18.6	4,539	13.1	3,997	24.9							65	60.0	28	71.4
	8	8,748	16.7	4,360	10.7	4,378	22.7							116	30.2	29	20.7
	3 to 5	27,739	20.8	15,177	20.8	12,526	20.8							11,800	22.2	1,693	19.7
	6 to 8	25,944	15.2	13,617	10.3	12,304	20.7							181	40.9	59	45.8
STAAR EOC																	
Algebra I	8 to 12	11,035	15.9	5,338	13.2	5,678	18.5							94	25.5	36	33.3
English I	9 to 12	11,142	5.5	5,433	2.0	5,683	8.8							38	0.0	32	31.3
English II	9 to 12	10,473	5.5	4,872	1.6	5,595	9.0							53	3.8	44	18.2

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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Mast = Masters. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category. - = no data in this category.

Appendix N

Appendix N, Table 1: 2021-22 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %
STAAR															
Mathematics	3	9,362	66.7	4,950	69.3	4,412	63.7	185	78.4			908	66.9	298	53.7
	4	9,462	66.5	5,082	69.6	4,380	62.9	188	70.7			996	65.3	370	57.0
	5	9,387	75.2	5,189	77.0	4,198	72.9	164	82.9			776	69.3	457	67.4
	6	8,865	67.8	4,548	67.6	4,317	68.0	131	32.8	3,212	67.7	616	52.3	297	58.6
	7	3,802	34.7	1,970	35.1	1,832	34.3	89	15.7	1,671	35.1	251	25.1	151	37.7
	8	10,729	67.9	5,643	66.4	5,086	69.6	350	35.1	4,592	67.3	693	47.6	330	62.4
	3 to 5	28,211	69.4	15,221	72.0	12,990	66.4	537	77.1			2,680	67.0	1,125	60.4
	6 to 8	23,396	62.5	12,161	61.8	11,235	63.2	570	31.6	9,475	61.8	1,560	45.8	778	56.2
Reading	3	9,358	66.5	4,950	63.2	4,408	70.1	185	77.8			908	74.1	298	58.4
	4	9,457	66.7	5,081	62.0	4,376	72.1	189	74.6			995	65.1	369	58.8
	5	9,387	75.6	5,184	74.0	4,203	77.6	164	78.0			777	79.4	456	71.7
	6	8,882	62.1	4,550	57.2	4,332	67.3	132	18.9	3,213	56.4	614	37.5	298	51.0
	7	9,241	71.4	4,886	67.6	4,355	75.7	166	13.3	4,056	67.2	561	38.3	308	71.1
	8	9,136	76.9	4,713	72.2	4,423	82.0	330	22.1	3,765	74.6	523	37.3	279	70.6
	3 to 5	28,202	69.6	15,215	66.5	12,987	73.2	538	76.8			2,680	72.3	1,123	63.9
	6 to 8	27,259	70.2	14,149	65.8	13,110	75.0	628	19.1	11,034	66.6	1,698	37.7	885	64.2
STAAR EOC															
Algebra I	8 to 12	13,447	67.3	6,970	67.3	6,476	67.3	938	50.7	4,831	68.5	1,033	56.5	430	64.0
English I	9 to 12	14,934	51.6	7,681	43.6	7,252	60.2	1,056	8.4	5,117	44.8	1,121	16.9	443	45.4
English II	9 to 12	12,302	58.9	5,968	48.1	6,334	69.1	768	18.5	3,993	47.8	853	23.2	347	50.4

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 2: 2021-22 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	District													
		All District		All EBs		NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %
STAAR															
Mathematics	3	9,362	38.1	4,950	40.2	4,412	35.9	185	50.3			908	35.9	298	26.5
	4	9,462	37.4	5,082	39.5	4,380	35.0	188	43.6			996	36.4	370	26.5
	5	9,387	47.2	5,189	49.3	4,198	44.6	164	61.6			776	44.2	457	36.1
	6	8,865	32.6	4,548	31.4	4,317	33.8	131	17.6	3,212	30.5	616	25.0	297	22.2
	7	3,802	8.0	1,970	8.4	1,832	7.6	89	4.5	1,671	8.1	251	7.6	151	6.6
	8	10,729	37.1	5,643	35.6	5,086	38.6	350	14.9	4,592	34.6	693	22.5	330	32.7
	3 to 5	28,211	40.9	15,221	43.0	12,990	38.4	537	51.4			2,680	38.5	1,125	30.4
	6 to 8	23,396	30.6	12,161	29.6	11,235	31.7	570	13.9	9,475	28.5	1,560	21.1	778	23.7
Reading	3	9,358	40.3	4,950	35.5	4,408	45.7	185	55.7			908	79.4	298	30.5
	4	9,457	44.5	5,081	40.1	4,376	49.5	189	55.6			995	46.6	369	33.3
	5	9,387	50.2	5,184	46.7	4,203	54.5	164	61.0			777	53.4	456	46.7
	6	8,882	34.2	4,550	28.9	4,332	39.8	132	7.6	3,213	27.3	614	18.4	298	19.8
	7	9,241	46.2	4,886	41.3	4,355	51.8	166	5.4	4,056	39.5	561	19.1	308	39.3
	8	9,136	49.3	4,713	43.2	4,423	55.8	330	8.2	3,765	42.9	523	20.1	279	41.9
	3 to 5	28,202	45.0	15,215	40.9	12,987	49.8	538	57.2			2,680	48.1	1,123	38.0
	6 to 8	27,259	43.3	14,149	37.9	13,110	49.2	628	7.3	11,034	37.1	1,698	19.1	885	33.6
STAAR EOC															
Algebra I	8 to 12	13,447	38.8	6,970	38.6	6,476	38.9	938	20.4	4,831	39.8	1,033	27.9	430	32.8
English I	9 to 12	14,934	33.9	7,681	24.9	7,252	43.5	1,056	2.5	5,117	23.9	1,121	9.1	443	24.2
English II	9 to 12	12,302	42.8	5,968	30.3	6,334	54.6	768	9.8	3,993	27.5	853	15.7	347	32.3

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.”

Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 3: 2021-22 STAAR/EOC Rates at Masters Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %
STAAR															
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	185	30.3			908	15.6	298	10.4
	4	9,462	18.7	5,082	19.1	4,380	18.2	188	30.3			996	19.0	370	11.4
	5	9,387	24.0	5,189	25.6	4,198	22.0	164	37.2			776	22.0	457	15.5
	6	8,865	11.1	4,548	8.9	4,317	13.3	131	4.6	3,212	8.8	616	6.8	297	5.1
	7	3,802	1.5	1,970	1.4	1,832	1.5	89	0.0	1,671	1.4	251	0.4	151	0.7
	8	10,729	12.4	5,643	11.7	5,086	13.2	350	3.1	4,592	10.7	693	8.4	330	6.7
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	537	32.4			2,680	18.7	1,125	12.8
	6 to 8	23,396	10.1	12,161	9.0	11,235	11.3	570	3.0	9,475	8.4	1,560	6.5	778	4.9
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	185	33.0			908	28.4	298	14.8
	4	9,457	24.4	5,081	22.3	4,376	26.8	189	31.2			995	28.1	369	14.6
	5	9,387	29.9	5,184	24.6	4,203	36.4	164	44.5			777	31.8	456	27.6
	6	8,882	16.4	4,550	11.6	4,332	21.5	132	4.5	3,213	10.6	614	8.0	298	7.7
	7	9,241	30.2	4,886	24.6	4,355	36.5	166	1.8	4,056	23.1	561	11.1	308	20.8
	8	9,136	30.0	4,713	24.2	4,423	36.1	330	6.1	3,765	22.8	523	11.9	279	22.2
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	538	35.9			2,680	29.3	1,123	19.9
	6 to 8	27,259	25.6	14,149	20.3	13,110	31.4	628	4.6	11,034	19.3	1,698	10.2	885	16.8
STAAR EOC															
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2	938	11.7	4,831	24.4	1,033	17.2	430	18.8
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8	1,056	0.1	5,117	1.6	1,121	2.0	443	1.4
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1	768	0.5	3,993	0.9	853	1.8	347	2.3

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 4: 2020-21 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	9,207	57.6	4,982	61.0	9,207	57.6	202	66.3			895	59.1	283	43.8
	4	9,154	55.4	5,105	57.6	9,154	55.4	156	62.8			679	51.1	408	49.8
	5	9,427	69.9	5,105	73.4	9,427	69.9	167	72.5			555	62.2	367	62.4
	6	8,687	62.2	4,753	62.0	8,687	62.2	215	44.7	3,426	61.9	438	42.2	306	59.2
	7	3,520	28.7	1,890	28.0	3,520	28.7	110	16.4	1,616	29.0	190	18.4	142	27.5
	8	9,682	54.4	5,139	52.0	9,682	54.4	358	34.9	4,095	51.5	526	42.2	316	49.7
	3 to 5	27,788	61.0	15,192	64.0	27,788	61.0	525	67.2			2,129	57.4	1,058	52.6
	6 to 8	21,889	53.4	11,782	52.2	21,889	53.4	683	35.0	9,137	51.5	1,154	38.3	764	49.3
Reading	3	9,190	60.1	4,975	58.9	9,190	60.1	202	68.8			895	69.4	284	48.6
	4	9,127	56.8	5,096	56.7	9,127	56.8	156	65.4			678	66.4	404	46.3
	5	9,422	73.8	5,106	78.6	9,422	73.8	168	67.9			555	82.5	368	58.4
	6	8,652	54.8	4,718	49.9	8,652	54.8	214	24.3	3,394	50.1	434	23.5	303	50.2
	7	8,544	60.8	4,539	55.3	8,544	60.8	189	15.9	3,766	54.4	394	28.4	276	54.7
	8	8,748	67.2	4,360	60.2	8,748	67.2	295	13.6	3,344	61.2	395	29.6	273	56.4
	3 to 5	27,739	63.7	15,177	64.8	27,739	63.7	526	67.5			2,128	71.9	1,056	51.1
	6 to 8	25,944	61.0	13,617	55.0	25,944	61.0	698	17.5	10,504	55.2	1,223	27.1	852	53.6
STAAR EOC															
Algebra I	8 to 12	11,035	66.7	5,338	65.5	11,035	66.7	546	50.2	3,755	65.8	558	54.3	309	55.7
English I	9 to 12	11,142	52.5	5,433	42.2	11,142	52.5	689	14.9	3,658	41.1	628	19.7	327	41.6
English II	9 to 12	10,473	58.0	4,872	45.1	10,473	58.0	674	15.7	3,180	44.1	626	20.0	309	50.8

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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 5: 2020-21 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	9,207	25.8	4,982	26.7	4,212	24.7	202	33.7			895	25.5	283	15.2
	4	9,154	30.4	5,105	30.8	4,038	29.8	156	39.1			679	24.6	408	20.3
	5	9,427	43.2	5,105	46.3	4,310	39.4	167	55.1			555	38.4	367	30.2
	6	8,687	29.1	4,753	28.2	3,929	30.1	215	16.7	3,426	27.7	438	13.2	306	24.8
	7	3,520	6.6	1,890	6.2	1,626	6.9	110	4.5	1,616	6.6	190	5.3	142	3.5
	8	9,682	27.8	5,139	25.2	4,529	30.8	358	15.4	4,095	24.2	526	20.9	316	20.6
	3 to 5	27,788	33.2	15,192	34.7	12,560	31.4	525	42.1			2,129	28.6	1,058	22.4
	6 to 8	21,889	24.9	11,782	23.4	10,084	26.7	683	14.1	9,137	22.4	1,154	15.4	764	19.1
Reading	3	9,190	32.4	4,975	31.3	4,202	33.8	202	35.1			895	82.5	284	19.7
	4	9,127	31.3	5,096	30.6	4,020	32.3	156	36.5			678	38.9	404	18.6
	5	9,422	48.2	5,106	52.6	4,304	43.0	168	43.5			555	61.1	368	28.3
	6	8,652	24.4	4,718	20.2	3,929	29.4	214	11.2	3,394	19.2	434	11.5	303	17.2
	7	8,544	35.6	4,539	28.9	3,997	43.1	189	10.1	3,766	26.6	394	16.5	276	29.0
	8	8,748	38.4	4,360	30.7	4,378	46.1	295	4.7	3,344	29.7	395	13.9	273	24.2
	3 to 5	27,739	37.4	15,177	38.2	12,526	36.5	526	38.2			2,128	45.8	1,056	22.3
	6 to 8	25,944	32.8	13,617	26.4	12,304	39.8	698	8.2	10,504	25.2	1,223	13.9	852	23.2
STAAR EOC															
Algebra I	8 to 12	11,035	32.3	5,338	30.0	5,678	34.5	546	19.6	3,755	30.1	558	24.6	309	21.7
English I	9 to 12	11,142	35.4	5,433	24.8	5,683	45.6	689	7.0	3,658	22.5	628	11.3	327	23.5
English II	9 to 12	10,473	43.0	4,872	29.3	5,595	54.9	674	8.9	3,180	26.7	626	13.1	309	31.1

Source: District STAAR data 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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 6: 2020-21 STAAR/EOC Rates at Masters Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %
STAAR															
Mathematics	3	9,207	11.7	4,982	11.8	4,212	11.7	202	13.9			895	12.3	283	7.4
	4	9,154	16.5	5,105	15.8	4,038	17.3	156	21.8			679	13.1	408	8.1
	5	9,427	23.0	5,105	24.2	4,310	21.6	167	32.9			555	18.9	367	13.1
	6	8,687	9.5	4,753	8.3	3,929	10.9	215	5.1	3,426	8.0	438	4.6	306	7.8
	7	3,520	1.4	1,890	1.6	1,626	1.1	110	0.9	1,616	1.7	190	1.6	142	0.7
	8	9,682	6.2	5,139	4.6	4,529	8.0	358	2.0	4,095	3.8	526	4.0	316	3.8
	3 to 5	27,788	17.1	15,192	17.3	12,560	16.9	525	22.3			2,129	14.3	1,058	9.6
	6 to 8	21,889	6.7	11,782	5.6	10,084	8.0	683	2.8	9,137	5.0	1,154	3.8	764	4.8
Reading	3	9,190	18.0	4,975	18.2	4,202	17.6	202	13.9			895	26.9	284	6.7
	4	9,127	15.5	5,096	14.8	4,020	16.4	156	17.3			678	21.8	404	6.7
	5	9,422	28.7	5,106	29.5	4,304	27.9	168	26.8			555	39.3	368	15.8
	6	8,652	10.3	4,718	7.2	3,929	14.1	214	2.8	3,394	6.7	434	4.6	303	7.6
	7	8,544	18.6	4,539	13.1	3,997	24.9	189	4.2	3,766	11.0	394	9.4	276	14.1
	8	8,748	16.7	4,360	10.7	4,378	22.7	295	1.7	3,344	9.7	395	5.8	273	7.7
	3 to 5	27,739	20.8	15,177	20.8	12,526	20.8	526	19.0			2,128	28.5	1,056	9.8
	6 to 8	25,944	15.2	13,617	10.3	12,304	20.7	698	2.7	10,504	9.2	1,223	6.5	852	9.7
STAAR EOC															
Algebra I	8 to 12	11,035	15.9	5,338	13.2	5,678	18.5	546	6.2	3,755	13.3	558	10.4	309	7.1
English I	9 to 12	11,142	5.5	5,433	2.0	5,683	8.8	689	0.7	3,658	1.7	628	1.9	327	0.9
English II	9 to 12	10,473	5.5	4,872	1.6	5,595	9.0	674	0.4	3,180	0.9	626	2.1	309	0.6

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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix O

Appendix O, Table 1: 2020-21 to 2021-22 One-Year STAAR/EOC Trends in Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District 1 Yr Δ %pts	All EBs 1 Yr Δ %pts	District NonEBs ^a 1 Yr Δ %pts	EB One-Way Dual Lang 1 Yr Δ %pts	EB Two-Way Dual Lang 1 Yr Δ %pts	NonEB Two-Way Dual Lang 1 Yr Δ %pts	EB Secondary Dual Lang 1 Yr Δ %pts	NonEB Secondary Dual Lang 1 Yr Δ %pts	ESL 1 Yr Δ %pts	Sheltered 1 Yr Δ %pts	Immigrant 1 Yr Δ %pts	Parent Denials 1 Yr Δ %pts
STAAR													
Mathematics	3	9.1	8.3	10.2	7.4	13.4	13.0			12.1		7.8	9.9
	4	11.1	12.0	10.4	12.7	11.2	5.3			7.9		14.2	7.2
	5	5.3	3.6	7.1	3.9	1.5	-1.0			10.4		7.1	5.0
	6	5.6	5.6	5.6				-	*	-11.9	5.8	10.1	-0.6
	7	6.0	7.1	4.9				-	*	-0.7	6.1	6.7	10.2
	8	13.5	14.4	12.6				9.0	23.7	0.2	15.8	5.4	12.7
	3 to 5	8.4	8.0	9.0	7.9	9.6	6.6			9.9		9.6	7.8
	6 to 8	9.1	9.6	8.5				8.4	21.1	-3.4	10.3	7.5	6.9
Reading	3	6.4	4.3	8.6	3.4	6.7	9.8			9.0		4.7	9.8
	4	9.9	5.3	15.1	3.4	10.3	7.7			9.2		-1.3	12.5
	5	1.8	-4.6	9.5	-6.9	-3.0	0.3			10.1		-3.1	13.3
	6	7.3	7.3	6.6				-	*	-5.4	6.3	14.0	0.8
	7	10.6	12.3	8.7				-1.1	3.6	-2.6	12.8	9.9	16.4
	8	9.7	12.0	7.8				12.8	20.7	8.5	13.4	7.7	14.2
	3 to 5	5.9	1.7	10.9	-0.2	5.6	6.5			9.3		0.4	12.8
	6 to 8	9.2	10.8	7.4				5.5	11.9	1.6	11.4	10.6	10.6
STAAR EOC													
Algebra I	8 to 12	0.9	1.8	0.1				6.8	-0.4	0.5	2.7	2.2	8.3
English I	9 to 12	-0.3	1.4	-0.9				37.7	-5.4	-6.5	3.7	-2.8	3.8
English II	9 to 12	1.5	3.0	0.9				-12.0	-9.3	2.8	3.7	3.2	-0.4

Source: District STAAR data files dated 06/28/21 and 06/26/22. STAAR EOC data files dated 06/17/21 and 06/26/22. District PEIMS snapshot demographic files dated 11/04/20 and 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix O, Table 2: 2020-21 to 2021-22 One-Year STAAR/EOC Trends in Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District 1 Yr Δ %pts	All EBs 1 Yr Δ %pts	District NonEBs ^a 1 Yr Δ %pts	EB One-Way Dual Lang 1 Yr Δ %pts	EB Two-Way Dual Lang 1 Yr Δ %pts	NonEB Two-Way Dual Lang 1 Yr Δ %pts	EB Secondary Dual Lang 1 Yr Δ %pts	NonEB Secondary Dual Lang 1 Yr Δ %pts	ESL 1 Yr Δ %pts	Sheltered 1 Yr Δ %pts	Immigrant 1 Yr Δ %pts	Parent Denials 1 Yr Δ %pts
STAAR													
Mathematics	3	12.3	13.5	11.2	12.7	18.9	22.2			16.6		10.4	11.3
	4	7.0	8.7	5.2	8.5	11.5	3.5			4.5		11.8	6.2
	5	4.0	3.0	5.2	2.9	3.4	1.6			6.5		5.8	5.9
	6	3.5	3.2	3.7				-	*	0.9	2.8	11.8	-2.6
	7	1.4	2.2	0.7				-	*	0.0	1.5	2.3	3.1
	8	9.3	10.4	7.8				29.7	39.1	-0.5	10.4	1.6	12.1
	3 to 5	7.7	8.3	7.0	7.9	12.4	10.2			9.3		9.9	8.0
	6 to 8	5.7	6.2	5.0				15.9	22.6	-0.2	6.1	5.7	4.6
Reading	3	7.9	4.2	11.9	2.0	9.9	22.5			20.6		-3.1	10.8
	4	13.2	9.5	17.2	7.5	15.3	13.2			19.1		7.7	14.7
	5	2.0	-5.9	11.5	-9.6	-1.8	1.5			17.5		-7.7	18.4
	6	9.8	8.7	10.4				-	*	-3.6	8.1	6.9	2.6
	7	10.6	12.4	8.7				-4.9	1.3	-4.7	12.9	2.6	10.3
	8	10.9	12.5	9.7				36.8	54.3	3.5	13.2	6.2	17.7
	3 to 5	7.6	2.7	13.3	-0.2	8.8	13.6			19.0		2.3	15.7
	6 to 8	10.5	11.5	9.4				16.3	23.4	-0.9	11.9	5.2	10.4
STAAR EOC													
Algebra I	8 to 12	6.5	8.6	4.4				22.4	12.7	0.8	9.7	3.3	11.1
English I	9 to 12	-1.5	0.1	-2.1				34.1	-9.5	-4.5	1.4	-2.2	0.7
English II	9 to 12	-0.2	1.0	-0.3				-17.6	-16.0	0.9	0.8	2.6	1.2

Source: District STAAR data files dated 06/28/21 and 06/26/22. STAAR EOC data files dated 06/17/21 and 06/26/22. District PEIMS snapshot demographic files dated 11/04/20 and 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix O, Table 3: 2020-21 to 2021-22 One-Year STAAR/EOC Trends in Rates at Masters Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District 1 Yr Δ %pts	All EBs 1 Yr Δ %pts	District NonEBs ^a 1 Yr Δ %pts	EB One-Way Dual Lang 1 Yr Δ %pts	EB Two-Way Dual Lang 1 Yr Δ %pts	NonEB Two-Way Dual Lang 1 Yr Δ %pts	EB Secondary Dual Lang 1 Yr Δ %pts	NonEB Secondary Dual Lang 1 Yr Δ %pts	ESL 1 Yr Δ %pts	Sheltered 1 Yr Δ %pts	Immigrant 1 Yr Δ %pts	Parent Denials 1 Yr Δ %pts
STAAR													
Mathematics	3	6.5	6.7	6.2	6.3	8.7	15.8			16.4		3.3	3.0
	4	2.2	3.3	0.9	2.4	6.7	2.9			8.5		5.9	3.3
	5	1.0	1.4	0.4	1.6	0.2	-2.4			4.3		3.1	2.4
	6	1.6	0.6	2.4				-	*	-0.5	0.8	2.2	-2.7
	7	0.1	-0.2	0.4				-	*	-0.9	-0.3	-1.2	0.0
	8	6.2	7.1	5.2				28.5	46.7	1.1	6.9	4.4	2.9
	3 to 5	3.2	3.8	2.4	3.4	5.8	6.5			10.1		4.4	3.2
	6 to 8	3.4	3.4	3.3				8.1	32.1	0.2	3.4	2.7	0.1
Reading	3	5.9	2.2	10.3	0.4	5.5	18.7			19.1		1.5	8.1
	4	8.9	7.5	10.4	6.8	9.6	15.4			13.9		6.3	7.9
	5	1.2	-4.9	8.5	-8.4	1.2	4.3			17.7		-7.5	11.8
	6	6.1	4.4	7.4				-	*	1.7	3.9	3.4	0.1
	7	11.6	11.5	11.6				1.8	1.3	-2.4	12.1	1.7	6.7
	8	13.3	13.5	13.4				35.8	54.3	4.4	13.1	6.1	14.5
	3 to 5	5.2	1.6	9.5	-0.5	5.9	13.9			16.9		0.8	10.1
	6 to 8	10.4	10.0	10.7				15.6	23.4	1.9	10.1	3.7	7.1
STAAR EOC													
Algebra I	8 to 12	8.8	11.0	6.7				30.6	26.2	5.5	11.1	6.8	11.7
English I	9 to 12	0.3	0.0	1.0				3.9	-24.4	-0.6	-0.1	0.1	0.5
English II	9 to 12	-0.6	-0.1	-0.9				-0.8	0.2	0.1	0.0	-0.3	1.7

Source: District STAAR data files dated 06/28/21 and 06/26/22. STAAR EOC data files dated 06/17/21 and 06/26/22. District PEIMS snapshot demographic files dated 11/04/20 and 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix P

Appendix P, Table 1: 2021-22 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

		Reclassified Emergent Bilingual Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
Subject	Grade Level(s)	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	4,950	69.3	4,386	63.6	*	*	21	90.5	*	*	*	*	26	84.6
	4	5,082	69.6	4,374	62.9	-	-	*	*	*	*	*	*	6	83.3
	5	5,189	77.0	4,190	72.9	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,548	67.6	4,290	67.9	16	87.5	7	100.0	*	*	*	*	27	77.8
	7	1,970	35.1	1,827	34.3	*	*	*	*	-	-	-	-	5	40.0
	8	5,643	66.4	5,004	69.3	10	80.0	44	88.6	25	80.0	*	*	82	85.4
	3 to 5	15,221	72.0	12,950	66.3	*	*	32	93.8	*	*	*	*	40	87.5
	6 to 8	12,161	61.8	11,121	63.0	27	81.5	55	87.3	26	76.9	6	50.0	114	81.6
Reading	3	4,950	63.2	4,382	70.1	*	*	21	90.5	*	*	*	*	26	84.6
	4	5,081	62.0	4,370	72.1	-	-	*	*	*	*	*	*	6	66.7
	5	5,184	74.0	4,195	77.5	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,550	57.2	4,305	67.2	16	87.5	7	100.0	*	*	*	*	27	85.2
	7	4,886	67.6	4,306	75.4	7	85.7	40	97.5	*	*	-	-	49	95.9
	8	4,713	72.2	4,247	81.3	5	100.0	41	100.0	124	98.4	6	66.7	176	97.7
	3 to 5	15,215	66.5	12,947	73.2	*	*	32	93.8	*	*	*	*	40	85.0
	6 to 8	14,149	65.8	12,858	74.6	28	89.3	88	98.9	127	98.4	9	55.6	252	96.0
STAAR EOC															
Algebra I	8 to 12	6,970	67.3	6,142	37.9	6	50.0	58	91.4	194	84.0	76	67.1	334	80.8
English I	9 to 12	7,681	43.6	6,693	57.7	27	92.6	48	93.8	256	89.5	228	89.5	559	90.0
English II	9 to 12	5,968	48.1	5,590	65.8	76	97.4	129	96.9	281	91.1	258	96.1	744	94.5

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Appr+ = Approaches Grade Level or Above. * = fewer than five students tested in this category. - = no data in this category.

Appendix P, Table 2: 2021-22 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,950	40.2	4,386	35.8	*	*	21	61.9	*	*	*	*	26	57.7
	4	5,082	39.5	4,374	34.9	-	-	*	*	*	*	*	*	6	66.7
	5	5,189	49.3	4,190	44.5	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,548	31.4	4,290	33.7	16	56.3	7	85.7	*	*	*	*	27	55.6
	7	1,970	8.4	1,827	7.7	*	*	*	*	-	-	-	-	5	0.0
	8	5,643	35.6	5,004	38.3	10	30.0	44	65.9	25	48.0	*	*	82	57.3
	3 to 5	15,221	43.0	12,950	38.3	*	*	32	75.0	*	*	*	*	40	67.5
	6 to 8	12,161	29.6	11,121	31.5	27	44.4	55	63.6	26	46.2	6	50.0	114	54.4
Reading	3	4,950	35.5	4,382	45.5	*	*	21	66.7	*	*	*	*	26	65.4
	4	5,081	40.1	4,370	49.5	-	-	*	*	*	*	*	*	6	50.0
	5	5,184	46.7	4,195	54.4	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,550	28.9	4,305	39.6	16	68.8	7	100.0	*	*	*	*	27	66.7
	7	4,886	41.3	4,306	51.4	7	85.7	40	87.5	*	*	-	-	49	87.8
	8	4,713	43.2	4,247	54.6	5	60.0	41	90.2	124	85.5	6	50.0	176	84.7
	3 to 5	15,215	40.9	12,947	49.8	*	*	32	78.1	*	*	*	*	40	70.0
	6 to 8	14,149	37.9	12,858	48.5	28	71.4	88	89.8	127	85.0	9	33.3	252	83.3
STAAR EOC															
Algebra I	8 to 12	6,970	38.6	6,142	37.9	6	50.0	58	77.6	194	64.4	76	28.9	334	58.4
English I	9 to 12	7,681	24.9	6,693	40.5	27	92.6	48	85.4	256	80.9	228	74.1	559	79.1
English II	9 to 12	5,968	30.3	5,590	50.4	76	96.1	129	91.5	281	81.1	258	87.2	744	86.6

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. - = no data in this category.

Appendix P, Table 3: 2021-22 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,950	18.5	4,386	17.9	*	*	21	19.0	*	*	*	*	26	19.2
	4	5,082	19.1	4,374	18.2	-	-	*	*	*	*	*	*	6	16.7
	5	5,189	25.6	4,190	21.9	-	-	8	75.0	-	-	-	-	8	75.0
	6	4,548	8.9	4,290	13.3	16	12.5	7	42.9	*	*	*	*	27	18.5
	7	1,970	1.4	1,827	1.5	*	*	*	*	-	-	-	-	5	0.0
	8	5,643	11.7	5,004	13.0	10	20.0	44	29.5	25	16.0	*	*	82	24.4
	3 to 5	15,221	21.1	12,950	19.3	*	*	32	34.4	*	*	*	*	40	30.0
	6 to 8	12,161	9.0	11,121	11.2	27	14.8	55	29.1	26	15.4	6	16.7	114	21.9
Reading	3	4,950	20.4	4,382	27.8	*	*	21	38.1	*	*	*	*	26	34.6
	4	5,081	22.3	4,370	26.7	-	-	*	*	*	*	*	*	6	50.0
	5	5,184	24.6	4,195	36.3	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,550	11.6	4,305	21.4	16	31.3	7	71.4	*	*	*	*	27	37.0
	7	4,886	24.6	4,306	36.1	7	85.7	40	62.5	*	*	-	-	49	67.3
	8	4,713	24.2	4,247	35.0	5	60.0	41	75.6	124	59.7	6	33.3	176	62.5
	3 to 5	15,215	22.4	12,947	30.2	*	*	32	59.4	*	*	*	*	40	50.0
	6 to 8	14,149	20.3	12,858	30.8	28	50.0	88	69.3	127	59.8	9	22.2	252	60.7
STAAR EOC															
Algebra I	8 to 12	6,970	24.2	6,142	24.4	6	33.3	58	60.3	194	42.3	76	18.4	334	39.8
English I	9 to 12	7,681	2.0	6,693	9.2	27	14.8	48	14.6	256	16.4	228	18.9	559	17.2
English II	9 to 12	5,968	1.5	5,590	7.5	76	10.5	129	17.1	281	7.8	258	15.9	744	12.5

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters. * = fewer than five students tested in this category. - = no data in this category.

Appendix P, Table 4: 2020-21 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	4,982	61.0	4,346	54.5	*	*	-	-	*	*	-	-	*	*
	4	5,105	57.6	4,177	53.7	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,105	73.4	4,455	66.7	*	*	-	-	-	-	-	-	*	*
	6	4,753	62.0	4,040	63.2	10	90.0	*	*	-	-	-	-	11	90.9
	7	1,890	28.0	1,733	33.4	*	*	12	75.0	*	*	-	-	15	80.0
	8	5,139	52.0	4,420	56.9	10	100.0	180	80.0	41	58.5	*	*	232	77.2
	3 to 5	15,192	64.0	12,978	58.4	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	11,782	52.2	10,193	55.4	21	95.2	193	79.8	43	60.5	*	*	258	77.9
Reading	3	4,975	58.9	4,336	62.2	*	*	-	-	*	*	-	-	*	*
	4	5,096	56.7	4,159	57.8	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,106	78.6	4,449	68.8	*	*	-	-	-	-	-	-	*	*
	6	4,718	49.9	4,041	61.4	10	90.0	*	*	-	-	-	-	11	90.9
	7	4,539	55.3	3,963	66.6	10	100.0	142	92.3	*	*	-	-	156	92.3
	8	4,360	60.2	4,006	72.3	7	100.0	259	94.6	228	93.9	*	*	495	94.3
	3 to 5	15,177	64.8	12,944	63.1	9	100.0	0	0.0	*	*	-	-	10	90.0
	6 to 8	13,617	55.0	12,010	66.8	27	96.3	402	93.8	232	93.5	*	*	662	93.8
STAAR EOC															
Algebra I	8 to 12	5,338	65.5	6,151	26.4	12	75.0	297	85.2	256	85.9	69	84.1	634	85.2
English I	9 to 12	5,433	42.2	6,467	45.8	16	68.8	233	92.7	249	93.2	199	90.5	697	91.7
English II	9 to 12	4,872	45.1	5,915	54.9	20	70.0	210	82.4	286	92.3	255	91.4	771	88.7

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

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Appr+ = Approaches Grade Level or Above. * = fewer than five students tested in this category. - = no data in this category.

Appendix P, Table 5: 2020-21 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,982	26.7	4,210	24.7	*	*	-	-	*	*	-	-	*	*
	4	5,105	30.8	4,032	29.7	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,105	46.3	4,308	39.4	*	*	-	-	-	-	-	-	*	*
	6	4,753	28.2	3,918	30.0	10	60.0	*	*	-	-	-	-	11	54.5
	7	1,890	6.2	1,615	6.9	*	*	9	11.1	*	*	-	-	11	9.1
	8	5,139	25.2	4,299	29.9	10	80.0	180	51.7	39	28.2	*	*	230	48.7
	3 to 5	15,192	34.7	12,550	31.3	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	11,782	23.4	9,832	26.2	21	66.7	190	49.5	40	27.5	*	*	252	47.2
Reading	3	4,975	31.3	4,200	33.8	*	*	-	-	*	*	-	-	*	*
	4	5,096	30.6	4,014	32.2	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,106	52.6	4,302	43.0	*	*	-	-	-	-	-	-	*	*
	6	4,718	20.2	3,918	29.4	10	40.0	*	*	-	-	-	-	11	36.4
	7	4,539	28.9	3,845	42.0	10	90.0	139	70.5	*	*	-	-	152	71.1
	8	4,360	30.7	3,885	42.8	7	71.4	259	73.4	226	69.9	*	*	493	71.8
	3 to 5	15,177	38.2	12,516	36.4	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	13,617	26.4	11,648	38.0	27	66.7	399	72.2	229	69.4	*	*	656	71.0
STAAR EOC															
Algebra I	8 to 12	5,338	30.0	6,151	26.4	12	58.3	297	53.9	256	57.0	66	37.9	631	53.6
English I	9 to 12	5,433	24.8	6,298	32.6	16	56.3	233	75.5	249	80.7	197	79.7	695	78.1
English II	9 to 12	4,872	29.3	5,760	43.0	20	60.0	210	66.2	286	82.5	255	83.1	771	77.7

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

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. - = no data in this category.

Appendix P, Table 6: 2020-21 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,982	11.8	4,346	12.2	*	*	-	-	*	*	-	-	*	*
	4	5,105	15.8	4,177	17.5	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,105	24.2	4,455	22.0	*	*	-	-	-	-	-	-	*	*
	6	4,753	8.3	4,040	11.8	10	40.0	*	*	-	-	-	-	11	36.4
	7	1,890	1.6	1,733	4.8	*	*	12	25.0	*	*	-	-	15	20.0
	8	5,139	4.6	4,420	9.0	10	40.0	180	16.1	41	12.2	*	*	232	16.4
	3 to 5	15,192	17.3	12,978	17.3	9	77.8	-	-	*	*	-	-	10	70.0
	6 to 8	11,782	5.6	10,193	9.4	21	38.1	193	16.6	43	11.6	*	*	258	17.4
Reading	3	4,975	18.2	4,336	17.5	*	*	-	-	*	*	-	-	*	*
	4	5,096	14.8	4,159	16.2	6	66.7	-	-	-	-	-	-	6	66.7
	5	5,106	29.5	4,449	27.7	*	*	-	-	-	-	-	-	*	*
	6	4,718	7.2	4,041	14.8	10	20.0	*	*	-	-	-	-	11	18.2
	7	4,539	13.1	3,963	24.9	10	80.0	142	44.4	*	*	-	-	156	46.2
	8	4,360	10.7	4,006	21.2	7	71.4	259	39.4	228	38.2	*	*	495	39.2
	3 to 5	15,177	20.8	12,944	20.6	9	77.8	-	-	*	*	-	-	10	70.0
	6 to 8	13,617	10.3	12,010	20.3	27	55.6	402	41.0	232	37.9	*	*	662	40.5
STAAR EOC															
Algebra I	8 to 12	5,338	13.2	6,320	14.1	12	41.7	297	33.3	256	32.4	69	24.6	634	32.2
English I	9 to 12	5,433	2.0	6,467	6.9	16	0.0	233	8.2	249	17.7	199	20.1	697	14.8
English II	9 to 12	4,872	1.6	5,915	7.7	20	15.0	210	6.7	286	14.7	255	14.9	771	12.6

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 students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q

Appendix Q, Table 1: 2020-21 to 2021-22 One-Year STAAR/EOC Trends in Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	All EBs 1 Yr Δ %pts	All NonEBs/ Not Monitored 1 Yr Δ %pts	Reclassified Emergent Bilingual Monitor Year				
				Year One 1 Yr Δ %pts	Year Two 1 Yr Δ %pts	Year Three 1 Yr Δ %pts	Year Four 1 Yr Δ %pts	All Monitored 1 Yr Δ %pts
STAAR								
Mathematics	3	8.3	9.1	*	-	*	-	*
	4	12.0	9.2	-	-	-	-	-16.7
	5	3.6	6.2	-	-	-	-	*
	6	5.6	4.7	-2.5	*	-	-	-13.1
	7	7.1	0.9	*	*	-	-	-40.0
	8	14.4	12.4	-20.0	8.6	21.5	*	8.2
	3 to 5	8.0	7.9	*	-	*	-	-2.5
	6 to 8	9.6	7.6	-13.7	7.5	16.4	*	3.7
Reading	3	4.3	7.9	*	-	*	-	*
	4	5.3	14.3	-	-	-	-	-33.3
	5	-4.6	8.7	-	-	-	-	*
	6	7.3	5.8	-2.5	*	-	-	-5.7
	7	12.3	8.8	-14.3	5.2	*	-	3.6
	8	12.0	9.0	0.0	5.4	4.5	*	3.4
	3 to 5	1.7	10.1	*	-	*	-	-5.0
	6 to 8	10.8	7.8	-7.0	5.1	4.9	*	2.2
STAAR EOC								
Algebra I	8 to 12	1.8	11.5	-25.0	6.2	-1.9	-17.0	-4.4
English I	9 to 12	1.4	11.9	23.8	1.1	-3.7	-1.0	-1.7
English II	9 to 12	3.0	10.9	27.4	14.5	-1.2	4.7	5.8

Source: District STAAR data files dated 06/28/21 and 06/26/22. STAAR EOC data files dated 06/17/21 and 06/26/22. District PEIMS snapshot demographic files dated 11/04/20 and 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR *Alternate 2* scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix Q, Table 2: 2020-21 to 2021-22 One-Year STAAR/EOC Trends in Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	All EBs 1 Yr Δ %pts	All NonEBs/ Not Monitored 1 Yr Δ %pts	Reclassified Emergent Bilingual Monitor Year				
				Year One 1 Yr Δ %pts	Year Two 1 Yr Δ %pts	Year Three 1 Yr Δ %pts	Year Four 1 Yr Δ %pts	All Monitored 1 Yr Δ %pts
STAAR								
Mathematics	3	13.5	11.1	*	-	*	-	*
	4	8.7	5.2	-	-	-	-	-33.3
	5	3.0	5.1	-	-	-	-	*
	6	3.2	3.7	-3.7	*	-	-	1.1
	7	2.2	0.8	*	*	-	-	-9.1
	8	10.4	8.4	-50.0	14.2	19.8	*	8.6
	3 to 5	8.3	7.0	*	-	*	-	-22.5
	6 to 8	6.2	5.3	-22.3	14.1	18.7	*	7.2
Reading	3	4.2	11.7	*	-	*	-	*
	4	9.5	17.3	-	-	-	-	-50.0
	5	-5.9	11.4	-	-	-	-	*
	6	8.7	10.2	28.8	*	-	-	30.3
	7	12.4	9.4	-4.3	17.0	*	-	16.7
	8	12.5	11.8	-11.4	16.8	15.6	*	12.9
	3 to 5	2.7	13.4	*	-	*	-	-20.0
	6 to 8	11.5	10.5	4.7	17.6	15.6	*	12.3
STAAR EOC								
Algebra I	8 to 12	8.6	11.5	-8.3	23.7	7.4	-9.0	4.8
English I	9 to 12	0.1	7.9	36.3	9.9	0.2	-5.6	1.0
English II	9 to 12	1.0	7.4	36.1	25.3	-1.4	4.1	8.9

Source: District STAAR data files dated 06/28/21 and 06/26/22. STAAR EOC data files dated 06/17/21 and 06/26/22. District PEIMS snapshot demographic files dated 11/04/20 and 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix Q, Table 3: 2020-21 to 2021-22 One-Year STAAR/EOC Trends in Rates of Reclassified Emergent Bilinguals at Masters Grade Level Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	All EBs 1 Yr Δ %pts	All NonEBs/ Not Monitored 1 Yr Δ %pts	Reclassified Emergent Bilingual Monitor Year				
				Year One 1 Yr Δ %pts	Year Two 1 Yr Δ %pts	Year Three 1 Yr Δ %pts	Year Four 1 Yr Δ %pts	All Monitored 1 Yr Δ %pts
STAAR								
Mathematics	3	6.7	5.7	*	-	*	-	*
	4	3.3	0.7	-	-	-	-	-83.3
	5	1.4	-0.1	-	-	-	-	*
	6	0.6	1.5	-27.5	*	-	-	-17.9
	7	-0.2	-3.3	*	*	-	-	-20.0
	8	7.1	4.0	-20.0	13.4	3.8	*	8.0
	3 to 5	3.8	2.0	*	-	*	-	-40.0
	6 to 8	3.4	1.8	-23.3	12.5	3.8	*	4.5
Reading	3	2.2	10.3	*	-	*	-	*
	4	7.5	10.5	-	-	-	-	-16.7
	5	-4.9	8.6	-	-	-	-	*
	6	4.4	6.6	11.3	*	-	-	18.8
	7	11.5	11.2	5.7	19.3	*	-	21.1
	8	13.5	13.8	-11.4	36.2	21.6	*	23.3
	3 to 5	1.6	9.6	*	-	*	-	-20.0
	6 to 8	10.0	10.5	-5.6	28.7	21.8	*	20.2
STAAR EOC								
Algebra I	8 to 12	11.0	10.3	-8.4	27.0	9.9	-6.2	7.6
English I	9 to 12	0.0	2.3	14.8	6.4	-1.3	-1.2	2.4
English II	9 to 12	-0.1	-0.2	-4.5	10.4	-6.9	1.0	-0.1

Source: District STAAR data files dated 06/28/21 and 06/26/22. STAAR EOC data files dated 06/17/21 and 06/26/22. District PEIMS snapshot demographic files dated 11/04/20 and 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix R

Appendix R, Table 1: 2020-21 and 2021-22 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Approaches Grade Level or Above Performance Standard

Level of Above Performance Standard							
Grade Level	EB Status	Test Language	2021		2022		1 Yr Δ %pts
			Tested N	Appr+ %	Tested N	Appr+ %	
One-Way Dual Language							
3	EB	English	425	60.7	637	73.3	12.6
		Spanish	3,396	59.2	3,121	60.7	1.5
	NonEB	English	34	79.4	47	70.2	-9.2
		Spanish	51	74.5	34	58.8	-15.7
4	EB	English	628	56.7	808	75.9	19.2
		Spanish	3,289	57.6	3,057	57.0	-0.6
	NonEB	English	34	70.6	33	90.9	20.3
		Spanish	28	78.6	37	73.0	-5.6
5	EB	English	797	70.0	937	82.2	12.2
		Spanish	3,265	83.8	2,958	71.7	-12.1
	NonEB	English	46	80.4	38	84.2	3.8
		Spanish	40	92.5	24	91.7	-0.8
6	EB	English	562	44.5	575	59.0	14.5
		Spanish					
	NonEB	English	*	*	*	*	*
		Spanish					
3 to 6	EB	English	2,412	59.0	2,957	74.0	15.0
		Spanish	9,950	66.8	9,136	63.0	-3.8
	NonEB	English	116	77.6	122	80.3	2.7
		Spanish	119	81.5	95	72.6	-8.9
Two-Way Dual Language							
3	EB	English	193	62.7	261	77.0	14.3
		Spanish	443	56.0	428	57.2	1.2
	NonEB	English	315	81.6	355	91.3	9.7
		Spanish	42	59.5	21	47.6	-11.9
4	EB	English	251	59.8	304	83.2	23.4
		Spanish	328	56.7	323	54.2	-2.5
	NonEB	English	306	82.7	343	91.3	8.6
		Spanish	25	60.0	20	45.0	-15.0
5	EB	English	240	73.3	337	83.1	9.8
		Spanish	238	85.3	292	68.5	-16.8
	NonEB	English	246	90.7	317	91.2	0.5
		Spanish	19	89.5	14	85.7	-3.8
6	EB	English	12	66.7	*	*	*
		Spanish					
	NonEB	English	8	100.0	10	100.0	0.0
		Spanish					
3 to 6	EB	English	696	65.4	903	81.4	16.0
		Spanish	1,009	63.1	1,043	59.4	-3.7
	NonEB	English	875	84.7	1,025	91.3	6.6
		Spanish	86	66.3	55	56.4	-9.9

Source: District STAAR data files dated 06/28/21 and 06/26/22. PEIMS demographic data files dated 11/04/20 and 11/03/21.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Appr+ = Approaches Grade Level or Above. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix R, Table 2: 2020-21 and 2021-22 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Meets Grade Level or Above Performance Standard

of Above Performance Standard							
Grade Level	EB Status	Test Language	2021		2022		1 Yr Δ %pts
			Tested N	Meets+ %	Tested N	Meets+ %	
One-Way Dual Language							
3	EB	English	425	31.8	637	49.1	17.3
		Spanish	3,396	32.2	3,121	31.2	-1.0
	NonEB	English	34	50.0	47	46.8	-3.2
		Spanish	51	49.0	34	23.5	-25.5
4	EB	English	628	28.0	808	48.6	20.6
		Spanish	3,289	32.6	3,057	36.9	4.3
	NonEB	English	34	50.0	33	72.7	22.7
		Spanish	28	50.0	37	59.5	9.5
5	EB	English	797	39.0	937	58.1	19.1
		Spanish	3,265	59.4	2,958	42.0	-17.4
	NonEB	English	46	52.2	38	76.3	24.1
		Spanish	40	80.0	24	54.2	-25.8
6	EB	English	562	17.1	575	29.7	12.6
		Spanish					
	NonEB	English	*	*	*	*	*
		Spanish					
3 to 6	EB	English	2,412	29.8	2,957	48.1	18.3
		Spanish	9,950	41.3	9,136	36.6	-4.7
	NonEB	English	116	51.7	122	63.9	12.2
		Spanish	119	59.7	95	45.3	-14.4
Two-Way Dual Language							
3	EB	English	193	30.1	261	55.9	25.8
		Spanish	443	29.8	428	29.9	0.1
	NonEB	English	315	56.2	355	79.2	23.0
		Spanish	42	38.1	21	33.3	-4.8
4	EB	English	251	31.5	304	59.5	28.0
		Spanish	328	29.3	323	32.2	2.9
	NonEB	English	306	60.8	343	75.5	14.7
		Spanish	25	52.0	20	35.0	-17.0
5	EB	English	240	49.6	337	59.1	9.5
		Spanish	238	55.9	292	41.4	-14.5
	NonEB	English	246	78.0	317	79.2	1.2
		Spanish	19	63.2	14	64.3	1.1
6	EB	English	12	33.3	*	*	*
		Spanish					
	NonEB	English	8	75.0	10	100.0	25.0
		Spanish					
3 to 6	EB	English	696	37.4	903	58.4	21.0
		Spanish	1,009	35.8	1,043	33.8	-2.0
	NonEB	English	875	64.1	1,025	78.1	14.0
		Spanish	86	47.7	55	41.8	-5.9

Source: District STAAR data files dated 06/28/21 and 06/26/22. PEIMS demographic data files dated 11/04/20 and 11/03/21.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores are not included. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix R, Table 3: 2020-21 and 2021-22 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Masters Performance Standard

			2021		2022		
Grade Level	EB Status	Test Language	Tested N	Mast %	Tested N	Mast %	1 Yr Δ %pts
One-Way Dual Language							
3	EB	English	425	9.9	637	25.3	15.4
		Spanish	3,396	20.4	3,121	18.6	-1.8
	NonEB	English	34	26.5	47	23.4	-3.1
		Spanish	51	33.3	34	11.8	-21.5
4	EB	English	628	10.2	808	24.5	14.3
		Spanish	3,289	16.8	3,057	21.9	5.1
	NonEB	English	34	20.6	33	33.3	12.7
		Spanish	28	39.3	37	45.9	6.6
5	EB	English	797	24.1	937	36.1	12.0
		Spanish	3,265	32.8	2,958	18.5	-14.3
	NonEB	English	46	43.5	38	65.8	22.3
		Spanish	40	45.0	24	29.2	-15.8
6	EB	English	562	5.7	575	13.4	7.7
		Spanish					
	NonEB	English	*	*	*	*	*
		Spanish					
3 to 6	EB	English	2,412	13.7	2,957	26.2	12.5
		Spanish	9,950	23.3	9,136	19.7	-3.6
	NonEB	English	116	31.0	122	39.3	8.3
		Spanish	119	38.7	95	29.5	-9.2
Two-Way Dual Language							
3	EB	English	193	11.4	261	29.5	18.1
		Spanish	443	21.2	428	20.1	-1.1
	NonEB	English	315	35.6	355	54.6	19.0
		Spanish	42	26.2	21	28.6	2.4
4	EB	English	251	12.0	304	28.0	16.0
		Spanish	328	16.2	323	20.1	3.9
	NonEB	English	306	35.0	343	52.5	17.5
		Spanish	25	44.0	20	25.0	-19.0
5	EB	English	240	26.3	337	38.9	12.6
		Spanish	238	30.3	292	18.5	-11.8
	NonEB	English	246	62.2	317	65.9	3.7
		Spanish	19	36.8	14	35.7	-1.1
6	EB	English	12	16.7	*	*	*
		Spanish					
	NonEB	English	8	37.5	10	70.0	32.5
		Spanish					
3 to 6	EB	English	696	16.8	903	32.4	15.6
		Spanish	1,009	21.7	1,043	19.7	-2.0
	NonEB	English	875	42.9	1,025	57.6	14.7
		Spanish	86	33.7	55	29.1	-4.6

Source: District STAAR data files dated 06/28/21 and 06/26/22. PEIMS demographic data files dated 11/04/20 and 11/03/21.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores are not included. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Mast = Masters. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix S

Appendix S, Table 1: 2021-22 Long-Term Emergent Bilingual TELPAS Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested <i>N</i>	2022 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Long-term EBs									
K	-	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-	-
2	8	*	*	6	75.0	*	*	-	-
3	37	*	*	23	62.2	10	27.0	*	*
4	447	38	8.5	204	45.6	158	35.3	47	10.5
5	3,550	93	2.6	1,112	31.3	1,570	44.2	775	21.8
6	3,471	61	1.8	1,289	37.1	1,618	46.6	503	14.5
7	3,726	46	1.2	1,371	36.8	1,678	45.0	631	16.9
8	3,696	26	0.7	1,350	36.5	1,746	47.2	574	15.5
9	3,150	65	2.1	1,400	44.4	1,206	38.3	479	15.2
10	2,364	36	1.5	1,017	43.0	915	38.7	396	16.8
11	2,063	33	1.6	875	42.4	811	39.3	344	16.7
12	1,379	21	1.5	618	44.8	505	36.6	235	17.0
K to 2	8	*	*	6	75.0	*	*	-	-
3 to 5	4,034	132	3.3	1,339	33.2	1,738	43.1	825	20.5
6 to 8	10,893	133	1.2	4,010	36.8	5,042	46.3	1,708	15.7
9 to 12	8,956	155	1.7	3,910	43.7	3,437	38.4	1,454	16.2
K to 5	4,042	133	3.3	1,345	33.3	1,739	43.0	825	20.4
6 to 12	19,849	288	1.5	7,920	39.9	8,479	42.7	3,162	15.9
All Grades	23,891	421	1.8	9,265	38.8	10,218	42.8	3,987	16.7

Source: District TELPAS data file dated 06/26/22. District PEIMS snapshot demographic data files dated 11/03/21.

Note: Includes long-term EBs enrolled on the PEIMS snapshot date. Results are not included for students who took TELPAS-Alternate. Long-term EBs are EBs who have been classified as EBs for seven or more years. * = fewer than five students tested in this category. - = no data in this category.

Appendix S, Table 2: 2021-22 Rates of Long-Term Emergent Bilinguals at STAAR and EOC Approaches+, Meets+, and Masters Performance Standards by Subject and Grade Level

Subject	Grade Level(s)	Tested <i>N</i>	Approaches+ %	Meets+ %	Masters %
STAAR					
Mathematics	3	36	44.4	36.1	19.4
	4	449	62.4	32.7	14.0
	5	3,553	79.3	51.1	26.6
	6	3,602	70.7	33.1	9.8
	7	1,538	37.1	8.3	1.6
	8	4,537	69.4	37.8	12.5
	3 to 5	4,038	77.1	48.9	25.2
	6 to 8	9,677	64.7	31.4	9.8
Reading	3	36	47.2	25.0	16.7
	4	448	55.6	32.6	15.2
	5	3,550	73.5	46.2	23.9
	6	3,606	61.7	31.4	12.8
	7	3,971	72.5	45.1	27.1
	8	3,836	77.6	47.2	26.8
	3 to 5	4,034	71.2	44.5	22.9
	6 to 8	11,413	70.8	41.5	22.5
STAAR EOCs					
Algebra I	8 to 12	5,340	69.8	41.4	26.3
English I	9 to 12	5,959	49.9	29.2	2.3
English II	9 to 12	4,732	53.8	33.9	1.7

Source: District STAAR data file dated 06/26/22. District STAAR EOC data file dated 06/26/22. District PEIMS demographic file dated 11/03/21.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

Appendix S, Table 3: 2021-22 Long-Term Emergent Bilingual STAAR Mathematics Performance by TELPAS Proficiency Composite Level by Grade Level

	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
Grade Three	Beginning	*	*	*	*
	Intermediate	22	22.7	9.1	0.0
	Advanced	10	80.0	80.0	50.0
	Advanced High	*	*	*	*
Grade Four	Beginning	38	10.5	0.0	0.0
	Intermediate	202	50.0	19.8	4.0
	Advanced	157	80.3	46.5	21.7
	Advanced High	47	97.9	68.1	40.4
Grade Five	Beginning	92	23.9	2.2	0.0
	Intermediate	1,103	60.9	27.1	9.7
	Advanced	1,564	86.9	55.2	25.7
	Advanced High	775	97.2	83.0	56.3
Grade Six	Beginning	59	20.3	1.7	0.0
	Intermediate	1,276	51.3	13.4	2.0
	Advanced	1,612	82.3	40.0	10.5
	Advanced High	502	95.0	71.9	30.9
Grade Seven	Beginning	34	11.8	0.0	0.0
	Intermediate	718	25.9	3.8	0.7
	Advanced	537	52.1	13.8	3.0
	Advanced High	74	82.4	29.7	4.1
Grade Eight	Beginning	34	17.6	0.0	0.0
	Intermediate	1,581	49.8	9.1	3.2
	Advanced	1,942	80.9	80.0	13.4
	Advanced High	671	95.7	100.0	36.5
Grades Three to Five	Beginning	131	19.8	1.5	0.0
	Intermediate	1,327	58.6	25.7	8.7
	Advanced	1,731	86.3	54.6	25.5
	Advanced High	825	97.2	82.2	55.4
Grades Six to Eight	Beginning	127	17.3	1.6	0.0
	Intermediate	3,575	45.6	13.1	2.3
	Advanced	4,091	77.7	39.0	10.9
	Advanced High	1,247	94.6	71.9	32.3
All Grades	Beginning	258	18.6	1.6	0.0
	Intermediate	4,902	49.1	16.5	4.0
	Advanced	5,822	80.2	43.6	15.3
	Advanced High	2,072	95.7	76.0	41.5

Source: District TELPAS data file dated 06/26/22. District STAAR data file dated 06/26/22. District PEIMS demographic file dated 11/03/21.

Note: Rates include students enrolled on the PEIMS snapshot date with both STAAR and TELPAS scores. STAAR Alternate 2 scores are not included. * = fewer than five students tested in this category

Appendix S, Table 4: 2021-22 Long-Term Emergent Bilingual STAAR Reading Performance by TELPAS Proficiency Composite Level by Grade Level

	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
Grade Three	Beginning	*	*	*	*
	Intermediate	22	22.7	4.5	0.0
	Advanced	10	90.0	50.0	40.0
	Advanced High	*	*	*	*
Grade Four	Beginning	38	2.6	0.0	0.0
	Intermediate	201	37.3	11.4	4.0
	Advanced	157	79.0	50.3	20.4
	Advanced High	47	97.9	87.2	53.2
Grade Five	Beginning	92	12.0	3.3	1.1
	Intermediate	1,102	47.8	19.3	8.3
	Advanced	1,564	82.7	49.2	21.5
	Advanced High	774	98.7	83.7	53.9
Grade Six	Beginning	59	16.9	3.4	1.7
	Intermediate	1,278	32.7	9.8	3.2
	Advanced	1,615	76.5	35.5	11.4
	Advanced High	502	98.2	81.3	45.2
Grade Seven	Beginning	45	15.6	0.0	0.0
	Intermediate	1,348	49.0	19.0	8.8
	Advanced	1,665	86.5	54.1	29.7
	Advanced High	631	99.4	89.2	67.5
Grade Eight	Beginning	26	23.1	7.7	0.0
	Intermediate	1,337	57.4	24.6	10.7
	Advanced	1,682	89.8	53.8	28.7
	Advanced High	526	99.8	91.6	67.3
Grades Three to Five	Beginning	131	9.2	2.3	0.8
	Intermediate	1,325	45.8	17.9	7.5
	Advanced	1,731	82.4	49.3	21.5
	Advanced High	824	98.7	84.0	53.9
Grades Six to Eight	Beginning	130	17.7	3.1	0.8
	Intermediate	3,963	46.6	17.9	7.6
	Advanced	4,962	84.4	47.9	23.4
	Advanced High	1,659	99.2	87.6	60.7
All Grades	Beginning	261	13.4	2.7	0.8
	Intermediate	5,288	46.4	17.9	7.6
	Advanced	6,693	83.9	48.3	22.9
	Advanced High	2,483	99.0	86.4	58.4

Source: District TELPAS data file dated 06/26/22. District STAAR data file dated 06/26/22. District PEIMS demographic file dated 11/03/21.

Note: Rates include students enrolled on the PEIMS snapshot date with both STAAR and TELPAS scores. STAAR Alternate 2 scores are not included. * = fewer than five students tested in this category