

2021-22

Evaluation of the Special Education for Emergent Bilinguals Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2021-22

Evaluation of the Special Education for Emergent Bilinguals Program

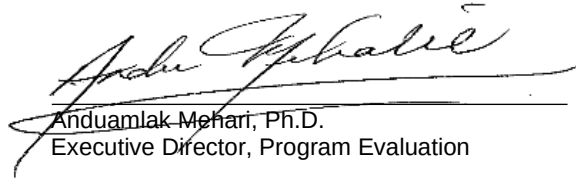
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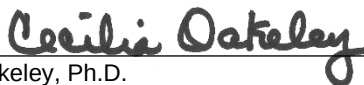
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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches grade level or above
ARD	Admission, Review, and Dismissal
Average (for MAP)	40 th to 60 th percentile
DL/ESL	Dual Language/English as a Second Language
BOY	Beginning-of-year
CIC	Campus instructional coach
EB	Emergent Bilingual
EBSPED	Emergent Bilingual receiving special education services (dually identified)
EOC	<i>End-of-Course</i>
EOY	End-of-year
High (for MAP)	80 th percentile and above
High Average (for MAP)	60 th to 80 th percentile
ISD	Independent School District
K	Kindergarten
Low (for MAP)	Up to the 20 th percentile
Low Average (for MAP)	20 th to 40 th percentile
LPAC	Language Proficiency Assessment Committee
MAP	<i>Measures of Academic Progress Growth</i>
Masters	Masters grade level or above
Meets+	Meets grade level or above
NonEB SPED	Non-Emergent Bilingual receiving special education services
NonSPED EB	Non-special education student who is an Emergent Bilingual
PEIMS	Public Education Information Management System
PK	Prekindergarten
PLC	Professional Learning Community
PD	Professional development
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STAAR Alt 2	<i>State of Texas Assessments of Academic Readiness Alternate 2</i>
TELPAS	<i>Texas English Language Proficiency Assessment System</i>
TELPAS-Alt	<i>Texas English Language Proficiency Assessment System Alternate</i>

Evaluation of the Special Education for Emergent Bilinguals Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

In 2017, the Dallas Independent School District (ISD) hired Collier Educational Consulting to conduct an audit of the district special education (SPED) program (Collier, 2017). A key finding of the culminating report was that Emergent Bilinguals (EBs)¹ who were dually-identified as receiving SPED services (EBSPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for EBSPED students.

Thus, the Dual Language/English as a Second Language (DL/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district EBSPED students. The purpose of this collaboration was to 1) develop and support embedded EBSPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and EBSPED specialists; 3) assist campuses in planning and implementing services for EBSPED students at all grade levels; and 4) create and conduct professional development (PD).

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

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the EBSPED program in meeting the needs

of EBSPED students in the Dallas ISD.⁴ In 2021-22, the budget for the EBSPED program was \$1,927,104 from Title I funds, which was the same as 2020-21.

EVALUATION QUESTIONS/OUTCOMES

What services were provided to EBSPED students in 2021-22?

The EBSPED program aimed to support and assist EBSPED students and their teachers.⁵ Because EB and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EBSPED students continued to be an important focus for the district in 2021-22. In 2021-22, EBSPED program staff members created and conducted PD opportunities for teachers, administrators, and other campus-based staff members throughout the district to help ensure the success of EBSPED students.

Additionally, 21 campuses⁶ were targeted for extra EBSPED support because 1) they enrolled high numbers of EBSPED students or 2) they showed high achievement gaps in 2021 *State of Texas Assessments of Academic Readiness* (STAAR) outcomes for EBSPED students compared to students in general education or to students in special education who were not EBs (NonEB SPED).

To meet the linguistic and special education needs of EBSPED students at the 21 campuses, Title I funds were used to support multi-departmental leadership and provide 18 Instructional Specialists at these campuses. The 18 EBSPED Instructional Specialists assisted campuses to plan and implement services designed to meet the needs of EBSPED students at all grade levels.⁷

What were the characteristics of 2021-22 EBSPED students?

Of the 68,386 EBs and 14,013 SPED students in the Dallas ISD, 5,815 (9% of EBs; 41% of SPED) were

¹ To align with state terminology changes made in the 2020-21 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 EBSPED Programs and program changes due to COVID-19 can be found www.dallasisd.org/Page/888.

⁴ This executive summary was adapted from Voss (2021).

⁵ For the evaluation of programs for district EBs and SPED students, see Voss and Kim (2022) and Sands (2022), respectively.

⁶ For a complete list of EBSPED supported campuses, see Appendix A of the full report (Voss, 2022).

⁷ In addition to the 18 EBSPED Instructional Specialists funded through Title I, four EBSPED Instructional Specialists were funded through Title III.

dually-identified as EBSPEd in 2021-22, accounting for four percent of all district students ($N = 143,294$).

In general, the distribution of students in most grades was comparable across all EB and SPED classifications, and the percentage of EBSPEd students by grade level ranged from two percent to 11 percent.

Overall, the number of EBSPEd students increased over the last two years (+9 percentage points), the number of NonEB SPED and EB students decreased (-5 and -2 percentage points, respectively), and the number of all SPED students stayed about the same.⁸

What were stakeholder perceptions regarding EBSPEd services and training in 2021-22?

Key findings from the 2021-22 EBSPEd ($N = 37$; 42% response rate) survey include:

- Most staff members who worked with an EBSPEd instructional specialist in 2021-22 reported that they participated in PD that addressed the needs of EBSPEd students (70%).
- Less than half of respondents indicated that the differentiated DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (44%), which did not meet the DL/ESL's goal of 65 percent.
- Respondents reported that the Language Proficiency Assessment Committee (LPAC) and Admission, Review, and Dismissal (ARD) committees were at least moderately important for student success (67%); were at least moderately effective at collaborating (61%); were a high or very high priority on their campuses (50%); and collaborated frequently or very frequently (48%).
- The highest rate of respondents (43%) reported working with an EBSPEd specialist more than 10 times.
- Respondents most frequently reported that EBSPEd specialists provided classroom observation/feedback (68%), resources/materials (65%) and in-class support (59%).
- Most respondents rated one-on-one PD (74%) as very or extremely helpful, whereas less than half of respondents rated campus-wide PD (40%) and PLCs (47%) as helpful.
- Most respondents reported that supplies and resources for classroom implementation (70%) and online

resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 60%) were very or extremely helpful.

- Most respondents rated the supports they received from an EBSPEd specialist as very or extremely helpful (range: 70% to 81%; Figure E1). The goal to have 70 percent of respondents rating the aggregated helpfulness of all supports as very or extremely helpful was met (74%).

Figure E1: 2021-22 EBSPEd Survey - Helpfulness of Supports



Source: 2021-22 EBSPEd Survey, administered spring 2022.

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

What PD opportunities were provided for campuses about the needs of EBSPEd students?

A total of 300 teachers and four administrators attended EBSPEd-related PD sessions in 2021-22. While the number of PD session topics varied, districtwide sessions accounted for the most sessions ($n = 19$) followed by campus-based sessions ($n = 3$). Additionally, 95 percent of PD participants reported that the PD session met their needs, which met the DL/ESL Department's goal of at least 80 percent.

What were the assessment outcomes for EBSPEd students in 2021-22?

TELPAS.

2022 EBSPEd students overall did not meet the DL/ESL Department goal to see a two percentage-point increase in the percentage of EBSPEd students who stayed the same or progressed on their TELPAS composite from 2021 to 2022 (rates decreased by 1%).

- 2022 TELPAS composite ratings for EBSPEd students at all grade levels tended to cluster in the intermediate level of English proficiency.

⁸ Additional student characteristics information can be found in the full report (Voss, 2022).

- One- and two-year trends for *TELPAS* composite ratings varied. The largest decrease was for grades 9 to 12 over two years at the intermediate level (-11 percentage points), and the largest increase was for grades 9 to 12 over two years at the advanced level (+6 percentage points).
- For 2022 *TELPAS* level movement⁹, 57 to 64 percent of EBSPEd students remained at the same proficiency level. For all grade levels overall, EBSPEd students progressed at higher rates (27%) than they regressed (14%), and this pattern was most pronounced in grades one to five (30% vs 13%).
- One- and two-year trends for *TELPAS* level movement¹⁰ varied. The largest decrease was for grades 9 to 12 over one year (-6 percentage points), and the largest increase was for grades 6 to 8 over one year (+8 percentage points).

TELPAS for Dallas ISD vs State and other large, urban Texas districts. Rates of Dallas ISD EBSPEd students performing at the higher English proficiency levels on the 2022 *TELPAS* were generally comparable or lower than state and other comparison district rates.

TELPAS-Alternate (TELPAS-Alt)

Overall, 687 EBSPEd students took the *TELPAS-Alt* in 2022.

- Twenty-four percent of students earned the highest proficiency rating (basic fluency) on the 2022 *TELPAS-Alt* districtwide, a one percentage-point increase over one year and no change over two years.
- 2022 *TELPAS-Alt* proficiency rating movement¹¹ patterns were relatively similar across the elementary, middle, and high school levels, with over 45 percent of students progressing to a higher proficiency level and about a third remaining at the same proficiency level. One- and two-year trends were mixed.

TELPAS-Alt for Dallas ISD vs State and other large, urban Texas districts. Rates of Dallas ISD EBSPEd students performing at the higher English proficiency levels on the 2022 *TELPAS-Alt* were generally mixed when compared to state and other comparison district rates.

Measures of Academic Progress Growth (MAP)

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

- EBSPEd students on the English subtest tended to cluster in the Low quintile at all grade levels (30% to 39%).
- EBSPEd students on the Spanish subtest tended to cluster in either the Low (46%) or High quintile (31%).

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

- EBSPEd students on the English and Spanish subtests tended to cluster in the Low quintile at all grade levels (English: 40% to 60%; Spanish: 44%).

STAAR/End-Of-Course (EOCs)

Table E1 shows 2021 and 2022 rates of EBSPEd students at each *STAAR* and *EOC* performance standard.¹²

- From 2021 to 2022, EBSPEd student percentage-point changes on all mathematics-related *STAAR* and *EOC* subtests were positive (+1 to +8 percentage points) and were mixed for reading-related subtests (-1 to +9 percentage points).

Table E1: 2021 and 2022 *STAAR* and *EOC* EBSPEd Ratings by Subject, Performance Standard, and Grade Level Grouping

Grade Level	Approaches+		Meets+		Masters	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Mathematics						
Math 3-5	36.1	37.6	12.2	13.3	3.5	4.7
Math 6-8	24.6	32.8	5.8	7.1	0.6	1.2
Algebra 1	42.9	45.4	13.6	17.0	3.3	6.6
Reading						
Reading 3-5	28.5	27.3	9.7	11.2	3.7	4.5
Reading 6-8	18.6	27.3	4.8	7.5	1.6	2.9
English I	10.8	18.2	4.4	6.6	0.2	0.0
English II	16.3	16.2	7.2	6.3	0.0	0.2

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.

STAAR/EOC for Dallas ISD vs State and other large, urban Texas districts. District performance level rates of

⁹ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

¹⁰ 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).

¹¹ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

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

EBSPEd students on STAAR and EOCs were mixed when compared to the state and other Texas large, urban district rates.

STAAR Alternate 2 (Alt 2)

In 2022, 11 to 21 percent of students who took STAAR subtests and seven to 12 percent of students who took EOCs were administered the Alt 2 version.

Rates of students at the Approaches+ performance standard on the Alt 2 version were higher than for the standard version on all tests and ranged from 83 to 100 percent.

STAAR/EOC Alt 2 for Dallas ISD vs State and other large, urban Texas districts. District performance level rates of EBSPEd students on STAAR and EOC Alt 2 were generally mixed when compared to the state and other Texas large, urban district rates.

RECOMMENDATIONS

Examine the effectiveness and perceptions of differentiated DL and ESL curriculum.

Continue using EBSPEd specialists in their current roles.

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

Bolster efforts to improve assessment ratings of EBSPEd students.

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2021-22

Evaluation of the Special Education for Emergent Bilinguals Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Dallas Independent School District (ISD) hired Collier Educational Consulting to conduct an audit of the district special education (SPED) program in 2017 (Collier, 2017). A key finding of the culminating report was that Emergent Bilinguals (EBs)¹³ who were dually-identified as needing SPED services (EBSPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for EBSPED students. For example, EB students are often found to be either overrepresented in special education, or occasionally underrepresented, depending on the disability level (Marsh, 2018). In addition, public schools in the United States tend to classify possible EBSPED students as either needing language supports or disability supports, rather than addressing both simultaneously (Kangas, 2021). Because EBSPED students in dual language programs typically have higher scores on state assessments than EBSPED students in mainstream classrooms (Thomas & Collier, 2012), this highlights the importance strong EBSPED programs that accurately identify the needs of students.

To address these issues, the Dual Language/English as a Second Language (DL/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district EBSPED students. The purpose of this collaboration was to 1) develop and support embedded EBSPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and EBSPED specialists; 3) assist campuses in planning and implementing services for EBSPED students at all grade levels; and 4) create and conduct professional development (PD). For the evaluation of programs and services for district EBs and SPED students in 2021-22, see Voss and Kim (2022) and Sands (2022), respectively.

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

¹³ To align with state terminology changes, Emergent Bilinguals has replaced the term English learners (ELs).

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 determine the effectiveness of the EBSPED program in meeting the needs of EBSPED students in the Dallas ISD. This report also addresses outcomes related to the 2021-22 workscope entitled *Title I, ELSPED*. Whenever possible and applicable, data were grouped by EBSPED classification and grade level; 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 EBSPED program in 2021-22?
2. What services were provided to EBSPED students in 2021-22?
3. What were the characteristics of 2021-22 EBSPED students?
4. What were stakeholder perceptions regarding EBSPED services and training in 2021-22?
5. What PD opportunities were provided for campuses about the needs of EBSPED students?
6. What were the assessment outcomes for EBSPED students in 2021-22?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the EBSPED program in 2021-22?

Methodology

The DL/ESL Department provided Title I funding information on November 29, 2021.

Results

The budget for the 2021-22 EBSPED program was \$1,927,104 from Title I funds, which was the same as 2020-21.

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

What services were provided to EBSPEd students in 2021-22?

Methodology

To gather information about services provided to EBSPEd students, the evaluator conducted interviews with DL/ESL staff members and reviewed relevant documentation provided by DL/ESL staff members.

Results

When a student qualified as an EB¹⁵ and was eligible to receive SPED services, the Language Proficiency Assessment Committee (LPAC)¹⁶ was responsible for collaborating in conjunction with the campus Admission, Review, and Dismissal (ARD) committee and Section 504¹⁷ placement committee, if applicable, to ensure issues related to both the disability and language proficiency were carefully considered. Collaboration among these committees on the behalf of each EBSPEd student was critical for maintaining proper documentation and accountability and for ensuring that the students received services based on their individual needs. Because EB and SPED services were not mutually exclusive, improving student identification and providing services and targeted support to EBSPEd students continued to be an important focus for the district in 2021-22.

In 2021-22, EBSPEd program staff members created and conducted PD opportunities for teachers, administrators, and other campus-based staff members throughout the district to help ensure the success of EBSPEd students. Additionally, 21 campuses¹⁸ were targeted for extra EBSPEd support because 1) they enrolled high numbers of EBSPEd students or 2) they showed high achievement gaps in 2021 *State of Texas Assessments of Academic Readiness (STAAR)* outcomes for EBSPEd students compared to students in general education or to students in special education who were not EBs (NonEB SPED). Twenty-nine additional campuses reached out to the DL/ESL Department for EBSPEd-related support and received help on an as-needed basis (see Appendix A for list of campuses). To meet the linguistic and special education needs of EBSPEd students at the 21 targeted campuses, Title I funds were used to support multi-departmental leadership and provide instructional specialists. These funds supported one EBSPEd Manager, one EBSPEd coordinator, and 18 EBSPEd Instructional Specialists.¹⁹ EBSPEd instructional specialists assisted campuses to plan and implement services designed to meet the needs of EBSPEd students at all grade levels (see Table 1 for a role summary). Other leadership funded by general operating funds included a Director of Reading/Language Arts, a Manager of Reading/Language Arts, a Director of Social Studies, and a Coordinator of Social Studies.

¹⁵ More information regarding the identification process for EBs can be found in Voss and Kim (2022).

¹⁶ Each campus in the Dallas ISD operated an LPAC as a liaison between home and campus and as an advocate for EBs. More information regarding LPACs can be found in Voss and Kim (2022).

¹⁷ Section 504 is a federal law that protects individuals with disabilities who participate in programs that receive financial assistance from the United States Department of Education. More information can be found at <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

¹⁸ The full list of campuses that received targeted EBSPEd support in 2021-22 can be found in Appendix A.

¹⁹ In addition to the 18 EBSPEd Instructional Specialists funded through Title I, there were four EBSPEd Instructional Specialists funded through Title III. These four 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).

These leaders developed differentiated curriculum with embedded supports for Reading/Language Arts [Kindergarten (K) to grade 12] and Social Studies (K to grade 5) for EBSPED students and provided support to campuses most in need of services related to EBSPED students.²⁰

Table 1: 2021-22 Roles of Emergent Bilingual/Special Education Instructional Specialists

Role	Specialists N
Supported curriculum through the Reading/Language Arts Department, ensuring access points were included in the curriculum	4
Supported curriculum through the DL/ESL Department, ensuring access points were included in the curriculum	12*
Supported curriculum through the Social Studies Department, ensuring access points were included in the curriculum	2

Source: Interviews with program leadership in January 2022.

Note: * = In addition to the 12 EBSPED Instructional Specialists under the DL/ESL Department, one EBSPED Manager and one EBSPED coordinator also performed the same duties as those Instructional Specialists.

What were the characteristics of 2021-22 EBSPED students?

Methodology

To evaluate the characteristics of 2020-21 EBSPED students, the evaluator used the Public Education Information Management System (PEIMS) snapshot demographic data file for the PEIMS snapshot date of October 29, 2021.²¹ Student characteristics were categorized by the following groups for comparison purposes: all EBs, all SPED, NonEB SPED, and EBSPED students. Frequency analyses were used to determine the number and percentage of students in each category overall, over time, and by grade level, sex, race/ethnicity, special student groups²², and feeder. For the categories that included special education students, the evaluator conducted frequency analyses to calculate counts and rates of students by primary disability. As applicable, data from 2019-20 and 2020-21 were extracted from the 2020-21 ELSPED evaluation (Voss, 2021) and one- and two-year trends were calculated.

Results

Grade level breakdowns and student characteristics for EBSPED students and related comparison groups (including all NonEB students and the district) are provided in Appendix B. Of the 68,386 EBs and 14,013 SPED students in the Dallas ISD, 5,815 (9% of EBs; 41% of SPED) were dually-identified as EBSPED in 2021-22, accounting for four percent of all district students ($N = 143,294$; Table 2). In general, the distribution of students in most grades was comparable across all EB and SPED classifications, with slightly more EBs in the lower elementary grades than SPED students. With the exception of grade nine, the percentage of EBSPED students by grade level gradually increased from prekindergarten (PK; 2%) to Grade 5 (11%) and then gradually decreased to Grade 12 (5%). Student characteristics for EBSPED students generally were comparable to the SPED and NonEB SPED students with respect to sex (EBSPED: 67% male; SPED and NonEB SPED: 66%) and comparable to EBs with respect to race/ethnicity

²⁰ In K to grade two, social studies content was embedded into Reading/Language Arts units.

²¹ File dated 11/03/21.

²² Special student groups included economically disadvantaged status, at-risk status, and homeless status.

(mostly Hispanic; EBSPED: 97%; EB: 96%) and special student group percentages. As shown in Table 2, the number of EBSPED students in PK to grade 12 has increased over the last two years (+9 percentage points), the number of NonEB SPED and EB students decreased (-5 and -2 percentage points, respectively), and the number of all SPED students stayed about the same.

Table 2: 2019-20 to 2021-22 PK to Grade 12 Enrollment by Emergent Bilingual/Special Education Status

Classification	2019-20		2020-21		2021-22		Enrollment	
	Students N	District %	Students N	District %	Students N	District %	1 Yr Δ %pts	2 Yr Δ %pts
EBSPED	5,334	3.5	5,435	3.7	5,815	4.1	7.0	9.0
NonEB SPED	8,632	5.6	8,337	5.7	8,198	5.7	-1.7	-5.0
All SPED	13,966	9.1	13,772	9.5	14,013	9.8	1.7	0.3
All EB	70,004	45.8	67,206	46.2	68,368	47.7	1.7	-2.3
District	152,963	100.0	145,396	100.0	143,294	100.0	-1.4	-6.3

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

Note: Students may be included in more than one category shown. Data do not include early childhood students. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

As shown in Table 3, although the proportions of NonEB SPED students with each primary disability were sometimes comparable to SPED students, a few differences emerged when comparing EBSPED students to SPED and NonEB SPED students. For instance, a higher rate of EBSPED students were reported to have a learning disability (SPED: 31%; NonEB SPED: 26%; EBSPED: 38%) or speech impairment (SPED: 12%, NonEB SPED: 11%; EBSPED: 14%). In addition, a lower rate of EBSPED students were reported to have another health impairment (SPED: 14%; NonEB SPED: 17%; EBSPED: 11%), intellectual disability (SPED: 10%; NonEB SPED: 12%; EBSPED: 8%), or emotional disturbance (SPED: 4%; NonEB SPED: 5%; EBSPED: 1%).

Table 3: 2021-22 Primary Disabilities of Special Education and Dually-Identified Students

Primary Disability	SPED (N = 14,013)		NonEB SPED (N = 8,198)		EBSPED (N = 5,815)	
	n	%	n	%	n	%
Learning Disability	4,382	31.3	2,156	26.3	2,226	38.3
Autism	3,390	24.2	2,006	24.5	1,384	23.8
Other Health Impairment	2,006	14.3	1,365	16.7	641	11.0
Speech Impairment	1,704	12.2	878	10.7	826	14.2
Intellectual Disability	1,443	10.3	1,003	12.2	440	7.6
Emotional Disturbance	516	3.7	441	5.4	75	1.3
Auditory Impairment	311	2.2	188	2.3	123	2.1
Orthopedic Impairment	140	1.0	85	1.0	55	0.9
Visual Impairment	59	0.4	33	0.4	26	0.4
Traumatic Brain Injury	28	0.2	20	0.2	8	0.1
Other/Missing Data	34	0.2	23	0.3	11	0.2

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

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

What were stakeholder perceptions regarding EBSPED services and training in 2021-22?

This section includes key results for the EBSPED survey sent to teachers, campus instructional coaches (CICs), and administrators in spring 2022.

Methodology

To obtain feedback about EBSPED services and training provided to campus staff members in 2021-22, the evaluator worked with program leadership to develop and administer an EBSPED survey. The 17-item online survey was administered to general education teachers, special education teachers, DL/ESL teachers, CICs, and campus administrators who worked with an EBSPED Instructional Specialist in 2021-22. They were invited to complete the survey between May 2, 2022, and May 20, 2022, with periodic email reminders sent to those who had yet to respond. The survey included questions about experiences during the 2021-22 school year, including a) perceptions of factors related to PD, b) awareness around EBSPED, c) the efficacy of the differentiated curriculum, d) ARD/LPAC collaboration, e) EBSPED Instructional Specialist services, and f) EBSPED resources. The evaluator used descriptive statistics to calculate the percentage of survey respondents selecting each response option²³ and evaluated the DL/ESL Department's two goals: 1) 65 percent of teachers will rate the effectiveness of curriculum support/differentiated instruction as very or extremely helpful and 2) 70 percent of teachers, CICs, and administrators would rate the aggregated helpfulness of all supports provided by the EBSPED Instructional Specialists as very or extremely helpful.

Results

This section includes key results from the 2021-22 EBSPED survey. Full results by question, respondent type, and response frequency are provided in Appendix C.

EBSPED Survey

Of the 89 staff members invited to complete the survey, 37 (42%) mostly or fully completed the survey. Because a small number of CICs²⁴ and no administrators completed the survey, the results for teachers and CICs were aggregated in this section. Due to the low survey response rate, survey results are provided for informational purposes and should be reviewed with caution.

Most teacher respondents were special education teachers (68%) and had special education and/or ESL certifications (71% and 29%, respectively). The highest frequency of teachers (35%) taught one to five EBSPED students during the 2021-22 school year. Seventy percent of survey respondents reported that they participated in PD that addressed the needs of EBSPED students. Most survey respondents reported that both DL/ESL teachers (59%) and special education teachers (83%) at their campuses were moderately or completely aware that qualified EBSPED students should receive both special education

²³ Percentages did not include respondents who indicated that a question was not applicable (e.g., they did not receive support from an EBSPED specialist) or that they did not know or were not sure how to answer a question.

²⁴ Three out of seven invited CICs completed the survey.

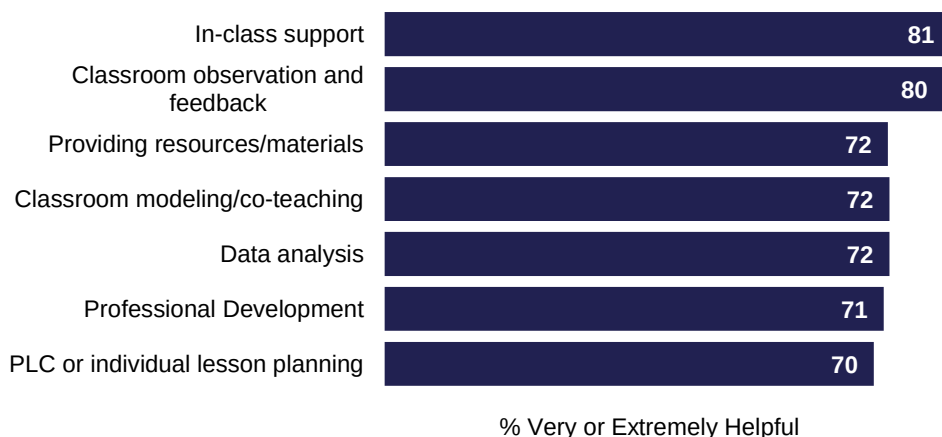
services and DL/ESL services, followed by 52 percent for general education teachers. Less than half of respondents indicated that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (44%), which did not meet the DL/ESL's goal of 65 percent. In addition, most respondents had favorable views regarding the collaboration of the LPAC and ARD committees. They reported that the LPAC and ARD committees were at least moderately important for student success (67%), were at least moderately effective at collaborating (61%), were a high or very high priority on their campuses (50%), and collaborated frequently or very frequently (48%).

In addition, most survey respondents reported that they worked with the EBSPEd instructional specialists at least once (80%). Of those who worked with an instructional specialist, the highest rate of respondents reported that they worked with the specialist more than 10 times (43%). Regarding the supports that EBSPEd specialists provided teachers, CICs, and administrators in 2021-22, survey respondents most frequently reported that EBSPEd specialists provided classroom observation/feedback (68%), resources/materials (65%) and in-class support (59%).

Respondents were generally positive regarding the support that they received from the EBSPEd specialists. In-class support provided by EBSPEd specialists was the highest rated support (81%), followed by classroom observation and feedback (80%; Figure 1). The lowest rated support was PLC or individual lesson planning (70%). The DL/ESL Department set a goal that 70 percent of teachers, CICs, and administrators would rate the aggregated helpfulness of all supports provided by the EBSPEd specialists as very or extremely helpful. Overall, the department met the goal (74%).

Figure 1: 2021-22 EBSPEd Survey – Helpfulness of Supports from EBSPEd Instructional Specialists

Rate how helpful each of the following supports were from your EBSPEd Instructional Specialist(s) in 2021-22.



Source: 2021-22 EBSPEd Survey, administered spring 2022.

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

Survey respondents' views regarding the helpfulness of the PD opportunities that they received from EBSPED specialists were mixed. Most respondents rated one-on-one PD (74%) as very or extremely helpful, whereas fewer respondents rated campus-wide PD (40%) and PLCs (47%) as helpful. In addition, most respondents reported that resources for classroom implementation (70%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 60%) were very or extremely helpful for impacting student achievement.

What PD opportunities were provided for campuses about the needs of EBSPED students?

Methodology

Department leadership provided the evaluator with data regarding EBSPED-related PD sessions offered in the Dallas ISD from July 1, 2021, to July 1, 2022,²⁵ and the number of attending teachers and administrators. These PD sessions were designed for EBSPED providers with a focus on benefiting EBSPED and EB students or were collaborations with other departments where EBSPED supports were highlighted. The evaluator summarized this information by reporting the total number of sessions offered, the total number of attendees,²⁶ and the number of sessions by session type (districtwide or campus-based, as applicable). The DL/ESL Department set a goal to have at least 80 percent of PD participants (i.e., teachers and administrators) reporting that the PD session met their needs. The evaluator obtained PD survey responses from the DL/ESL Department on July 18, 2022 and summarized the findings.

Results

A total of 300 teachers and four administrators attended EBSPED-related PD sessions in 2021-22. While the number of PD session topics varied, districtwide sessions accounted for the most sessions ($n = 19$) followed by campus-based sessions ($n = 3$). Additionally, 95 percent of PD participants reported that the PD session met their needs, which met the DL/ESL Department's goal of at least 80 percent.

What were the assessment outcomes for EBSPED students in 2021-22?

This section includes summaries of academic outcomes for EBSPED students in 2021-22. This evaluation includes: 1) 2022 and one- and two-year trends in *Texas English Language Proficiency Assessment System (TELPAS)* and *TELPAS-Alternate (TELPAS-Alt)* English proficiency ratings and level movement;²⁷ 2) 2021-22 rates of students in conditional growth 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*, *STAAR End-of-Course (EOC)*, and *STAAR Alternate 2 (STAAR Alt 2)*. Two-year trends for *MAP* and

²⁵ The data were provided on 07/14/22. This window of time was agreed upon with program leadership to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year. This window also corresponds with the Dallas ISD fiscal year.

²⁶ Participants may have attended multiple sessions.

²⁷ 2020 level movement includes students who earned a *TELPAS* proficiency rating in both 2019 and 2020. 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021. 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022.

STAAR were unavailable after most spring 2020 assessments were cancelled because of the transition to at-home learning as a result of the COVID-19 pandemic.

Methodology

Unless otherwise specified, all academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.²⁸

TELPAS and TELPAS-Alt English Proficiency Ratings and Level Movement

TELPAS is a state-required assessment that measures English language proficiency for EBs in K to grade 12²⁹ in four domains: listening, speaking, reading, and writing. Typically, grade two to 12 students in the Dallas ISD who were eligible for the *STAAR Alt 2* were also eligible for *TELPAS-Alt*. Because the *TELPAS-Alt* is generally applicable to EBSPEd students, results on the *TELPAS* and *TELPAS-Alt* are included in this section.

To determine rates of 2021-22 EBSPEd students earning each English proficiency rating, the evaluator merged the 2021-22 district PEIMS snapshot demographic file dated November 3, 2021, with the 2022 *TELPAS* data file dated June 26, 2022, and 2022 *TELPAS-Alt* data file dated May 6, 2022. The evaluator used frequency analyses to determine the number and percentage of EBSPEd students who earned each English proficiency rating (*TELPAS*: beginning, intermediate, advanced, advanced high; *TELPAS-Alt*: awareness, imitation, early independence, developing independence, basic fluency) by grade. For *TELPAS*, each domain was assessed in addition to the composite rating. Because the K to grade one version of *TELPAS* is a holistically-rated test²⁹, EB students in these grades with significant cognitive disabilities continued to participate in *TELPAS*. Thus, the *TELPAS-Alt* elementary-school level grade grouping ranged from grades two to five. For comparison purposes, the evaluator extracted historical *TELPAS* and *TELPAS-Alt* composite and domain data from 2019 to 2020 and from 2020 to 2021 from the 2020-21 EBSPEd program evaluation (Voss, 2021), as applicable.

To determine *TELPAS* English proficiency rating movement from 2021 to 2022, the evaluator merged *TELPAS* data files dated July 19, 2021 (2021) and June 26, 2022 (2022) with the 2021-22 district PEIMS snapshot demographic data file dated November 3, 2021. EBSPEd students who received English proficiency level composite ratings for both school years were included in analyses. The evaluator calculated the number and percentage of students who progressed,³⁰ stayed the same, or regressed at least one English proficiency level on *TELPAS* composite ratings and for each domain from 2021 and 2022. For comparison purposes, the evaluator extracted historical *TELPAS* composite and domain level movement data from 2019 to 2020 and from 2020 to 2021 from the 2020-21 EBSPEd program evaluation

²⁸ District PEIMS snapshot dates were 10/25/19 (2019-20; file date 11/01/19), 10/30/20 (2020-21; file dated 11/04/20), and 10/29/21 (2021-22; file dated 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.

²⁹ For K to grade one, all *TELPAS* assessments (i.e., listening, speaking, reading, and writing) are holistically rated. These holistically-rated assessments are based on ongoing classroom observations of student work in daily instruction and student interactions. However, for grades two to 12, the *TELPAS* assessment includes online tests for reading, listening, and speaking, whereas the writing collection is holistically rated.

³⁰ 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.

(Voss, 2021). The DL/ESL Department aimed to reach one primary goal for 2021-22, which was to see a two percentage-point increase in the percentage of EBSPED students who stayed the same or progressed on their *TELPAS* composite from 2021 to 2022.

To determine *TELPAS-Alt* English proficiency rating movement from 2021 to 2022, the evaluator merged the *TELPAS-Alt* data files dated July 12, 2021 (2021) and May 6, 2022 (2022) with the 2021-22 district PEIMS snapshot demographic data file dated November 3, 2021. EBSPED students who received English proficiency level composite ratings for both school years were included in analyses. The evaluator calculated the number and percentage of students who progressed,³¹ stayed the same, or regressed at least one English proficiency level on *TELPAS-Alt* composite ratings from 2021 to 2022. For comparison purposes, the evaluator extracted historical *TELPAS-Alt* level movement data from 2019 to 2020 and from 2020 to 2021 from the 2020-21 EBSPED program evaluation (Voss, 2021).

To understand how Dallas ISD EBSPED students compared to students across the state of Texas, the evaluator obtained both district-level and state-level accountability data for EBSPED students on the 2022 *TELPAS* and *TELPAS Alt* from texasassessments.gov and calculated the proficiency level differences between Dallas ISD, the state, and other large, urban Texas districts. Dallas ISD rates may not match those included elsewhere in this document because of different sources and available filtering criteria.

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 BOY to EOY *MAP* administrations, the evaluator merged the district EOY *MAP* data file (for BOY to EOY) dated June 22, 2022, with the district PEIMS snapshot demographic data file dated November 3, 2021.³² The evaluator then used frequency analyses to determine the number of students who fell into each BOY to EOY growth quintile (Low: up to the 20th percentile; Low Average: 21st to 40th percentile; Average: 41st to 60th percentile; High Average: 61st to 80th percentile; High: 81st percentile and above) by classification, grade level, test language, and subject.

STAAR, EOCs, and STAAR Alt 2

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.³³ *STAAR* and *EOC* assessment scores were categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

³¹ Students were considered to have progressed if they improved by at least one composite level from the prior year to the current year, or if they scored Basic Fluency both years.

³² K students completed *MAP* only at EOY; thus, they were excluded from BOY to EOY analyses.

³³ More information on *STAAR* performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

The evaluator merged district STAAR and December and May EOC data files for 2021-22³⁴ with the PEIMS snapshot demographic file dated November 3, 2021. The evaluator then ran frequency analyses to calculate 2021-22 performance standard attainment rates for the mathematics and reading subtests of STAAR and EOCs. The evaluator analyzed STAAR and EOC data in several ways for this evaluation. First, the evaluator calculated rates of students at the Approaches+ performance standard for 2021-22. Rates then were aggregated by subject, grade level,³⁵ and classification. Data for 2020-21 was extracted from the 2020-21 EBSPEd program evaluation (Voss, 2021). The evaluator then calculated one-year trends in Approaches+ attainment rates. Finally, for 2021-22 EBSPEd students, the evaluator aggregated rates of students at Approaches+³⁶ by test version (i.e., standard and *Alt 2*).

To understand how Dallas ISD EBSPEd students compared to students across the state of Texas, the evaluator obtained both district-level and state-level accountability 2021-22 STAAR, EOC, and STAAR *Alt 2* data for EBSPEd students 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 and TELPAS-Alt English Proficiency Ratings, Level Movement, and Trends

TELPAS. TELPAS English proficiency composite rating rates for 2020,³⁷ 2021, and 2022 by grade level are provided in Appendix D, and composite level movement rates from 2021 to 2022 are provided in Appendix E.

As shown in Table 4, 2022 TELPAS composite ratings for EBSPEd students at all grade levels tended to cluster in the intermediate level of English proficiency, with higher rates of students proficient at the intermediate level in grades six to eight (66%) than those in the lower (i.e., grades K to five; 54%) and higher grades (i.e., grades nine to 12; 60%). For domains, EBSPEd student rates at the advanced high level were generally highest for the listening (range: 11% to 16%) and writing (range: 4% to 20%) domains. In general, grade level differences were most pronounced for the writing domain, with scores for the youngest students clustering more at the beginning proficiency level (59%) than for students at the older grade levels.

³⁴ For performance standard attainment rates, 2021-22 files were dated 06/26/22 (STAAR) and 06/26/22 (EOC).

³⁵ To facilitate comparable classification comparisons, EOC grade levels were limited to and grouped by the following grade level ranges: grades eight to 12 (Algebra I) and grades nine to 12 (all other EOCs). Test takers in grades outside of these ranges were not included in analyses.

³⁶ Students taking the STAAR *Alt 2* are not evaluated against the Meets+ performance standard. Because many SPED students take the *Alt 2* version, this section focused primarily on scores at the Approaches+ standard. For results for EBSPEd and comparison students at the Meets+ and Masters performance standards, see Appendix H.

³⁷ 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.

One- and two-year trends³⁸ in *TELPAS* composite English proficiency rates for EBSPED students varied and ranged from the largest decrease for grades 9 to 12 over two years at the intermediate level (-11 percentage points) to the largest increase in grades 9 to 12 over two years at the advanced level (+6 percentage points). One- and two-year changes in domain proficiency rates for EBSPED students varied and ranged from the largest decrease for grades 9 to 12 over two years in listening (intermediate: -10 percentage points) to the largest increase in grades 9 to 12 over one year in listening (beginning: +12 percentage points).

Table 4: 2022 *TELPAS* English Proficiency Composite and Domain Ratings: EBSPED 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	1,787	2,049	2,332	28.4	3.4	2.9	54.0	-3.2	-1.9	15.0	-0.4	-0.8	2.6	0.2	-0.2
Grades 6 to 8	373	653	1,149	5.6	-2.2	0.8	66.0	0.3	3.5	26.1	1.3	-3.4	2.3	0.7	-0.9
Grades 9 to 12	313	296	680	6.8	4.1	3.3	59.7	-2.5	-10.6	29.7	1.0	5.7	3.8	-2.6	1.6
All Grades	2,473	2,998	4,161	18.6	-0.5	-1.0	58.3	-1.3	-0.5	20.5	1.7	1.6	2.7	0.1	-0.1
Listening															
Grades K to 5	2,153	2,142	2,343	27.0	4.6	6.8	35.4	-2.3	-5.8	26.7	0.2	-0.2	10.9	-2.5	-0.8
Grades 6 to 8	934	913	1,218	6.7	-1.2	1.2	46.6	-2.1	7.1	30.7	5.5	-1.2	16.0	-2.2	-7.1
Grades 9 to 12	691	539	856	15.8	12.2	9.1	35.5	-9.6	-10.4	37.0	-3.4	4.8	11.7	0.7	-3.5
All Grades	3,778	3,594	4,417	19.2	3.3	5.1	38.5	-3.1	-3.1	29.8	1.5	0.7	12.5	-1.8	-2.7
Speaking															
Grades K to 5	2,147	2,134	2,337	34.1	-0.4	4.5	42.6	-0.6	-4.0	19.3	-0.4	0.1	4.0	1.4	-0.5
Grades 6 to 8	934	913	1,218	26.1	-8.1	-2.3	57.4	2.6	0.4	16.2	5.3	2.7	0.3	0.1	-0.8
Grades 9 to 12	691	539	856	43.9	-2.3	-7.7	32.7	6.4	2.2	21.1	-2.8	5.9	2.2	-1.3	-0.4
All Grades	3,772	3,586	4,411	33.8	-2.4	0.5	44.8	1.2	-1.5	18.8	0.7	1.7	2.6	0.5	-0.7
Reading															
Grades K to 5	2,181	2,134	2,357	50.8	2.4	0.2	33.1	-2.5	0.1	10.3	1.5	0.6	5.8	-1.4	-0.9
Grades 6 to 8	977	929	1,233	35.1	3.1	8.2	44.6	1.3	-5.0	13.7	-2.7	-2.0	6.6	-1.8	-1.2
Grades 9 to 12	696	548	864	19.1	-1.0	3.6	54.6	3.0	-5.0	17.9	-1.0	2.7	8.3	-1.0	-1.3
All Grades	3,854	3,611	4,454	40.3	0.4	2.1	40.5	0.4	-1.6	12.7	0.4	0.5	6.5	-1.3	-1.0
Writing															
Grades K to 5	1,837	2,099	2,352	58.5	3.9	3.4	26.6	-4.3	-4.2	11.1	-0.1	-0.1	3.8	0.5	0.9
Grades 6 to 8	451	791	1,194	15.7	-2.0	1.5	43.3	0.9	-5.9	29.8	1.4	3.0	11.2	-0.3	1.5
Grades 9 to 12	399	433	768	9.4	0.1	3.9	37.5	-0.4	3.7	33.3	1.5	-9.0	19.8	-1.2	1.5
All Grades	2,687	3,323	4,314	37.9	-2.0	-3.0	33.2	-1.3	-1.2	20.2	2.2	1.8	8.7	1.2	2.4

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 movement³⁹, between 57 and 64 percent of EBSPED students remained at the same composite proficiency level. Additionally, EBSPED students in grades 1 to 5 and grades 6 to 8 progressed at higher rates (1 to 5: 30%; 6 to 8: 21%; 9 to 12: 18%; Table 5) and regressed at lower rates (1 to 5: 13%; 6 to 8: 15%; 9 to 12: 19%) than those in the higher grades. Across all domains and grades, 36 to 66 percent of EBSPED students remained at the same proficiency level in 2022. For all grade levels

³⁸ One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.

³⁹ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

overall, EBSPED students progressed at higher rates across all domains (range: 30% to 35%) than they regressed (range: 11% to 26%).

For one-year trends⁴⁰ in *TELPAS* level movement, composite progression rate changes ranged from a six percentage-point decrease (grades 9 to 12) to an eight percentage-point increase (grades 6 to 8) percentage points. For two-year trends⁴¹ in *TELPAS* level movement, composite progression rate changes ranged from a one percentage-point decrease (grades 1 to 5 and 6 to 8) to a two percentage-point increase (grades 9 to 12) percentage points. 2022 EBSPED students overall did not meet the DL/ESL Department goal of a two percentage-point increase in the percentage of students who stayed the same or progressed on *TELPAS* composite from 2020 to 2022 (rates decreased by 1%). Over one year, overall progression rates for domains were the same or higher for the speaking (+4 percentage points), reading (no change), and writing (+3 percentage points) domains, and regression rates stayed the same or were lower for the speaking (-5 percentage points) and writing (no change) domains. Over two years, overall progression rates for domains were higher for the speaking (+1 percentage point) and writing (+1 percentage point) domains, and regression rates stayed the same or were lower for the speaking (-2 percentage points) and writing (no change) domains

⁴⁰ One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021).

⁴¹ Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

Table 5: 2022 TELPAS Composite and Domain Level Movement: EBSPED 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	1,512	1,467	1,886	12.6	-0.7	2.3	57.0	-1.8	-1.6	30.4	2.4	-0.7
Grades 6 to 8	364	305	796	14.9	-2.4	1.5	64.4	-5.4	-0.9	20.6	7.8	-0.6
Grades 9 to 12	288	125	281	19.2	6.4	-0.2	63.0	-0.2	-1.2	17.8	-6.2	1.5
All Grades	2,164	1,897	2,963	13.8	0.0	1.8	59.6	-1.3	-0.9	26.6	1.3	-0.9
Listening												
Grades 1 to 5	1,512	1,462	1,877	28.6	5.6	8.6	35.5	-1.7	0.3	36.0	-3.9	-8.9
Grades 6 to 8	364	305	796	16.0	-6.7	3.9	46.0	3.7	6.1	38.1	3.0	-10.0
Grades 9 to 12	288	125	281	33.1	10.7	11.2	43.4	-3.0	-6.2	23.5	-7.7	-5.0
All Grades	2,164	1,892	2,954	25.6	2.7	6.7	39.1	0.5	1.2	35.3	-3.2	-7.9
Speaking												
Grades 1 to 5	1,512	1,461	1,877	18.1	-7.2	-3.8	48.9	2.2	3.1	33.0	5.1	0.6
Grades 6 to 8	364	305	796	26.5	-4.6	1.2	49.1	-4.6	-0.1	24.4	9.3	-1.2
Grades 9 to 12	288	125	281	24.6	2.2	-2.5	47.7	2.1	-9.3	27.8	-4.2	11.8
All Grades	2,164	1,891	2,954	21.0	-5.1	-2.2	48.8	1.0	1.0	30.2	4.0	1.1
Reading												
Grades 1 to 5	1,509	1,464	1,881	10.8	-1.0	-1.2	54.0	-1.1	-0.3	35.2	2.1	1.5
Grades 6 to 8	364	304	796	31.5	2.9	12.3	46.5	-1.9	-2.7	22.0	-1.0	-9.6
Grades 9 to 12	288	125	281	24.9	3.3	3.7	45.9	-6.1	-5.8	29.2	2.8	2.1
All Grades	2,161	1,893	2,958	17.7	2.6	3.3	51.2	-2.6	-1.9	31.1	0.1	-1.4
Writing												
Grades 1 to 5	1,498	1,462	1,882	6.6	-2.0	-0.4	65.9	1.1	0.5	27.5	0.9	-0.2
Grades 6 to 8	363	304	796	16.6	-0.5	-0.8	47.1	-3.5	-7.4	36.3	4.1	8.2
Grades 9 to 12	288	125	281	23.1	-1.7	-1.2	36.7	-2.5	0.5	40.2	4.2	0.6
All Grades	2,149	1,891	2,959	10.9	-0.2	-0.2	58.1	-2.8	-1.5	31.1	3.0	1.7

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.

TELPAS for Dallas ISD vs State and other large, urban Texas districts. As shown in Table 6, rates of Dallas ISD EBSPED students performing at the higher English proficiency levels on the 2022 TELPAS were generally comparable or lower than state and other comparison district rates, especially for the upper grades. Differences between Dallas ISD and comparison attainment rates ranged from nine percentage points below comparison rates (3 to 12, Advanced, state) to eight percentage points above comparison rates (K to 2, Beginning, State).

Table 6: 2022 Dallas ISD and Other Large, Urban Texas Districts EBSPEd TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	565	47	42	9	2
El Paso ISD	414	43	46	9	2
Fort Worth ISD	563	43	47	8	2
Houston ISD	1,009	49	41	9	1
San Antonio ISD	201	50	45	4	1
Dallas ISD	1,152	45	46	6	2
State	27,292	37	46	13	4
Grades Three to Twelve					
Austin ISD	1,719	8	60	28	4
El Paso ISD	1,280	11	59	26	3
Fort Worth ISD	1,651	9	60	28	3
Houston ISD	2,998	10	56	29	5
San Antonio ISD	734	9	59	28	4
Dallas ISD	3,438	12	62	23	3
State	86,602	7	56	32	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. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups. Adv High = Advanced High.

TELPAS-Alt for EBSPEd students. TELPAS-Alt English proficiency composite rates for 2020, 2021, and 2022 by grade level and composite level movement rates from 2021 to 2022 by grade level are provided in Appendix F.

Overall, 687 EBSPEd students took the TELPAS-Alt in 2022. As shown in Table 7, 24 percent of students overall earned the highest proficiency rating (basic fluency) on the 2022 TELPAS-Alt, with the highest rates in grades six to eight (26%) and nine to 12 (33%) and the lowest rate in grades two to five (17%). In addition, the percentage of EBSPEd students overall who earned the highest proficiency rating increased by one percentage point over one year and remained the same over two years.⁴²

Table 7: 2022 EBSPEd Student TELPAS-Alt Composite Proficiency Levels

	Awareness			Imitation			Early Independence			Developing Independence			Basic Fluency		
	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	2022 %	1 Yr Δ %pts	2 Yr Δ %pts
Grades 2 to 5	14	4.5	4.5	19.5	0.2	-0.4	24.2	-2.5	-2.4	25.3	-2.7	-0.4	17.1	0.6	-1.2
Grades 6 to 8	18.4	6.7	6.0	11.4	-7.3	-4.6	21.9	7.3	-1.8	22.4	-3.9	2.9	25.9	-2.8	-2.5
Grades 9 to 12	12.4	-2.1	0.3	13.5	1.2	-7.1	23.3	1.5	4.2	17.6	-7.5	-2.3	33.2	6.9	4.8
All Grades	14.8	3.2	3.7	15.4	-1.6	-3.5	23.3	1.5	-0.5	22.3	-4.3	0.0	24.2	1.3	0.2

Source: District TELPAS-Alt data files dated 07/06/20, 07/12/21, and 05/06/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: TELPAS-Alt ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. For sample sizes, see Appendix F. Percentages may not sum to 100 because of rounding. Because the K to grade one version of TELPAS also is a holistically-rated test, EB students in these grades with significant cognitive disabilities continued to participate in TELPAS, not TELPAS-Alt. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

⁴² One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.

2022 *TELPAS-Alt* proficiency rating movement⁴³ patterns were relatively similar across the elementary school, middle school, and high school levels for EBSPED students, with over 45 percent of students at each grade level progressing to a higher proficiency level and about a third remaining at the same proficiency level (Table 8). Specifically, 47 percent of students overall progressed to a higher proficiency level (grades 3 to 5 and grades 9 to 12: 47%; grades 6 to 8: 46%). In addition, 31 percent of students overall in 2022 remained at the same proficiency rating, with the highest rates in grades three to five (37%) and the lowest rates in grades 9 to 12 (25%).

For one-year trends⁴⁴ in *TELPAS-Alt* level movement, progression rate changes ranged from a one percentage-point decrease (grades 3 to 5) to a four percentage-point increase (grades 6 to 8). For two-year trends⁴⁵ in *TELPAS-Alt* level movement, progression rate changes ranged from a two percentage-point decrease (grades 3 to 5) to a four percentage-point increase (grades 9 to 12).

Table 8: 2022 *TELPAS-Alt* Composite Level Movement: EBSPED Students

	Tested			Regressed			Stayed the Same			Progressed		
	2020	2021	2022	2022	1 Yr Δ	2 Yr Δ	2022	1 Yr Δ	2 Yr Δ	2022	1 Yr Δ	2 Yr Δ
	N	N	N	%	%pts	%pts	%	%pts	%pts	%	%pts	%pts
Grades 3 to 5	143	145	163	16.0	-4.0	2.0	37.4	5.0	-0.4	46.6	-1.0	-1.7
Grades 6 to 8	146	154	163	23.9	-4.7	6.1	30.1	0.9	-6.9	46.0	3.8	0.8
Grades 9 to 12	121	154	158	28.5	-0.7	2.9	24.7	0.0	-6.7	46.8	0.7	3.8
All Grades	410	453	484	22.7	-3.3	3.9	30.8	2.1	-4.8	46.5	1.2	0.9

Source: District *TELPAS-Alt* data files dated 07/06/20, 07/12/21, and 05/06/22. PEIMS demographic data files dated 11/01/19, 11/04/20, and 11/03/21.

Note: *TELPAS-Alt* ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. 2020 level movement data include students who earned a *TELPAS-Alt* proficiency rating in both 2019 and 2020 (data obtained from Barton & Voss, 2020). 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021. 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. Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Basic Fluency both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2021 to 2022. 2 Yr Δ %pts = percentage-point change from 2020 to 2022.

***TELPAS-Alt* for Dallas ISD vs State and other large, urban Texas districts.** As shown in Table 9, Dallas ISD rates of EBSPED students performing at the higher English proficiency levels on the 2022 *TELPAS-Alt* were generally mixed when compared to state and other comparison district rates. Differences between Dallas ISD and comparison attainment rates ranged from 17 percentage points below comparison rates (grade 2; Awareness and Imitation; Austin ISD, El Paso ISD, and San Antonio ISD) to 27 percentage points above comparison rates (grade 2, Awareness, San Antonio ISD).

⁴³ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

⁴⁴ One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021).

⁴⁵ 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 Dallas ISD and Other Large, Urban Texas Districts' TELPAS-Alt Performance

	Tested <i>N</i>	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
Grade Two						
Austin ISD	27	44	37	19	0	0
El Paso ISD	18	44	33	11	11	0
Fort Worth ISD	28	29	25	25	18	4
Houston ISD	54	20	37	22	19	2
San Antonio ISD	11	0	45	27	27	0
Dallas ISD	78	27	28	32	12	1
State	1,335	26	32	26	13	3
Grades Three to Twelve						
Austin ISD	247	12	21	23	24	20
El Paso ISD	100	18	24	28	17	8
Fort Worth ISD	145	8	13	22	27	27
Houston ISD	381	13	22	23	26	16
San Antonio ISD	118	18	20	25	20	17
Dallas ISD	651	14	14	23	23	26
State	8,225	12	18	23	25	22

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

MAP

Detailed *MAP Growth* data from BOY to EOY by subject, test language, classification,⁴⁶ and grade level are provided in Appendix G.

2021-22 MAP BOY to EOY Growth Quintile Rates. Table 10 shows the percentages of EBSPED students for each BOY to EOY growth quintile on the mathematics and reading subtests.

On the mathematics subtest, BOY to EOY growth rates for EBSPED students on the English subtest tended to cluster in the Low quintile at all grade levels (range: 30% to 39%), whereas EBSPED students on the Spanish subtest clustered in either the Low quintile (46%) or High quintile (31%). On the reading subtest, BOY to EOY growth rates for EBSPED students on both the English and Spanish subtests tended to cluster in the Low quintile at all grade levels (English range: 40% to 60%; Spanish: 44%).

⁴⁶ NonSPED EB students (non-special education students who are Emergent Bilinguals) are provided for reference.

Table 10: 2021-22 Dallas ISD MAP Growth Mathematics and Reading Growth Quintile for EBSPED students: BOY to EOY by Subject, Grade Level, and Test Language

Grade Level	Test Language	N	Low %	Low Average %	Average %	High Average %	High %
Mathematics							
Grade 1	English	248	38.7	21.4	16.9	8.5	14.5
	Spanish	*	*	*	*	*	*
Grades 2-5	English	1,560	35.2	18.1	18.2	11.9	16.6
	Spanish	13	46.2	0.0	7.7	15.4	30.8
Grades 6-8	English	1,046	37.8	18.2	14.7	11.1	18.3
	Spanish	-	-	-	-	-	-
Grades 9-11	English	505	30.3	20.6	18.0	15.8	15.2
	Spanish	-	-	-	-	-	-
Reading							
Grade 1	English	37	59.5	13.5	16.2	2.7	8.1
	Spanish	200	44.0	32.0	14.5	7.0	2.5
Grades 2-5	English	333	45.3	18.6	12.9	9.6	13.5
	Spanish	939	44.3	20.1	13.5	10.4	11.6
Grades 6-8	English	1,052	43.0	20.2	13.2	11.2	12.4
	Spanish	-	-	-	-	-	-
Grades 9-11	English	556	39.7	22.8	13.8	14.7	8.8
	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. * = fewer than five students tested in this category. - = 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, classification,⁴⁷ and grade level are provided in Appendix H, and one-year trends are provided in Appendix I. As a result of the COVID-19 pandemic beginning in March 2020, the spring and summer 2020 STAAR and EOC administrations were cancelled. Additionally, because fewer students tested in 2021 than in 2022 as a result of lingering impacts of the COVID-19 pandemic, results and comparisons should be reviewed with caution.

STAAR/EOC. 2022 rates of EBSPED students at Approaches+, Meets+, and Masters on the mathematics- and reading-related STAAR and EOC subtests can be found in Table 11. For mathematics-related subtests, rates of all EBSPED students at the Approaches+ standard ranged from 33 percent (grades 6 to 8) to 45 percent (Algebra I), rates at the Meets+ standard ranged from seven percent (grades 6 to 8) to 17 percent (Algebra I), and rates at the Masters standard ranged from one percent (grades 6 to 8) to seven percent (Algebra I). From 2021 to 2022, percentage-point changes for EBSPED student on all mathematics-related subtests were positive, ranging from a one percentage-point increase (grades 3 to 5 and grades 6 to 8 at Meets+ and Masters) to an eight percentage-point increase (grades 6 to 8, Approaches+).

⁴⁷ NonSPED EB students are provided for reference.

For reading-related subtests, rates of all EBSPEd students at the Approaches+ standard ranged from 16 percent (English II) to 27 percent (grades 3 to 5 and grades 6 to 8), rates at the Meets+ standard ranged from six percent (English II) to 11 percent (grades 3 to 5), and rates at the Masters standard ranged from zero percent (English I) to five percent (grades 3 to 5). From 2021 to 2022, percentage-point changes for EBSPEd student on reading-related subtests were mixed, ranging from a one percentage-point decrease (grades 3 to 5, Approaches+ and English II, Meets+) to a nine percentage-point increase (grades 6 to 8, Approaches+).

Table 11: 2021 and 2022 STAAR and EOC EBSPEd 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	1,312	1,388	36.1	37.6	1.5	12.2	13.3	1.1	3.5	4.7	1.2
Math 6-8	1,027	1,199	24.6	32.8	8.2	5.8	7.1	1.3	0.6	1.2	0.6
Algebra 1	331	500	42.9	45.4	2.5	13.6	17.0	3.4	3.3	6.6	3.3
Reading											
Reading 3-5	1,313	1,386	28.5	27.3	-1.2	9.7	11.2	1.5	3.7	4.5	0.8
Reading 6-8	1,066	1,248	18.6	27.3	8.7	4.8	7.5	2.7	1.6	2.9	1.3
English I	434	649	10.8	18.2	7.4	4.4	6.6	2.2	0.2	0.0	-0.2
English II	306	427	16.3	16.2	-0.1	7.2	6.3	-0.9	0.0	0.2	0.2

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 Alt 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.

STAAR/EOC for Dallas ISD vs State and other large, urban Texas districts. As shown in Table 12, Dallas ISD EBSPEd students STAAR scores were mixed when compared to the state. Differences between Dallas ISD and state performance standard attainment rates for EBSPEd students ranged from 18 percentage points below state rates (grade 3 mathematics Approaches+ in Spanish) to five percentage points above state rates (grade 5 mathematics Approaches+ in English and grade 5 reading Meets+ in English). Because few EBSPEd students take the Spanish mathematics exam in the Dallas ISD, those findings should be considered with caution.

Table 12: 2022 Dallas ISD and State EBPED STAAR Performance by Subject, Grade Level, and Test Language

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test N	Appr+ %	Meets+ %	Mast %	Tested N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
Mathematics	3	English	489	29	10	4	9,558	34	13	4	-5	-3	0
		Spanish	12	8	0	0	1,049	26	8	2	-18	-8	-2
	5	English	562	44	13	4	10,650	39	12	4	5	1	0
		Spanish	17	24	0	0	475	24	6	1	0	-6	-1
	8	English	508	32	9	1	9,089	28	7	1	4	2	0
Reading	3	English	212	28	8	3	8,332	38	14	5	-10	-6	-2
		Spanish	290	14	4	2	2,262	19	5	2	-5	-1	0
	5	English	303	37	17	7	9,876	34	12	5	3	5	2
		Spanish	276	24	8	2	1,252	23	6	2	1	2	0
	8	English	387	32	9	4	9,285	33	8	3	-1	1	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. Both Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Appr+ = Approaches Grade Level or Above. Mast = Masters Grade Level.

As shown in Table 13, Dallas ISD EBPED students performed generally well on STAAR and EOCs compared to other large, urban Texas ISDs and the state. All Dallas ISD rates at each STAAR and EOC performance standard were comparable to or higher than other district rates and the state for STAAR mathematics, Algebra I EOC and English II EOC (results were mixed for STAAR reading and English II EOC). Differences between Dallas ISD and comparison group EBs performance standard attainment rates ranged from seven percentage points below comparison rates (El Paso ISD; reading, Approaches+) to 18 percentage points above comparison rates (Fort Worth ISD; Algebra I, Approaches+).

Table 13: 2022 Dallas ISD and Other Large, Urban Texas Districts EBSPED STAAR and EOC Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
STAAR Mathematics Grades Three to Eight						
Austin ISD	339	27	93	7	24	2
El Paso ISD	240	26	67	7	19	2
Fort Worth ISD	273	23	77	7	28	2
Houston ISD	630	28	188	8	60	3
San Antonio ISD	97	20	23	5	7	1
Dallas ISD	997	34	277	9	77	3
State	19,739	31	5,509	9	1,607	3
STAAR Reading Grades Three to Eight						
Austin ISD	360	29	107	9	42	3
El Paso ISD	305	33	100	11	37	4
Fort Worth ISD	306	26	88	7	37	3
Houston ISD	648	29	212	10	89	4
San Antonio ISD	82	17	22	4	8	2
Dallas ISD	769	26	251	8	100	3
State	19,160	30	6,081	10	2,197	3
Algebra I EOC						
Austin ISD	78	32	24	10	4	2
El Paso ISD	77	39	33	17	8	4
Fort Worth ISD	61	26	13	6	2	1
Houston ISD	122	32	22	6	7	2
San Antonio ISD	44	42	11	11	5	5
Dallas ISD	210	44	83	17	33	7
State	4,029	40	1,231	12	480	5
English I EOC						
Austin ISD	29	11	8	3	0	0
El Paso ISD	21	8	6	2	0	0
Fort Worth ISD	30	12	8	3	0	0
Houston ISD	43	9	14	3	0	0
San Antonio ISD	16	12	8	6	0	0
Dallas ISD	95	16	38	6	0	0
State	1,468	13	479	4	7	0
English II EOC						
Austin ISD	28	15	13	7	0	0
El Paso ISD	31	14	15	7	0	0
Fort Worth ISD	27	13	11	5	0	0
Houston ISD	47	13	14	4	0	0
San Antonio ISD	21	19	3	3	0	0
Dallas ISD	57	15	25	6	1	0
State	1,512	17	533	6	5	0

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.

STAAR and EOC Alt 2

STAAR/EOC Alt 2. In 2022, as shown in Table 14, 11 to 21 percent of students who took STAAR subtests and seven to 12 percent of students who took EOCs were administered the Alt 2 version. Rates of students at the Approaches+ performance standard on the Alt 2 version were higher than for the standard version on all tests and ranged from 83 to 100 percent.

Table 14: 2022 STAAR/EOC and STAAR/EOC Alt 2 for EBSPED Students at Approaches Grade Level or Above by Subject and Grade Level

Grade Level(s)	STAAR/EOC		STAAR/EOC Alt 2		Alt 2 % of Total Test Takers	Total	
	Tested N	Appr+ %	Tested N	Appr+ %		Tested N	Appr+ %
STAAR Mathematics							
3	395	31.1	75	98.7	16.0	470	41.9
4	480	36.3	71	97.2	12.9	551	44.1
5	513	43.9	80	100.0	13.5	593	51.4
6	452	38.5	70	91.4	13.4	522	45.6
7	257	22.2	70	94.3	21.4	327	37.6
8	490	33.1	63	88.9	11.4	553	39.4
3 to 5	1,388	37.6	226	98.7	14.0	1,614	46.2
6 to 8	1,199	32.8	203	91.6	14.5	1,402	41.3
STAAR Reading							
3	395	21.8	75	92.0	16.0	470	33.0
4	480	26.7	71	90.1	12.9	551	34.8
5	511	32.3	80	97.5	13.5	591	41.1
6	454	23.1	70	92.9	13.4	524	32.4
7	417	26.9	69	92.8	14.2	486	36.2
8	377	32.9	63	87.3	14.3	440	40.7
3 to 5	1,386	27.3	226	93.4	14.0	1,612	36.6
6 to 8	1,248	27.3	202	91.1	13.9	1,450	36.2
STAAR EOCs							
Algebra I (8 to 12)	500	45.4	50	88.0	9.1	550	49.3
English I (9 to 12)	649	18.2	50	90.0	7.2	699	23.3
English II (9 to 12)	427	16.2	58	82.8	12.0	485	24.1

Source: District STAAR data file dated 06/26/22. STAAR EOC data file dated 06/26/22. District PEIMS demographic file dated 11/04/20.

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

STAAR/EOC Alt 2 for Dallas ISD vs State and other large, urban Texas districts. As shown in Table 15, Dallas ISD EBSPED students performed generally well on the STAAR Alt 2 compared to the state, with most rates at each STAAR performance standard higher than state rates, except for grade eight mathematics and reading at Satisfactory. Differences between Dallas ISD and state performance standard attainment rates for EBSPED students ranged from seven percentage points below state rates (grade 8 mathematics, Satisfactory) to 19 percentage points above state rates (grade 5 mathematics and reading, Accomplished).

Table 15: 2022 Dallas ISD and State EBSPED STAAR Alt 2 Performance by Subject and Grade Level

Subject	Grade Level(s)	Dallas ISD Performance			State Performance			Dallas ISD - State	
		Test N	Satis %	Accomp %	Test N	Satis %	Accomp %	Satis %	Accomp %
Mathematics	3	79	99	46	1,398	94	32	5	14
	5	82	99	59	1,204	96	40	3	19
	8	65	89	54	790	96	54	-7	0
Reading	3	79	92	19	1,397	86	11	6	8
	5	82	96	43	1,205	91	24	5	19
	8	65	88	51	790	93	39	-5	12

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

As shown in Table 16, differences in Dallas ISD and state performance standard attainment rates for EBSPED students on the STAAR and EOC Alt 2 were mixed. Differences between Dallas ISD and comparison group EBSPED student performance standard attainment rates ranged from 36 percentage points below comparison rates (Fort Worth ISD; English I, Accomplished) to 29 percentage points above comparison rates (El Paso ISD; English I, Satisfactory).

Table 16: 2022 Dallas ISD and Other Large, Urban Texas Districts EBSPED STAAR and EOC Alt 2 Performance

	Satisfactory		Accomplished	
	N	%	N	%
STAAR Mathematics Grades Three to Eight				
Austin ISD	184	95	68	35
El Paso ISD	74	97	23	30
Fort Worth ISD	113	94	47	39
Houston ISD	333	97	174	50
San Antonio ISD	74	96	31	40
Dallas ISD	426	94	224	50
State	6,337	95	2,729	41
STAAR Reading Grades Three to Eight				
Austin ISD	174	90	40	21
El Paso ISD	68	89	10	13
Fort Worth ISD	111	93	21	18
Houston ISD	324	93	101	29
San Antonio ISD	70	91	20	26
Dallas ISD	413	92	162	36
State	6,037	91	1,681	25
Algebra I EOC				
Austin ISD	6	100	1	17
El Paso ISD	5	71	-	-
Fort Worth ISD	8	89	6	67
Houston ISD	31	97	15	47
San Antonio ISD	7	100	3	43
Dallas ISD	48	84	18	32
State	582	94	260	42
English I EOC				
Austin ISD	12	100	6	50
El Paso ISD	4	57	1	14
Fort Worth ISD	8	89	6	67
Houston ISD	31	100	18	58
San Antonio ISD	6	86	1	14
Dallas ISD	50	86	18	31
State	581	92	255	40
English II EOC				
Austin ISD	15	100	7	47
El Paso ISD	4	80	-	-
Fort Worth ISD	9	90	3	30
Houston ISD	23	96	13	54
San Antonio ISD	13	93	5	36
Dallas ISD	50	83	29	48
State	445	93	221	46

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. Satisfactory = Satisfactory Performance Level. Accomplished = Accomplished Performance Level. - = No data in this category.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$1,927,104 of Title I funding (no change from 2020-21), the EBSPED program aimed to support and assist EBSPED students and their teachers. To accomplish this goal, EBSPED Instructional specialists assisted campuses to meet the needs of EBSPED students and provided PD opportunities for teachers, administrators, and other campus-based staff members. Key findings for 2021-22 included:

- Of the 68,368 EBs and 14,013 SPED students in the Dallas ISD, 5,815 (9% of EBs; 41% of SPED) were dually-identified as EBSPED in 2021-22 (a 9% increase over two years).
- Less than half of respondents (44%) indicated that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students, which did not meet the DL/ESL's goal of 65 percent.
- Survey respondents generally expressed positive views regarding the helpfulness (very or extremely helpful) of the supports (range: 70% to 81%) that they received from EBSPED specialists.
- 2022 *TELPAS* composite ratings for EBSPED students at all grade levels tended to cluster in the intermediate level of English proficiency (range: 54% to 66%), and 57 to 64 percent of EBSPED students who took the *TELPAS* in 2021 and 2022 remained at the same proficiency level.
- The 2022 DL/ESL Department goal to see a two percentage-point increase in the percentage of EBSPED students who stayed the same or progressed on *TELPAS* composite from 2020 to 2022 was not met (rates decreased by 1%).
- Twenty-four percent of students earned the highest proficiency rating (basic fluency) on the 2022 *TELPAS-Alt* districtwide, which remained the same over the previous two years.
- Proficiency rating movement patterns for 2022 *TELPAS-Alt* were relatively similar across elementary, middle, and high school levels for EBSPED students, with over 45 percent of students progressing to a higher proficiency level and about a third remaining at the same proficiency level.
- For 2022 *MAP* BOY to EOY growth quintiles, EBSPED students clustered at the Low quintile on the English mathematics subtest and the English and Spanish reading subtests (range: 30% to 60%) and clustered at either the Low (46%) or High (31%) quintile on the Spanish mathematics subtest.
- 2022 *STAAR* and *EOC* rates of EBSPED students at Approaches+ ranged from 16 (English II) to 45 (Algebra I) percent, rates at the Meets+ performance standard ranged from six (English II) to 17 (Algebra I) percent, and rates at the Masters performance standard ranged from zero (English I and English II) to seven (Algebra I) percent. All attainment rate trends from 2021 to 2022 on *STAAR* and *EOC* mathematics subtests were positive and were mixed for reading.
- For *STAAR* and *EOC Alt 2*, rates of EBSPED students at the Approaches+ performance standard were higher than for the standard version on all tests and ranged from 83 to 100 percent.

- District rates of EBSPED students at the higher English proficiency levels on the 2022 *TELPAS* were comparable to or lower than the state and other large, urban Texas districts, whereas district EBSPED rate comparisons on *TELPAS-Alt*, *STAAR/EOCs*, and *STAAR/EOC Alt 2* were generally mixed.

Recommendations

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

Examine the effectiveness and perceptions of differentiated DL and ESL curriculum. Less than half (44%) of surveyed teachers and CICs indicated that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students. Program leadership should continue efforts to explore the effectiveness of the differentiated curriculum for EBSPED students and stakeholders' perceptions surrounding it.

Continue using EBSPED specialists in their current roles. Most survey respondents expressed positive views regarding the support and resources that they received from EBSPED specialists, and the DL/ESL Department exceeded their goal of having 70 percent of respondents rating the helpfulness of all supports provided by the EBSPED specialists as very or extremely helpful (74%). That said, less than half of respondents rated campus-wide PD (40%) and PLCs (47%) received from EBSPED specialists as helpful. Thus, EBSPED specialists should continue to provide teachers with effective supports while working to improve the helpfulness of PD opportunities.

Continue efforts to improve the percentage of EBSPED students earning the highest English proficiency ratings. 2022 EBSPED students overall did not meet the DL/ESL Department goal to see a two percentage-point increase in the percentage of EBSPED students who stayed the same or progressed on *TELPAS* composite from 2020 to 2022. Additionally, district rates of EBSPED students performing at the higher English proficiency levels on the *TELPAS* were generally comparable to or lower than the state and other large urban Texas districts. DL/ESL program staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

Bolster efforts to improve assessment outcomes of EBSPED students. EBSPED students generally clustered in the Low quintile for 2022 *MAP* BOY to EOY growth quintiles, and one-year trends in *STAAR* and *EOC* reading-related subtests were mixed. When compared to the state and other large urban Texas districts, Dallas ISD EBSPED rate comparisons on *TELPAS-Alt*, *STAAR/EOCs*, and *STAAR/EOC Alt 2* were generally mixed. Thus, DL/ESL program staff members should continue their efforts to improve the assessment ratings of EBSPED students.

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APPENDICES



Appendix A

Appendix A, Table 1: 2021-22 EBSPE Campuses

Elementary Schools

Anson Jones Elementary School
 Gooch Elementary School
 Cedar Crest Elementary School
 Central Elementary School
 Gill Elementary School
 John Quincy Adams Elementary School
 Seagoville North Elementary School
 Webster Elementary School

Middle Schools

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

High Schools

Conrad High School
 Molina High School
 Samuel High School
 Seagoville High School
 Spruce High School
 Sunset High School
 Thomas Jefferson High School
 W. T. White High School
 Wilmer Hutchins High School

Source: DL/ESL Department, January 2022.

Appendix A, Table 2: 2021-22 EBSPED Request for Assistance Campuses

Elementary Schools

Anne Frank Elementary
 Budd Elementary School
 Cesar Chavez Elementary School
 Foster Elementary School
 Hawthorne Elementary School
 Hawthorne Elementary School
 Jacinto Elementary School
 Johnson Elementary School
 Mount Auburn Elementary School
 Pershing Elementary School
 Reinhardt Elementary School
 Richard Lagow Elementary School
 Sanger Elementary School
 Seagoville Elementary School
 Stark Elementary School
 Truett Elementary School
 William Anderson Elementary School

Middle Schools

Cigarroa Middle School
 Garcia Middle School
 Hulcy Steam Middle School
 Kennedy-Curry Middle School
 Medrano Middle School
 Sam Tasby Middle School
 Young Women's STEAM Academy Middle School

High Schools

Woodrow Wilson High School
 District ~ Dallas ISD Virtual Academy - Secondary Level Support
 Hillcrest High School
 North Dallas High School
 South Oak Cliff High School

Source: DL/ESL Department, January 2022.

Appendix B

Appendix B, Table 1: 2021-22 Emergent Bilingual, Special Education, Dually-Identified, and District Students by Grade Level

Grade Level	EBs (N = 68,386)		NonEBs (N = 74,923)		SPED (N = 14,013)		NonEB SPED (N = 8,198)		EBSPED (N = 5,815)		District (N = 143,294)	
	n	%	n	%	n	%	n	%	n	%	n	%
PK to Grade Five												
PK	4,582	6.7	5,649	7.5	189	1.3	95	1.2	94	1.6	10,231	7.1
K	4,976	7.3	5,332	7.1	611	4.4	313	3.8	298	5.1	10,308	7.2
1	5,062	7.4	5,578	7.4	865	6.2	479	5.8	386	6.6	10,641	7.4
2	5,096	7.5	5,244	7.0	990	7.1	550	6.7	440	7.6	10,341	7.2
3	5,190	7.6	4,946	6.6	1,136	8.1	649	7.9	487	8.4	10,136	7.1
4	5,298	7.7	4,898	6.5	1,284	9.2	720	8.8	564	9.7	10,196	7.1
5	5,439	8.0	4,722	6.3	1,390	9.9	772	9.4	618	10.6	10,161	7.1
PK to 5	35,643	52.1	36,369	48.5	6,465	46.1	3,578	43.6	2,887	49.6	72,014	50.3
Grades Six to Eight												
6	4,798	7.0	4,899	6.5	1,321	9.4	770	9.4	551	9.5	9,697	6.8
7	5,184	7.6	4,911	6.6	1,289	9.2	769	9.4	520	8.9	10,095	7.0
8	5,123	7.5	5,076	6.8	1,154	8.2	690	8.4	464	8.0	10,199	7.1
6 to 8	15,105	22.1	14,886	19.9	3,764	26.9	2,229	27.2	1,535	26.4	29,991	20.9
Grades Nine to Twelve												
9	6,488	9.5	6,831	9.1	1,264	9.0	777	9.5	487	8.4	13,320	9.3
10	4,433	6.5	5,770	7.7	929	6.6	590	7.2	339	5.8	10,203	7.1
11	3,951	5.8	5,571	7.4	794	5.7	501	6.1	293	5.0	9,522	6.6
12	2,748	4.0	5,496	7.3	797	5.7	523	6.4	274	4.7	8,244	5.8
9 to 12	17,620	25.8	23,668	31.6	3,784	27.0	2,391	29.2	1,393	24.0	41,289	28.8
Total and Percent of District Enrollment (N = 143,294)												
PK to 12	68,368	47.7	74,923	52.3	14,013	9.8	8,198	5.7	5,815	4.1	143,294	100.0

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

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

Appendix B, Table 2: 2021-22 Characteristics of Emergent Bilinguals, Special Education, Dually-Identified, and District Students

	EBs (N = 68,368)		NonEBs (N = 74,923)		SPED (N = 14,013)		NonEB SPED (N = 8,198)		EBSPED (N = 5,815)		District (N = 143,294)	
	N	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	35,146	51.4	37,772	50.4	9,300	66.4	5,418	66.1	3,882	66.8	72,920	50.9
Female	33,222	48.6	37,151	49.6	4,713	33.6	2,780	33.9	1,933	33.2	70,374	49.1
Race/Ethnicity*												
Hispanic	65,631	96.0	35,537	47.4	9,206	65.7	3,568	43.5	5,638	97.0	101,170	70.6
African American	751	1.1	28,706	38.3	3,714	26.5	3,674	44.8	40	0.7	29,458	20.6
White	673	1.0	7,125	9.5	706	5.0	639	7.8	67	1.2	7,798	5.4
Asian	797	1.2	785	1.0	80	0.6	39	0.5	41	0.7	1,582	1.1
Native American	165	0.2	132	0.2	25	0.2	13	0.2	12	0.2	297	0.2
Pacific Islander	41	0.1	31	0.0	-	-	-	-	-	-	72	0.1
Two or More	272	0.4	2,582	3.4	281	2.0	264	3.2	17	0.3	2,854	2.0
Special Student Groups												
Eco Dis	61,690	90.2	58,005	77.4	12,039	85.9	6,747	82.3	5,292	91.0	119,697	83.5
At-Risk	67,727	99.1	26,663	35.6	10,474	74.7	4,681	57.1	5,793	99.6	94,391	65.9
Homeless	836	1.2	1,596	2.1	213	1.5	152	1.9	61	1.0	2,432	1.7
Feeder												
Adams, B	4,622	6.8	4,265	5.7	824	5.9	475	5.8	349	6.0	8,887	6.2
Adamson	2,422	3.5	1,406	1.9	377	2.7	153	1.9	224	3.9	3,828	2.7
Molina	2,785	4.1	2,334	3.1	588	4.2	292	3.6	296	5.1	5,119	3.6
Hillcrest	2,874	4.2	2,665	3.6	550	3.9	276	3.4	274	4.7	5,540	3.9
Jefferson	5,139	7.5	1,417	1.9	594	4.2	165	2.0	429	7.4	6,556	4.6
Kimball	3,316	4.9	2,816	3.8	689	4.9	410	5.0	279	4.8	6,132	4.3
Lincoln	392	0.6	1,249	1.7	181	1.3	144	1.8	37	0.6	1,641	1.1
Pinkston	2,769	4.1	2,813	3.8	649	4.6	378	4.6	271	4.7	5,582	3.9
Roosevelt	902	1.3	1,553	2.1	234	1.7	188	2.3	46	0.8	2,455	1.7
Samuell	4,298	6.3	2,834	3.8	803	5.7	432	5.3	371	6.4	7,132	5.0
Seagoville	3,400	5.0	3,078	4.1	779	5.6	442	5.4	337	5.8	6,478	4.5
South Oak Cliff	2,007	2.9	3,738	5.0	618	4.4	471	5.7	147	2.5	5,745	4.0
Spruce	4,059	5.9	2,500	3.3	755	5.4	387	4.7	368	6.3	6,559	4.6
Sunset	3,634	5.3	3,600	4.8	653	4.7	364	4.4	289	5.0	7,234	5.0
White	4,799	7.0	3,586	4.8	865	6.2	384	4.7	481	8.3	8,385	5.9
Wilson	1,546	2.3	4,550	6.1	648	4.6	467	5.7	181	3.1	6,096	4.3
Carter	1,007	1.5	2,884	3.8	527	3.8	438	5.3	89	1.5	3,891	2.7
North Dallas	2,259	3.3	2,617	3.5	570	4.1	327	4.0	243	4.2	4,877	3.4
Skyline	4,790	7.0	5,275	7.0	982	7.0	597	7.3	385	6.6	10,065	7.0
Conrad	3,175	4.6	1,612	2.2	410	2.9	181	2.2	229	3.9	4,787	3.3
Madison	796	1.2	1,709	2.3	287	2.0	241	2.9	46	0.8	2,506	1.7
Hospital/Home	2	0.0	54	0.1	12	0.1	11	0.1	1	0.0	56	0.0
Wilmer-Hutchins	834	1.2	1,911	2.6	283	2.0	217	2.6	66	1.1	2,745	1.9
ACE	1,545	2.3	2,033	2.7	244	1.7	159	1.9	85	1.5	3,578	2.5
Trans & Innov	1,659	2.4	3,063	4.1	380	2.7	241	2.9	139	2.4	4,722	3.3
Magnet Schools	1,545	2.3	5,934	7.9	155	1.1	136	1.7	19	0.3	7,479	5.2
Alternative Prog	74	0.1	139	0.2	20	0.1	16	0.2	4	0.1	213	0.1
Single Gender	1,661	2.4	2,205	2.9	305	2.2	183	2.2	122	2.1	3,866	2.7
None	57	0.1	1,083	1.4	31	0.2	23	0.3	8	0.1	1,140	0.8

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

Note: Eco Dis = Economically disadvantaged. Hospital/Home = Hospital/Homebound. ACE = Accelerating Campus Excellence. Trans & Innov = Transformation and Innovation. Alternative Prog = Alternative Programs. Percentages may not sum to 100 because of rounding.

* = Some students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*. - = no data in this category.

Appendix C

Appendix C, Table 1: 2021-22 EBSPED Survey – Respondents by Role

	Respondents (N = 37)	
	n	%
What is your role at the campus?		
Administrator	-	-
CICs	3	8.1
Teacher	34	91.9

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

Note: - = no data in this category.

Appendix C, Table 2: 2021-22 EBSPED Survey – Teacher Characteristics

	Teacher (N = 34)	
	n	%
Which of the following best describes your teaching role in 2021-22?		
General Education	4	11.8
DL/ESL	5	14.7
Special Education	23	67.6
Other	2	5.9
Which of the of the following certifications do you have as of 2021-22? Check all that apply.*		
Special Education	24	70.6
Bilingual	2	5.9
English as a Second Language	10	29.4
Other	9	26.5
How many EBSPED (ELSPED) students have you worked with during the 2021-22 school year?		
None	1	2.9
1-5	12	35.3
6-10	8	23.5
11-15	2	5.9
16-20	2	5.9
21 or more	8	23.5
I don't know	1	2.9

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 3: 2021-22 EBSPED Survey – EBSPED Professional Development Participation

	Respondents (N = 37)	
	n	%
Did you participate in professional development this year that addressed the needs of EBSPED (ELSPED) students?		
Yes	26	70.3
No	11	29.7

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 4: 2021-22 EBSPED Survey – Types of Teachers' Awareness on the Need for EBSPED Services

Appendix C, Table 4: 2021-22 EBP/ED Survey: Types of Teachers' Awareness on the Need for EBP/ED Services													
	N	Not at all aware		Slightly aware		Somewhat aware		Moderately aware		Completely aware		I don't know	
		n	%	n	%	n	%	n	%	n	%	n	%
At your campus, to what extent were the following types of teachers at your campus aware that qualified EBP/ED (ELSPED) students should receive both special education services and DL/ESL services?													
General Education	37	2	5.4	5	13.5	6	16.2	6	16.2	8	21.6	10	27.0
DL/ESL	37	1	2.7	4	10.8	6	16.2	5	13.5	11	29.7	10	27.0
Special Education	37	-	-	2	5.4	3	8.1	5	13.5	19	51.4	8	21.6

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 5: 2021-22 EBSPED Survey – Effectiveness of Differentiated Dual Language or ESL Curriculum

	Respondents (N = 36)	
	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	17	47.2
I don't use DL or ESL curriculum	3	8.3
Not at all effective	2	5.6
Slightly effective	7	19.4
Very effective	5	13.9
Extremely effective	2	5.6

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

**Appendix C, Table 6: 2021-22 EBSPED Survey –
Prioritization of ARD and LPAC Collaboration at
Campus**

	Respondents (N = 36)	
	n	%
How strongly was the LPAC and ARD collaboration prioritized on your campus in 2021-22 to meet the needs of EBSPED (ELSPED) students?		
Not a priority	2	5.6
Low priority	7	19.4
Medium priority	7	19.4
High priority	11	30.6
Very high priority	5	13.9
I don't know	4	11.1

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

**Appendix C, Table 7: 2021-22 EBSPED Survey –
Frequency of LPAC and ARD Collaboration**

	Respondents (N = 36)	
	n	%
How frequently did LPAC and ARD committees collaborate on your campus in 2021-22 to meet the needs EBSPED (ELSPED) students?		
Never	3	8.3
Rarely	5	13.9
Occasionally	8	22.2
Frequently	8	22.2
Very frequently	7	19.4
I don't know	5	13.9

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

**Appendix C, Table 8: 2021-22 EBSPED Survey
– Effectiveness of LPAC and ARD Collaboration**

	Respondents (N = 36)	
	n	%
How effective were LPAC and ARD committees on your campus in 2021-22 at collaborating to meet the needs of EBSPED (ELSPED) students?		
Not at all effective	4	11.1
A little effective	7	19.4
Somewhat effective	1	2.8
Moderately effective	13	36.1
Extremely effective	6	16.7
I don't know	5	13.9

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

**Appendix C, Table 9: 2021-22 EBSPED Survey
– Importance of LPAC and ARD Collaboration**

	Respondents (N = 35)	
	n	%
How important was the LPAC and ARD collaboration for student success in 2021-22?		
Not at all important	3	8.6
A little important	5	14.3
Somewhat important	2	5.7
Moderately important	9	25.7
Extremely important	11	31.4
I don't know	5	14.3

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

**Appendix C, Table 10: 2021-22 EBSPED Survey – Frequency of Interaction
with EBSPED Instructional Specialists**

	Respondents (N = 35)	
	n	%
How frequently did you interact with EBSPED (ELSPED) Instructional Specialists in 2021-22?		
I did not work with an EBSPED (ELSPED) Instructional Specialist	7	20.0
1-3 times	6	17.1
4-6 times	7	20.0
7-10 times	3	8.6
More than 10 times	12	34.3

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

Appendix C, Table 11: 2021-22 EBSPED Survey – Frequency of Supports Provided by EBSPED Instructional Specialist(s)

	N	I did not receive this support from an EBSPED instructional specialist											
				Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%	n	%
How frequently were each of the following supports provided by your EBSPED (ELSPED) Instructional Specialist(s) in 2021-22:													
Professional Development	27	5	18.5	1	3.7	3	11.1	6	22.2	8	29.6	4	14.8
In-class support	27	5	18.5	1	3.7	3	11.1	5	18.5	5	18.5	8	29.6
Providing resources/materials	27	1	3.7	1	3.7	-	-	8	29.6	5	18.5	12	44.4
Classroom observation and feedback	27	5	18.5	3	11.1	1	3.7	3	11.1	8	29.6	7	25.9
PLC or individual lesson planning	27	5	18.5	2	7.4	3	11.1	7	25.9	6	22.2	4	14.8
Classroom modeling/co-teaching	27	6	22.2	4	14.8	1	3.7	7	25.9	6	22.2	3	11.1
Data analysis	27	5	18.5	4	14.8	3	11.1	5	18.5	7	25.9	3	11.1

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 12: 2021-22 EBSPED Survey – Helpfulness of EBSPED Instructional Specialists

	Respondents (N = 27)	
	n	%
How helpful were the EBSPED (ELSPED) Instructional Specialists at your campus at supporting your instruction of EBSPED (ELSPED) students in 2021-22?		
I did not work with an EBSPED (ELSPED) Instructional Specialist	2	7.4
Not at all helpful	1	3.7
A little helpful	3	11.1
Very helpful	9	33.3
Extremely helpful	12	44.4

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 13: 2021-22 EBSPED Survey – Helpfulness of Supports from EBSPED Instructional Specialist(s)

Appendix C, Table 10. 2021-22 EBSPED Survey: Helpfulness of Supports from EBSPED Instructional Specialist(s)													
	N	I did not work with an EBSPED Instructional Specialist											
		Not at all helpful		A little helpful		Somewhat helpful		Very helpful		Extremely helpful			
		n	%	n	%	n	%	n	%	n	%		
Rate how helpful each of the following supports were from your EBSPED (ELSPED) Instructional Specialist(s) in 2021-22:													
Professional Development	27	6	22.2	1	3.7	3	11.1	2	7.4	9	33.3	6	22.2
In-class support	27	6	22.2	1	3.7	2	7.4	1	3.7	7	25.9	10	37.0
Providing resources/materials	27	2	7.4	1	3.7	1	3.7	5	18.5	6	22.2	12	44.4
Classroom observation and feedback	27	7	25.9	1	3.7	2	7.4	1	3.7	7	25.9	9	33.3
PLC or individual lesson planning	27	7	25.9	1	3.7	1	3.7	4	14.8	9	33.3	5	18.5
Classroom modeling/co-teaching	27	9	33.3	1	3.7	-	-	4	14.8	8	29.6	5	18.5
Data analysis	27	9	33.3	1	3.7	-	-	4	14.8	7	25.9	6	22.2

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 14: 2021-22 EBSPED Survey – Helpfulness of Professional Development Provided by EBSPED Instructional Specialist(s)

		I did not receive this professional development from an EBSPED instructional specialist									
		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful			
	N	n	%	n	%	n	%	n	%	n	%
Rate how helpful the following professional development opportunities provided by your EBSPED (ELSPED) instructional specialist(s) were for you in 2021-22?											
Campus-wide professional development	27	17	63.0	1	3.7	5	18.5	2	7.4	2	7.4
PLCs	27	12	44.4	2	7.4	6	22.2	4	14.8	3	11.1
One-on-one	27	4	14.8	-	-	6	22.2	3	11.1	14	51.9

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix C, Table 15: 2021-22 EBSPED Survey – Helpfulness of Resources

	<i>N</i>	I did not receive this resource		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Rate how helpful each of the following resources were for impacting student achievement in 2021-22:											
Online Resources – Ellevation, Rosetta Stone, Duolingo, Imagine Learning	34	14	41.2	1	2.9	7	20.6	2	5.9	10	29.4
Supplies & Resources for classroom implementation	34	7	20.6	-	-	8	23.5	6	17.6	13	38.2

Source: 2021-22 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2022.

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

Appendix D

Appendix D, Table 1: 2022 *TELPAS* Proficiency Composite Rating Levels for EBSPEd Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2022 <i>TELPAS</i> English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	244	133	54.5	87	35.7	12	4.9	12	4.9
1	364	191	52.5	141	38.7	23	6.3	9	2.5
2	348	95	27.3	216	62.1	35	10.1	*	*
3	391	48	12.3	282	72.1	56	14.3	5	1.3
4	471	117	24.8	257	54.6	84	17.8	13	2.8
5	514	78	15.2	277	53.9	139	27.0	20	3.9
6	432	31	7.2	277	64.1	113	26.2	11	2.5
7	374	21	5.6	266	71.1	76	20.3	11	2.9
8	343	12	3.5	215	62.7	111	32.4	5	1.5
9	257	17	6.6	166	64.6	66	25.7	8	3.1
10	171	14	8.2	99	57.9	52	30.4	6	3.5
11	139	6	4.3	80	57.6	48	34.5	5	3.6
12	113	9	8.0	61	54.0	36	31.9	7	6.2
K to 2	956	419	43.8	444	46.4	70	7.3	23	2.4
3 to 5	1,376	243	17.7	816	59.3	279	20.3	38	2.8
6 to 8	1,149	64	5.6	758	66.0	300	26.1	27	2.3
9 to 12	680	46	6.8	406	59.7	202	29.7	26	3.8
K to 5	2,332	662	28.4	1,260	54.0	349	15.0	61	2.6
6 to 12	1,829	110	6.0	1,164	63.6	502	27.4	53	2.9
All Grades	4,161	772	18.6	2,424	58.3	851	20.5	114	2.7

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

Appendix D, Table 2: 2021 *TELPAS* Proficiency Composite Rating Levels for EBSPEd Students by Grade Level

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

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

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

- = no data in this category.

Appendix D, Table 3: 2020 *TELPAS* Proficiency Composite Rating Levels for EBSPED Students by Grade Level

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

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

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

Appendix E

Appendix E, Table 1: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade One to Five EBSPEd Students

Students			2022 TELPAS Composite Rating										
Rated N	Progressed/ Regressed		2021 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2022 Total	
	n	%		n	%	n	%	n	%	n	%	n	%
Grade One													
304	Progressed		Beginning	138	84.1	73	62.4	7	43.8	*	*	219	72.0
	93	30.6	Intermediate	24	14.6	40	34.2	6	37.5	*	*	71	23.4
			Advanced	*	*	*	*	*	*	*	*	9	3.0
	Regressed		Advanced High	*	*	*	*	-	-	*	*	5	1.6
	30	9.9	2021 Total	164	100.0	117	100.0	16	100.0	7	100.0	304	100.0
Grade Two													
334	Progressed		Beginning	52	59.8	97	46.0	6	17.6	-	-	155	46.4
	122	36.5	Intermediate	29	33.3	88	41.7	17	50.0	*	*	135	40.4
			Advanced	*	*	21	10.0	8	23.5	*	*	34	10.2
	Regressed		Advanced High	*	*	5	2.4	*	*	-	-	10	3.0
	64	19.2	2021 Total	87	100.0	211	100.0	34	100.0	*	*	334	100.0
Grade Three													
358	Progressed		Beginning	29	69.0	75	29.3	*	*	-	-	106	29.6
	124	34.6	Intermediate	13	31.0	178	69.5	42	76.4	*	*	237	66.2
			Advanced	-	-	*	*	11	20.0	*	*	15	4.2
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	16	4.5	2021 Total	42	100.0	256	100.0	55	100.0	*	*	358	100.0
Grade Four													
427	Progressed		Beginning	47	46.1	36	15.3	*	*	-	-	84	19.7
	95	22.2	Intermediate	55	53.9	179	76.2	45	58.4	*	*	281	65.8
			Advanced	-	-	19	8.1	29	37.7	*	*	52	12.2
	Regressed		Advanced High	-	-	*	*	*	*	7	53.8	10	2.3
	77	18.0	2021 Total	102	100.0	235	100.0	77	100.0	13	100.0	427	100.0
Grade Five													
463	Progressed		Beginning	35	52.2	38	15.3	*	*	-	-	75	16.2
	140	30.2	Intermediate	32	47.8	197	79.1	83	63.8	*	*	313	67.6
			Advanced	-	-	14	5.6	41	31.5	13	76.5	68	14.7
	Regressed		Advanced High	-	-	-	-	*	*	*	*	7	1.5
	50	10.8	2021 Total	67	100.0	249	100.0	130	100.0	17	100.0	463	100.0
Grades One to Two													
638	Progressed		Beginning	190	75.7	170	51.8	13	26.0	*	*	374	58.6
	215	33.7	Intermediate	53	21.1	128	39.0	23	46.0	*	*	206	32.3
			Advanced	5	2.0	24	7.3	11	22.0	*	*	43	6.7
	Regressed		Advanced High	*	*	6	1.8	*	*	*	*	15	2.4
	94	14.7	2021 Total	251	100.0	328	100.0	50	100.0	9	100.0	638	100.0
Grades Three to Five													
1,248	Progressed		Beginning	111	52.6	149	20.1	5	1.9	-	-	265	21.2
	359	28.8	Intermediate	100	47.4	554	74.9	170	64.9	7	20.0	831	66.6
			Advanced	-	-	36	4.9	81	30.9	18	51.4	135	10.8
	Regressed		Advanced High	-	-	*	*	6	2.3	10	28.6	17	1.4
	143	11.5	2021 Total	211	100.0	740	100.0	262	100.0	35	100.0	1,248	100.0
Grades One to Five													
1,886	Progressed		Beginning	301	65.2	319	29.9	18	5.8	*	*	639	33.9
	574	30.4	Intermediate	153	33.1	682	63.9	193	61.9	9	20.5	1,037	55.0
			Advanced	5	1.1	60	5.6	92	29.5	21	47.7	178	9.4
	Regressed		Advanced High	*	*	7	0.7	9	2.9	13	29.5	32	1.7
	237	12.6	2021 Total	462	100.0	1,068	100.0	312	100.0	44	100.0	1,886	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-Alt. Shading denotes students who progressed at least one level from 2021 to 2022. - = no data in this category.

Appendix E, Table 2: 2021 to 2022 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight EBSPEd Students

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2021 TELPAS Composite Rating	2022 TELPAS Composite Rating								2022 Total	
			Beginning		Intermediate		Advanced		Adv High		%	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>		
Grade Six												
389	Progressed	Beginning	10	38.5	25	10.0	*	*	-	-	36	9.3
	83 21.3	Intermediate	15	57.7	179	71.9	49	46.2	*	*	244	62.7
		Advanced	*	*	43	17.3	46	43.4	*	*	94	24.2
	Regressed	Advanced High	-	-	*	*	10	9.4	*	*	15	3.9
	71 18.3	2021 Total	26	100.0	249	100.0	106	100.0	8	100.0	389	100.0
Grade Seven												
224	Progressed	Beginning	5	50.0	15	9.3	-	-	-	-	20	8.9
	40 17.9	Intermediate	5	50.0	121	75.2	17	37.8	*	*	145	64.7
		Advanced	-	-	25	15.5	26	57.8	5	62.5	56	25.0
	Regressed	Advanced High	-	-	-	-	*	*	*	*	*	*
	32 14.3	2021 Total	10	100.0	161	100.0	45	100.0	8	100.0	224	100.0
Grade Eight												
183	Progressed	Beginning	*	*	10	8.6	-	-	-	-	12	6.6
	41 22.4	Intermediate	*	*	96	82.8	28	47.5	*	*	128	69.9
		Advanced	-	-	10	8.6	28	47.5	*	*	40	21.9
	Regressed	Advanced High	-	-	-	-	*	*	-	-	*	*
	16 8.7	2021 Total	5	100.0	116	100.0	59	100.0	*	*	183	100.0
Grades Six to Eight												
796	Progressed	Beginning	17	41.5	50	9.5	*	*	-	-	68	8.5
	164 20.6	Intermediate	23	56.1	396	75.3	94	44.8	*	*	517	64.9
		Advanced	*	*	78	14.8	100	47.6	11	57.9	190	23.9
	Regressed	Advanced High	-	-	*	*	15	7.1	*	*	21	2.6
	119 14.9	2021 Total	41	100.0	526	100.0	210	100.0	19	100.0	796	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-Alt. Shading denotes students who progressed at least one level from 2021 to 2022. - = no data in this category.

Appendix E, Table 3: 2020 to 2021 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve EBSPEd Students (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													
113	Progressed		Beginning	*	*	*	*	-	-	-	-	5	4.4
	18	15.9	Intermediate	*	*	48	67.6	10	30.3	*	*	61	54.0
			Advanced	-	-	18	25.4	23	69.7	*	*	44	38.9
	Regressed		Advanced High	-	-	*	*	-	-	*	*	*	*
	22	19.5	2021 Total	*	*	71	100.0	33	100.0	5	100.0	113	100.0
Grade Ten													
76	Progressed		Beginning	*	*	*	*	-	-	-	-	*	*
	15	19.7	Intermediate	*	*	40	83.3	10	52.6	*	*	56	73.7
			Advanced	-	-	7	14.6	5	26.3	*	*	14	18.4
	Regressed		Advanced High	-	-	-	-	*	*	-	-	*	*
	15	19.7	2021 Total	5	100.0	48	100.0	19	100.0	4	100.0	76	100.0
Grade Eleven													
47	Progressed		Beginning	-	-	*	*	-	-	-	-	*	*
	9	19.1	Intermediate	-	-	22	78.6	6	35.3	-	-	28	59.6
			Advanced	-	-	5	17.9	10	58.8	*	*	16	34.0
	Regressed		Advanced High	-	-	-	-	*	*	*	*	*	*
	6	12.8	2021 Total	-	-	28	100.0	17	100.0	*	*	47	100.0
Grade Twelve													
45	Progressed		Beginning	-	-	*	*	-	-	-	-	*	*
	8	17.8	Intermediate	*	*	17	70.8	*	*	-	-	25	55.6
			Advanced	-	-	6	25.0	9	64.3	*	*	17	37.8
	Regressed		Advanced High	-	-	-	-	*	*	*	*	*	*
	11	24.4	2021 Total	*	*	24	100.0	14	100.0	*	*	45	100.0
Grade Nine to Twelve													
281	Progressed		Beginning	*	*	6	3.5	-	-	-	-	9	3.2
	50	17.8	Intermediate	10	76.9	127	74.3	30	36.1	*	*	170	60.5
			Advanced	-	-	36	21.1	47	56.6	8	57.1	91	32.4
	Regressed		Advanced High	-	-	*	*	6	7.2	*	*	11	3.9
	54	19.2	2021 Total	13	100.0	171	100.0	83	100.0	14	100.0	281	100.0
All Secondary (Grades Six to Twelve)													
1,077	Progressed		Beginning	20	37.0	56	8.0	*	*	-	-	77	7.1
	214	19.9	Intermediate	33	61.1	523	75.0	124	42.3	7	21.2	687	63.8
			Advanced	*	*	114	16.4	147	50.2	19	57.6	281	26.1
	Regressed		Advanced High	-	-	*	*	21	7.2	7	21.2	32	3.0
	173	16.1	2021 Total	54	100.0	697	100.0	293	100.0	33	100.0	1,077	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-Alt. Shading denotes students who progressed at least one level from 2021 to 2022. - = no data in this category.

Appendix F

Appendix F, Table 1: 2022 EBSPEL TELPAS-Alt Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested N	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	72	26.4	30.6	30.6	11.1	1.4
3	72	15.3	12.5	30.6	29.2	12.5
4	72	8.3	27.8	16.7	31.9	15.3
5	77	6.5	7.8	19.5	28.6	37.7
6	69	24.6	10.1	21.7	24.6	18.8
7	69	14.5	15.9	18.8	18.8	31.9
8	63	15.9	7.9	25.4	23.8	27.0
9	50	14.0	16.0	24.0	20.0	26.0
10	54	9.3	18.5	25.9	16.7	29.6
11	47	12.8	8.5	23.4	14.9	40.4
12	42	14.3	9.5	19.0	19.0	38.1
2 to 5	293	14.0	19.5	24.2	25.3	17.1
3 to 5	221	10.0	15.8	22.2	29.9	22.2
6 to 8	201	18.4	11.4	21.9	22.4	25.9
9 to 12	193	12.4	13.5	23.3	17.6	33.2
6 to 12	394	15.5	12.4	22.6	20.1	29.4
2 to 12	687	14.8	15.4	23.3	22.3	24.2

Source: District TELPAS-Alt data file dated 05/06/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: Results included are for students enrolled on the PEIMS snapshot date and who were provided a score in the data file. Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix F, Table 2: 2021 EBSPEL TELPAS-Alt Composite Proficiency Levels by Grade Level

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

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

Note: Results included are for students enrolled on the PEIMS snapshot date and who were provided a score in the data file. Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix F, Table 3: 2020 EBSPED *TELPAS-Alt* Composite Proficiency Levels by Grade Level

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

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

Note: Results included are for students enrolled on the PEIMS snapshot date and who were provided a score in the data file. Seven included students were not classified as special education in the 2019 PEIMS demographic file but are included this year for completeness and because so few could not constitute a distinct group. Percentages may not sum to 100 because of rounding. Because of the spring 2020 transition to at-home learning, 2020 *TELPAS-Alt* results and trends from previous years for EBSPED students should be reviewed with caution and are provided for informational purposes only. - = no data in this category.

Appendix F, Table 4: 2021 to 2022 EBSPED *TELPAS-Alt* Proficiency Rating Movement by Grade Level

Grade Level(s)	Tested <i>N</i>	Regressed %	Same %	Progressed %
K	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	44	22.7	50.0	27.3
4	58	8.6	41.4	50.0
5	61	18.0	24.6	57.4
6	55	27.3	32.7	40.0
7	56	17.9	26.8	55.4
8	52	26.9	30.8	42.3
9	42	28.6	23.8	47.6
10	44	38.6	22.7	38.6
11	37	16.2	37.8	45.9
12	35	28.6	14.3	57.1
3 to 5	163	16.0	37.4	46.6
6 to 8	163	23.9	30.1	46.0
9 to 12	158	28.5	24.7	46.8
6 to 12	321	26.2	27.4	46.4
3 to 12	484	22.7	30.8	46.5

Source: District *TELPAS-ALT* data files dated 07/12/21 and 05/06/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Results included are for students enrolled on the PEIMS snapshot date and who were provided a score in the data file. Percentages may not sum to 100 because of rounding. Regressed = Student moved down at least one level of English proficiency from 2021 to 2022. Same = Student remained at the same proficiency level in 2021 and 2022. Progressed = Student moved up at least one level of English proficiency from 2021 to 2022 or scored Basic Fluency both years. - = no data in this category.

Appendix F, Table 5: 2020 to 2021 EBSPEd TELPAS-Alt Proficiency Rating Movement by Grade Level

Grade Level(s)	Tested N	Regressed %	Same %	Progressed %
K	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	27	11.1	44.4	44.4
4	57	17.5	35.1	47.4
5	61	26.2	24.6	49.2
6	57	42.1	31.6	26.3
7	52	15.4	36.5	48.1
8	45	26.7	17.8	55.6
9	46	26.1	17.4	56.5
10	47	40.4	29.8	29.8
11	32	18.8	18.8	62.5
12	29	27.6	34.5	37.9
3 to 5	145	20.0	32.4	47.6
6 to 8	154	28.6	29.2	42.2
9 to 12	154	29.2	24.7	46.1
6 to 12	308	28.9	26.9	44.2
3 to 12	453	26.0	28.7	45.3

Source: District TELPAS-Alt data files dated 07/06/20 and 07/12/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Results included are for students enrolled on the PEIMS snapshot date and who were provided a score in the data file. Percentages may not sum to 100 because of rounding. Regressed = Student moved down at least one level of English proficiency from 2020 to 2021. Same = Student remained at the same proficiency level in 2020 and 2021. Progressed = Student moved up at least one level of English proficiency from 2020 to 2021 or scored Basic Fluency both years. - = no data in this category.

Appendix F, Table 6: 2019 to 2020 EBSPEd TELPAS-Alt Proficiency Rating Movement by Grade Level

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

Source: District TELPAS-Alt data files dated 08/15/19 and 07/06/20. PEIMS snapshot demographic data file dated 11/01/19.

Note: Results included are for students enrolled on the PEIMS snapshot date and who were provided a score in the data file. Seven included students were not classified as special education in the 2019 PEIMS demographic file but are included this year for completeness and because so few could not constitute a distinct group. Percentages may not sum to 100 because of rounding. Because of the spring 2020 transition to at-home learning, 2020 TELPAS-Alt results and trends from previous years for EBSPEd students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2019 to 2020. Same = Student remained at the same proficiency level in 2019 and 2020. Regressed = Student moved down at least one level of English proficiency from 2019 to 2020 or scored Basic Fluency both years. - = no data in this category.

Appendix G

Appendix G, Table 1: 2021-22 English MAP Growth Mathematics Growth Quintile by Program/Classification and Grade Level: 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
All Special Education Students						
1	584	42.8	18.7	17.1	9.4	12.0
2	698	44.6	19.2	15.6	11.5	9.2
3	789	34.6	17.0	16.2	13.1	19.1
4	927	35.8	18.1	18.0	11.3	16.7
5	1,000	37.8	18.3	16.6	12.9	14.4
6	878	30.5	19.1	15.5	13.9	21.0
7	827	39.4	18.7	14.1	11.9	15.8
8	725	34.5	16.4	17.8	13.0	18.3
9	569	32.7	18.8	17.0	17.6	13.9
10	383	28.5	19.3	17.2	15.7	19.3
11	281	29.2	23.5	19.9	13.9	13.5
2 to 5	3,414	37.9	18.1	16.7	12.2	15.1
6 to 8	2,430	34.7	18.2	15.7	12.9	18.4
9 to 11	1,233	30.6	20.0	17.8	16.1	15.5
6 to 11	3,663	33.3	18.8	16.4	14.0	17.4
NonEB SPED Students						
1	336	45.8	16.7	17.3	10.1	10.1
2	387	46.3	18.1	15.8	11.6	8.3
3	441	35.8	18.4	15.4	13.4	17.0
4	490	37.3	18.0	16.9	11.4	16.3
5	536	42.0	18.3	13.8	13.2	12.7
6	493	30.6	18.9	16.8	14.0	19.7
7	477	36.1	19.3	14.3	14.5	15.9
8	414	30.4	16.2	18.6	14.5	20.3
9	326	31.0	20.2	16.3	18.7	13.8
10	228	28.9	16.7	18.9	16.2	19.3
11	174	32.8	22.4	18.4	12.1	14.4
2 to 5	1,854	40.2	18.2	15.4	12.5	13.8
6 to 8	1,384	32.4	18.2	16.5	14.3	18.6
9 to 11	728	30.8	19.6	17.6	16.3	15.7
6 to 11	2,112	31.9	18.7	16.9	15.0	17.6

table continues

Appendix G, Table 1 (continued)

Grade Level(s)	Tested <i>N</i>	2021-22 BOY to EOY English MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	4,252	28.0	19.9	17.3	14.8	20.0
2	4,258	27.3	20.1	19.7	16.6	16.3
3	4,213	13.3	15.5	17.9	22.4	30.8
4	4,260	18.3	18.4	22.1	18.1	23.1
5	4,288	23.7	22.6	19.6	18.3	15.7
6	3,774	28.4	18.7	17.9	16.3	18.7
7	3,879	38.1	18.2	16.7	12.6	14.4
8	3,920	29.1	21.3	17.1	14.7	17.8
9	3,565	29.2	19.9	17.7	16.0	17.1
10	2,377	31.6	17.3	16.9	15.5	18.8
11	1,695	27.8	19.6	19.2	16.4	16.9
2 to 5	17,019	20.7	19.2	19.9	18.8	21.5
6 to 8	11,573	31.9	19.4	17.2	14.6	16.9
9 to 11	7,637	29.6	19.1	17.8	15.9	17.6
6 to 11	19,210	31.0	19.3	17.5	15.1	17.2
EBSPED Students						
1	248	38.7	21.4	16.9	8.5	14.5
2	311	42.4	20.6	15.4	11.3	10.3
3	348	33.0	15.2	17.2	12.6	21.8
4	437	34.1	18.3	19.2	11.2	17.2
5	464	33.0	18.3	19.8	12.5	16.4
6	385	30.4	19.5	13.8	13.8	22.6
7	350	44.0	18.0	14.0	8.3	15.7
8	311	39.9	16.7	16.7	10.9	15.8
9	243	35.0	16.9	18.1	16.0	14.0
10	155	27.7	23.2	14.8	14.8	19.4
11	107	23.4	25.2	22.4	16.8	12.1
2 to 5	1,560	35.2	18.1	18.2	11.9	16.6
6 to 8	1,046	37.8	18.2	14.7	11.1	18.3
9 to 11	505	30.3	20.6	18.0	15.8	15.2
6 to 11	1,551	35.3	19.0	15.8	12.6	17.3

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, students in grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding.

Appendix G, Table 2: 2021-22 Spanish MAP Growth Mathematics Growth Quintile by Program/Classification and Grade Level: 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
All Special Education Students						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	7	57.1	0.0	0.0	14.3	28.6
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	13	46.2	0.0	7.7	15.4	30.8
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
NonEB SPED Students						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

table continues

Appendix G, 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 %
NonSPED EB Students						
1	40	32.5	10.0	15.0	15.0	27.5
2	34	17.6	17.6	2.9	17.6	44.1
3	119	15.1	5.9	13.4	11.8	53.8
4	108	12.0	10.2	17.6	15.7	44.4
5	145	17.9	8.3	15.2	17.2	41.4
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	406	15.5	8.9	14.3	15.3	46.1
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
EBSPED Students						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	7	57.1	0.0	0.0	14.3	28.6
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	13	46.2	0.0	7.7	15.4	30.8
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, students in 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 G, Table 3: 2021-22 English MAP Growth Reading Growth Quintile by Program/Classification and Grade Level: BOY to EOY

		2021-22 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested N	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
All Special Education Students						
1	363	54.0	20.7	9.9	7.7	7.7
2	447	39.6	21.5	15.2	11.0	12.8
3	511	45.4	15.3	12.9	10.8	15.7
4	590	42.0	15.4	13.9	12.4	16.3
5	638	40.8	17.2	13.2	14.6	14.3
6	875	39.4	16.3	14.3	13.9	16.0
7	811	39.8	19.6	13.6	13.7	13.3
8	742	39.9	19.3	14.4	14.2	12.3
9	585	39.1	19.0	14.7	15.0	12.1
10	426	40.4	18.5	16.4	12.0	12.7
11	312	38.5	23.4	17.9	11.9	8.3
2 to 5	2,186	41.9	17.2	13.7	12.4	14.8
6 to 8	2,428	39.7	18.3	14.1	13.9	14.0
9 to 11	1,323	39.4	19.9	16.0	13.3	11.4
6 to 11	3,751	39.6	18.9	14.8	13.7	13.1
NonEB SPED Students						
1	326	53.4	21.5	9.2	8.3	7.7
2	385	38.7	21.0	14.8	11.9	13.5
3	441	43.1	15.9	12.9	11.6	16.6
4	488	42.4	14.3	13.9	13.1	16.2
5	539	40.8	17.1	13.9	14.3	13.9
6	483	38.5	14.3	14.9	15.5	16.8
7	460	35.7	17.8	14.8	16.1	15.7
8	433	37.4	18.7	14.5	16.4	12.9
9	320	39.1	17.8	15.9	12.5	14.7
10	254	38.2	16.5	18.5	12.6	14.2
11	193	40.4	19.2	19.2	11.4	9.8
2 to 5	1,853	41.3	16.9	13.9	12.8	15.1
6 to 8	1,376	37.2	16.9	14.8	16.0	15.2
9 to 11	767	39.1	17.7	17.6	12.3	13.3
6 to 11	2,143	37.9	17.2	15.8	14.7	14.5

table continues

Appendix G, Table 3 (continued)

		2021-22 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	321	40.8	17.8	19.3	13.7	8.4
2	391	27.9	22.5	16.9	16.6	16.1
3	388	24.0	19.3	15.7	21.1	19.8
4	416	25.2	17.1	18.8	22.6	16.3
5	465	24.1	18.3	19.8	19.6	18.3
6	3,754	29.9	20.9	18.4	15.9	14.9
7	3,929	34.5	19.0	17.0	14.9	14.7
8	3,859	32.3	20.9	17.7	15.4	13.7
9	3,834	33.9	19.6	18.5	14.9	13.1
10	2,637	39.5	19.1	15.1	13.1	13.1
11	1,957	35.3	18.8	18.1	16.0	11.8
2 to 5	1,660	25.2	19.2	17.9	20.0	17.7
6 to 8	11,542	32.3	20.2	17.7	15.4	14.4
9 to 11	8,428	36.0	19.3	17.3	14.6	12.8
6 to 11	19,970	33.8	19.8	17.5	15.0	13.8
EBSPED Students						
1	37	59.5	13.5	16.2	2.7	8.1
2	62	45.2	24.2	17.7	4.8	8.1
3	70	60.0	11.4	12.9	5.7	10.0
4	102	40.2	20.6	13.7	8.8	16.7
5	99	40.4	18.2	9.1	16.2	16.2
6	392	40.6	18.9	13.5	12.0	15.1
7	351	45.3	21.9	12.0	10.5	10.3
8	309	43.4	20.1	14.2	11.0	11.3
9	265	39.2	20.4	13.2	18.1	9.1
10	172	43.6	21.5	13.4	11.0	10.5
11	119	35.3	30.3	16.0	12.6	5.9
2 to 5	333	45.3	18.6	12.9	9.6	13.5
6 to 8	1,052	43.0	20.2	13.2	11.2	12.4
9 to 11	556	39.7	22.8	13.8	14.7	8.8
6 to 11	1,608	41.9	21.1	13.4	12.4	11.1

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, students in grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding.

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

		2021-22 BOY to EOY Spanish MAP Reading Growth Quintile				
Grade Level(s)	Tested <i>N</i>	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
All Special Education Students						
1	207	44.9	31.4	14.0	6.8	2.9
2	224	53.6	25.0	10.7	6.3	4.5
3	237	33.8	23.2	15.6	11.0	16.5
4	253	48.6	14.6	13.0	12.3	11.5
5	230	40.9	17.8	14.8	12.6	13.9
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	944	44.2	20.0	13.6	10.6	11.7
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
NonEB SPED Students						
1	7	71.4	14.3	0.0	0.0	14.3
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	5	20.0	0.0	20.0	40.0	20.0
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

table continues

Appendix G, 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 %
NonSPED EB Students						
1	3,821	28.0	29.2	23.4	13.9	5.5
2	3,652	38.4	23.2	17.7	12.0	8.6
3	3,360	13.6	14.0	15.5	20.0	36.9
4	3,177	19.8	15.8	17.5	21.2	25.8
5	2,917	21.2	19.6	20.1	20.5	18.7
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	13,106	23.7	18.3	17.6	18.2	22.3
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
EBSPED Students						
1	200	44.0	32.0	14.5	7.0	2.5
2	222	54.1	25.2	10.4	6.3	4.1
3	236	33.9	23.3	15.7	10.6	16.5
4	251	48.6	14.7	13.1	12.0	11.6
5	230	40.9	17.8	14.8	12.6	13.9
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	939	44.3	20.1	13.5	10.4	11.6
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, students in 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 H

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

Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	9,362	66.7	4,950	69.3	4,412	63.7	837	33.6	4,555	72.6	442	35.7	395	31.1
	4	9,462	66.5	5,082	69.6	4,380	62.9	985	35.2	4,602	73.1	505	34.3	480	36.3
	5	9,387	75.2	5,189	77.0	4,198	72.9	1,069	44.8	4,676	80.6	556	45.7	513	43.9
	6	8,865	67.8	4,548	67.6	4,317	68.0	997	38.6	4,096	70.8	545	38.7	452	38.5
	7	3,802	34.7	1,970	35.1	1,832	34.3	621	19.0	1,713	37.1	364	16.8	257	22.2
	8	10,729	67.9	5,643	66.4	5,086	69.6	1,113	35.4	5,153	69.6	623	37.2	490	33.1
	3 to 5	28,211	69.4	15,221	72.0	12,990	66.4	2,891	38.3	13,833	75.5	1503	38.9	1,388	37.6
	6 to 8	23,396	62.5	12,161	61.8	11,235	63.2	2,731	32.8	10,962	65.0	1,532	32.9	1,199	32.8
Reading	3	9,358	66.5	4,950	63.2	4,408	70.1	835	33.1	4,555	66.8	440	43.2	395	21.8
	4	9,457	66.7	5,081	62.0	4,376	72.1	985	33.8	4,601	65.7	505	40.6	480	26.7
	5	9,387	75.6	5,184	74.0	4,203	77.6	1,068	39.5	4,673	78.6	557	46.1	511	32.3
	6	8,882	62.1	4,550	57.2	4,332	67.3	1,000	26.7	4,096	60.9	546	29.7	454	23.1
	7	9,241	71.4	4,886	67.6	4,355	75.7	961	31.4	4,469	71.4	544	34.9	417	26.9
	8	9,136	76.9	4,713	72.2	4,423	82.0	851	38.1	4,336	75.6	474	42.2	377	32.9
	3 to 5	28,202	69.6	15,215	66.5	12,987	73.2	2,888	35.7	13,829	-70.4	1,502	43.4	1,386	27.3
	6 to 8	27,259	70.2	14,149	65.8	13,110	75.0	2,812	31.8	12,901	69.5	1,564	35.3	1,248	27.3
STAAR EOC															
Algebra I	8 to 12	13,447	67.3	6,970	67.3	6,476	67.3	1,205	37.8	6,470	68.9	705	32.5	500	45.4
English I	9 to 12	14,934	51.6	7,681	43.6	7,252	60.2	1,523	19.2	7,032	45.9	874	19.9	649	18.2
English II	9 to 12	12,302	58.9	5,968	48.1	6,334	69.1	1,030	20.0	5,541	50.6	603	22.7	427	16.2

Source: District STAAR data files 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 Alt 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.” Appr+ = Approaches Grade Level or Above.

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

Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	9,362	38.1	4,950	40.2	4,412	35.9	837	15.8	4,555	42.5	442	17.6	395	13.7
	4	9,462	37.4	5,082	39.5	4,380	35.0	985	14.3	4,602	42.3	505	15.4	480	13.1
	5	9,387	47.2	5,189	49.3	4,198	44.6	1,069	16.1	4,676	53.2	556	18.9	513	13.1
	6	8,865	32.6	4,548	31.4	4,317	33.8	997	9.0	4,096	34.1	545	10.8	452	6.9
	7	3,802	8.0	1,970	8.4	1,832	7.6	621	2.4	1,713	9.2	364	1.9	257	3.1
	8	10,729	37.1	5,643	35.6	5,086	38.6	1,113	11.8	5,153	38.1	623	13.6	490	9.4
	3 to 5	28,211	40.9	15,221	43.0	12,990	38.4	2,891	15.4	13,833	46.0	1,503	17.4	1,388	13.3
	6 to 8	23,396	30.6	12,161	29.6	11,235	31.7	2,731	8.6	10,962	32.1	1,532	9.9	1,199	7.1
Reading	3	9,358	40.3	4,950	35.5	4,408	45.7	835	15.2	4,555	38.0	440	22.7	395	6.8
	4	9,457	44.5	5,081	40.1	4,376	49.5	985	17.3	4,601	43.1	505	22.4	480	11.9
	5	9,387	50.2	5,184	46.7	4,203	54.5	1,068	20.3	4,673	50.3	557	26.2	511	13.9
	6	8,882	34.2	4,550	28.9	4,332	39.8	1,000	9.3	4,096	31.4	546	12.1	454	5.9
	7	9,241	46.2	4,886	41.3	4,355	51.8	961	11.9	4,469	44.4	544	14.9	417	7.9
	8	9,136	49.3	4,713	43.2	4,423	55.8	851	12.9	4,336	46.1	474	16.0	377	9.0
	3 to 5	28,202	45.0	15,215	40.9	12,987	49.8	2,888	17.8	13,829	43.8	1,502	23.9	1,386	11.2
	6 to 8	27,259	43.3	14,149	37.9	13,110	49.2	2,812	11.3	12,901	40.9	1,564	14.3	1,248	7.5
STAAR EOC															
Algebra I	8 to 12	13,447	38.8	6,970	38.6	6,476	38.9	1,205	13.4	6,470	40.3	705	10.8	500	17.0
English I	9 to 12	14,934	33.9	7,681	24.9	7,252	43.5	1,523	8.2	7,032	26.6	874	9.4	649	6.6
English II	9 to 12	12,302	42.8	5,968	30.3	6,334	54.6	1,030	9.9	5,541	32.1	603	12.4	427	6.3

Source: District STAAR data files 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 Alt 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."

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

Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test <i>N</i>	Mast %	Test <i>N</i>	Mast %	Test <i>N</i>	Mast %	Test <i>N</i>	Mast %	Test <i>N</i>	Mast %	Test <i>N</i>	Mast %	Test <i>N</i>	Mast %
STAAR															
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	837	6.9	4,555	19.6	442	8.1	395	5.6
	4	9,462	18.7	5,082	19.1	4,380	18.2	985	5.8	4,602	20.7	505	7.1	480	4.4
	5	9,387	24.0	5,189	25.6	4,198	22.0	1,069	4.6	4,676	27.9	556	4.9	513	4.3
	6	8,865	11.1	4,548	8.9	4,317	13.3	997	1.9	4,096	9.8	545	2.6	452	1.1
	7	3,802	1.5	1,970	1.4	1,832	1.5	621	0.6	1,713	1.5	364	0.5	257	0.8
	8	10,729	12.4	5,643	11.7	5,086	13.2	1,113	2.2	5,153	12.7	623	2.7	490	1.4
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	2,891	5.7	13,833	22.8	1,503	6.6	1,388	4.7
	6 to 8	23,396	10.1	12,161	9.0	11,235	11.3	2,731	1.7	10,962	9.9	1,532	2.2	1,199	1.2
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	835	7.3	4,555	21.9	440	11.4	395	2.8
	4	9,457	24.4	5,081	22.3	4,376	26.8	985	8.0	4,601	24.1	505	10.9	480	5.0
	5	9,387	29.9	5,184	24.6	4,203	36.4	1,068	9.2	4,673	26.7	557	12.7	511	5.3
	6	8,882	16.4	4,550	11.6	4,332	21.5	1,000	3.7	4,096	12.6	546	5.1	454	2.0
	7	9,241	30.2	4,886	24.6	4,355	36.5	961	6.1	4,469	26.7	544	8.8	417	2.6
	8	9,136	30.0	4,713	24.2	4,423	36.1	851	6.6	4,336	26.0	474	8.4	377	4.2
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	2,888	8.2	13,829	24.2	1,502	11.7	1,386	4.5
	6 to 8	27,259	25.6	14,149	20.3	13,110	31.4	2,812	5.4	12,901	22.0	1,564	7.4	1,248	2.9
STAAR EOC															
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2	1,205	6.1	6,470	25.5	705	5.8	500	6.6
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8	1,523	1.1	7,032	2.2	874	1.8	649	0.0
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1	1,030	0.8	5,541	1.6	603	1.2	427	0.2

Source: District STAAR data files 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 Alt 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.

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

Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	9,207	57.6	4,982	61.0	4,212	53.5	805	35.4	4,576	63.3	399	35.3	406	35.5
	4	9,154	55.4	5,105	57.6	4,038	52.5	903	26.1	4,668	60.8	466	27.7	437	24.5
	5	9,427	69.9	5,105	73.4	4,310	65.8	1,000	45.6	4,636	76.0	531	44.1	469	47.3
	6	8,687	62.2	4,753	62.0	3,929	62.4	865	32.1	4,373	64.8	485	33.6	380	30.3
	7	3,520	28.7	1,890	28.0	1,626	29.4	549	16.2	1,625	30.3	284	18.3	265	14.0
	8	9,682	54.4	5,139	52.0	4,529	57.0	814	25.3	4,757	54.1	432	24.3	382	26.4
	3 to 5	27,788	61.0	15,192	64.0	12,560	57.4	2,708	36.1	13,880	66.7	1,396	36.1	1,312	36.1
	6 to 8	21,889	53.4	11,782	52.2	10,084	54.7	2,228	25.7	10,755	54.9	1,201	26.6	1,027	24.6
Reading	3	9,190	60.1	4,975	58.9	4,202	61.5	797	32.2	4,571	61.6	393	36.6	404	28.0
	4	9,127	56.8	5,096	56.7	4,020	57.0	903	23.7	4,657	60.4	464	29.5	439	17.5
	5	9,422	73.8	5,106	78.6	4,304	68.1	996	38.1	4,636	82.6	526	37.1	470	39.1
	6	8,652	54.8	4,718	49.9	3,929	60.7	857	18.7	4,343	53.1	482	23.2	375	12.8
	7	8,544	60.8	4,539	55.3	3,997	67.0	756	22.2	4,178	58.5	395	26.6	361	17.5
	8	8,748	67.2	4,360	60.2	4,378	74.2	708	30.1	4,030	63.0	378	33.3	330	26.4
	3 to 5	27,739	63.7	15,177	64.8	12,526	62.3	2,696	31.5	13,864	68.2	1,383	34.4	1,313	28.5
	6 to 8	25,944	61.0	13,617	55.0	12,304	67.6	2,321	23.3	12,551	58.1	1,255	27.3	1,066	18.6
STAAR EOC															
Algebra I	8 to 12	11,035	66.4	5,338	65.5	5,678	67.2	843	37.8	5,007	67.0	512	34.6	331	42.9
English I	9 to 12	11,142	51.9	5,433	42.2	5,683	61.1	1,079	15.2	4,999	44.9	645	18.1	434	10.8
English II	9 to 12	10,473	57.4	4,872	45.1	5,595	68.2	731	18.1	4,566	47.0	425	19.3	306	16.3

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 Alt 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." Appr+ = Approaches Grade Level or Above.

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

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

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

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alt 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."

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

Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR															
Mathematics	3	9,207	11.7	4,982	11.8	4,212	11.7	805	5.1	4,576	12.5	399	6.8	406	3.4
	4	9,154	16.5	5,105	15.8	4,038	17.3	903	4.8	4,668	17.1	466	6.7	437	2.7
	5	9,427	23.0	5,105	24.2	4,310	21.6	1,000	5.8	4,636	26.3	531	7.2	469	4.3
	6	8,687	9.5	4,753	8.3	3,929	10.9	865	1.8	4,373	8.9	485	2.7	380	0.8
	7	3,520	1.4	1,890	1.6	1,626	1.1	549	0.2	1,625	1.8	284	0.0	265	0.4
	8	9,682	6.2	5,139	4.6	4,529	8.0	814	1.2	4,757	5.0	432	1.9	382	0.5
	3 to 5	27,788	17.1	15,192	17.3	12,560	16.9	2,708	5.2	13,880	18.6	1,396	6.9	1,312	3.5
	6 to 8	21,889	6.7	11,782	5.6	10,084	8.0	2,228	1.2	10,755	6.1	1,201	1.7	1,027	0.6
Reading	3	9,190	18.0	4,975	18.2	4,202	17.6	797	6.3	4,571	19.5	393	8.7	404	4.0
	4	9,127	15.5	5,096	14.8	4,020	16.4	903	4.0	4,657	15.9	464	5.2	439	2.7
	5	9,422	28.7	5,106	29.5	4,304	27.9	996	5.2	4,636	32.0	526	5.9	470	4.5
	6	8,652	10.3	4,718	7.2	3,929	14.1	857	2.6	4,343	7.7	482	4.1	375	0.5
	7	8,544	18.6	4,539	13.1	3,997	24.9	756	3.0	4,178	14.1	395	4.6	361	1.4
	8	8,748	16.7	4,360	10.7	4,378	22.7	708	4.5	4,030	11.3	378	5.8	330	3.0
	3 to 5	27,739	20.8	15,177	20.8	12,526	20.8	2,696	5.1	13,864	22.5	1,383	6.4	1,313	3.7
	6 to 8	25,944	15.2	13,617	10.3	12,304	20.7	2,321	3.3	12,551	11.0	1,255	4.8	1,066	1.6
STAAR EOC															
Algebra I	8 to 12	11,035	15.9	5,338	13.2	5,678	18.5	843	4.7	5,007	13.8	512	5.7	331	3.3
English I	9 to 12	11,142	5.5	5,433	2.0	5,683	8.8	1,079	0.4	4,999	2.1	645	0.5	434	0.2
English II	9 to 12	10,473	5.5	4,872	1.6	5,595	9.0	731	0.3	4,566	1.7	425	0.5	306	0.0

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 Alt 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.

Appendix I

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

Subject	Grade Level(s)	All District 1 Yr Δ %pts	All EBs 1 Yr Δ %pts	All NonEBs ^a 1 Yr Δ %pts	All SPED 1 Yr Δ %pts	NonSPED EBs 1 Yr Δ %pts	NonEB SPED 1 Yr Δ %pts	EBSPED 1 Yr Δ %pts
STAAR								
Mathematics	3	9.1	8.3	10.2	-1.8	9.3	0.4	-4.4
	4	11.1	12.0	10.4	9.1	12.3	6.6	11.8
	5	5.3	3.6	7.1	-0.8	4.6	1.6	-3.4
	6	5.6	5.6	5.6	6.5	6.0	5.1	8.2
	7	6.0	7.1	4.9	2.8	6.8	-1.5	8.2
	8	13.5	14.4	12.6	10.1	15.5	12.9	6.7
	3 to 5	8.4	8.0	9.0	2.2	8.8	2.8	1.5
	6 to 8	9.1	9.6	8.5	7.1	10.1	6.3	8.2
Reading	3	6.4	4.3	8.6	0.9	5.2	6.6	-6.2
	4	9.9	5.3	15.1	10.1	5.3	11.1	9.2
	5	1.8	-4.6	9.5	1.4	-4.0	9.0	-6.8
	6	7.3	7.3	6.6	8.0	7.8	6.5	10.3
	7	10.6	12.3	8.7	9.2	12.9	8.3	9.4
	8	9.7	12.0	7.8	8.0	12.6	8.9	6.5
	3 to 5	5.9	1.7	10.9	4.2	-2.2	9.0	-1.2
	6 to 8	9.2	10.8	7.4	8.5	11.4	8.0	8.7
STAAR EOC								
Algebra I	8 to 12	0.9	1.8	0.1	0.0	1.9	-2.1	2.5
English I	9 to 12	-0.3	1.4	-0.9	4.0	1.0	1.8	7.4
English II	9 to 12	1.5	3.0	0.9	1.9	3.6	3.4	-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 PEIMS snapshot date. STAAR Alt 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." 1 Yr Δ %pts = percentage-point change from 2021 to 2022.

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

Subject	Grade Level(s)	All District 1 Yr Δ %pts	All EBs 1 Yr Δ %pts	All NonEBs ^a 1 Yr Δ %pts	All SPED 1 Yr Δ %pts	NonSPED EBs 1 Yr Δ %pts	NonEB SPED 1 Yr Δ %pts	EBSPED 1 Yr Δ %pts
STAAR								
Mathematics	3	12.3	13.5	11.2	3.1	14.3	2.3	3.6
	4	7.0	8.7	5.2	2.5	9.5	2.1	2.8
	5	4.0	3.0	5.2	-0.9	3.8	0.8	-2.7
	6	3.5	3.2	3.7	1.1	4.0	1.3	1.1
	7	1.4	2.2	0.7	-0.3	2.4	-1.3	0.8
	8	9.3	10.4	7.8	2.7	11.5	3.9	1.0
	3 to 5	7.7	8.3	7.0	1.4	9.2	1.7	1.1
	6 to 8	5.7	6.2	5.0	1.6	7.1	1.8	1.3
Reading	3	7.9	4.2	11.9	2.0	4.7	5.4	-2.4
	4	13.2	9.5	17.2	7.6	10.2	9.3	5.7
	5	2.0	-5.9	11.5	5.8	-6.2	11.0	0.3
	6	9.8	8.7	10.4	4.2	9.7	4.6	3.8
	7	10.6	12.4	8.7	4.9	13.3	4.8	4.3
	8	10.9	12.5	9.7	2.4	13.7	4.4	-0.1
	3 to 5	7.6	2.7	13.3	5.3	2.9	8.8	1.5
	6 to 8	10.5	11.5	9.4	3.9	12.6	4.7	2.7
STAAR EOC								
Algebra I	8 to 12	6.5	8.6	4.4	-0.5	9.2	-3.3	3.4
English I	9 to 12	-1.5	0.1	-2.1	2.2	0.1	2.3	2.2
English II	9 to 12	-0.2	1.0	-0.3	0.9	1.3	2.0	-0.9

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 PEIMS snapshot date. STAAR Alt 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." 1 Yr Δ %pts = percentage-point change from 2021 to 2022.

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

Subject	Grade Level(s)	All District 1 Yr Δ %pts	All EBs 1 Yr Δ %pts	All NonEBs ^a 1 Yr Δ %pts	All SPED 1 Yr Δ %pts	NonSPED EBs 1 Yr Δ %pts	NonEB SPED 1 Yr Δ %pts	EBSPED 1 Yr Δ %pts
STAAR								
Mathematics	3	6.5	6.7	6.2	1.8	7.1	1.3	2.2
	4	2.2	3.3	0.9	1.0	3.6	0.4	1.7
	5	1.0	1.4	0.4	-1.2	1.6	-2.3	0.0
	6	1.6	0.6	2.4	0.1	0.9	-0.1	0.3
	7	0.1	-0.2	0.4	0.4	-0.3	0.5	0.4
	8	6.2	7.1	5.2	1.0	7.7	0.8	0.9
	3 to 5	3.2	3.8	2.4	0.5	4.2	-0.3	1.2
	6 to 8	3.4	3.4	3.3	0.5	3.8	0.5	0.6
Reading	3	5.9	2.2	10.3	1.0	2.4	2.7	-1.2
	4	8.9	7.5	10.4	4.0	8.2	5.7	2.3
	5	1.2	-4.9	8.5	4.0	-5.3	6.8	0.8
	6	6.1	4.4	7.4	1.1	4.9	1.0	1.5
	7	11.6	11.5	11.6	3.1	12.6	4.2	1.2
	8	13.3	13.5	13.4	2.1	14.7	2.6	1.2
	3 to 5	5.2	1.6	9.5	3.1	1.7	5.3	0.8
	6 to 8	10.4	10.0	10.7	2.1	11.0	2.6	1.3
STAAR EOC								
Algebra I	8 to 12	8.8	11.0	6.7	1.4	11.7	0.1	3.3
English I	9 to 12	0.3	0.0	1.0	0.7	0.1	1.3	-0.2
English II	9 to 12	-0.6	-0.1	-0.9	0.5	-0.1	0.7	0.2

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 PEIMS snapshot date. STAAR Alt 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." STAAR and STAAR EOC were not administered in 2020. 1 Yr Δ %pts = percentage-point change from 2021 to 2022.