

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 1: 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 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

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.

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).
- 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

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.

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.

Table 2: 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).

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)

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. 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.

REFERENCES

Voss, S. (2022) 2021-22 Evaluation of the Special Education for Emergent Bilinguals Program. Dallas, TX. Dallas Independent School District.

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