

2022-23

Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

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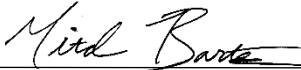
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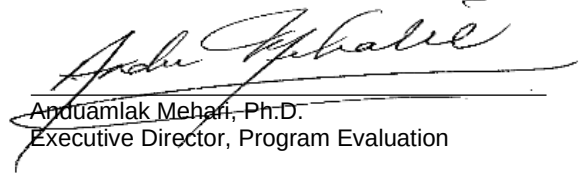
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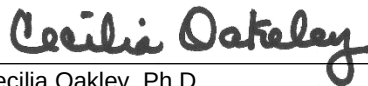
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2022-23

Evaluation of Dual Language and English as a Second Language Programs

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

The Dual Language/English as a Second Language (DL/ESL¹) Department provided supplemental assistance to 68,751 Emergent Bilinguals (EBs) and their families in 2022-23 (49% of district enrollment) to increase student achievement by effectively addressing the academic, linguistic, and social needs of EBs. The DL/ESL Department oversaw DL and ESL instructional programs, sheltered instruction, summer programs, and campus Language Proficient Assessment Committees (LPACs) that were responsible for the identification and reclassification of EBs and monitoring of reclassified EBs. The reported budget for the Bilingual/ESL Program totaled \$43,083,242. Key findings include the following:



In 2022-23, over half of two-way DL campuses had lower percentages of African American opt-in students and economically disadvantaged students than at the campus overall (page 12).



DL and ESL staff members who worked with an instructional specialist in 2022-23 generally said they were provided with beneficial supports and resources. Rates for DL were higher than ESL for all supports and resources (page 19).



Most respondents rated one-on-one professional development, campus-wide professional development, and professional learning communities as helpful. Rates for DL were higher than ESL on all professional development types (page 19).



While the DL/ESL Department did not meet their three teacher survey goals for 2022-23, they were within one to four percentage points of each goal (page 19).



2023 *Texas English Language Proficiency Assessment System (TELPAS)* composite rates for EBs at all grade levels clustered in intermediate level of English proficiency. For domain rates, EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains (page 22).

¹ For a list of all acronyms and abbreviates used in this evaluation, see Appendix A.



2023 *TELPAS* composite ratings for all grade levels saw increases over one and two years at the beginning level and almost all saw decreases at the advanced level (page 22).



For all grade levels overall, EBs with both 2022 and 2023 *TELPAS* rates progressed at higher rates across the composite and the listening, speaking, and reading domains than they regressed (page 22).



The percentage of EBs that regressed at least one *TELPAS* level in 2023 (19%) was five percentage-points higher than in 2022, which did not meet the DL/ESL Department goal to maintain the rate of EBs who regressed. In addition, the percentage of EBs that progressed at least one *TELPAS* level in 2023 (29%) was seven percentage-points lower than in 2022, which did not meet the DL/ESL Department goal of a three percentage-point increase (page 22).



For 2023 *Measures of Academic Progress Growth (MAP)* beginning-of-year (BOY) to end-of-year (EOY) growth quintiles, EBs (a) clustered at the Low quintile on the English and Spanish reading subtests, (b) clustered at the High quintile on the Spanish mathematics subtest, and (c) were split between the Low and High quintiles on the English mathematics subtest. (page 27).



When comparing 2022 BOY to EOY quintiles with 2023 BOY to EOY quintiles, the rate of EBs in the High quintile (a) trended upward on the English and Spanish mathematics subtests and (b) was mixed on the English and Spanish reading subtests (page 27)



While EBs did not meet the DL/ESL Department's two elementary-level *State of Texas Assessments of Academic Readiness (STAAR)* goals, EBs in grades six to eight did meet the *STAAR* goal (Goal: 27% EBs at Meets+; Actual: 41%; page 29).



Overall, monitored students consistently attained the Approaches+, Meets+, and Masters *STAAR* and *End-of-Course (EOC)* performance standards at considerably higher rates than EBs, regardless of the subject (page 32).



Qualified EBs participated in magnet programs at lower rates than NonEBs and monitored students (page 36).



When compared to the state and other large, urban Texas districts, Dallas ISD EB performance was (a) generally comparable or lower on *TELPAS* (at Advanced or Advanced High), and (b) were generally comparable or higher on *STAAR/EOCs* (pages 26 and 34).

Recommendations

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

Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs. In 2022-23, over half of TWDL campuses had lower percentages of African American opt-in students (68% of TWDL campuses) and economically disadvantaged students (73% of TWDL campuses) than at the campus overall. Efforts should continue to educate more NonEB

parents about the benefits of TWDL program participation to bring the participation percentages more in line with that of the campus overall.

Examine reasons for lower EB participation in magnet programs. While higher numbers of EB students applied for magnet programs in 2022-23 than 2021-22, the participation rate for EBs in magnet programs was lower than NonEBs and monitored students in 2022-23. Because EBs accounted for 47% of total qualified applicants in 2022-23, program leadership should examine reasons for these findings and develop a plan to appropriately bolster EB participation.

Continue efforts to increase EB rates at higher *TELPAS* proficiency levels. On the 2023 *TELPAS* composite, 10 percent of EBs scored at the advanced high English proficiency level, which was slightly lower than 2022 (11%; Voss, 2022). Additionally, with one exception, all grade levels saw decreases at the advanced and advanced high levels over one and two years on the *TELPAS* composite. EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains. Targeted efforts to improve scores in those domains could lead to increases in the overall *TELPAS* composite ratings.

2022-23

Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)² through programs that embrace student diversity. The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs. Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED). For evaluation of the program serving EBSPED students, see Voss (2023).

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

To help mitigate learning loss and further support students following the COVID-19 pandemic, the district offered three different school calendars in 2022-23 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.³ *Because of these variations in instructional time, and support activities, all results should be reviewed with caution.*

PROGRAM DESCRIPTION

The sections below include the DL/ESL Program components, people, budget, and program goals. For all methodology, see Appendix B.

² To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

³ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Program Components

Dual Language Programs

DL programs in the Dallas ISD aimed to promote dual literacy in English and Spanish. By participating in DL programs, students learned a second language through content-based instruction while maintaining their dominant languages to promote and embrace cultural diversity among all students. Available at most elementary school campuses in 2022-23,⁴ the Dallas ISD offered three DL program models for students:

- One-way DL (OWDL; elementary school level)
- Two-way DL (TWDL; elementary school level)
- Secondary DL (SECDL; middle school and high school levels)

OWDL

The OWDL program was a biliteracy program serving identified EBs⁵ in prekindergarten (PK) to grade five (or grade six when housed at an elementary school campus) with academic instruction in English and Spanish. Instruction time in the OWDL program in K to grade one was conducted mostly in Spanish [70%; science, social studies, all of reading/language arts (R/LA)], with mathematics conducted in English (30%).⁶ Starting in grade two through grade five/six, instruction time was half in Spanish (science, social studies, and half of R/LA) and half in English (mathematics and half of R/LA). The one-way program was the largest of district DL programs; it was offered at 135 campuses in the Dallas ISD in 2022-23, which slightly higher than 2021-22 ($n = 132$). For a list of campuses with an OWDL program, see Appendix C.

TWDL

The TWDL program was a biliteracy program for PK to grade five (or grade six, when housed at an elementary school campus) students with two student populations learning a second language through content instruction while maintaining their dominant languages. Ideally, TWDL classrooms were comprised of half EBs and half NonEBs. TWDL in the Dallas ISD used the immersion instructional approach, in which both dominant English-dominant and Spanish-dominant speaking students learned to read in Spanish first. The TWDL immersion program followed the same instructional time guidelines as OWDL (e.g., 70% Spanish/30% English in PK to grade one; 50% Spanish/50% English in grade two through grade five/six). In 2022-23, TWDL was offered at 74 campuses in the Dallas ISD, a slight increase from 73 campuses in 2021-22. See Appendix D for list of TWDL models by campus.

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

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

⁶ In 2022-23, the DL/ESL Department rolled out the Dual Language 2.0 model in PK3 and PK4. For more information on instructional guidelines, see: https://drive.google.com/file/d/1r0hvZGd_lfkWgAwQzKTwaQWrV0iRVx9B/view

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

SECDL

The SECDL program was a biliteracy pathway with instruction in both English and Spanish that provided students in grades six to 12 with the opportunity to graduate with the Seal of Biliteracy.⁷ All SECDL campuses offered at least two courses taught in Spanish from grades six to 12. The SECDL program was primarily meant for students continuing from the one- and two-way DL programs. Continuing DL programming from the elementary to secondary grade levels can help keep language development and learning on consistent and cumulative articulation pathway across the entirety of public schooling (Boyle et al., 2015). In 2022-23, 12 campuses (8 middle schools and 4 high schools) offered the SECDL program, an increase from 14 campuses in 2021-22. See Appendix D for list of SECDL campuses.

English as a Second Language Program

The purpose of the ESL program was to provide intensive instruction to develop English proficiency in listening, reading, speaking, and writing through differentiated instruction and flexible grouping of students based upon both linguistic and cognitive levels. EBs at the elementary school grade level for whom Spanish was not the dominant language or who were Spanish speakers enrolled at a campus without a DL program participated in ESL instruction. In general, ESL programs are beneficial when several native languages are represented at a campus, as the model is designed to provide individualized instruction to EBs (Kim, Hutchison, and Winsler, 2015). At most campuses, ESL students were placed in classrooms with NonEBs.⁸ ESL at the secondary level was for students in their first three years in United States (US) schools.

Sheltered Instruction

Secondary students who had been enrolled in US schools for more than three years and had not yet met criteria for reclassification were enrolled in sheltered classes for R/LA.⁹ The objective of sheltered instruction was to promote English-language development while providing supports to make grade-level

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

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

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

standards-based content more accessible to EBs. In the Dallas ISD, most sheltered classrooms included both EBs and NonEBs. Sheltered instruction can be helpful for adapting content to meet the needs of students linguistically, academically, and culturally, especially for schools with many EBs who speak a variety of languages (Marsh, 2018).

Immigrant Programs

Students who had been enrolled in US schools fewer than three years were classified as immigrants. In 2022-23, approximately six percent of Dallas ISD students were immigrants ($N = 9,042$). Because a large proportion of immigrants typically also were EBs (93% in 2022-23), the DL/ESL Department played a pivotal role in the integration of immigrant students and their families into the district and community. With awarded 2021-22 supplemental Title III funds, the DL/ESL Department aimed to (a) provide supplemental instructional resources, (b) assist in the development of tutoring plans for improved English proficiency and academic achievement, (c) develop supplemental summer enrichment opportunities, (d) connect parents with needed referrals to services, (e) deliver classes for immigrant EBs and their parents including district information sessions and ESL classes, and (f) increase parental participation in trainings and activities through the Margaret and Gilbert Herrera Student Intake Center.

Immigrants who were new to the country in Kindergarten (K) to grade 12 and had never attended US schools were welcomed to the district at the Margaret and Gilbert Herrera Student Intake Center. This center supported these students and their families to bolster academic success. Along with registration and assessment services, the center provided orientation services for immigrant families as they transitioned into the district and community. The intake center also provided follow-up support to students through professional development and instructional coaching for teachers of EBs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer¹⁰ students.

Newcomer Program

To prepare immigrant students in the first year in US schools who did not speak Spanish or English for academic success, the district also offered a one-year Newcomer Program at designated Dallas ISD campuses.¹¹ This program focused on English acquisition and was for students in mixed grade levels. Certified teachers provided instructional services to identified students in a multi-age setting using sheltered instruction methods and strategies. Newcomer programs are designed to (a) assist immigrant students linguistically and academically and (b) help students grow their cross-cultural skills and emphasize family engagement (Chu, 2008). Because the students served by the Newcomer Program in 2022-23 were a small subsection of immigrant students, they were not highlighted as a separate group in analyses in this report. Instead, they were included in results for the general immigrant student population.

¹⁰ Newcomer students were recent immigrant students in grades K through grade five who lived outside of the US for two consecutive years or more.

¹¹ Foster Elementary, Herbert Marcus Elementary, Joe May Elementary, McShan Elementary, Anne Frank Elementary, and Gill Elementary.

Language Proficiency Assessment Committee

Each campus in the Dallas ISD operated an LPAC serving as a liaison between home and campus and as an advocate for EBs. The responsibilities of LPACs included (a) identification, placement, assessment, and document review; (b) instructional methodologies and/or interventions; (c) annual review of student progress; (d) linguistic accommodation and assessment decisions; (e) parental notification; and (f) maintaining updated and accurate documentation. LPAC membership was required to at least consist of a principal or assistant principal, a bilingual certified or ESL certified teacher who worked directly with EBs, and a non-faculty parent of a currently enrolled EB student. The LPAC was required to meet at least six documented times per academic year, ideally every six weeks.¹²

Identification Process

The identification and placement of identified EBs had to be completed within 20 school days of initial student enrollment.¹³ The LPAC was responsible for this process, using criteria mandated by the Texas Education Agency (TEA). A parent-signed and dated home language survey requesting the primary language spoken at home and the most frequently spoken language by the student was administered to all incoming students.¹⁴ If the response was a language other than English for either question, the student was considered a potential EB. The student underwent English language proficiency, Spanish language proficiency (Spanish speakers only), and norm-referenced language assessments to determine whether EB designation was required.¹⁵ Before placing an EB student in a program, a parent had to sign and date a notification letter. If parent permission for enrollment was not secured, explicit parental denial had to be documented in writing. Identified EB students whose parents deny services (parent denials) were placed in general education and were ineligible for specialized language supports. An identification flowchart is provided in Appendix E.

Reclassification Process

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

Monitoring of Reclassified EBs

¹² For an LPAC meeting to be considered official, at least the minimally required members must be present.

¹³ Missing this deadline may impact staffing and funding for a campus, and potentially may negatively affect student success.

¹⁴ The home language survey is completed for a student once during his/her educational career. This document is a legal document that cannot be changed.

¹⁵ These assessments were conducted as appropriate for grade level.

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

Program Staff

In order to assist EBs in the Dallas ISD, Title I funds helped support DL/ESL program leadership and support positions. Title I ELA funds allowed the DL/ESL Department to employ (a) 20 instructional specialists to assist elementary, middle, and high schools, (b) seven coordinators to assist elementary, middle, and high schools, (c) one coordinator to assist refugee families and students, (d) three parent coordinators to assist with parent activities, and (e) two assistant parent coordinators to assist with parent activities. Additionally, Title I Immigrant funds supported additional positions focused on recent immigrant students who have attended US schools between one and three years. Those positions included (a) one immigrant instructional specialist to assist elementary, middle, and high schools, (b) three immigrant coordinators to assist elementary, middle, and high schools, and (c) one parent coordinator to assist immigrant-focused parent activities.

Budget

Title III Emergent Bilingual, Title III Immigrant, Elementary and Secondary School Emergency Relief (ESSER), and general operating budget and funding information for 2021-22 and 2022-23 are provided in Table 1. The reported budget for the Dual Language/ESL and Immigrant Programs totaled \$43,083,242: \$10,804,644 from Title III, Part A EB funds,^{16,17} \$2,226,884 from Title III, Part A Immigrant funds, \$643,360 from ESSER funds, and \$29,408,354 from general operating funds.¹⁸

Program Goals

1. The percentage of EBs who regressed on each *Texas English Language Proficiency Assessment System (TELPAS)* domain will not increase from 2022 to 2023.¹⁹ (*No, goal not met; see page 21 for more detail*).

¹⁶ The budget was obtained by Budget Services.

¹⁷ In addition to the content presented in this evaluation, Title III, Part A funds also supported four EBSPED Instructional Specialists. These specialists provided campus support for EBSPED students and aimed to interface with campuses at least once per week to work with teachers (time spent per campus depended upon campus needs). For more information about the EBSPED Program, see the 2021-22 EBSPED Evaluation (Voss, 2022).

¹⁸ The general operating funds reported this year differ significantly from previous years. Previous years included on general operating funds allocated to the central DL/ESL Department, whereas the current general operating funds additionally include the funds coded to the campuses.

¹⁹ 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023.

2. The percentage of EBs who progressed or maintained Advanced High on their *TELPAS* composite level will increase by three percentage points from 2022 to 2023. *(No, goal not met, see page 21 for more detail).*
3. Forty-six percent of grades three to five EBs will achieve the Meets Grade Level or Above (Meets+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* reading. *(No, goal not met; see page 30 for more detail).*
4. Twenty-seven percent of grades six to eight EBs will achieve the Meets Grade Level or Above (Meets+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* reading. *(Yes, goal met; see page 30 for more detail).*
5. Forty-nine percent of grade three EBs will meet the Meets+ performance standard on *STAAR* reading.²⁰ *(No, goal not met; see page 30 for more detail).*

EVALUATION QUESTIONS AND RESULTS²¹

EQ1: How was the DL/ESL Program implemented in 2022-23?

Population Served

Teachers Served

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

Teacher Characteristics.²² Characteristics of elementary and secondary ESL and DL teachers are provided in Table 1. At the elementary level, 2,488 teachers instructed in ESL and DL classrooms and 69 teachers instructed in ESL and SECDL classrooms at the secondary level. For both elementary and secondary teachers overall, the highest percentages of teachers were female, Hispanic, held bachelor's degrees, and/or had been with the district between one and five years. The rate of 2022-23 elementary-level teachers with a Proficient I or above TEI effectiveness level was 68 percent for ESL teachers and 77 percent for DL teachers (72% for elementary-level district teachers overall). The rate of secondary-level teachers with a Proficient I or above TEI effectiveness level was 52% for ESL teachers, and 91% for DL teachers (65% for secondary-level district teachers overall). In addition to the SECDL and ESL teachers, all secondary R/LA teachers were considered sheltered teachers. In 2022-23, the district employed 940 secondary R/LA teachers.

²⁰ This goal is related to the Dallas ISD's Student Outcome Goal 2. More information can be found at <https://www.dallasisd.org/goals>.

²¹ Methodology information for all evaluation questions can be found in Appendix B.

²² DL and ESL teachers at the elementary-level and elementary/middle-level campuses were identified using job codes in the district personnel file. At the middle school and high school (secondary) levels, job codes in the district personnel file did not differentiate between general education teachers and DL/ESL teachers. The evaluator identified the teachers of DL and ESL courses offered by the district during the first semester of the 2022-23 school year.

Table 1: 2022-23 Elementary and Secondary Teacher Characteristics by DL/ESL Program

	Elementary Teachers (Elementary & Elementary/Middle)						Secondary Teachers* (Middle, Middle/High, & High)					
	ESL (N = 681)		Dual Language (N = 1,807)		Total (N = 2,488)		ESL (N = 58)		Dual Language (N = 11)		Total (N = 69)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	597	87.7	1,382	76.5	1,979	79.5	49	84.5	8	72.7	57	82.6
Male	84	12.3	425	23.5	509	20.5	9	15.5	3	27.3	12	17.4
Race/Ethnicity												
Hispanic	131	19.2	1,715	94.9	1,846	74.2	20	34.5	11	100.0	31	44.9
African American	243	35.7	17	0.9	260	10.5	12	20.7	-	-	12	17.4
White	274	40.2	59	3.3	333	13.4	22	37.9	-	-	22	31.9
Other/Unknown ^a	33	4.8	16	0.9	49	2.0	4	6.9	-	-	4	5.8
Highest Degree Attained												
Associate's	4	0.6	21	1.2	25	1.0	-	-	-	-	-	-
Bachelor's	494	72.5	1,296	71.7	1,790	71.9	37	63.8	10	90.9	47	68.1
Master's	126	18.5	272	15.1	398	16.0	18	31.0	1	9.1	19	27.5
Ph.D.	6	0.9	20	1.1	26	1.0	-	-	-	-	-	-
No Data	51	7.5	198	11.0	249	10.0	3	5.2	-	-	3	4.3
2021-22 TEI Effectiveness Level												
No TEI Data	127	18.6	194	10.7	321	12.9	6	10.3	-	-	6	8.7
Progressing II or Below	180	26.4	374	20.7	554	22.3	25	43.1	1	9.1	26	37.7
Proficient I or Above	374	54.9	1,239	68.6	1,613	64.8	27	46.6	10	90.9	37	53.6
Number of Years with the District												
< 1 Year	75	11.0	96	5.3	171	6.9	6	10.3	-	-	6	8.7
1-5 Years	265	38.9	606	33.5	871	35.0	26	44.8	5	45.5	31	44.9
6-10 Years	163	23.9	505	27.9	668	26.8	11	19.0	4	36.4	15	21.7
> 10 Years	178	26.1	600	33.2	778	31.3	15	25.9	2	18.2	17	24.6

Source: District personnel file dated 08/22/22. TEI scorecard file dated 09/28/22 (2021-22). District course file dated 11/27/22.

Note: * = 13 ESL teachers and 25 Dual Language did not have personnel data; demographic data reflects those with data. ^a = Other includes Asian, Native American/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races. Elementary teachers were included if they were assigned to a school with a TEA number that was classified as an elementary-level or elementary/middle-level campus. Secondary teachers were included if they were assigned to a school with a TEA number that was classified as a middle-level, middle/high-level, or high school level campus. Some percentages may not add to 100 because of rounding. - = no data in this category.

Exceptions and Waivers. The TEA requires that districts unable to provide the required number of bilingual certified teachers to implement the bilingual program or ESL certified teachers to implement the ESL program must request from the commissioner of education an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).²³

While the number of bilingual exceptions in 2022-23 decreased by 33 percent over one year, the number was still 51 percent higher over two years (Table 2). Because of the requirement added in 2018-19 that all Language Arts teachers at the high school level must be ESL certified and the fact that the ESL program operates a pull-out model at the secondary level, the number of requested ESL waivers decreased 84 percent since 2020-21. In addition, the reported number of bilingual teachers (+118) and ESL teachers (+96) increased since 2021-22.

²³ The details regarding certification requirements are beyond the scope of this document. For more information, see the 2022-23 *Bilingual Education Exception and ESL Waiver Resources* information on <https://tea.texas.gov/academics/special-student-populations/english-learner-support/bilingual-education-exception-and-esl-waiver-resources>.

Table 2: 2020-21 to 2022-23 Number of Bilingual Exceptions and ESL Waivers

Type		2020-21	2021-22	2022-23	1 Yr Δ		2 Yr Δ	
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Bilingual (DL)	Certified Teachers*	1,968	1,757	1,875	+118	+6.7	-93	-4.7
	Exceptions	67	151	101	-50	-33.1	+34	+50.7
ESL	Certified Teachers*	581	599	695	+96	+16.0	+114	+19.6
	Waivers	140	66	22	-44	-66.7	-118	-84.3

Source: DL/ESL Department documents dated 12/17/20, 11/17/21, and 12/16/22.

Note: * = includes certified teachers currently teaching in a bilingual or ESL program (as applicable). 1 Yr Δ = change from 2021-22 to 2022-23. 2 Yr Δ = change from 2020-21 to 2022-23.

Students Served

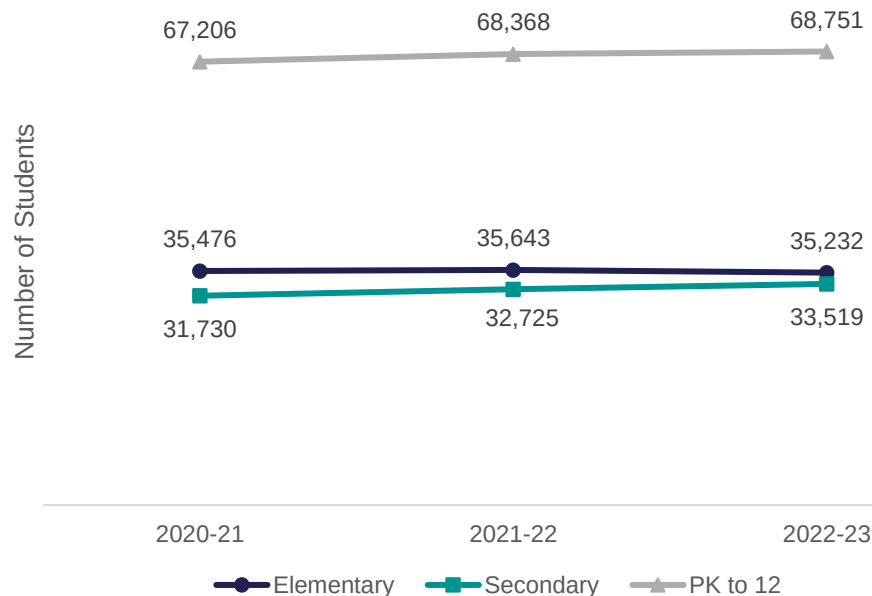
Key Findings from this section:



In 2022-23, over half of TWDL campuses had lower percentages of African American and economically disadvantaged opt-in students than at the campus overall.

Enrolled and Reclassified²⁴ EB Students. As shown in Figure 1, the number of EBs enrolled on the PEIMS snapshot date for 2022-23 totaled 68,751, an increase of 383 students from 2021-22. The number of identified EBs at the elementary school level fluctuated slightly from 2020-21 to 2022-23, whereas the number of EBs at the secondary school level increased each of the last two years.

Figure 1: 2020-21 to 2022-23 Students Identified as Emergent Bilinguals by Campus Level



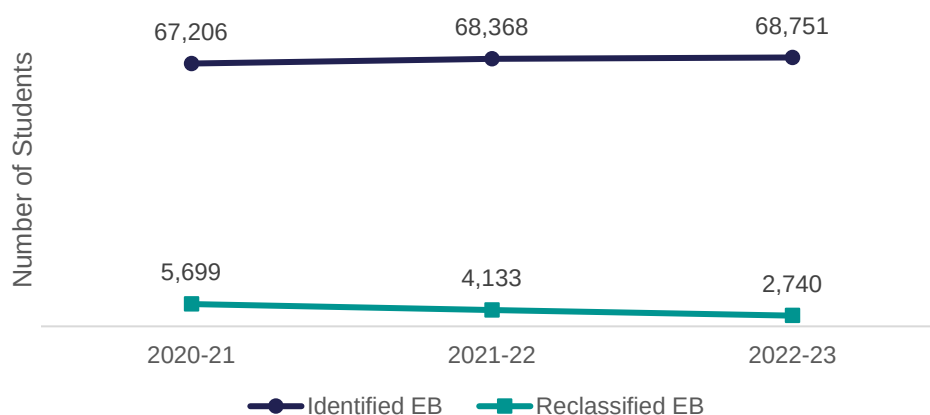
Source: District PEIMS snapshot demographic files dated 11/04/20, 11/03/21, and 11/01/22.

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

²⁴ The term “exited” formerly referred to EBs who met all criteria to demonstrate English proficiency and earn reclassification as NonEBs. The department now uses the term “reclassified” to describe these students, and this term was used throughout this document to describe these former EB students in the Dallas ISD.

As shown in Figure 2, the year-over-year decline in reclassified students continued in 2022-23, with the number of reclassified EBs decreasing to 2,740 students. At least part of decreased counts of reclassified students may be attributed to the rigor of reclassification requirements.

Figure 2: 2020-21 to 2022-23 Identified and Reclassified (Monitored and Unmonitored) Emergent Bilinguals



Source: District PEIMS snapshot demographic files dated 11/04/20, 11/03/21, and 11/01/22.

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

Student Enrollment by Program/Classification. As shown in Table 3, 49 percent of district students were EBs in 2022-23, which was a slight increase over the past two years. The greatest number of EBs served by the DL/ESL Department in 2022-23 were enrolled in OWDL ($n = 28,649$; 20% of district), followed by sheltered students ($n = 23,041$; 16% of district). From 2020-21 to 2022-23, the largest two-year percentage increase in the number of students in DL/ESL programs/classifications was for NonEBs in SECDL (+35%), and the largest two-year percentage decrease was for monitored students (-65%).

Table 3: 2020-21 to 2022-23 District Enrollment by Dual Language/ESL Program/Classification

Program/Classification	2020-21		2021-22		2022-23		Enrollment	
	Students	Dist	Students	Dist	Students	Dist	1 Yr Δ	2 Yr Δ
	N	%	N	%	N	%	%	%
District	145,386	100.0	143,294	100.0	140,850	100.0	-1.7	-3.1
All EB	67,206	46.2	68,368	47.7	68,751	48.8	0.6	2.3
All NonEB	77,724	53.5	74,923	52.3	72,093	51.2	-3.8	-7.2
Monitored	4,706	3.2	3,115	2.2	1,654	1.2	-46.9	-64.9
EB in OWDL	28,576	19.7	28,485	19.9	28,649	20.3	0.6	0.3
EB in TWDL	3,725	2.6	3,770	2.6	3,415	2.4	-9.4	-8.3
NonEB in TWDL	2,243	1.5	2,361	1.6	2,316	1.6	-1.9	3.3
EB in SECDL	418	0.3	498	0.3	505	0.4	1.4	20.8
NonEB in SECDL	177	0.1	206	0.1	239	0.2	16.0	35.0
ESL	4,439	3.1	4,340	3.0	5,146	3.7	18.6	15.9
Sheltered	22,485	15.5	22,907	16.0	23,041	16.4	0.6	2.5
Immigrant	8,187	5.6	9,939	6.9	9,042	6.4	-9.0	10.4
EBSPEd	5,354	3.7	5,815	4.1	6,584	4.7	13.2	23.0
Parent Denials	3,861	2.7	3,961	2.8	3,724	2.6	-6.0	-3.5
Unservable	940	0.6	1,148	0.8	1,221	0.9	6.4	29.9

Source: District PEIMS snapshot demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: Students may be included in more than one program/classification. Ns include students in PK through grade 12. Dist = District. 1 Yr Δ % = percent change from 2021-22 to 2022-23. 2 Yr Δ % = percent change from 2020-21 to 2022-23.

As shown in Table 4, over the last three years, the top language spoken at home for EBs was Spanish. As in previous years, other than Spanish and English, the top three home languages in the district were Swahili, Burmese, and Arabic. From 2021-22 to 2022-23, Pashto and Rohingya speakers were newly present in the top 10 languages spoken at home, whereas Afro-Asiatic and Vietnamese speakers were no longer present.

Table 4: 2020-21 to 2022-23 Top 10 Languages Spoken in Homes of Emergent Bilingual Students

2020-21		2021-22		2022-23		1 Yr Δ*		2 Yr Δ*	
Language	n	Language	n	Language	n	n	%	n	%
Spanish	64,053	Spanish	65,249	Spanish	65,524	+275	0.4	+1,471	2.3
English	1,059	English	1,090	English	1,016	-74	-6.8	-43	-4.1
Burmese	374	Burmese	297	Swahili	238	+2	0.8	-12	-4.8
Swahili	250	Swahili	236	Burmese	234	-63	-21.2	-140	-37.4
Arabic	196	Arabic	189	Arabic	190	+1	0.5	-6	-3.1
Amharic	179	Amharic	175	Amharic	186	+11	6.3	7	3.9
Nepali	116	Nepali	102	Pashto	131				
Afro-Asiatic	111	Afro-Asiatic	87	Nepali	83	-19	-18.6	-33	-28.4
French	85	French	84	French	82	-2	-2.4	-3	-3.5
Vietnamese	77	Vietnamese	80	Rohingya	80				

Source: District PEIMS snapshot demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: Ns include students in PK through grade 12. 1 Yr Δ % = percent change from 2021-22 to 2022-23. 2 Yr Δ % = percent change from 2020-21 to 2022-23. * = Because the languages may be ordered differently depending on the year, one- and two-year change is based on the 2022-23 language.

Student Characteristics. Grade level breakdowns for EBs (overall and by years identified), NonEBs, and monitored students (overall and by year of monitoring) are provided in Appendix F. Appendix G provides detailed student characteristics by program/classification and grade level. The highest numbers of monitored students in the district were in grades 11 ($n = 428$) and 10 ($n = 393$), and the rates of monitored district students by year of monitoring were highest in the fourth year (49%).

EB characteristics for the elementary school and secondary school grade levels were relatively comparable, except for the higher rate of elementary EBs born in countries other than the US (34%; secondary: 21%) and the higher rate of secondary EBs who were at risk (94%; elementary: 78%).

Differences between EBs and NonEBs were mostly as expected, with differences mainly in characteristics that are often associated with EB status. This included having higher rates of EBs than NonEBs classified as: Hispanic, at risk, economically disadvantaged, speaking Spanish at home, and having a birth country other than the United States. The largest number ($n = 25,728$) of 2022-23 district EB students were enrolled for at least the seventh year as an EB,²⁵ and most of these students were in grades six to eight (42%) or grades nine to 12 (56%).

Of the 74 campuses with TWDL programs,²⁶ 50 campuses (68% of TWDL campuses) had lower percentages of African American opt-in students in TWDL programs than at the campus overall (Appendix H). In a similar pattern, 55 campuses (73% of TWDL campuses) had lower percentages of economically disadvantaged opt-in students in TWDL programs than rates of economically disadvantaged students at the campus overall. Thus, opt-in students in TWDL programs were less likely to be African American and economically disadvantaged than the general population of the TWDL campuses. Finally, 60 African American kindergarten students accepted positions in TWDL programs, which met the DL/ESL Department's ESSER goal of 44 students.

Activities Implemented

This section provides summaries of activities implemented by the DL/ESL Department in 2022-23. Planned activities include (a) supplemental professional development, (b) summer enrichment programs, (c) engagement in parent workshops and trainings, (d) supplemental resources, (e) the DL Cadre and ESL Leadership Cohort, and (f) the Student Intake Center.

Supplemental Professional Development²⁷

A total of 7,933 teachers (DL: 4,711; ESL: 3,222) and 28 administrators (DL: 28; ESL: 0) attended DL- and/or ESL-related professional development sessions in 2022-23. While the number of professional development session topics varied, districtwide sessions accounted for the most sessions at 90 (DL: 61; ESL: 29) followed by campus-based sessions at 31 (DL: 10; ESL: 21).

Summer Enrichment Programs

In Summer 2022, the DL/ESL Department conducted six summer programs: Science Discovery Camp, Spanish Immersion Camp, DestiNations Language Enrichment Camp, Hello Future Summer Camp, Summer Explorers Program, and Credit Acceleration Program. In Summer 2023, the same six programs were conducted, with the addition of two parent-focused camps: ESL Parent Summer Enrichment Program and the Parent Technology Classes pilot.

²⁵ Years since enrollment date was calculated as a proxy for the current year of EB status. Available demographic files provided a 'Years LEP' field that included data for approximately 92 percent of current EBs. At the suggestion of department leadership, the evaluator calculated a new field that used the original enrollment date and the 2022 PEIMS date to calculate the year of EB status for each current EB student. Because students must be tested for EB status within the first 20 days of enrollment in the district, this methodology provided a sound approximation of Years in EB status for most students

²⁶ School for the Talented and Gifted in Pleasant Grove and Alex Sanger Preparatory School included both elementary and secondary grade levels.

²⁷ The agreed upon window of time for reporting professional development was 07/01/21 to 06/30/22 to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year.

Overall, the DL/ESL Department met their goal of 800 students participating in 2023 summer programs ($n = 1,091$).

Science Discovery Camp. The Science Discovery Camp allowed DL students to expand their understanding of key science concepts in both English and Spanish and engage in interactive lessons, labs, and field trips.

In Summer 2022, the Science Discovery Camp was held at five campuses from June 13 to June 30, 2022. A total of 286 students attended at least one day of camp. The highest percentages of students were male (55%), Hispanic (98%), economically disadvantaged (84%), and/or were considered at risk (94%).

In Summer 2023, the camp was held at five campuses from June 12 to June 29, 2023. A total of 287 students attended at least one day of camp, similar to 2022. The highest percentages of students were Hispanic (99%), economically disadvantaged (82%), and/or were considered at risk (94%).

Spanish Immersion Camp. The Science Immersion Camp provided interactive DL experience for NonEB students in grades two through five by allowing them to strengthen their language skills through activities grounded in science concepts, integrated in learning labs, and embedded into field trips.

In Summer 2022, the Spanish Immersion Camp was held at five campuses from June 13 to June 30, 2022. A total of 67 students attended at least one day of the camp. The highest percentages of students were female (55%) and/or Hispanic (66%). Approximately two-thirds of the students participated in talented and gifted programs (61%).

In Summer 2023, the Spanish Immersion Camp was held at five campuses from June 12 to June 29, 2023. A total of 72 students attended at least one day of the camp, a slight increase over the number of students who attend the camp in 2022. Furthermore, similar to 2022, the highest percentages of students were female (54%) and/or Hispanic (67%) and approximately two-thirds of the students participated in talented and gifted programs (64%).

DestiNations Language Enrichment Camp. The DestiNations Language Enrichment Camp targeted grades K to five newcomer EB students in the first three years in the United States. This program provided engaging, hands-on activities, as well as opportunities to build proficiency in the English language by making connections through science, social studies, RLA, and mathematics content.

In Summer 2022, the DestiNations Language Enrichment Camp was held at five elementary schools from June 13 through June 30, 2022. A total of 309 students attended at least one day of this program. Most students were male (55%), Hispanic (81%), economically disadvantaged (80%), and/or considered at-risk (68%).

In Summer 2023, the DestiNations Language Enrichment Camp was held at five elementary schools from June 12 through June 29, 2023. A total of 401 students attended at least one day of this program, a 30 percent increase compared to 2022. Most students were Hispanic (83%), economically disadvantaged (78%), and/or were considered at-risk (72%).

Hello Future Summer Camp. The Hello Future Summer Camp was held at one elementary school and targeted grades K to five refugee students in the first five years in the United States.

In Summer 2022, the Hello Future Summer Camp was held at one elementary school from June 13 through June 30, 2022. A total of 100 students attended at least one day of this program. Most students were female (54%), Asian (61%), economically disadvantaged (84%), and/or were considered at-risk (81%).

In Summer 2023, the Hello Future Summer Camp was held at one elementary school from June 12 through June 29, 2023. A total of 115 students attended at least one day of this program. Similar to 2022, most students were Asian (63%), and/or economically disadvantaged (97%).

Summer Explorers Program. The Summer Explorers Program (formerly T-CALL) targeted grades six to ten newcomer EB students in the first three years in the United States. This program focused on linguistic development through learning experiences and project-based learning.

In Summer 2022, the Summer Explorers Program was held at four middle schools from June 13 to June 30, 2022. A total of 106 students attended at least one day of this program. Most students were female (57%), Hispanic (88%), and/or economically disadvantaged (79%).

In Summer 2023, the Summer Explorers Program was held at five middle schools from June 12 to June 29, 2023. A total of 74 students attended at least one day of this program, a 30 percent decrease compared to 2022. Most students were Hispanic (73%), economically disadvantaged (84%), and/or were considered at-risk (66%).

Credit Acceleration Program. The Credit Acceleration Program offered the opportunity for high school EBs to accelerate their learning and acquire high school graduation credits in courses like English ESOL1, Government and Economics, Geometry, and Physics.

In Summer 2022, the Credit Acceleration Program was held virtually for all high school EBs from June 13 to July 14, 2022. A total of 48 students attended at least one day of the Credit Acceleration Camp. The highest percentages of students were Hispanic (75%) and/or were economically disadvantaged (87%), whereas there was a relatively even distribution among gender and at-risk status.

In Summer 2023, the Credit Acceleration Program was held virtually for all high school EBs and in person at one high school for students who did not have access to internet or a computer from June 12 to July 13, 2023. A total of 167 students attended at least one day of the Credit Acceleration Camp, an almost 250 percent increase compared to 2022. The highest percentages of students were Hispanic (81%), were economically disadvantaged (80%), and/or were considered at-risk (62%).

ESL Parent Summer Enrichment Program. The ESL Parent Summer Enrichment Program was held virtually for parents of EB students. The program, divided into three language levels, provided 22 hours of instruction to help teach parents the English language through practice with vocabulary, grammar skills, and basic conversation.

In Summer 2023, the ESL Parent Summer Enrichment Program was held from June 12 to June 28, 2023. Overall, 358 parents completed the program.

Parent Technology Classes (Pilot). The Parent Technology Classes targeted parents of EBs to help them learn about technology through the use of different applications and education sites. The program was designed to empower parents to help reinforce their child’s learning skills at home and support their academic process and language acquisition.

In Summer 2023, the Parent Technology Classes were held at two elementary schools from June 12 to June 28, 2023. A total of 36 parents or guardians attended.

Parent Workshop/Training Engagement

In 2022-23, 22 parents attended Family Literacy Fair sessions.²⁸ A total of 14 parents completed parent surveys administered by the DL/ESL Department at the end of the Family Literacy Fair sessions. All parents agreed that attending the sessions motivated them to be more involved in the education of their children, which exceeded the DL/ESL Department goal of 90 percent agreement.

Supplemental Resources

During 2022-23, the DL/ESL Department distributed resources and materials to EB students²⁹ and those involved with helping EBs, such as parents³⁰ and teachers.³¹

DL Cadre/ESL Leadership Cohort

The DL Cadre was a large DL teacher leadership group focused on improving teaching, building knowledge, and providing professional development throughout the summer. They also helped run summer programs. To join the DL Cadre, teachers with three or more years of DL certified teaching experience had to be (a) recommended by a DL stakeholder, (b) submit an application, (c) interview with the Cadre committee, (d) present a DL PowerPoint to the Cadre committee, and (e) translate/adapt a selected text to be evaluated. Teachers were unable to participate in summer DL/ESL professional development, present DL/ESL professional development, or work at the Science Discovery Camp unless they were accepted. The DL Cadre met multiple times throughout the year.

The ESL Leadership Cohort was similar to the DL Cadre, though smaller and dedicated to ESL and sheltered teachers. Teachers were invited to apply by DL/ESL staff leadership or instructional specialists at campuses. The ESL Leadership Cohort participated in approximately five Saturday sessions a year and focused on increasing pedagogical content knowledge.

In the 2022-23 school year, the DL Cadre did not accept new teachers, leaving the total at 40 participating members. The ESL Leadership Cohort also did not accept new teachers in 2022-23, keeping the total at eight.

²⁸ For Family Literacy Fairs, participating teachers helped run stations for children and their parents focused on various literacy topics (e.g., story elements, sequencing, reading fluency).

²⁹ Provided materials to students included backpacks, digital and physical books, software licenses, educational games, manipulatives, dictionaries, and workbooks.

³⁰ Provided materials to parents included school supply materials, parent backpacks with supplies, 2022-23 Parent Handbooks, and Adult ESL Classes books.

³¹ Provided materials to teachers included instructional books.

Student Intake Center

In 2022-23, 2,777 parents attended Parent Orientation sessions at the Student Intake Center, which was a one-year attendance increase of 231 parents (2021-22: 2,546 parents). A total of 1,855 parents overall completed parent surveys administered by the DL/ESL Department via the Student Intake Center at Parent Orientation sessions. Most parents (98%) agreed that the services they received during orientation were excellent, which met the department's goal of 95 percent.

EQ2: What were the perceptions of DL/ESL staff members?³²

This section includes key results from the DL/ESL survey.³³ Full results by question, respondent type, and response frequency are provided in Appendix I.

Key Findings from this section:



DL and ESL staff members who worked with an instructional specialist in 2022-23 generally said they were provided with beneficial supports and resources. Rates for DL were higher than ESL for all supports and resources.



Most respondents rated one-on-one professional development, campus-wide professional development, and PLCs as helpful. Rates for DL were higher than ESL on all professional development types.



While the DL/ESL Department did not meet their three teacher survey goals for 2022-23, they were within one to four percentage points of each goal.

Respondent Characteristics

The highest percentage of DL staff members worked with PK to grade two (53%) and grade three to five students (47%), whereas the highest percentage of ESL staff worked with grade six to eight (26%) and grade 9 to 12 students (50%). The highest percentage of DL and ESL staff members reported meeting with an instructional specialist more than 10 times (DL: 47%; ESL: 45%).

Benefit of Instructional Specialists Supports

Respondents generally reported that instructional specialists provided beneficial supports during the 2022-23 school year. Most DL and ESL staff members rated both in-person support (DL: 90%; ESL: 83%) and virtual support (DL: 91%; ESL: 70%) as very or extremely beneficial. As shown in Figure 3, generally, a higher percentage of DL than ESL staff members rated each support provided by the instructional specialists as very or extremely beneficial. For example, the percentage of DL staff members who rated the supports as very or extremely beneficial ranged from 87 percent

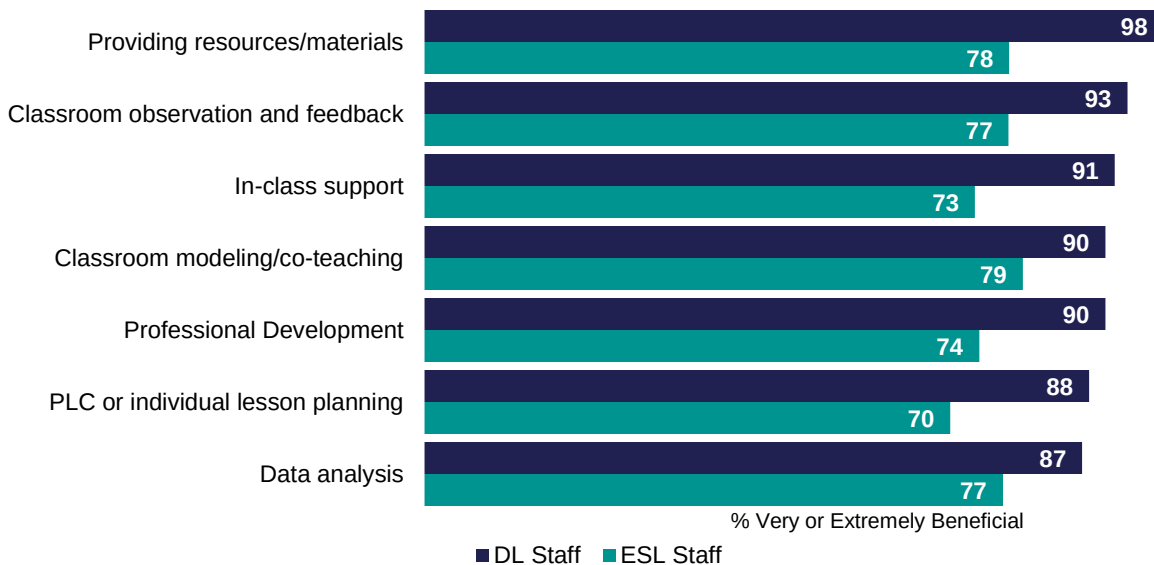
³² Of the 84 DL and 71 ESL staff members who received an invitation to complete the online survey, 51 (61%) DL and 42 (59%) ESL staff members completed at least part of the survey. Results were combined for teachers, administrators, and CICs.

³³ For questions related to DL/ESL instructional specialist interactions, percentages do not include respondents who indicated that a question was not applicable (e.g., they did not receive support from a(n) DL/ESL specialist) or that they did not know or were not sure how to answer a question.

(data analysis) to 98 percent (providing resources/materials), whereas ESL staff members ranged from 70 percent (PLC or individual lesson planning) to 79 percent (classroom modeling/co-teaching).

Figure 3: 2022-23 DL/ESL Survey – Benefit of Instructional Specialist Supports

Rate how beneficial each of the following supports were from your instructional specialist(s) in 2022-23.



Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Resources Provided by Instructional Specialists

Generally, resources provided by instructional specialists were rated as beneficial by a high percentage of respondents, particularly by DL staff members. The percentage of DL staff members who rated resources as very or extremely beneficial ranged from 93 percent (Title III tutoring and curriculum products) to 98 percent (online resources), whereas the percentage of ESL staff members ranged from 67 percent (Title III tutoring) to 90 percent (supplies and resources for classroom implementation). Because Title III tutoring was the lowest rated resource for ESL staff members, this resource may offer the greatest opportunity for improvement.

Professional Development and DL/ESL Curriculum

For DL and ESL staff members, both one-on-one (DL: 91%; ESL: 74%) and campus-wide professional development (DL: 89%; ESL: 75%) were most often rated as very or extremely beneficial, followed by PLCs (DL: 84%; ESL: 68%). In addition, most DL and ESL staff members rated the collaborative opportunities and networking events provided by the DL/ESL Department as very or extremely beneficial for student support (DL: 92%; ESL: 78%). Similarly, most DL and ESL staff members indicated that the DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (DL: 81%; ESL: 64%).

Ellevation Platform

DL staff members reported that they used the Ellevation platform less frequently than ESL participants (DL: 22%; ESL: 48%). Of those who reported using Ellevation, the highest percentage of DL staff members reported using instructional strategy resources either weekly or once a semester (both 40%) and data management tools once a semester (50%). The highest percentage of ESL staff members reported using instructional strategies resources once every six weeks (40%), whereas data management tool usage was split between weekly, once every six weeks, and once a semester (all 25%). Both DL and ESL staff members generally rated the Ellevation platform as beneficial, with the percentage of respondents who rated Ellevation components as very or extremely beneficial ranging from 69 percent (ESL: data management tools) to 88 percent (DL: instructional strategies resources).

Program Goals for DL/ESL Survey

While the DL/ESL Department did not meet their three department goals for 2022-23, they were within one to four percentage points of each goal:

- 84 percent of teachers rated campus support and professional development as very or extremely beneficial in 2022-23 (Goal: 88%; 2021-22: 85%).
- 85 percent of teachers rated all resources as very or extremely beneficial in 2022-23 (Goal: 88%; 2021-22: 82%).
- 74 percent of ESL teachers rated the supports of PD, in-class support, and providing resources/materials as very or extremely beneficial (Goal: 75%; 2021-22: 91%).

EQ3: What were the academic outcomes for EBs during 2022-23?

This section includes summaries of academic outcomes for EBs in 2022-23, including *TELPAS*, *Measures of Academic Progress Growth (MAP)*, *STAAR*, and *EOC*.

TELPAS English Proficiency Ratings,³⁴ Level Movement,³⁵ and Trends

The following *TELPAS* data are available in the appendices:

- Appendix J: English proficiency composite rating levels for 2021, 2022, and 2023 by program/classification and grade level,
- Appendix K: composite level movement rates from 2022 to 2023 for each grouping,
- Appendix L: *TELPAS* English proficiency domain rates for 2023 and level movement rates from 2022 to 2023 for each program/classification,
- Appendix R: *TELPAS* English proficiency composite rates for long-term EBs.

³⁴ For more information about *TELPAS*, see: <https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources..>

³⁵ EBs who received English proficiency level composite and/or domain ratings for both school years were included in analyses, and the evaluator calculated the number and percentage of students who progressed, stayed the same, or regressed at least one level among all composite and domain ratings between 2022 and 2023 for which the students had both scores. 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.

Dallas ISD EBs

Key Findings from this section:



2023 *TELPAS* composite rates for EBs at all grade levels clustered in intermediate level of English proficiency. For domain rates, EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains.



2023 *TELPAS* composite ratings for all grade levels saw increases over one and two years at the beginning level and almost all saw decreases at the advanced level.



For all grade levels overall, EBs with both 2022 and 2023 *TELPAS* rates progressed at higher rates across the composite and the listening, speaking, and reading domains than they regressed.



The percentage of EBs that regressed at least one *TELPAS* level in 2023 (19%) was five percentage-points higher than in 2022, which did not meet the DL/ESL Department goal to maintain the rate of EBs who regressed. In addition, the percentage of EBs that progressed at least one *TELPAS* level in 2023 (29%) was seven percentage-points lower than in 2022, which did not meet the DL/ESL Department goal of a three percentage-point increase.

***TELPAS* ratings.**

Composite rates. As shown in Table 5 (page 24), 2023 *TELPAS* composite ratings for EBs at all grade levels tended to cluster in the intermediate (range: 41%, grades K to 5 to 49%, grades 9 to 12) level of English proficiency. Additionally, 10 percent of EBs overall scored at the advanced high English proficiency level, which was slightly lower than 2022 (11%; Voss & Kim, 2022).

Domain ratings. Domain rates for EBs at the advanced high level for the speaking (range: 4% to 7%) and writing (range: 3% to 9%) domains were between 10 to 31 percentage points lower than for listening (range: 25% to 34%) and reading (range: 17% to 30%). Generally, grade level differences were most pronounced for the listening, reading, and writing domains, with scores for the youngest students clustering more at the lower proficiency levels than for students at the older grade levels. Additionally, EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains.

***TELPAS* ratings trends.**

Composite rating trends. One- and two-year trends³⁶ in *TELPAS* in composite English proficiency rates varied and ranged from the largest decrease for grades six to eight over two years (advanced: -6 percentage points) to the largest increase in grades six to eight over two years (intermediate: +7 percentage points). Overall, all grade levels saw increases over one and two years at the beginning level and decreases at the advanced and advanced high levels.

Domain rating trends. One- and two-year changes in domain proficiency rates for EBs varied and ranged from the largest decrease for grades nine to 12 in writing over one and two years (advanced high:

³⁶ One-year trends reflect percentage-point change from 2022 to 2023. Two-year trends reflect percentage-point change from 2021 to 2023.

-28 percentage points) to the largest increase in grades six to eight in writing over two years (intermediate: +19 percentage points). Over one year, rates at advanced and advanced high in all grades overall trended slightly lower or stayed flat in the listening and writing domains, were mixed in the speaking domain, and stayed flat or trended slightly higher in the speaking domain. Over two years, rates at advanced and advanced high in all grades overall stayed flat or trended slightly lower in the listening and writing domains and stayed flat or trended higher in the speaking and reading domains. Additionally, the largest decreases at advanced high occurred in the writing domain, which may help explain the changes in the composite.

TELPAS level movement.³⁷

Composite level movement. In 2023, between 51 and 53 percent of EBs remained at the same composite proficiency level. Additionally, EBs in grades one to five progressed at a higher rate (grades 1 to 5: 35%; 6 to 8: 24%; 9 to 12: 24%; Table 6, page 25) and regressed at a lower rate (grades 1 to 5: 12%; 6 to 8: 25%; 9 to 12: 24%) than those in the middle and upper grades. For all grade levels overall, EBs progressed at higher rates (29%) than they regressed (19%).

Domain level movement. Across all domains and grades, 28 to 58 percent of EBs remained at the same proficiency level in 2023. For all grade levels overall, EBs progressed at higher rates across the listening, speaking, and reading domains (range: 29% to 49%) than they regressed (range: 15% to 23%).

TELPAS level movement trends.

Composite level movement trends. For one-year trends³⁸ in TELPAS level movement, composite progression rate changes ranged from an eight percentage-point decrease (grades 9 to 12) to a five percentage-point decrease (grades 1 to 5). For two-year trends³⁹ in TELPAS level movement, composite progression rate changes ranged from a five percentage-point decrease (grades 9 to 12) to a one percentage-point decrease (grades 1 to 5).

Domain level movement trends. From 2022 to 2023, overall progression rates for domains were higher for the reading domain (+2 percentage points) and lower for the listening (-2 percentage points), speaking (-5 percentage point) and writing (-25 percentage points) domains, whereas regression rates were lower for the listening (-1 percentage point) and reading (-2 percentage points) domains and higher for the speaking (+3 percentage points) and writing (+23 percentage points) domains. Over two years, overall progression rates for domains were higher for the speaking (+1 percentage point) and reading (+2 percentage points) domains and lower for the listening (-5 percentage points) and writing (-18 percentage points) domains, whereas regression rates were the same or lower for the speaking (-3 percentage points) and reading (no change) domains and higher for the listening (+3 percentage points) and writing (+23 percentage points) domains. Additionally, the largest decreases in progression rates occurred in the writing domain, which may help explain the changes in the composite.

³⁷ 2023 TELPAS level movement rates reflect movement from 2022 to 2023.

³⁸ One-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2021 to 2022 (2022).

³⁹ Two-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2020 to 2021 (2021).

Table 5: 2023 TELPAS English Proficiency Composite and Domain Ratings and Change: All Emergent Bilinguals

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	29,083	29,761	29,124	28.3	4.8	5.5	40.6	-1.5	-2.2	23.6	-2.4	-2.9	7.5	-0.9	-0.4
Grades 6 to 8	9,114	13,475	13,923	7.0	2.6	1.9	42.8	4.3	6.7	38.6	-4.4	-5.7	11.6	-2.6	-3.0
Grades 9 to 12	4,838	11,249	16,039	8.2	2.5	3.4	48.8	4.0	5.1	30.6	-4.7	-4.4	12.4	-1.9	-4.1
All Grades	43,035	54,485	59,086	17.8	2.7	0.8	43.3	1.6	1.9	29.0	-3.1	-2.2	9.8	-1.3	-0.5
Listening															
Grades K to 5	29,709	29,826	29,114	23.9	2.7	5.1	27.2	1.6	1.3	23.8	-5.8	-5.4	25.1	1.6	-1.0
Grades 6 to 8	11,321	14,058	13,954	4.9	0.0	-0.7	30.8	4.0	7.6	30.0	2.0	1.5	34.3	-6.0	-8.5
Grades 9 to 12	7,837	13,482	16,239	7.9	-3.2	1.5	24.0	-0.2	0.0	40.9	0.6	-5.4	27.2	2.7	4.0
All Grades	48,867	57,366	59,307	15.1	0.2	1.3	27.1	1.6	2.2	29.9	-1.8	-1.8	27.8	0.0	-1.6
Speaking															
Grades K to 5	29,702	29,820	29,105	34.4	4.4	3.5	36.4	-3.3	-5.3	22.6	-2.2	-0.4	6.6	1.1	2.2
Grades 6 to 8	11,321	14,058	13,954	23.4	2.7	-3.3	47.5	-4.6	-2.5	25.3	-0.4	3.6	3.8	2.3	2.2
Grades 9 to 12	7,837	13,482	16,239	44.2	3.7	1.5	25.4	-3.5	-1.3	25.9	-1.1	0.0	4.5	0.9	-0.2
All Grades	48,860	57,360	59,298	34.5	4.3	2.7	36.0	-4.2	-5.3	24.1	-1.4	1.0	5.3	1.3	1.6
Reading															
Grades K to 5	29,724	29,837	29,133	43.3	2.5	3.1	26.0	-1.0	-1.1	14.1	-1.9	-0.6	16.6	0.4	-1.5
Grades 6 to 8	11,443	14,149	13,966	13.3	-1.8	-0.2	29.5	-2.1	3.5	29.4	4.2	2.8	27.9	-0.3	-6.1
Grades 9 to 12	7,879	13,551	16,288	7.5	-3.0	-2.3	35.2	-2.2	0.5	26.9	-1.1	-0.2	30.3	6.2	2.0
All Grades	49,046	57,537	59,387	26.4	-0.9	-2.7	29.4	-1.2	1.3	21.2	0.1	1.8	23.0	2.0	-0.4
Writing															
Grades K to 5	29,618	29,854	29,133	50.2	5.4	6.2	31.2	5.2	4.5	15.7	-2.6	-2.9	2.9	-8.0	-7.9
Grades 6 to 8	10,806	13,755	13,966	18.7	10.2	11.7	43.1	18.9	18.2	31.9	-2.9	-3.6	6.3	-26.2	-26.2
Grades 9 to 12	7,121	12,554	16,288	18.8	12.6	13.1	38.0	16.6	15.4	33.8	-1.6	-0.6	9.4	-27.6	-27.9
All Grades	47,545	56,163	59,387	34.2	6.9	4.3	35.8	11.4	10.2	24.5	-1.7	-0.3	5.5	-16.5	-14.2

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021, 2022, 2023 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Program Goals. In 2023, Dallas ISD EBs did not meet either of the two DL/ESL Department goals:

- The percentage of EBs that regressed at least one TELPAS level in 2023 (19%) was five percentage-points higher than in 2022, which did not meet the DL/ESL Department goal to maintain the rate of EBs who regressed.
- The percentage of EBs that progressed at least one TELPAS level in 2023 (29%) was seven percentage-points lower than in 2022, which did not meet the DL/ESL Department goal of a three percentage-point increase.

Table 6: 2023 TELPAS Composite and Domain Level Movement and Change: All Emergent Bilinguals

	Tested			Regressed			Stayed the Same			Progressed		
	2021 N	2022 N	2023 N	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	19,383	22,243	22,640	12.0	1.8	-0.7	53.4	3.3	1.6	34.7	-5.1	-0.9
Grades 6 to 8	4,426	9,486	12,534	24.9	5.0	-1.9	51.3	2.3	4.1	23.8	-7.3	-2.2
Grades 9 to 12	1,890	4,815	11,895	24.2	4.8	2.7	51.7	3.0	2.2	24.1	-7.8	-5.0
All Grades	25,699	36,544	47,069	18.5	4.6	2.8	52.4	2.8	1.6	29.1	-7.4	-4.3
Listening												
Grades 1 to 5	19,378	22,234	22,626	20.0	-2.1	3.0	28.4	0.9	-0.6	51.6	1.2	-2.4
Grades 6 to 8	4,426	9,486	12,532	20.3	2.5	2.4	30.2	3.7	6.4	49.6	-6.2	-8.9
Grades 9 to 12	1,890	4,815	11,889	23.9	-4.3	-9.8	33.4	1.3	4.2	42.7	3.0	5.6
All Grades	25,694	36,535	47,047	21.0	-0.7	2.7	30.1	2.3	2.0	48.8	-1.6	-4.7
Speaking												
Grades 1 to 5	19,377	22,234	22,623	19.6	1.3	-5.0	45.7	2.0	0.6	34.8	-3.4	4.3
Grades 6 to 8	4,426	9,486	12,532	26.8	3.1	-8.5	49.6	-1.1	0.5	23.6	-2.0	8.0
Grades 9 to 12	1,890	4,815	11,889	26.4	4.3	2.5	49.5	2.3	1.2	24.0	-6.6	-3.7
All Grades	25,693	36,535	47,044	23.2	3.1	-3.1	47.7	1.7	1.7	29.1	-4.8	1.4
Reading												
Grades 1 to 5	19,380	22,238	22,637	9.0	0.3	-2.1	44.4	0.9	-1.0	46.6	-1.2	3.0
Grades 6 to 8	4,425	9,486	12,533	23.0	-8.1	-2.1	31.2	3.7	6.0	45.8	4.5	-4.0
Grades 9 to 12	1,890	4,815	11,895	16.0	-8.4	-3.9	35.6	2.0	0.7	48.4	6.4	3.2
All Grades	25,695	36,539	47,065	14.5	-2.1	0.4	38.7	0.6	-2.4	46.8	1.5	2.1
Writing												
Grades 1 to 5	19,378	22,239	22,638	16.2	9.1	7.2	57.8	6.5	2.8	26.0	-15.6	-10.0
Grades 6 to 8	4,425	9,485	12,534	51.5	31.5	29.6	34.7	4.2	4.0	13.8	-35.6	-33.6
Grades 9 to 12	1,888	4,813	11,895	54.1	30.6	27.6	28.2	5.3	3.7	17.7	-35.9	-31.3
All Grades	25,691	36,537	47,067	35.2	22.6	22.6	44.2	2.0	-4.4	20.6	-24.6	-18.2

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2022). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022 (data obtained from Voss & Kim, 2022). 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 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 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Dallas ISD vs State and Other Large, Urban Texas District EBs⁴⁰

Key Findings from this section:



Rates of Dallas ISD students performing at the higher English proficiency levels on the 2023 *TELPAS* were generally comparable to or lower than those of all regional comparison group rates, with a few exceptions.

TELPAS composite ratings. As shown in Table 7, rates of EBs in Dallas ISD performing at the higher English proficiency levels on the 2023 *TELPAS* were lower than state rates, especially for the lower grades. At the highest English proficiency levels, differences between Dallas ISD and state attainment rates ranged from 10 percentage points below state rates (grades K to 2, Advanced) to four percentage points below state rates (grades 3 to 12, Advanced High).

Table 7: 2023 Dallas ISD and State Emergent Bilingual TELPAS Performance

Grade Levels	Dallas ISD Performance					State Performance					Dallas ISD - State			
	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Beg %pts	Int %pts	Adv %pts	Adv High %pts
K to 2	14,924	46.7	41.2	9.6	2.4	298,710	31.0	41.0	19.8	8.2	15.7	0.2	-10.2	-5.8
3 to 12	46,109	10.0	43.5	34.6	11.9	871,553	8.1	36.2	40.1	15.6	1.9	7.3	-5.5	-3.7

Source: Texasassessment.gov on 07/03/23.

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

Table 8 shows the rates of EBs in the Dallas ISD, the state, and other large, urban Texas school districts at each 2023 *TELPAS* English proficiency level. Rates of EBs in Dallas ISD performing at the higher English proficiency levels on the 2023 *TELPAS* were generally comparable to or lower than all other large, urban Texas district rates, with a few exceptions. Specifically, at the higher English proficiency levels, Dallas ISD EBs in grades K to two ranged from 10 percentage points below comparison rates (Advanced, state) to no change (Advanced and Advanced High, San Antonio ISD). Dallas ISD EB rates in grades three to 12 ranged from six percentage points below comparison rates (Advanced, state) to four percentage points above comparison rates (Advanced, Austin ISD).

⁴⁰ District-level and state-level accountability data for EBs on the 2023 *TELPAS* and *TELPAS Alt* were obtained from texasassessments.gov. Because of different methodologies, sources, and available filtering criteria, Dallas ISD rates will not match those included elsewhere in this document.

Table 8: 2023 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	5,430	43.8	37.7	13.4	5.1
El Paso ISD	3,526	41.5	38.0	15.9	4.7
Fort Worth ISD	5,935	36.7	46.4	13.7	3.1
Houston ISD	18,210	45.6	37.9	12.8	3.8
San Antonio ISD	2,392	45.4	42.5	10.4	1.7
Dallas ISD	14,924	46.7	41.2	9.6	2.4
State	298,710	31.0	41.0	19.8	8.2
Grades Three to Twelve					
Austin ISD	13,861	17.9	40.1	30.4	11.6
El Paso ISD	12,625	10.5	40.4	36.9	12.2
Fort Worth ISD	20,690	9.0	41.1	38.5	11.5
Houston ISD	46,076	13.9	37.3	34.5	14.3
San Antonio ISD	7,026	11.3	38.0	35.8	14.9
Dallas ISD	46,109	10.0	43.5	34.6	11.9
State	871,553	8.1	36.2	40.1	15.6

Source: Texasassessment.gov on 07/03/23.

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.

MAP Growth

Detailed *MAP Growth* data from BOY to EOY by program/classification, grade level, test language, and subject for 2022 and 2023 are provided in Appendix M.

Key Findings from this section:



For 2023 MAP BOY to EOY growth quintiles, EBs (a) clustered at the Low quintile on the English and Spanish reading subtests, (b) clustered at the High quintile on the Spanish mathematics subtest, and (c) were split between the Low and High quintiles on the English mathematics subtest.



When comparing 2022 BOY to EOY quintiles with 2023 BOY to EOY quintiles, the rate of EBs in the High quintile (a) trended upward on the English and Spanish mathematics subtests and (b) was mixed on the English and Spanish reading subtests.

BOY to EOY Growth Quintile⁴¹

Table 9 shows the 2023 percentages of students from each BOY to EOY growth quintile on the mathematics and reading subtests, as well as one-year trends.

On the mathematics subtest, BOY to EOY growth rates for EBs on the English version tended to cluster in either the Low quintile (range: 21% to 34%) or High quintile (range: 20% to 28%) at all grade levels, whereas EBs on the Spanish version tended to cluster in the High quintile (range: 46% to 56%).

⁴¹ BOY to EOY Growth Quintiles: 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.

- For the English version, the rate of EBs in the Low quintile of the mathematics subtest did not show a consistent pattern across grade levels from 2022 to 2023 (range: -8 to +2 percentage points), whereas the rate in the High quintile trended upward (+3 to +8 percentage points).
- For the Spanish version, the rate of EBs in the Low quintile of the mathematics subtest trended downward from 2022 to 2023 (-29 to -1 percentage point), and the rate in the High quintile trended upward (+3 to +30 percentage points).

On the reading subtest, BOY to EOY growth rates for EBs tended to cluster in the Low quintile at all grade levels for the English version (range: 29% to 40%) and Spanish version (range: 21% to 58%).

- For the English version, except for grade one, the rate of EBs in the Low quintile of the reading subtest trended upward from 2022 to 2023 (range: +1 to +7 percentage points). Except for grades six to eight, the rate in the High quintile also trended upward (+2 to +6 percentage points).
- For the Spanish version, the rate of EBs in both the Low quintile (-7 to +29 percentage points) and High quintile (-2 to +3 percentage points) of the reading subtest did not show a consistent pattern across grade levels from 2022 to 2023.

Table 9: 2023 Dallas ISD MAP Mathematics and Reading Growth Quintile for EBs: BOY to EOY by Subject, Test Language, and Grade Level

Grade Level	Test Language	2023 N	Low		Low Average		Average		High Average		High	
			2023 %	1 Yr Δ %pts	2023 %	1 Yr Δ %pts	2023 %	1 Yr Δ %pts	2023 %	1 Yr Δ %pts	2023 %	1 Yr Δ %pts
Mathematics												
Grade 1	English	4,702	21.0	-7.6	16.8	-3.2	16.2	-1.1	17.9	3.5	28.1	8.4
	Spanish	36	5.6	-29.3	5.6	-6.0	11.1	-2.9	22.2	8.2	55.6	30.0
Grades 2-5	English	18,021	21.5	-0.4	18.3	-0.8	17.2	-2.5	18.8	0.6	24.3	3.3
	Spanish	514	12.8	-3.7	8.2	-0.4	16.5	2.4	14.2	-1.1	48.2	2.6
Grades 6-8	English	12,334	34.3	1.9	16.8	-2.5	15.0	-2.0	13.8	-0.5	20.1	3.1
	Spanish	46	19.6	-1.1	6.5	-3.8	13.0	6.1	15.2	-3.8	45.7	2.6
Grades 9	English	3,448	29.5	0	16.5	-3.2	14.7	-3.1	14.5	-1.5	24.8	7.9
	Spanish	43	14.0	-	9.3	-	16.3	-	14.0	-	46.5	-
Reading												
Grade 1	English	374	29.1	-13.6	22.2	4.9	20.9	1.9	13.6	1.0	14.2	5.8
	Spanish	4,206	21.4	-7.4	28.2	-1.1	26.1	3.1	16.2	2.7	8.2	2.9
Grades 2-5	English	1,840	29.7	1.1	18.8	-0.3	15.4	-1.7	15.3	-3.0	20.9	3.9
	Spanish	13,105	25.0	-0.1	18.2	-0.2	18.1	0.8	18.8	1.1	19.9	-1.7
Grades 6-8	English	11,962	40.0	6.8	18.4	-1.8	15.2	-2.1	13.0	-2.0	13.5	-0.8
	Spanish	19	57.9	29.3	21.1	-7.5	10.5	-8.5	5.3	-9.0	5.3	-4.2
Grades 9	English	3,656	39.3	5.1	18.2	-1.5	14.4	-3.7	13.7	-1.4	14.4	1.5
	Spanish	-	-	-	-	-	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

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

STAAR and EOC^{42,43}

The following STAAR and EOC data are available in the appendices:

- Appendix N: Rates of students at each performance standard on STAAR subtests and EOCs for 2021, 2022, and 2023 by subtest, DL program, and grade level,
- Appendix O: Rates of students at each performance standard on STAAR subtests and EOCs for 2021, 2022, and 2023 for all other DL/ESL programs/classifications,
- Appendix P: Rates of reclassified (monitored and nonmonitored) students at each performance standard on STAAR subtests and EOCs for 2021, 2022, and 2023 by subtest, monitor year, and grade level,
- Appendix Q: Rates of grades three to five students in DL programs at all performance standards for 2021, 2022, and 2023 STAAR reading by grade level, program, EB status, and testing language, along with one- and two-year trends,
- Appendix R: 2023 long-term EB STAAR/EOC attainment rates and TELPAS composite ratings by STAAR attainment rates by subject and grade.

Dallas ISD EBs

Key Findings from this section:



While EBs did not meet the DL/ESL Department's two elementary-level STAAR goals, EBs in grades six to eight did meet the STAAR goal (Goal: 27% EBs at Meets+; Actual: 41%).

2019, 2021, 2022, and 2023 rates of EBs at Approaches+, Meets+, and Masters on the mathematics- and reading-related STAAR and EOC subtests can be found in Table 10. 2020 data is not included because STAAR and EOCs were cancelled as a result of the COVID-19 pandemic. Because of changes to the STAAR and EOC tests in 2023, comparisons to previous years should be made with caution.

Mathematics-related subtests. For mathematics, rates of all EBs at the Approaches+ standard ranged from 71 percent (Math 6-8) to 75 percent (Math 3-5), rates at the Meets+ standard ranged from 36 percent (Math 6-8) to 47 percent (Math 3-5), and rates at the Masters standard ranged from 10 percent (Math 6-8) to 18 percent (Math 3-5).

Reading-related subtests. For reading, rates of all EBs at the Approaches+ standard ranged from 52 percent (English I) to 69 percent (Reading 6-8), rates at the Meets+ standard ranged from 32 percent (English I and II) to 41 percent (Reading 3-5 and 6-8), and rates at the Masters standard ranged from two percent (English II) to 19 percent (Reading 3-5).

Program Goals. In 2023, Dallas ISD EBs met one of the three DL/ESL Department goals:

⁴² Academic performance standards represent the degree to which students have mastered content as measured by test scores. More information on STAAR performance standards: <http://tea.texas.gov/student-assessment/taar/performance-standards/>. STAAR and EOC assessment scores are categorized into four levels to describe student performance: (a) Does Not Meet Grade Level (Does Not Meet), (b) Approaches+, (c) Meets+, and (d) Masters. Cut scores divide student scores into these four categories.

⁴³ 2021 results represent STAAR and EOC administrations occurring during the 2020-21 school year, 2022 results represent STAAR and EOC administrations occurring during the 2021-22 school year, and 2023 results represent STAAR and EOC administrations occurring during the 2022-23 school year.

- 41 percent of EBs in grades three to five attained the Meets+ performance standard on STAAR reading in 2022-23 (Goal: 46%; 2021-22: 41%).
- 41 percent of EBs in grades six to eight attained the Meets+ performance standard on STAAR reading in 2022-23 (Goal: 27%; 2021-22: 38%).
- 36 percent of third grade EBs attained the Meets+ performance standard on STAAR reading in 2022-23 (Goal: 49%, 2021-22: 36%; see Appendix N).

Table 10: 2019, 2021, 2022, and 2023 STAAR and EOC EB Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping

	Tested				Approaches+				Meets+				Masters			
	2019 N	2021 N	2022 N	2023 N	2019 %	2021 %	2022 %	2023 %	2019 %	2021 %	2022 %	2023 %	2019 %	2021 %	2022 %	2023 %
Mathematics																
Math 3-5	17,582	15,192	15,221	14,690	82.5	64.0	72.0	75.2	50.3	34.7	43.0	47.0	28.1	17.3	21.1	17.6
Math 6-8	13,978	11,782	12,161	11,575	74.8	52.2	61.8	70.8	37.8	23.4	29.6	36.4	11.2	5.6	9.0	10.2
Algebra 1	5,197	5,338	6,970	7,271	82.5	65.5	67.3	72.5	58.9	30.0	38.6	36.7	36.0	13.2	24.2	17.3
Reading																
Reading 3-5	17,580	15,177	15,215	14,690	76.3	64.8	66.5	67.2	46.0	38.2	40.9	41.0	23.1	20.8	22.4	19.1
Reading 6-8	14,673	13,617	14,149	13,777	61.9	55.0	65.8	69.1	27.2	26.4	37.9	41.4	11.1	10.3	20.3	15.7
English I	7,299	5,433	7,681	8,331	44.0	42.2	43.6	52.3	58.9	30.0	24.9	31.7	1.7	2.0	2.0	4.1
English II	5,443	4,872	5,968	7,202	40.9	45.1	48.1	55.9	24.6	24.8	30.3	32.1	1.1	1.6	1.5	1.9

Source: District STAAR data files dated 06/13/19, 06/28/21, 06/26/22, and 08/14/23. District EOC data files dated 06/04/19, 06/17/21, 06/26/22, and 08/14/23. PEIMS demographic data files dated 02/26/19, 11/04/20, 11/03/21, and 11/01/22.

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. 2020 data is not included because STAAR and EOCs were cancelled as a result of the COVID-19 pandemic. Because of changes to the STAAR and EOC tests in 2023, comparisons to past years should be made with caution.

Monitored Students

Key Findings from this section:



Overall, monitored students consistently attained the Approaches+, Meets+, and Masters *STAAR* and *EOC* performance standards at considerably higher rates than EBs, regardless of the subject.

2019, 2021, 2022, and 2023 rates of Monitored students at Approaches+, Meets+, and Masters on the mathematics- and reading-related *STAAR* and *EOC* subtests can be found in Table 11. 2020 data is not included because *STAAR* and *EOCs* were cancelled as a result of the COVID-19 pandemic. Because of changes to the *STAAR* and *EOC* tests in 2023, comparisons to previous years should be made with caution.

Mathematics-related subtests. For mathematics, rates of monitored students at the Approaches+ standard ranged from 83 percent (Math 3-5) to 92 percent (Math 6-8), rates at the Meets+ standard ranged from 60 percent (Algebra I) to 73 percent (Math 6-8), and rates at the Masters standard ranged from 32 percent (Algebra I) to 45 percent (Math 6-8).

Reading-related subtests. For reading, rates of monitored students at the Approaches+ standard ranged from 89 percent (Reading 3-5) to 97 percent (Reading 6-8), rates at the Meets+ standard ranged from 61 percent (Reading 3-5) to 91 percent (Reading 6-8), and rates at the Masters standard ranged from 11 percent (English II) to 73 percent (Reading 6-8).

Table 11: 2019, 2021, 2022, and 2023 STAAR and EOC Monitored Student Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping

	Tested				Approaches+				Meets+				Masters			
	2019 <i>N</i>	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2019 %	2021 %	2022 %	2023 %	2019 %	2021 %	2022 %	2023 %	2019 %	2021 %	2022 %	2023 %
Mathematics																
Math 3-5		10	40	36		90.0	87.5	83.3		90.0	67.5	69.4		70.0	30.0	36.1
Math 6-8	915	258	114	62	97.3	77.9	81.6	91.9	78.1	47.2	54.4	72.6	30.6	17.4	21.9	45.2
Algebra 1	913	634	334	116	96.3	85.2	80.8	84.5	85.2	53.6	58.4	59.5	64.8	32.2	39.8	31.9
Reading																
Reading 3-5		10	40	36		90.0	85.0	88.9		90.0	70.0	61.1		70.0	50.0	50.0
Reading 6-8	1,337	662	252	107	97.0	93.8	96.0	97.2	77.7	71.0	83.3	90.7	45.7	40.5	60.7	72.9
English I	1,114	697	559	198	92.6	91.7	80.8	94.9	81.7	78.1	79.1	83.8	19.0	14.8	17.2	30.3
English II	1,784	771	744	386	89.2	88.7	90.0	96.4	67.7	77.7	86.6	86.3	5.2	12.6	12.5	10.6

Source: District STAAR data files dated 06/13/19, 06/28/21, 06/26/22, and 08/14/23. District EOC data files dated 06/04/19, 06/17/21, 06/26/22, and 08/14/23. PEIMS demographic data files dated 02/26/19, 11/04/20, 11/03/21, and 11/01/22.

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. 2020 data is not included because STAAR and EOCs were cancelled as a result of the COVID-19 pandemic. Because of changes to the STAAR and EOC tests in 2023, comparisons to past years should be made with caution. Shading denotes grades that are not applicable for that year.

Dallas ISD vs State and other large, urban Texas district EBs

Key Findings from this section:



In 2023, Dallas ISD STAAR and EOC rates were generally comparable to or higher than all regional comparison group rates.

As shown in Table 12, with a few exceptions, Dallas ISD EBs generally performed better than the state on STAAR. Differences between Dallas ISD and state performance standard attainment rates for EBs ranged from 10 percentage points below state rates (grade 3 mathematics Meets+ in Spanish) to 10 percentage points above state rates (grade 5 mathematics Meets+ in English and grade 5 reading Meets+ in Spanish). Because few EBSPED students take the Spanish mathematics exam in the Dallas ISD, those findings should be considered with caution.

Table 12: 2023 Dallas ISD and State Emergent Bilingual STAAR Performance

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test N	Appr+ %	Meets+ %	Mast %	Test N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
Mathematics	3	English	4,671	70.4	41.5	13.9	84,339	68.2	36.8	13.4	2.2	4.7	0.5
		Spanish	307	47.9	13.0	2.9	15,940	56.3	22.6	6.2	-8.4	-9.6	-3.3
	5	English	4,902	82.7	53.8	19.8	94,480	76.4	43.6	14.6	6.3	10.2	5.2
		Spanish	347	57.1	21.6	3.2	8,247	57.1	23.0	4.6	0.0	-1.4	-1.4
Reading	8	English	6,251	72.1	39.5	11.1	88,696	64.2	30.2	7.4	7.9	9.3	3.7
		Spanish	1,530	71.9	46.3	15.2	70,673	68.8	40.3	13.1	3.1	6.0	2.1
	3	English	1,530	71.9	46.3	15.2	70,673	68.8	40.3	13.1	3.1	6.0	2.1
		Spanish	3,435	58.2	30.9	17.7	29,662	54.2	25.6	13.6	4.0	5.3	4.1
	5	English	2,207	78.1	50.2	22.1	87,189	73.7	44.2	17.7	4.4	6.0	4.4
		Spanish	3,030	69.6	43.4	21.5	15,759	61.8	33.0	14.0	7.8	10.4	7.5
	8	English	4,842	72.2	42.7	17.3	94,101	67.3	33.7	9.7	4.9	9.0	7.6

Source: Texasassessment.gov on 08/16/23.

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

Table 13 shows the rate of EBs in the Dallas ISD, the state, and other large, urban Texas on the mathematics- and reading-related 2023 STAAR and EOC subtests. Dallas ISD EBs performed very well on STAAR and EOCs compared to other large, urban Texas ISDs and the state. At all performance standards, Dallas ISD EBs scores were comparable or higher than the state and all regional comparison groups, with one exception.

- Dallas ISD EBs in STAAR 3-8 ranged from one percentage point above comparison rates (reading, Approaches+, state) to 21 percentage points above comparison rates (mathematics; Approaches+, Austin ISD and San Antonio ISD).
- Dallas ISD rates on EOCs ranged from three percentage points below comparison rates (Algebra I, Approaches+, El Paso ISD) to 24 percentage points above comparison rates (Algebra I, Meets+, Austin ISD).

Table 13: 2023 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual STAAR and EOC Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
STAAR Mathematics Grades Three to Eight						
Austin ISD	4,778	50.7	2,110	22.4	661	7.0
El Paso ISD	4,640	61.0	2,136	28.1	541	7.1
Fort Worth ISD	6,570	52.2	2,693	21.4	690	5.5
Houston ISD	18,986	58.6	9,465	29.2	3,084	9.5
San Antonio ISD	2,285	50.9	993	22.1	264	5.9
Dallas ISD	19,716	71.8	11,276	41.1	3,801	13.8
State	367,382	63.6	186,196	32.3	59,227	10.3
STAAR Reading Grades Three to Eight						
Austin ISD	5,215	53.8	2,662	27.5	968	10.0
El Paso ISD	5,148	65.1	2,724	34.5	964	12.2
Fort Worth ISD	6,996	55.5	3,133	24.8	845	6.7
Houston ISD	19,522	58.9	9,985	30.1	3,310	10.0
San Antonio ISD	2,495	53.6	1,249	26.8	436	9.4
Dallas ISD	19,847	66.9	11,947	40.3	5,043	17.0
State	390,874	65.5	211,859	35.5	73,015	12.2
Algebra I EOC						
Austin ISD	1,044	52.2	305	15.2	127	6.3
El Paso ISD	1,320	75.6	641	36.7	245	14.0
Fort Worth ISD	1,823	54.1	550	16.3	146	4.3
Houston ISD	3,545	57.3	1,399	22.6	576	9.3
San Antonio ISD	582	65.3	203	22.8	73	8.2
Dallas ISD	4,939	72.5	2,647	38.9	1,262	18.5
State	75,273	68.7	34,205	31.2	14,311	13.1
English I EOC						
Austin ISD	814	37.2	462	21.1	29	1.3
El Paso ISD	1,318	44.6	655	22.2	40	1.4
Fort Worth ISD	1,883	46.3	1,034	25.4	50	1.2
Houston ISD	2,447	34.8	1,272	18.1	84	1.2
San Antonio ISD	483	41.4	245	21.0	21	1.8
Dallas ISD	4,011	53.0	2,637	34.9	355	4.7
State	62,222	48.2	35,657	27.6	2,829	2.2
English II EOC						
Austin ISD	688	35.9	365	19.0	13	0.7
El Paso ISD	995	43.5	455	19.9	10	0.4
Fort Worth ISD	1,542	48.4	784	24.6	10	0.3
Houston ISD	1,938	33.6	890	15.4	26	0.5
San Antonio ISD	424	39.3	200	18.5	3	0.3
Dallas ISD	3,493	53.8	2,184	33.7	136	2.1
State	49,025	46.7	25,338	24.1	734	0.7

Source: Texasassessment.gov on 08/16/23.

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.

EQ4: How did EB and monitored student participation in magnet programs compare to NonEB peers?

This section compares magnet program participation among EBs, monitored students, and NonEB⁴⁴ students.

Key Findings from this section:



Qualified EBs participated in magnet programs at lower rates than NonEBs and monitored students.

As shown in Table 14, 2,086 EBs applied for participation in 2022-23 magnet programs, amounting to approximately 47 percent of total qualified applicants. The offer rate for EB applicants (50%) into at least one magnet program was lower than monitored applicants (64%) and higher than NonEBs (42%). Regarding participation, of those who were offered a position, EBs (17%) participated in magnet programs at lower rates than monitored students (44%) and NonEBs (29%).

Higher numbers of EB and NonEB students applied for magnet programs in 2022-23 compared to 2021-22 (EBs: +407 students; NonEBs: +286 students). In 2022-23, both offer rates (range: -21% to -6%) and participation rates (range: -16% to -3%) were lower for all groups and overall when compared to 2021-22.

Table 14: 2021 and 2022 Magnet Program Applications, Acceptance, and 2021-22 and 2022-23 Participation

and 2021-22 and 2022-23 Participation					
Student Group	Applied <i>N</i>	Offered a position to at least one program		Participated	
		<i>n</i>	%	<i>n</i>	%
2021-22					
EB	1,679	1,043	62.1	226	21.7
Monitored	71	50	70.4	30	60.0
NonEB	2,077	1,299	62.5	420	32.3
Overall	3,827	2,392	62.5	676	28.3
2022-23					
EB	2,086	1,041	49.9	172	16.5
Monitored	28	18	64.3	8	44.4
NonEB	2,363	987	41.8	286	29.0
Overall	4,477	2,046	45.7	466	22.8
1 Yr Δ					
EB	+407	-2	-12.2	-54	-5.2
Monitored	-43	-32	-6.1	-22	-15.6
NonEB	+286	-312	-20.7	-134	-3.3
Overall	+650	-346	-16.8	-210	-5.5

Source: Office of Transformation and Innovation on 04/19/22 and 04/24/23 and Demographic Studies Department on 04/01/22 and 05/04/23.

Note: 2021-22 data include Dallas ISD students who applied and were offered a position to magnet programs during the 2020-21 school year for participation in the 2021-22 school year (data retrieved from Voss & Kim, 2022). 2022-23 data include Dallas ISD students who applied and were offered a position to magnet programs during the 2021-22 school year for participation in the 2022-23 school year. Participation rates for both years reflect students that were offered a position to at least one magnet program. The NonEB student groups do not include monitored students. 1 Yr Δ = change from 2022 to 2023. **Blue bold** = increases from 2021-22 to 2022-23.

⁴⁴ In this section, NonEB results do not include those for monitored students.

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Appendix A

Appendix A: Acronym and Abbreviation List

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

Appendix B: Methodology

Appendix B: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Program Components	DL/ESL Department		None	DL/ESL program/classification
-	Budget	Budget Services Department; Special Revenues Department	06/21/23	None	Department
1	Teacher Demographics	Dallas ISD HCM Department	08/22/22 (Personnel) 11/27/22 (Course file) 09/28/22 (2021-22 TEI)	Rate of teachers in the following categories: Sex, ethnicity, highest degree earned, 2021-22 TEI effectiveness level, years in district.	DL/ESL, School level
1	Exceptions and Waiver Report	DL/ESL Department	12/17/20 (2020-21) 11/17/21 (2021-22) 12/16/22 (2022-23)	Frequency of certified teachers and exceptions/waivers.	Certification status
1	Student Enrollment and Demographics	Student Information System	11/04/20 (2020-21) 11/03/21 (2021-22) 11/01/22 (2022-23)	Rate of students in the following categories: Year EB, year monitored, sex, ethnicity, language spoken at home, birth country, grade, special student populations, campus.	School level, EB status, DL/ESL program/classification
1	Professional Development	DL/ESL Department	07/21/23 (07/01/21 to 06/30/22)	Count of teachers and administrators for PD sessions and session type.	DL/ESL
1	Summer Enrichment Programs	DL/ESL Department	January 2023 (2022), July 2023 (2023)	Rate of summer program participants in the following categories: Sex, ethnicity, special student group.	Summer program
1	Parent Workshop/Training	DL/ESL Department	07/21/23	Rate of positive response for DL/ESL Department survey item.	None
1	Resources	DL/ESL Department	07/21/23	None	None
1	DL Cadre/ESL Leadership Cohort	DL/ESL Department	07/21/23	Count of newly accepted and total members.	None
1	Student Intake Center	DL/ESL Department	07/21/23	Count of parent attendees. Rate of positive response for DL/ESL Department survey items.	None

table continues

Appendix B: continued

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
2	DL/ESL Staff Perception Survey	E&A Qualtrics survey	05/15/23	Rate of positive response for survey items.	DL/ESL
3	TELPAS	TEA	07/19/21 (2020-21) 06/26/22 (2021-22) 06/30/23 (2022-23) 07/03/23 (2022-23)*	Rate of students achieving (a) each English proficiency rating and (b) each English proficiency level movement.	Grade level, grade, domain/composite, DL/ESL program/classification
3	MAP Reading & Mathematics	NWEA	06/22/22 (2021-22) 06/26/23 (2022-23)	Rate of students for each BOY to EOY growth quintile.	Grade level, grade, test language, DL/ESL program/classification
3	STAAR Reading and Mathematics	TEA	06/28/21 (2020-21) 06/26/22 (2021-22) 08/14/23 (2022-23) 08/16/23 (2022-23)*	Rate of students achieving each performance standard (Approaches+, Meets+, and Masters).	Subject, grade, DL/ESL program/classification, monitoring year
3	STAAR EOC Algebra I, English I, English II	TEA	06/17/21 (2021-22) 06/26/22 (2021-22) 08/14/23 (2022-23) 08/16/23 (2022-23)*	Rate of students achieving each performance standard (Approaches+, Meets+, and Masters).	Subject, grade, DL/ESL program/classification, monitoring year
4	Magnet Program	Demographic Studies Department; Office of Transformation and Innovation	05/04/23 04/24/23	Count and rate of students who (a) applied, (b) had positions offered, and (c) participated in magnet programs.	EB status

Note: NWEA = Northwest Evaluation Association. * = The TEA TELPAS and STAAR/EOC files includes district-level and state-level accountability data and was obtained from [texasassessments.gov](https://www.texasassessments.gov).

Appendix C

Appendix C: 2022-23 One-Way Dual Language Campuses

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

table continues

Appendix C (continued)

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

Source: Bilingual/ESL Department, Fall 2022.

Appendix D

Appendix D: 2022-23 Two-Way Dual Language Programs by Campus

Network	Campus	Grade Levels
Elementary Schools		
ACE	L.L. Hotchkiss Elementary	PreK3-2
ACE	Rufus C. Burleson Elementary	K-4
Central	Barbara Jordan Elementary	PreK4-1
Central	Clinton P. Russell Elementary	K-5
Central	Whitney M. Young, Jr. Elementary	K-5
Central	Jimmie Tyler Brashear Elementary	PreK4-5
Central	John W. Carpenter Elementary	K-4
Central	L.O. Donald Elementary	K-5
Central	T.G. Terry Elementary	PreK4-5
Central	Oran M. Roberts Elementary	K-5
Early Learning	Arlington Park Early Childhood Center	PreK3-PreK4
Early Learning	Pre-K Partnerships @ El Kinder	PreK3-PreK4
Magnet	School for the Talented and Gifted in Pleasant Grove	G4-5
Magnet	Trinity Heights Talented and Gifted	G1-5
Magnet	Mark Twain School for the Talented and Gifted	K-5
Northeast	Adelfa B. Callejo Elementary	PreK4-1
Northeast	Edna Rowe Elementary	PreK4-5
Northeast	Ascher Silberstein Elementary	K-4
Northeast	Urban Park Elementary	PreK3-1
Northeast	Geneva Heights Elementary	PreK4-5
Northeast	Lakewood Elementary	K-5
Northeast	William Lipscomb Elementary	PreK3-5
Northeast	Mockingbird Elementary	K-5
Northeast	Mount Auburn STEAM Academy	K-2
Northeast	Edwin J. Kiest Elementary	PreK4-5
Northeast	Martha Turner Reilly Elementary	K-5
Northeast	Alex Sanger Preparatory	PreK3, K-5
Northeast	Maple Lawn Elementary	K-5
Northeast	Ben Milam Elementary	K-5
Northwest	Prestonwood Montessori at E.D. Walker	PreK3-3
Northwest	Anne Frank Elementary	PreK3-5
Northwest	Arthur Kramer Elementary	PreK4-5
Northwest	Preston Hollow Elementary	PK3-5
Northwest	Nathan Adams Elementary	PK4-5
Northwest	George H.W. Bush Elementary	K-5
Northwest	F.P. Caillet Elementary	PK4-5
Northwest	Everette Lee DeGolyer Elementary	K-5
Northwest	Tom C. Gooch Elementary	K-5
Northwest	Jerry R. Junkins Elementary	PK3-5
Northwest	Harry C. Withers Elementary	K-5
Northwest	Stephen C. Foster Elementary	K-5
Northwest	K.B. Polk Elementary/K.B. Polk Center for Talented and Gifted	K-5
Northwest	Walnut Hill Elementary	PreK4-5
Single Gender/Hybrid	Biomedical Preparatory at UT Southwestern	K-1
Single Gender/Hybrid	Downtown Montessori at Ida B. Wells Academy	PreK3-4
Single Gender/Hybrid	Montessori Academy at Onésimo Hernández	PreK3-5
Single Gender/Hybrid	Eduardo Mata Montessori	PreK3-6
Single Gender/Hybrid	Solar Preparatory School for Boys at John F. Kennedy	PreK4-5

table continues

Appendix D (continued)

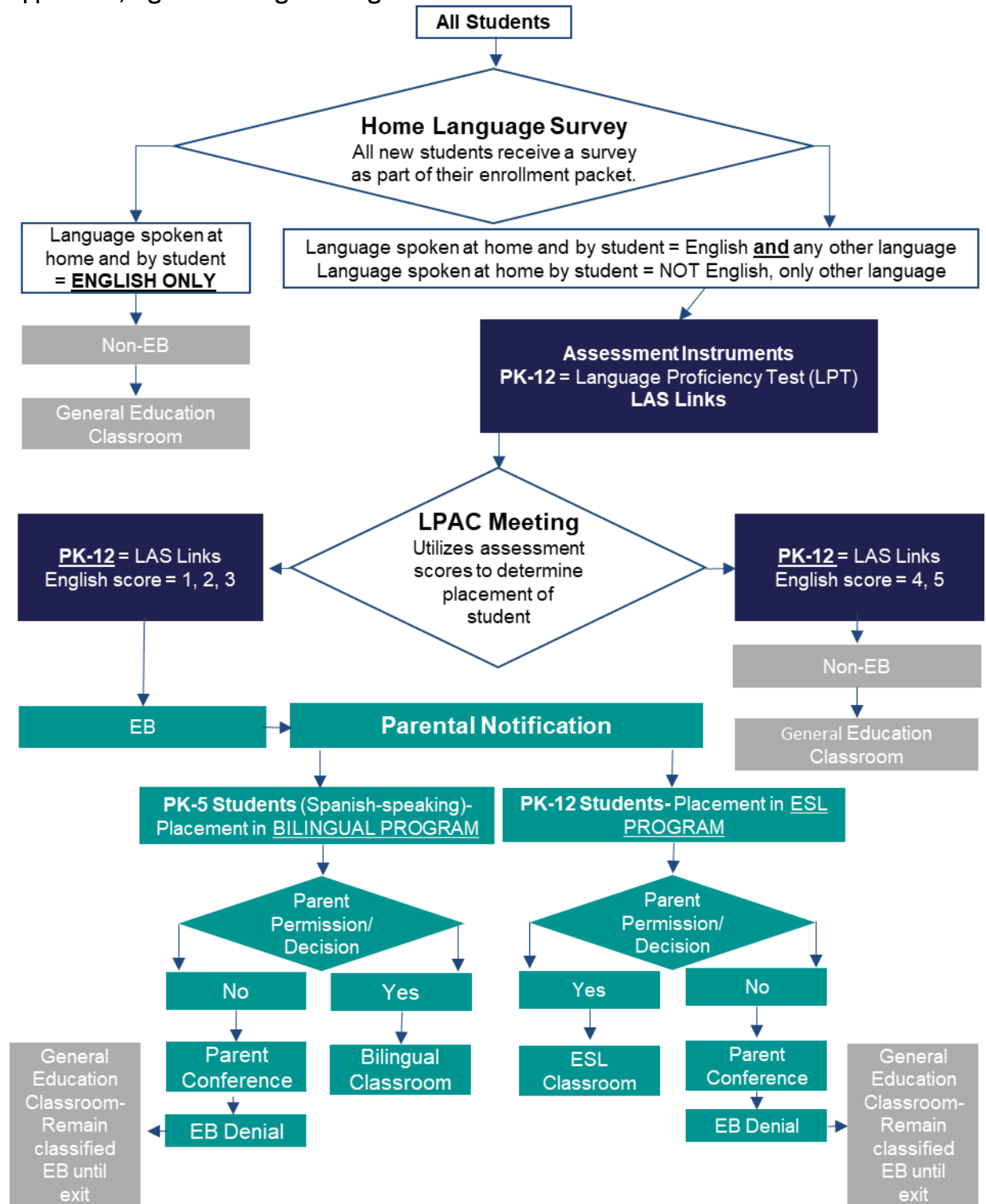
Network	Campus	Grade Levels
Single Gender/Hybrid	Solar Preparatory School for Girls at James B. Bonham	PreK4-5
Southeast	John Q. Adams Elementary	PreK3-2
Southeast	Annie Webb Blanton Elementary	PreK4-3
Southeast	Nathaniel Hawthorne Elementary	K-5
Southeast	Sylvia Méndez CREW Leadership Academy	K-5
Southeast	Pleasant Grove Elementary	K-5
Southeast	Thelma E. Page Richardson Elementary	K-5
Southeast	John W. Runyon Elementary	PreK3-5
Southeast	San Jacinto Elementary	K-5
Southeast	Ebby Halliday Elementary	K-5
Southeast	Kleberg Elementary	K-5
Southeast	Seagoville Elementary	K-5
Southeast	Seagoville North Elementary	K-5
Southeast	William M. Anderson Elementary	K-4
Southeast	B.H. Macon Elementary	K-5
Southeast	J.N. Ervin Elementary	K-5
Southwest	Hogg New Tech Center	PreK4-5
Southwest	Bishop Arts STEAM Academy	PreK3-1
Southwest	Jesús Moroles Expressive Arts Vanguard	K-5
Southwest	Stevens Park Elementary	PreK3-5
Southwest	Mary McLeod Bethune Elementary	K-5
Southwest	George Peabody Elementary	PreK4-5
Southwest	Rosemont Lower	PreK4-2
Southwest	Winnetka Elementary	K-4
Trans. & Innovation	N.W. Harlee Early Childhood Center	K-5
Trans. & Innovation	Personalized Learning Preparatory at Sam Houston	PreK4-5
Middle Schools		
Magnet	School for the Talented and Gifted in Pleasant Grove	6-8
Northeast	Alex Sanger Preparatory	6-8
Northeast	J. L. Long Middle School	6-8
Northwest	L.L. Hotchkiss Elementary	6-7
Northwest	Ewell D. Walker Middle School	6-8
Northwest	Walnut Hill Elementary	6-8
Southeast	Piedmont G.L.O.B.A.L. Academy	6-7
Southwest	Rosemont Upper	6-8
High Schools		
Northeast	North Dallas High School	9-11
Northeast	Woodrow Wilson High School	9-12
Northwest	W. T. White High School	9-12
Southwest	Sunset High School	9-12

Source: Bilingual/ESL Department, Fall 2021.

Note: All TWDL programs moved to the immersion model in 2021-22. Trans. = Transformation.

Appendix E

Appendix E, Figure 1: Emergent Bilingual Identification Flowchart



Source: 2022-23 Dallas ISD LPAC Manual.

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

Appendix E, Table 1: 2021-22 Emergent Bilingual Reclassification Criteria

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

Source: Emergent Bilingual/English Learner Reclassification Criteria Chart (Texas Education Agency, 2022).

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

Appendix F

Appendix F, Table 1: 2022-23 Emergent Bilingual Students and Non-Emergent Bilingual Students by Grade Level

Students by Grade Level							
Grade Level	Total Enrollment <i>N</i>	Current EBs		NonEBs		Monitored Students	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary School Level							
PK	10,576	4,789	7.0	5,786	8.0	-	-
K	9,817	4,746	6.9	5,070	7.0	1	0.1
1	10,667	5,274	7.7	5,393	7.5	1	0.1
2	10,370	4,997	7.3	5,372	7.5	86	5.2
3	9,944	5,035	7.3	4,908	6.8	8	0.5
4	9,856	5,132	7.5	4,724	6.6	23	1.4
5	9,875	5,259	7.6	4,616	6.4	7	0.4
PK-5	71,105	35,232	51.2	35,869	49.8	126	7.6
Secondary School Level							
6	9,086	4,886	7.1	4,198	5.8	23	1.4
7	9,458	4,748	6.9	4,710	6.5	29	1.8
8	9,876	5,074	7.4	4,802	6.7	62	3.7
9	12,891	6,586	9.6	6,305	8.7	210	12.7
10	11,378	5,241	7.6	6,137	8.5	393	23.8
11	8,987	3,807	5.5	5,180	7.2	428	25.9
12	8,069	3,177	4.6	4,892	6.8	383	23.2
6-12	69,745	33,519	48.8	36,224	50.2	1,528	92.4

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix F, Table 2: 2022-23 Year of Students Identified as Emergent Bilinguals by Grade Level

Year of EB	Total <i>N</i>	PK to Grade 2		Grades 3 to 5		Grades 6 to 8		Grades 9 to 12	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Year One	11,520	9,896	85.9	715	6.2	422	3.7	487	4.2
Year Two	3,220	2,776	86.2	195	6.1	123	3.8	126	3.9
Years Three to Four	1,518	271	17.9	520	34.3	259	17.1	468	30.8
Years Five to Six	10,461	94	0.9	8,134	77.8	1,356	13.0	877	8.4
Year Seven or Higher	25,728	3	0.0	539	2.1	10,727	41.7	14,459	56.2
Unknown	16,304	6,766	41.5	5,323	32.6	1,821	11.2	2,394	14.7
Total	68,751	19,806	28.8	15,426	22.4	14,708	21.4	18,811	27.4

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix F, Table 3: 2022-23 Monitored Emergent Bilingual Students by Monitoring Year and Grade Level

Grade Level	All Monitored <i>N</i>	Year of Monitoring							
		First Year		Second Year		Third Year		Fourth Year	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	1	-	-	1	100.0	-	-	-	-
1	1	1	100.0	-	-	-	-	-	-
2	86	84	97.7	2	2.3	-	-	-	-
3	8	4	50.0	3	37.5	1	12.5	-	-
4	23	2	8.7	-	-	20	87.0	1	4.3
5	7	2	28.6	1	14.3	2	28.6	2	28.6
6	23	15	65.2	-	-	8	34.8	-	-
7	29	7	24.1	14	48.3	7	24.1	1	3.4
8	62	9	14.5	13	21.0	38	61.3	2	3.2
9	210	10	4.8	15	7.1	42	20.0	143	68.1
10	393	8	2.0	75	19.1	52	13.2	258	65.6
11	428	10	2.3	80	18.7	117	27.3	221	51.6
12	383	39	10.2	69	18.0	94	24.5	181	47.3
Total	1,654	191	11.5	273	16.5	381	23.0	809	48.9

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix G

Appendix G, Table 1: 2022-23 Characteristics of Students Served by DL/ESL Program/Classification

	District (N = 140,850)		All EBs (N = 68,751)		NonEBs (N = 72,093)		Monitored (N = 1,654)	
	n	%	N	%	n	%	n	%
Sex^a								
Female	69,180	49.1	33,535	48.8	35,642	49.4	941	56.9
Male	71,665	50.9	35,216	51.2	36,446	50.6	713	43.1
Race/Ethnicity^a								
Asian	1,698	1.2	959	1.4	739	1.0	31	1.9
African American	28,657	20.3	784	1.1	27,873	38.7	29	1.8
Hispanic	99,707	70.8	65,800	95.7	33,901	47.0	1,573	95.1
American Indian	322	0.2	203	0.3	119	0.2	2	0.1
Pacific Islander	61	0.0	27	0.0	34	0.0	-	-
White	7,709	5.5	733	1.1	6,976	9.7	14	0.8
Two or More Races	2,574	1.8	179	0.3	2,395	3.3	4	0.2
Language Spoken at Home								
English	62,940	44.7	1,016	1.5	61,922	85.9	22	1.3
Spanish	75,099	53.3	65,524	95.3	9,571	13.3	1,566	94.7
Other	2,811	2.0	2,211	3.2	600	0.8	66	4.0
Language Student Most Often Speaks								
English	62,998	44.7	800	1.2	62,195	86.3	16	1.0
Spanish	75,112	53.3	65,773	95.7	9,336	12.9	1,569	94.9
Other	2,740	1.9	2,178	3.2	562	0.8	69	4.2
Country of Birth								
United States	113,502	80.6	49,656	72.2	63,841	88.6	1,496	90.4
Other	27,348	19.4	19,095	27.8	8,252	11.4	158	9.6
Special Student Populations								
TAG Participant	25,386	18.0	11,449	16.7	13,937	19.3	759	45.9
Special Education	15,167	10.8	6,584	9.6	8,581	11.9	41	2.5
At Risk	79,609	56.5	59,128	86.0	20,479	28.4	618	37.4
Economic Disadvantage	119,326	84.7	63,115	91.8	56,206	78.0	1,390	84.0
Homeless	2,589	1.8	745	1.1	1,844	2.6	3	0.2
Grade Level								
PK	10,576	7.5	4,789	7.0	5,786	8.0	-	-
K	9,817	7.0	4,746	6.9	5,070	7.0	1	0.1
1	10,667	7.6	5,274	7.7	5,393	7.5	1	0.1
2	10,370	7.4	4,997	7.3	5,372	7.5	86	5.2
3	9,944	7.1	5,035	7.3	4,908	6.8	8	0.5
4	9,856	7.0	5,132	7.5	4,724	6.6	23	1.4
5	9,875	7.0	5,259	7.6	4,616	6.4	7	0.4
6	9,086	6.5	4,886	7.1	4,198	5.8	23	1.4
7	9,458	6.7	4,748	6.9	4,710	6.5	29	1.8
8	9,876	7.0	5,074	7.4	4,802	6.7	62	3.7
9	12,891	9.2	6,586	9.6	6,305	8.7	210	12.7
10	11,378	8.1	5,241	7.6	6,137	8.5	393	23.8
11	8,987	6.4	3,807	5.5	5,180	7.2	428	25.9
12	8,069	5.7	3,177	4.6	4,892	6.8	383	23.2
Elementary Level	71,105	50.5	35,232	51.2	35,869	49.8	126	7.6
Secondary Level	69,745	49.5	33,519	48.8	36,224	50.2	1,528	92.4

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix G, Table 2: 2022-23 Characteristics of Students Served by DL/ESL Program/Classification

	EBs in OWDL (N = 28,649)		EBs in TWDL (N = 3,415)		NonEBs in TWDL (N = 2,316)		ESL (N = 5,146)	
	n	%	n	%	n	%	n	%
Sex								
Female	14,242	49.7	1,691	49.5	1,251	54.0	2,441	47.4
Male	14,407	50.3	1,724	50.5	1,065	46.0	2,705	52.6
Race/Ethnicity								
Asian	18	0.1	2	0.1	33	1.4	663	12.9
African American	22	0.1	8	0.2	217	9.4	483	9.4
Hispanic	28,166	98.3	3,340	97.8	1,243	53.7	3,651	70.9
American Indian	100	0.3	13	0.4	2	0.1	35	0.7
Pacific Islander	4	0.0	1	0.0	2	0.1	14	0.3
White	290	1.0	38	1.1	695	30.0	213	4.1
Two or More Races	25	0.1	8	0.2	123	5.3	81	1.6
Language Spoken at Home								
English	389	1.4	60	1.8	1,907	82.3	92	1.8
Spanish	28,181	98.4	3,332	97.6	383	16.5	3,590	69.8
Other	79	0.3	23	0.7	26	1.1	1,464	28.4
Language Student Most Often Speaks								
English	499	1.7	53	1.6	1,915	82.7	96	1.9
Spanish	28,070	98.0	3,341	97.8	375	16.2	3,626	70.5
Other	80	0.3	21	0.6	26	1.1	1,424	27.7
Country of Birth								
United States	18,670	65.2	2,620	76.7	1,904	82.2	1,337	26.0
Other	9,979	34.8	795	23.3	412	17.8	3,809	74.0
Special Student Populations								
TAG Participant	4,410	15.4	688	20.1	912	39.4	312	6.1
Special Education	2,002	7.0	327	9.6	104	4.5	153	3.0
At Risk	22,141	77.3	2,955	86.5	123	5.3	3,048	59.2
Economic Disadvantage	27,206	95.0	2,887	84.5	1,006	43.4	4,485	87.2
Homeless	387	1.4	46	1.3	9	0.4	76	1.5
Grade Level								
PK	4,143	14.5	364	10.7	140	6.0	231	4.5
K	3,921	13.7	381	11.2	297	12.8	196	3.8
1	4,292	15.0	399	11.7	403	17.4	227	4.4
2	3,981	13.9	452	13.2	383	16.5	230	4.5
3	3,838	13.4	547	16.0	378	16.3	213	4.1
4	3,855	13.5	638	18.7	352	15.2	218	4.2
5	3,926	13.7	629	18.4	334	14.4	207	4.0
6	609	2.1	1	0.0	15	0.6	347	6.7
7	14	0.0	-	-	6	0.3	374	7.3
8	10	0.0	-	-	6	0.3	371	7.2
9	36	0.1	2	0.1	1	0.0	1,199	23.3
10	17	0.1	1	0.0	1	0.0	660	12.8
11	4	0.0	-	-	-	-	388	7.5
12	3	0.0	1	0.0	-	-	285	5.5
Elementary Level	27,956	97.6	3,410	99.9	2,287	98.7	1,522	29.6
Secondary Level	693	2.4	5	0.1	29	1.3	3,624	70.4

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix G, Table 3: 2022-23 Characteristics of Students Served by DL/ESL Program/Classification

	EBs in SECDL (N = 505)		NonEBs in SECDL (N = 239)		Sheltered (N = 23,041)		Immigrant (N = 9,042)	
	n	%	n	%	n	%	n	%
Sex								
Female	253	50.1	126	52.7	11,355	49.3	4,365	48.3
Male	252	49.9	113	47.3	11,686	50.7	4,677	51.7
Race/Ethnicity								
Asian	-	-	2	0.8	217	0.9	382	4.2
African American	-	-	12	5.0	220	1.0	413	4.6
Hispanic	500	99.0	199	83.3	22,368	97.1	7,923	87.6
American Indian	-	-	-	-	36	0.2	41	0.5
Pacific Islander	-	-	-	-	7	0.0	10	0.1
White	3	0.6	23	9.6	123	0.5	214	2.4
Two or More Races	1	0.2	3	1.3	49	0.2	51	0.6
Language Spoken at Home								
English	8	1.6	116	48.5	172	0.7	436	4.8
Spanish	496	98.2	122	51.0	22,352	97.0	7,780	86.0
Other	1	0.2	1	0.4	517	2.2	826	9.1
Language Student Most Often Speaks								
English	-	-	116	48.5	73	0.3	450	5.0
Spanish	504	99.8	122	51.0	22,446	97.4	7,779	86.0
Other	1	0.2	1	0.4	522	2.3	813	9.0
Country of Birth								
United States	434	85.9	229	95.8	19,483	84.6	-	-
Other	71	14.1	10	4.2	3,558	15.4	9,042	100.0
Special Student Populations								
TAG Participant	183	36.2	99	41.4	4,151	18.0	448	5.0
Special Education	9	1.8	5	2.1	1,940	8.4	256	2.8
At Risk	501	99.2	72	30.1	22,770	98.8	4,867	53.8
Economic Disadvantage	438	86.7	149	62.3	21,018	91.2	8,046	89.0
Homeless	1	0.2	0	0.0	175	0.8	224	2.5
Grade Level								
PK	-	-	-	-	-	-	631	7.0
K	-	-	-	-	-	-	705	7.8
1	-	-	-	-	-	-	883	9.8
2	-	-	-	-	-	-	892	9.9
3	-	-	-	-	-	-	765	8.5
4	-	-	-	-	-	-	667	7.4
5	-	-	-	-	-	-	667	7.4
6	96	19.0	27	11.3	3,217	14.0	578	6.4
7	95	18.8	56	23.4	3,559	15.4	559	6.2
8	71	14.1	26	10.9	3,924	17.0	491	5.4
9	105	20.8	46	19.2	4,410	19.1	1,095	12.1
10	96	19.0	19	7.9	3,378	14.7	564	6.2
11	11	2.2	27	11.3	2,484	10.8	311	3.4
12	31	6.1	38	15.9	2,069	9.0	234	2.6
Elementary Level	-	-	-	-	-	-	5,210	57.6
Secondary Level	505	100.0	239	100.0	23,041	100.0	3,832	42.4

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

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

	EBSPEd (N = 6,584)		Parent Denials (N = 3,724)		Unservable (N = 1,221)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex						
Female	2,219	33.7	1,608	43.2	352	28.8
Male	4,365	66.3	2,116	56.8	869	71.2
Race/Ethnicity						
Asian	41	0.6	13	0.3	10	0.8
African American	49	0.7	13	0.3	10	0.8
Hispanic	6,388	97.0	3,650	98.0	1,175	96.2
American Indian	21	0.3	4	0.1	8	0.7
Pacific Islander	-	-	-	-	-	-
White	66	1.0	31	0.8	14	1.1
Two or More Races	15	0.2	7	0.2	3	0.2
Language Spoken at Home						
English	147	2.2	236	6.3	28	2.3
Spanish	6,324	96.1	3,466	93.1	1,162	95.2
Other	113	1.7	22	0.6	31	2.5
Language Student Most Often Speaks						
English	39	0.6	49	1.3	8	0.7
Spanish	6,432	97.7	3,652	98.1	1,182	96.8
Other	113	1.7	23	0.6	31	2.5
Country of Birth						
United States	5,505	83.6	3,390	91.0	1,023	83.8
Other	1,079	16.4	334	9.0	198	16.2
Special Student Populations						
TAG Participant	204	3.1	515	13.8	14	1.1
Special Education	6,584	100.0	882	23.7	1,209	99.0
At Risk	6,311	95.9	3,613	97.0	1,109	90.8
Economic Disadvantage	6,102	92.7	3,266	87.7	1,104	90.4
Homeless	63	1.0	44	1.2	7	0.6
Grade Level						
PK	103	1.6	40	1.1	11	0.9
K	363	5.5	115	3.1	131	10.7
1	503	7.6	230	6.2	121	9.9
2	527	8.0	222	6.0	110	9.0
3	597	9.1	316	8.5	104	8.5
4	627	9.5	325	8.7	88	7.2
5	723	11.0	383	10.3	100	8.2
6	609	9.2	398	10.7	95	7.8
7	539	8.2	289	7.8	92	7.5
8	499	7.6	315	8.5	65	5.3
9	526	8.0	335	9.0	72	5.9
10	400	6.1	307	8.2	74	6.1
11	306	4.6	220	5.9	65	5.3
12	262	4.0	229	6.1	93	7.6
Elementary Level	3,443	52.3	1,631	43.8	665	54.5
Secondary Level	3,141	47.7	2,093	56.2	556	45.5

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix G, Table 5: 2022-23 Characteristics of Students Served by DL/ESL Program/Classification by School Level

	Elementary School Grades PK to Five				Secondary School Grades Six to Twelve				Monitored (Elementary) (N = 126)		Monitored (Secondary) (N = 1,528)	
	EBs (N = 35,232)		NonEBs (N = 35,869)		EBs (N = 33,519)		NonEBs (N = 36,224)					
	n	%	n	%	n	%	n	%	n	%	n	%
Sex^a												
Female	17,218	48.9	17,628	49.1	16,317	48.7	18,014	49.7	67	53.2	874	57.2
Male	18,014	51.1	18,236	50.8	17,202	51.3	18,210	50.3	59	46.8	654	42.8
Race/Ethnicity												
African-American	463	1.3	14,527	40.5	321	1.0	13,346	36.8	15	11.9	14	0.9
Hispanic	33,369	94.7	15,627	43.6	32,431	96.8	18,274	50.4	101	80.2	1,472	96.3
White	521	1.5	3,906	10.9	212	0.6	3,070	8.5	2	1.6	12	0.8
Other/Unknown	879	2.5	1,809	5.0	555	1.7	1,534	4.2	8	6.3	30	2.0
Language Spoken at Home												
English	636	1.8	33,469	93.3	380	1.1	28,453	78.5	7	5.6	15	1.0
Spanish	33,230	94.3	2,191	6.1	32,294	96.3	7,380	20.4	98	77.8	1,468	96.1
Other	1,366	3.9	209	0.6	845	2.5	391	1.1	21	16.7	45	2.9
Birth Country												
United States	23,323	66.2	29,312	81.7	26,333	78.6	34,529	95.3	88	69.8	1,408	92.1
Other	11,909	33.8	6,557	18.3	7,186	21.4	1,695	4.7	38	30.2	120	7.9
Special Student Groups												
TAG Participant	5,492	15.6	5,782	16.1	5,957	17.8	8,155	22.5	67	53.2	692	45.3
Special Education	3,443	9.8	3,893	10.9	3,141	9.4	4,688	12.9	10	7.9	31	2.0
At Risk	27,599	78.3	3,348	9.3	31,529	94.1	17,131	47.3	95	75.4	523	34.2
Eco Dis	32,844	93.2	28,634	79.8	30,271	90.3	27,572	76.1	101	80.2	1,289	84.4
Homeless	464	1.3	1,131	3.2	281	0.8	713	2.0	1	0.8	2	0.1

Source: District PEIMS snapshot demographic data file dated 11/01/22.

Note: NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status, and do not include students who were classified as 'untestable.' Percentages may not sum to 100 because of rounding. Eco Dis = economically disadvantaged. ^a = Some students did not have a Sex code, so *ns* may not sum to the total *N*. - = no data in this category.

Appendix H

Appendix H: 2022-23 Percentages of African American and Economically Disadvantaged Opt-In Students (NonEBs) by TWDL Campus

Campus	African American					Economically Disadvantaged				
	NonEBs in TWDL		Campus Totals		Δ	NonEBs in TWDL		Campus Totals		Δ
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	
Adelfa B. Callejo Elementary	0	0.0	102	18.8	-18.8	1	100.0	520	95.8	4.2
Alex Sanger Preparatory	6	4.3	61	8.0	-3.7	34	24.5	510	66.6	-42.1
Anne Frank Elementary	2	18.2	320	29.5	-11.3	10	90.9	892	82.1	8.8
Annie Webb Blanton Elementary	0	0.0	60	9.5	-9.5	9	100.0	603	95.1	4.9
Arlington Park EC Center	0	0.0	28	37.8	-37.8	0	0.0	66	89.2	-89.2
Arthur Kramer Elementary	6	15.8	143	34.2	-18.4	11	28.9	285	68.2	-39.3
Ascher Silberstein Elementary	0	0.0	12	2.5	-2.5	7	100.0	437	89.9	10.1
B.H. Macon Elementary	1	9.1	36	7.1	2.0	10	90.9	463	91.7	-0.8
Barbara Jordan Elementary	0	0.0	43	9.5	-9.5	0	0.0	437	96.3	-96.3
Ben Milam Elementary	0	0.0	84	28.5	-28.5	0	0.0	246	83.4	-83.4
Biomedical Prep. at UT Southwestern	0	0.0	23	18.3	-18.3	3	60.0	65	51.6	8.4
Bishop Arts STEAM Academy	2	15.4	7	2.4	13.0	11	84.6	263	91.0	-6.4
Clinton P. Russell Elementary	0	0.0	80	14.6	-14.6	6	100.0	513	93.4	6.6
Downtown Montessori at Ida B. Wells	7	13.0	73	23.7	-10.7	19	35.2	143	46.4	-11.2
Ebby Halliday Elementary	1	20.0	55	8.8	11.2	4	80.0	528	84.6	-4.6
Edna Rowe Elementary	7	28.0	111	31.8	-3.8	21	84.0	299	85.7	-1.7
Eduardo Mata Montessori	1	3.3	41	5.7	-2.4	12	40.0	424	58.9	-18.9
Edwin J. Kiest Elementary	0	0.0	46	8.1	-8.1	17	89.5	527	92.5	-3.0
Everette Lee DeGolyer Elementary	5	5.4	17	4.7	0.7	27	29.0	174	48.3	-19.3
F.P. Cailliet Elementary	1	5.3	17	3.1	2.2	13	68.4	524	95.1	-26.7
Geneva Heights Elementary	10	8.0	55	16.1	-8.1	24	19.2	157	46.0	-26.8
George H.W. Bush Elementary	2	33.3	194	31.1	2.2	3	50.0	501	80.4	-30.4
George Peabody Elementary	0	0.0	2	0.6	-0.6	9	90.0	332	92.5	-2.5
Harry C. Withers Elementary	0	0.0	12	2.8	-2.8	15	14.9	174	40.7	-25.8
Hogg New Tech Center	0	0.0	28	8.8	-8.8	27	64.3	285	89.9	-25.6
J.N. Ervin Elementary	1	100.0	440	68.6	31.4	0	0.0	628	98.0	-98.0
Jerry R. Junkins Elementary	2	28.6	173	29.8	-1.2	5	71.4	429	74.0	-2.6
Jesús Moroles Expressive Arts Vanguard	7	19.4	73	11.7	7.7	10	27.8	469	74.9	-47.1
Jimmie Tyler Brashear Elementary	2	6.5	83	13.8	-7.3	27	87.1	511	85.0	2.1
John Q. Adams Elementary	1	9.1	18	4.0	5.1	10	90.9	444	98.2	-7.3
John W. Carpenter Elementary	1	100.0	91	49.5	50.5	1	100.0	180	97.8	2.2
John W. Runyon Elementary	1	20.0	141	32.5	-12.5	5	100.0	399	91.9	8.1
K.B. Polk Elementary/Center for TAG	0	0.0	84	20.3	-20.3	4	33.3	338	81.8	-48.5
Kleberg Elementary	4	16.0	144	17.7	-1.7	19	76.0	724	88.8	-12.8
L.L. Hotchkiss Elementary	0	0.0	102	20.6	-20.6	6	46.2	472	95.5	-49.3
L.O. Donald Elementary	0	0.0	9	2.8	-2.8	2	66.7	286	87.5	-20.8
Lakewood Elementary	2	2.6	20	2.1	0.5	2	2.6	63	6.6	-4.0
Maple Lawn Elementary	4	14.8	186	36.8	-22.0	26	96.3	489	96.6	-0.3
Mark Twain School for the TAG	6	60.0	127	61.7	-1.7	7	70.0	161	78.2	-8.2
Martha Turner Reilly Elementary	0	0.0	52	10.5	-10.5	19	35.2	362	73.1	-37.9
Mary McLeod Bethune Elementary	0	0.0	23	4.1	-4.1	3	75.0	496	87.8	-12.8
Mockingbird Elementary	4	3.1	44	6.5	-3.4	8	6.2	155	23.0	-16.8
Montessori Ac. at Onésimo Hernández	2	6.9	35	9.9	-3.0	14	48.3	203	57.5	-9.2
Mount Auburn STEAM Academy	0	0.0	49	9.4	-9.4	0	0.0	471	89.9	-89.9
N.W. Harlee Early Childhood Center	11	37.9	109	61.6	-23.7	25	86.2	144	81.4	4.8
Nathan Adams Elementary	1	8.3	56	14.3	-6.0	7	58.3	351	89.5	-31.2
Nathaniel Hawthorne Elementary	0	0.0	10	2.4	-2.4	0	0.0	365	87.3	-87.3
Oran M. Roberts Elementary	0	0.0	44	12.5	-12.5	8	100.0	333	94.3	5.7
PLP at Sam Houston	10	20.8	59	20.8	0.0	22	45.8	177	62.3	-16.5
Pleasant Grove Elementary	3	37.5	83	17.7	19.8	7	87.5	450	95.9	-8.4
Pre-K Partnerships @ El Kinder	0	0.0	800	59.8	-59.8	0	0.0	1,299	97.2	-97.2
Preston Hollow Elementary	1	11.1	82	20.5	-9.4	7	77.8	303	75.8	2.0
Prestonwood Montessori at E.D. Walker	0	0.0	182	21.9	-21.9	0	0.0	714	85.9	-85.9
Rosemont Lower	5	3.0	23	3.0	0.0	55	33.5	462	61.1	-27.6
Rufus C. Burleson Elementary	0	0.0	200	39.2	-39.2	2	66.7	494	96.9	-30.2
San Jacinto Elementary	2	50.0	38	9.2	40.8	4	100.0	384	93.2	6.8
School for the TAG in Pleasant Grove	2	11.8	5	1.3	10.5	8	47.1	331	86.4	-39.3

table continues

Appendix H (continued)

Campus	African American					Economically Disadvantaged				
	NonEBs in TWDL		Campus Totals		Δ	NonEBs in TWDL		Campus Totals		Δ
	(N = 180)		(N = 6,227)			(N = 896)		(N = 29,746)		
	n	%	n	%	%pts	n	%	n	%	%pts
Seagoville Elementary	0	0.0	68	11.5	-11.5	0	0.0	544	91.9	-91.9
Seagoville North Elementary	2	10.0	143	18.6	-8.6	18	90.0	693	90.1	-0.1
Solar Prep. Boys at John F. Kennedy	8	12.3	71	16.6	-4.3	17	26.2	167	39.1	-12.9
Solar Prep. Girls at James B. Bonham	8	11.0	125	16.8	-5.8	18	24.7	365	49.1	-24.4
Stephen C. Foster Elementary	0	0.0	8	1.3	-1.3	1	100.0	606	97.1	2.9
Stevens Park Elementary	1	10.0	40	6.2	3.8	10	100.0	634	98.4	1.6
Sylvia Méndez CREW Leadership Ac.	0	0.0	24	5.6	-5.6	7	100.0	415	96.1	3.9
T.G. Terry Elementary	5	38.5	63	21.6	16.9	11	84.6	264	90.4	-5.8
Thelma E. Page Richardson Elementary	3	12.5	49	9.7	2.8	18	75.0	467	92.3	-17.3
Tom C. Gooch Elementary	0	0.0	45	12.2	-12.2	3	100.0	322	87.5	12.5
Trinity Heights Talented and Gifted	8	38.1	77	25.7	12.4	14	66.7	240	80.0	-13.3
Urban Park Elementary	1	6.3	24	4.7	1.6	16	100.0	504	98.4	1.6
Walnut Hill Elementary	8	17.0	32	8.0	9.0	31	66.0	312	78.2	-12.2
Whitney M. Young, Jr. Elementary	5	83.3	120	39.0	44.3	6	100.0	280	90.9	9.1
William Lipscomb Elementary	4	5.6	54	12.8	-7.2	30	42.3	303	71.6	-29.3
William M. Anderson Elementary	0	0.0	42	8.3	-8.3	18	100.0	503	99.8	0.2
Winnetka Elementary	4	4.5	7	0.9	3.6	72	81.8	672	88.5	-6.7
Total	180	8.9	6,227	16.9	-8.0	896	44.1	29,746	80.5	-36.4

Source: District PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix I

Appendix I, Table 1: 2022-23 DL/ESL Survey – Characteristics

	DL (N = 51)		ESL (N = 42)	
	n	%	n	%
What is your role on campus?				
Teacher	46	90.2	35	83.3
Administrator	2	3.9	7	16.7
Campus Instructional Coach	3	5.9	0	0.0
What grade level(s) did you primarily work with during the 2022-23 school year?*				
PK-2	27	52.9	7	16.7
3-5	24	47.1	7	16.7
6-8	3	5.9	11	26.2
9-12	0	0.0	21	50.0
How frequently did you interact with a(n) [ESL/DL] instructional specialist in 2022-23?				
Never	1	2.0	2	4.8
1-3 times	6	11.8	9	21.4
4-6 times	12	23.5	6	14.3
7-10 times	8	15.7	6	14.3
More than 10 times	24	47.1	19	45.2

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 2: 2022-23 DL/ESL Survey – Support Medium

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		n	%	n	%	n	%	n	%	n	%
DL											
Rate how beneficial each type of support was from your instructional specialist(s) in 2022-23.											
In-person support	50	0	0.0	5	10.0	12	24.0	33	66.0	0	0.0
Virtual Support	50	0	0.0	3	6.0	15	30.0	15	30.0	17	34.0
ESL											
Rate how beneficial each type of support was from your instructional specialist(s) in 2022-23.											
In-person support	40	2	5.0	5	12.5	14	35.0	19	47.5	0	0.0
Virtual Support	40	3	7.5	6	15.0	12	30.0	9	22.5	10	25.0

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 3: 2022-23 DL/ESL Survey – Supports

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do Not Know	
	<i>N</i>	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2022-23.											
Professional development	50	1	2.0	3	6.0	12	24.0	25	50.0	9	18.0
In-class support	50	0	0.0	4	8.0	11	22.0	32	64.0	3	6.0
Providing resources/materials	50	0	0.0	1	2.0	14	28.0	34	68.0	1	2.0
Classroom observations and feedback	50	1	2.0	2	4.0	15	30.0	26	52.0	6	12.0
PLC or individual lesson planning	50	2	4.0	3	6.0	13	26.0	24	48.0	8	16.0
Classroom modeling/co-teaching	50	2	4.0	2	4.0	11	22.0	26	52.0	9	18.0
Data analyses	50	1	2.0	4	8.0	13	26.0	21	42.0	11	22.0
ESL											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2022-23.											
Professional development	40	4	10.0	5	12.5	11	27.5	14	35.0	6	15.0
In-class support	40	3	7.5	7	17.5	9	22.5	18	45.0	3	7.5
Providing resources/materials	40	2	5.0	7	17.5	11	27.5	20	50.0	0	0.0
Classroom observations and feedback	40	4	10.0	3	7.5	11	27.5	13	32.5	9	22.5
PLC or individual lesson planning	40	3	7.5	7	17.5	11	27.5	12	30.0	7	17.5
Classroom modeling/co-teaching	40	3	7.5	3	7.5	10	25.0	13	32.5	11	27.5
Data analyses	40	4	10.0	3	7.5	12	30.0	11	27.5	10	25.0

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 4: 2022-23 DL/ESL Survey – Professional Development

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2022-23.											
Campus-wide professional development	49	2	4.1	2	4.1	14	28.6	18	36.7	13	26.5
PLCs	49	1	2.0	4	8.2	10	20.4	16	32.7	18	36.7
One-on-one	49	1	2.0	3	6.1	11	22.4	30	61.2	4	8.2
ESL											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2022-23.											
Campus-wide professional development	40	3	7.5	4	10.0	9	22.5	12	30.0	12	30.0
PLCs	40	2	5.0	8	20.0	10	25.0	11	27.5	9	22.5
One-on-one	40	1	2.5	9	22.5	10	25.0	18	45.0	2	5.0

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 5: 2022-23 DL/ESL Survey – Resources

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
Rate how beneficial each of the following resources were for impacting student achievement in 2022-23.											
Supplies and resources for classroom implementation	50	0	0.0	3	6.0	13	26.0	33	66.0	1	2.0
Online resources (Rosetta Stone, Nearpod, etc.)	50	0	0.0	1	2.0	14	28.0	28	56.0	7	14.0
Title III tutoring	50	0	0.0	2	4.0	6	12.0	21	42.0	21	42.0
Curriculum products	50	0	0.0	3	6.0	14	28.0	25	50.0	8	16.0
ESL											
Rate how beneficial each of the following resources were for impacting student achievement in 2022-23.											
Supplies and resources for classroom implementation	42	2	4.8	2	4.8	15	35.7	20	47.6	3	7.1
Online resources (Rosetta Stone, Nearpod, etc.)	42	2	4.8	10	23.8	11	26.2	15	35.7	4	9.5
Title III tutoring	42	4	9.5	5	11.9	7	16.7	11	26.2	15	35.7
Curriculum products	42	3	7.1	8	19.0	10	23.8	14	33.3	7	16.7

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 6: 2022-23 DL/ESL Survey – Collaborative Opportunities

	DL (<i>N</i> = 50)		ESL (<i>N</i> = 42)	
	<i>n</i>	%	<i>n</i>	%
Rate how beneficial the collaborative opportunities and networking events provided by the DL/ESL department were for the support you provided to students. Collaborative opportunities include, but are not limited to, ESL Teachers Back to School event, SWAG, PLC and work sessions, and the ESL/DL Institute.				
Not at all beneficial	0	0.0	3	7.1
Slightly beneficial	3	6.0	5	11.9
Very beneficial	11	22.0	16	38.1
Extremely beneficial	22	44.0	12	28.6
Not applicable/Do not know	14	28.0	6	14.3

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 7: 2022-23 DL/ESL Survey – Differentiated Curriculum and Ellevation

	DL (N = 50)		ESL (N = 42)	
	n	%	n	%
How effectively did the differentiated Dual Language or ESL curriculum meet the needs of EBSPED (ELSPED) students in 2022-23?				
I don't teach a DL or ESL course	4	8.0	4	9.5
I don't use DL or ESL curriculum	3	6.0	5	11.9
Not at all effective	1	2.0	4	9.5
Slightly effective	7	14.0	8	19.0
Very effective	18	36.0	14	33.3
Extremely effective	17	34.0	7	16.7
Did you use the Ellevation platform in 2022-23?				
Yes	11	22.0	20	47.6
No	39	78.0	22	52.4

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 8: 2022-23 DL/ESL Survey – Ellevation Frequency

Appendix I, Table 1: 2022-23 DL, ESL Survey – Ellevation Frequency

	N	Daily		Weekly		Once every 6 weeks		Once a semester		Once a year	
		n	%	n	%	n	%	n	%	n	%
DL											
On the Ellevation platform, how frequently did you use the following in 2022-23?*											
Instructional strategies resources	10	0	0.0	4	40.0	1	10.0	4	40.0	1	10.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	10	1	10.0	3	30.0	1	10.0	5	50.0	0	0.0
ESL											
On the Ellevation platform, how frequently did you use the following in 2022-23?*											
Instructional strategies resources	20	1	5.0	6	30.0	8	40.0	2	10.0	3	15.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	20	3	15.0	5	25.0	5	25.0	5	25.0	2	10.0

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix I, Table 9: 2022-23 DL/ESL Survey – Ellevation Benefit

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
On the Ellevation platform, how beneficial did you find the following in 2022-23?*											
Instructional strategies resources	10	0	0.0	1	10.0	5	50.0	2	20.0	2	20.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	10	0	0.0	1	10.0	5	50.0	1	10.0	3	30.0
ESL											
On the Ellevation platform, how beneficial did you find the following in 2022-23?*											
Instructional strategies resources	20	1	5.0	3	15.0	8	40.0	6	30.0	2	10.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	20	2	10.0	2	10.0	2	10.0	7	35.0	7	35.0

Source: 2022-23 DL/ESL Survey, administered spring 2023.

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

Appendix J

Appendix J, Table 1: 2023 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

2023 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,548	3,113	68.4	1,214	26.7	137	3.0	84	1.8
1	5,082	2,394	47.1	1,925	37.9	549	10.8	214	4.2
2	4,736	1,058	22.3	2,883	60.9	736	15.5	59	1.2
3	4,800	553	11.5	2,166	45.1	1,651	34.4	430	9.0
4	4,899	636	13.0	1,924	39.3	1,812	37.0	527	10.8
5	5,059	484	9.6	1,711	33.8	1,991	39.4	873	17.3
6	4,643	381	8.2	2,018	43.5	1,804	38.9	440	9.5
7	4,506	357	7.9	1,846	41.0	1,806	40.1	497	11.0
8	4,774	239	5.0	2,097	43.9	1,762	36.9	676	14.2
9	5,545	700	12.6	2,724	49.1	1,535	27.7	586	10.6
10	4,514	354	7.8	2,179	48.3	1,357	30.1	624	13.8
11	3,277	141	4.3	1,572	48.0	1,103	33.7	461	14.1
12	2,703	119	4.4	1,354	50.1	918	34.0	312	11.5
K to 2	14,366	6,565	45.7	6,022	41.9	1,422	9.9	357	2.5
3 to 5	14,758	1,673	11.3	5,801	39.3	5,454	37.0	1,830	12.4
6 to 8	13,923	977	7.0	5,961	42.8	5,372	38.6	1,613	11.6
9 to 12	16,039	1,314	8.2	7,829	48.8	4,913	30.6	1,983	12.4
K to 5	29,124	8,238	28.3	11,823	40.6	6,876	23.6	2,187	7.5
6 to 12	29,962	2,291	7.6	13,790	46.0	10,285	34.3	3,596	12.0
All Grades	59,086	10,529	17.8	25,613	43.3	17,161	29.0	5,783	9.8
One-Way Dual Language									
K	3,788	2,772	73.2	947	25.0	50	1.3	19	0.5
1	4,161	2,159	51.9	1,580	38.0	344	8.3	78	1.9
2	3,851	901	23.4	2,351	61.0	560	14.5	39	1.0
3	3,737	460	12.3	1,739	46.5	1,228	32.9	310	8.3
4	3,744	526	14.0	1,501	40.1	1,361	36.4	356	9.5
5	3,841	425	11.1	1,321	34.4	1,488	38.7	607	15.8
6 ^a	595	69	11.6	251	42.2	224	37.6	51	8.6
K to 2	11,800	5,832	49.4	4,878	41.3	954	8.1	136	1.2
3 to 6	11,917	1,480	12.4	4,812	40.4	4,301	36.1	1,324	11.1
K to 6	23,717	7,312	30.8	9,690	40.9	5,255	22.2	1,460	6.2
Two-Way Dual Language									
K	369	181	49.1	157	42.5	21	5.7	10	2.7
1	389	92	23.7	188	48.3	82	21.1	27	6.9
2	442	54	12.2	270	61.1	106	24.0	12	2.7
3	535	34	6.4	206	38.5	222	41.5	73	13.6
4	624	41	6.6	201	32.2	277	44.4	105	16.8
5	620	21	3.4	169	27.3	272	43.9	158	25.5
6 ^a	*	*	*	*	*	*	*	*	*
K to 2	1,200	327	27.3	615	51.3	209	17.4	49	4.1
3 to 6	1,780	96	5.4	576	32.4	772	43.4	336	18.9
K to 6	2,980	423	14.2	1,191	40.0	981	32.9	385	12.9

table continues

Appendix J, Table 1 (continued)

2023 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	94	0	0.0	8	8.5	57	60.6	29	30.9
7	93	1	1.1	16	17.2	49	52.7	27	29.0
8	70	1	1.4	10	14.3	33	47.1	26	37.1
9	101	1	1.0	26	25.7	32	31.7	42	41.6
10	92	5	5.4	36	39.1	31	33.7	20	21.7
11	11	1	9.1	6	54.5	2	18.2	2	18.2
12	28	1	3.6	13	46.4	8	28.6	6	21.4
6 to 8	257	2	0.8	34	13.2	139	54.1	82	31.9
9 to 12	232	8	3.4	81	34.9	73	31.5	70	30.2
6 to 12	489	10	2.0	115	23.5	212	43.4	152	31.1
English as a Second Language									
K	183	85	46.4	40	21.9	32	17.5	26	14.2
1	208	56	26.9	58	27.9	51	24.5	43	20.7
2	211	59	28.0	109	51.7	35	16.6	8	3.8
3	194	24	12.4	66	34.0	77	39.7	27	13.9
4	205	27	13.2	66	32.2	68	33.2	44	21.5
5	193	11	5.7	49	25.4	79	40.9	54	28.0
6	316	142	44.9	114	36.1	49	15.5	11	3.5
7	340	169	49.7	119	35.0	36	10.6	16	4.7
8	333	114	34.2	177	53.2	36	10.8	6	1.8
9	937	503	53.7	371	39.6	46	4.9	17	1.8
10	545	242	44.4	245	45.0	50	9.2	8	1.5
11	323	73	22.6	172	53.3	60	18.6	18	5.6
12	253	60	23.7	128	50.6	53	20.9	12	4.7
K to 2	602	200	33.2	207	34.4	118	19.6	77	12.8
3 to 5	592	62	10.5	181	30.6	224	37.8	125	21.1
6 to 8	989	425	43.0	410	41.5	121	12.2	33	3.3
9 to 12	2,058	878	42.7	916	44.5	209	10.2	55	2.7
K to 5	1,194	262	21.9	388	32.5	342	28.6	202	16.9
6 to 12	3,047	1,303	42.8	1,326	43.5	330	10.8	88	2.9
All Grades	4,241	1,565	36.9	1,714	40.4	672	15.8	290	6.8
Sheltered Classrooms									
6	3,115	156	5.0	1,431	45.9	1,240	39.8	288	9.2
7	3,433	173	5.0	1,491	43.4	1,432	41.7	337	9.8
8	3,740	116	3.1	1,711	45.7	1,390	37.2	523	14.0
9	3,770	183	4.9	2,030	53.8	1,187	31.5	370	9.8
10	2,915	97	3.3	1,531	52.5	911	31.3	376	12.9
11	2,151	57	2.6	1,112	51.7	729	33.9	253	11.8
12	1,786	46	2.6	947	53.0	616	34.5	177	9.9
6 to 8	10,288	445	4.3	4,633	45.0	4,062	39.5	1,148	11.2
9 to 12	10,622	383	3.6	5,620	52.9	3,443	32.4	1,176	11.1
6 to 12	20,910	828	4.0	10,253	49.0	7,505	35.9	2,324	11.1

table continues

Appendix J, Table 1 (continued)

Appendix 2, Table 2 (continued)

2023 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	616	550	89.3	56	9.1	7	1.1	3	0.5
1	785	590	75.2	150	19.1	39	5.0	6	0.8
2	784	356	45.4	378	48.2	44	5.6	6	0.8
3	668	254	38.0	313	46.9	83	12.4	18	2.7
4	578	272	47.1	212	36.7	79	13.7	15	2.6
5	572	278	48.6	204	35.7	76	13.3	14	2.4
6	501	207	41.3	217	43.3	62	12.4	15	3.0
7	466	203	43.6	197	42.3	46	9.9	20	4.3
8	402	117	29.1	218	54.2	59	14.7	8	2.0
9	802	415	51.7	317	39.5	50	6.2	20	2.5
10	425	190	44.7	176	41.4	47	11.1	12	2.8
11	199	65	32.7	87	43.7	36	18.1	11	5.5
12	175	39	22.3	92	52.6	36	20.6	8	4.6
K to 2	2,185	1,496	68.5	584	26.7	90	4.1	15	0.7
3 to 5	1,818	804	44.2	729	40.1	238	13.1	47	2.6
6 to 8	1,369	527	38.5	632	46.2	167	12.2	43	3.1
9 to 12	1,601	709	44.3	672	42.0	169	10.6	51	3.2
K to 5	4,003	2,300	57.5	1,313	32.8	328	8.2	62	1.5
6 to 12	2,970	1,236	41.6	1,304	43.9	336	11.3	94	3.2
All Grades	6,973	3,536	50.7	2,617	37.5	664	9.5	156	2.2
Parent Denials									
K	111	11	9.9	48	43.2	23	20.7	29	26.1
1	220	25	11.4	74	33.6	65	29.5	56	25.5
2	207	35	16.9	137	66.2	35	16.9	0	0.0
3	303	22	7.3	142	46.9	119	39.3	20	6.6
4	302	32	10.6	145	48.0	103	34.1	22	7.3
5	365	18	4.9	151	41.4	143	39.2	53	14.5
6	370	11	3.0	166	44.9	155	41.9	38	10.3
7	267	8	3.0	114	42.7	123	46.1	22	8.2
8	295	6	2.0	128	43.4	126	42.7	35	11.9
9	295	8	2.7	153	51.9	100	33.9	34	11.5
10	266	6	2.3	134	50.4	100	37.6	26	9.8
11	182	5	2.7	76	41.8	76	41.8	25	13.7
12	188	7	3.7	83	44.1	74	39.4	24	12.8
K to 2	538	71	13.2	259	48.1	123	22.9	85	15.8
3 to 5	970	72	7.4	438	45.2	365	37.6	95	9.8
6 to 8	932	25	2.7	408	43.8	404	43.3	95	10.2
9 to 12	931	26	2.8	446	47.9	350	37.6	109	11.7
K to 5	1,508	143	9.5	697	46.2	488	32.4	180	11.9
6 to 12	1,863	51	2.7	854	45.8	754	40.5	204	11.0
All Grades	3,371	194	5.8	1,551	46.0	1,242	36.8	384	11.4

Source: District TELPAS data file dated 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: Includes students enrolled on the PEIMS snapshot date of 11/01/22. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. * = fewer than five students tested in this category.

Appendix J, Table 2: 2022 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

2022 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,768	2,937	61.6	1,558	32.7	164	3.4	109	2.3
1	4,927	2,121	43.0	2,022	41.0	573	11.6	211	4.3
2	4,867	757	15.6	2,822	58.0	1,160	23.8	128	2.6
3	4,945	312	6.3	2,321	46.9	1,813	36.7	499	10.1
4	5,067	494	9.7	2,129	42.0	1,895	37.4	549	10.8
5	5,187	366	7.1	1,667	32.1	2,144	41.3	1,010	19.5
6	4,385	221	5.0	1,696	38.7	1,897	43.3	571	13.0
7	4,579	193	4.2	1,762	38.5	1,918	41.9	706	15.4
8	4,511	175	3.9	1,724	38.2	1,978	43.8	634	14.1
9	4,206	397	9.4	1,879	44.7	1,413	33.6	517	12.3
10	2,897	123	4.2	1,281	44.2	1,061	36.6	432	14.9
11	2,491	85	3.4	1,119	44.9	903	36.3	384	15.4
12	1,655	35	2.1	755	45.6	594	35.9	271	16.4
K to 2	14,562	5,815	39.9	6,402	44.0	1,897	13.0	448	3.1
3 to 5	15,199	1,172	7.7	6,117	40.2	5,852	38.5	2,058	13.5
6 to 8	13,475	589	4.4	5,182	38.5	5,793	43.0	1,911	14.2
9 to 12	11,249	640	5.7	5,034	44.8	3,971	35.3	1,604	14.3
K to 5	29,761	6,987	23.5	12,519	42.1	7,749	26.0	2,506	8.4
6 to 12	24,724	1,229	5.0	10,216	41.3	9,764	39.5	3,515	14.2
All Grades	54,485	8,216	15.1	22,735	41.7	17,513	32.1	6,021	11.1
One-Way Dual Language									
K	3,989	2,641	66.2	1,246	31.2	70	1.8	32	0.8
1	3,945	1,867	47.3	1,605	40.7	385	9.8	88	2.2
2	3,757	637	17.0	2,196	58.5	848	22.6	76	2.0
3	3,757	270	7.2	1,817	48.4	1,358	36.1	312	8.3
4	3,865	427	11.0	1,665	43.1	1,390	36.0	383	9.9
5	3,895	318	8.2	1,305	33.5	1,556	39.9	716	18.4
6 ^a	575	36	6.3	181	31.5	268	46.6	90	15.7
K to 2	11,691	5,145	44.0	5,047	43.2	1,303	11.1	196	1.7
3 to 6	12,092	1,051	8.7	4,968	41.1	4,572	37.8	1,501	12.4
K to 6	23,783	6,196	26.1	10,015	42.1	5,875	24.7	1,697	7.1
Two-Way Dual Language									
K	377	181	48.0	174	46.2	20	5.3	2	0.5
1	459	133	29.0	240	52.3	64	13.9	22	4.8
2	588	67	11.4	325	55.3	168	28.6	28	4.8
3	685	25	3.6	247	36.1	290	42.3	123	18.0
4	627	22	3.5	219	34.9	279	44.5	107	17.1
5	633	11	1.7	159	25.1	302	47.7	161	25.4
6 ^a	*	*	*	*	*	*	*	*	*
K to 2	1,424	381	26.8	739	51.9	252	17.7	52	3.7
3 to 6	1,946	58	3.0	625	32.1	872	44.8	391	20.1
K to 6	3,370	439	13.0	1,364	40.5	1,124	33.4	443	13.1

table continues

Appendix J, Table 2 (continued)

2022 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	45	0	0.0	1	2.2	20	44.4	24	53.3
7	53	0	0.0	1	1.9	17	32.1	35	66.0
8	99	0	0.0	6	6.1	43	43.4	50	50.5
9	101	9	8.9	34	33.7	37	36.6	21	20.8
10	12	0	0.0	7	58.3	3	25	2	16.7
11	39	0	0.0	17	43.6	18	46.2	4	10.3
12	73	1	1.4	25	34.2	30	41.1	17	23.3
6 to 8	197	0	0.0	8	4.1	80	40.6	109	55.3
9 to 12	225	10	4.4	83	36.9	88	39.1	44	19.6
6 to 12	422	10	2.4	91	21.6	168	39.8	153	36.3
English as a Second Language									
K	190	50	26.3	56	29.5	40	21.1	44	23.2
1	212	34	16.0	71	33.5	60	28.3	47	22.2
2	198	18	9.1	93	47.0	72	36.4	15	7.6
3	186	6	3.2	74	39.8	68	36.6	38	20.4
4	182	10	5.5	61	33.5	80	44.0	31	17.0
5	163	11	6.7	36	22.1	67	41.1	49	30.1
6	136	62	45.6	54	39.7	14	10.3	6	4.4
7	163	68	41.7	73	44.8	21	12.9	1	0.6
8	315	123	39.0	149	47.3	29	9.2	14	4.4
9	631	311	49.3	259	41.0	56	8.9	5	0.8
10	351	83	23.6	186	53.0	65	18.5	17	4.8
11	262	39	14.9	147	56.1	59	22.5	17	6.5
12	137	10	7.3	74	54.0	35	25.5	18	13.1
K to 2	600	102	17.0	220	36.7	172	28.7	106	17.7
3 to 5	531	27	5.1	171	32.2	215	40.5	118	22.2
6 to 8	614	253	41.2	276	45.0	64	10.4	21	3.4
9 to 12	1,381	443	32.1	666	48.2	215	15.6	57	4.1
K to 5	1,131	129	11.4	391	34.6	387	34.2	224	19.8
6 to 12	1,995	696	34.9	942	47.2	279	14.0	78	3.9
All Grades	3,126	825	26.4	1,333	42.6	666	21.3	302	9.7
Sheltered Classrooms									
6	3,067	117	3.8	1,269	41.4	1,339	43.7	342	11.2
7	3,789	120	3.2	1,541	40.7	1,607	42.4	521	13.8
8	3,558	49	1.4	1,430	40.2	1,639	46.1	440	12.4
9	2,614	70	2.7	1,279	48.9	980	37.5	285	10.9
10	1,818	31	1.7	846	46.5	716	39.4	225	12.4
11	1,597	43	2.7	765	47.9	586	36.7	203	12.7
12	1,040	18	1.7	491	47.2	385	37.0	146	14.0
6 to 8	10,414	286	2.7	4,240	40.7	4,585	44.0	1,303	12.5
9 to 12	7,069	162	2.3	3,381	47.8	2,667	37.7	859	12.2
6 to 12	17,483	448	2.6	7,621	43.6	7,252	41.5	2,162	12.4

table continues

Appendix J, Table 2 (continued)

Appendix 3, Table 2 (continued)

2022 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	489	417	85.3	61	12.5	5	1.0	6	1.2
1	701	493	70.3	157	22.4	37	5.3	14	2.0
2	798	278	34.8	408	51.1	100	12.5	12	1.5
3	870	161	18.5	455	52.3	199	22.9	55	6.3
4	945	253	26.8	396	41.9	225	23.8	71	7.5
5	756	218	28.8	259	34.3	200	26.5	79	10.4
6	562	142	25.3	263	46.8	129	23.0	28	5.0
7	497	123	24.7	244	49.1	106	21.3	24	4.8
8	471	127	27.0	231	49.0	92	19.5	21	4.5
9	621	270	43.5	265	42.7	74	11.9	12	1.9
10	311	70	22.5	156	50.2	66	21.2	19	6.1
11	269	46	17.1	152	56.5	55	20.4	16	5.9
12	156	11	7.1	79	50.6	47	30.1	19	12.2
K to 2	1,988	1,188	59.8	626	31.5	142	7.1	32	1.6
3 to 5	2,571	632	24.6	1,110	43.2	624	24.3	205	8.0
6 to 8	1,530	392	25.6	738	48.2	327	21.4	73	4.8
9 to 12	1,357	397	29.3	652	48.0	242	17.8	66	4.9
K to 5	4,559	1,820	39.9	1,736	38.1	766	16.8	237	5.2
6 to 12	2,887	789	27.3	1,390	48.1	569	19.7	139	4.8
All Grades	7,446	2,609	35.0	3,126	42.0	1,335	17.9	376	5.0
Parent Denials									
K	143	38	26.6	53	37.1	27	18.9	25	17.5
1	200	25	12.5	70	35.0	54	27.0	51	25.5
2	287	19	6.6	188	65.5	71	24.7	9	3.1
3	295	7	2.4	167	56.6	95	32.2	26	8.8
4	361	25	6.9	170	47.1	138	38.2	28	7.8
5	455	17	3.7	146	32.1	209	45.9	83	18.2
6	278	3	1.1	120	43.2	119	42.8	36	12.9
7	280	5	1.8	111	39.6	114	40.7	50	17.9
8	266	3	1.1	96	36.1	129	48.5	38	14.3
9	237	5	2.1	113	47.7	96	40.5	23	9.7
10	171	3	1.8	72	42.1	62	36.3	34	19.9
11	160	2	1.3	52	32.5	75	46.9	31	19.4
12	97	4	4.1	42	43.3	37	38.1	14	14.4
K to 2	630	82	13.0	311	49.4	152	24.1	85	13.5
3 to 5	1,111	49	4.4	483	43.5	442	39.8	137	12.3
6 to 8	824	11	1.3	327	39.7	362	43.9	124	15.0
9 to 12	665	14	2.1	279	42.0	270	40.6	102	15.3
K to 5	1,741	131	7.5	794	45.6	594	34.1	222	12.8
6 to 12	1,489	25	1.7	606	40.7	632	42.4	226	15.2
All Grades	3,230	156	4.8	1,400	43.3	1,226	38.0	448	13.9

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

Note: Includes students enrolled on the PEIMS snapshot date of 11/01/21. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. * = fewer than five students tested in this category.

Appendix J, Table 3: 2021 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

2021 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,564	2,928	64.2	1,355	29.7	187	4.1	94	2.1
1	4,929	2,011	40.8	2,096	42.5	622	12.6	200	4.1
2	4,861	724	14.9	2,928	60.2	1,132	23.3	77	1.6
3	4,858	365	7.5	2,350	48.4	1,767	36.4	376	7.7
4	4,907	365	7.4	2,095	42.7	1,890	38.5	557	11.4
5	4,964	247	5.0	1,619	32.6	2,104	42.4	994	20.0
6	3,430	178	5.2	1,179	34.4	1,521	44.3	552	16.1
7	3,004	155	5.2	1,102	36.7	1,315	43.8	432	14.4
8	2,680	130	4.9	1,005	37.5	1,199	44.7	346	12.9
9	1,840	102	5.5	807	43.9	616	33.5	315	17.1
10	1,376	101	7.3	583	42.4	479	34.8	213	15.5
11	1,000	25	2.5	446	44.6	363	36.3	166	16.6
12	622	6	1.0	277	44.5	235	37.8	104	16.7
K to 2	14,354	5,663	39.5	6,379	44.4	1,941	13.5	371	2.6
3 to 5	14,729	977	6.6	6,064	41.2	5,761	39.1	1,927	13.1
6 to 8	9,114	463	5.1	3,286	36.1	4,035	44.3	1,330	14.6
9 to 12	4,838	234	4.8	2,113	43.7	1,693	35.0	798	16.5
K to 5	29,083	6,640	22.8	12,443	42.8	7,702	26.5	2,298	7.9
6 to 12	13,952	697	5.0	5,399	38.7	5,728	41.1	2,128	15.3
All Grades	43,035	7,337	17.0	17,842	41.5	13,430	31.2	4,426	10.3
One-Way Dual Language									
K	3,830	2,617	68.3	1,090	28.5	85	2.2	38	1.0
1	3,854	1,782	46.2	1,671	43.4	356	9.2	45	1.2
2	3,783	625	16.5	2,318	61.3	791	20.9	49	1.3
3	3,760	325	8.6	1,874	49.8	1,310	34.8	251	6.7
4	3,793	322	8.5	1,643	43.3	1,432	37.8	396	10.4
5	3,987	225	5.6	1,332	33.4	1,654	41.5	776	19.5
6 ^a	535	48	9.0	180	33.6	244	45.6	63	11.8
K to 2	11,467	5,024	43.8	5,079	44.3	1,232	10.7	132	1.2
3 to 6	12,075	920	7.6	5,029	41.6	4,640	38.4	1,486	12.3
K to 6	23,542	5,944	25.2	10,108	42.9	5,872	24.9	1,618	6.9
Two-Way Dual Language									
K	382	200	52.4	155	40.6	20	5.2	7	1.8
1	590	149	25.3	289	49.0	117	19.8	35	5.9
2	640	53	8.3	379	59.2	194	30.3	14	2.2
3	615	19	3.1	260	42.3	258	42.0	78	12.7
4	558	19	3.4	210	37.6	236	42.3	93	16.7
5	471	9	1.9	121	25.7	225	47.8	116	24.6
6 ^a	12	0	0.0	0	0.0	11	91.7	1	8.3
K to 2	1,612	402	24.9	823	51.1	331	20.5	56	3.5
3 to 6	1,656	47	2.8	591	35.7	730	44.1	288	17.4
K to 6	3,268	449	13.7	1,414	43.3	1,061	32.5	344	10.5
Two-Way Dual Language: Immersion									
K	310	154	49.7	129	41.6	20	6.5	7	2.3
1	519	130	25.0	261	50.3	102	19.7	26	5.0
K to 1	829	284	34.3	390	47.0	122	14.7	33	4.0
Two-Way Dual Language: Enrichment									
K	46	32	69.6	14	30.4	0	0.0	0	0.0
1	55	12	21.8	23	41.8	14	25.5	6	10.9
K to 1	101	44	43.6	37	36.6	14	13.9	6	5.9

table continues

Appendix J, Table 3 (continued)

2021 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	-	-	-	-	-	-	-	-	-
7	61	0	0.0	1	1.6	13	21.3	47	77.0
8	96	0	0.0	7	7.3	35	36.5	54	56.3
9	9	0	0.0	7	77.8	2	22.2	0	0.0
10	19	0	0.0	8	42.1	7	36.8	4	21.1
11	78	1	1.3	38	48.7	28	35.9	11	14.1
12	20	1	5.0	5	25.0	8	40.0	6	30.0
6 to 8	157	0	0.0	8	5.1	48	30.6	101	64.3
9 to 12	126	2	1.6	58	46.0	45	35.7	21	16.7
6 to 12	283	2	0.7	66	23.3	93	32.9	122	43.1
English as a Second Language									
K	203	54	26.6	65	32.0	58	28.6	26	12.8
1	231	43	18.6	60	26.0	71	30.7	57	24.7
2	199	16	8.0	82	41.2	90	45.2	11	5.5
3	194	7	3.6	59	30.4	98	50.5	30	15.5
4	154	10	6.5	49	31.8	61	39.6	34	22.1
5	156	6	3.8	45	28.8	68	43.6	37	23.7
6	180	65	36.1	56	31.1	46	25.6	13	7.2
7	158	86	54.4	51	32.3	11	7.0	10	6.3
8	202	96	47.5	83	41.1	18	8.9	5	2.5
9	231	90	39.0	103	44.6	27	11.7	11	4.8
10	298	91	30.5	144	48.3	51	17.1	12	4.0
11	90	11	12.2	46	51.1	22	24.4	11	12.2
12	74	5	6.8	49	66.2	12	16.2	8	10.8
K to 2	633	113	17.9	207	32.7	219	34.6	94	14.8
3 to 5	504	23	4.6	153	30.4	227	45.0	101	20.0
6 to 8	540	247	45.7	190	35.2	75	13.9	28	5.2
9 to 12	693	197	28.4	342	49.4	112	16.2	42	6.1
K to 5	1,137	136	12.0	360	31.7	446	39.2	195	17.2
6 to 12	1,233	444	36.0	532	43.1	187	15.2	70	5.7
All Grades	2,370	580	24.5	892	37.6	633	26.7	265	11.2
Sheltered Classrooms									
6	2,312	59	2.6	845	36.5	1,057	45.7	351	15.2
7	2,416	64	2.6	975	40.4	1,099	45.5	278	11.5
8	1,982	32	1.6	808	40.8	931	47.0	211	10.6
9	1,158	11	0.9	555	47.9	415	35.8	177	15.3
10	777	10	1.3	359	46.2	302	38.9	106	13.6
11	635	11	1.7	304	47.9	232	36.5	88	13.9
12	404	0	0.0	190	47.0	165	40.8	49	12.1
6 to 8	6,710	155	2.3	2,628	39.2	3,087	46.0	840	12.5
9 to 12	2,974	32	1.1	1,408	47.3	1,114	37.5	420	14.1
6 to 12	9,684	187	1.9	4,036	41.7	4,201	43.4	1,260	13.0

table continues

Appendix J, Table 3 (continued)

Appendix 2, Table 3 (continued)

2021 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	398	327	82.2	46	11.6	13	3.3	12	3.0
1	692	453	65.5	181	26.2	37	5.3	21	3.0
2	772	258	33.4	391	50.6	112	14.5	11	1.4
3	845	173	20.5	409	48.4	217	25.7	46	5.4
4	626	192	30.7	257	41.1	129	20.6	48	7.7
5	511	159	31.1	201	39.3	114	22.3	37	7.2
6	325	119	36.6	124	38.2	64	19.7	18	5.5
7	286	107	37.4	120	42.0	48	16.8	11	3.8
8	234	89	38.0	101	43.2	35	15.0	9	3.8
9	179	69	38.5	68	38.0	25	14.0	17	9.5
10	233	76	32.6	118	50.6	29	12.4	10	4.3
11	88	11	12.5	44	50.0	20	22.7	13	14.8
12	53	4	7.5	32	60.4	12	22.6	5	9.4
K to 2	1,862	1,038	55.7	618	33.2	162	8.7	44	2.4
3 to 5	1,982	524	26.4	867	43.7	460	23.2	131	6.6
6 to 8	845	315	37.3	345	40.8	147	17.4	38	4.5
9 to 12	553	160	28.9	262	47.4	86	15.6	45	8.1
K to 5	3,844	1,562	40.6	1,485	38.6	622	16.2	175	4.6
6 to 12	1,398	475	34.0	607	43.4	233	16.7	83	5.9
All Grades	5,242	2,037	38.9	2,092	39.9	855	16.3	258	4.9
Parent Denials									
K	102	23	22.5	35	34.3	22	21.6	22	21.6
1	204	19	9.3	59	28.9	66	32.4	60	29.4
2	214	19	8.9	137	64.0	55	25.7	3	1.4
3	266	13	4.9	145	54.5	94	35.3	14	5.3
4	371	9	2.4	176	47.4	153	41.2	33	8.9
5	329	6	1.8	115	35.0	147	44.7	61	18.5
6	205	5	2.4	69	33.7	93	45.4	38	18.5
7	170	5	2.9	50	29.4	91	53.5	24	14.1
8	147	2	1.4	61	41.5	73	49.7	11	7.5
9	92	1	1.1	38	41.3	33	35.9	20	21.7
10	64	0	0.0	27	42.2	25	39.1	12	18.8
11	57	0	0.0	20	35.1	26	45.6	11	19.3
12	53	0	0.0	18	34.0	21	39.6	14	26.4
K to 2	520	61	11.7	231	44.4	143	27.5	85	16.3
3 to 5	966	28	2.9	436	45.1	394	40.8	108	11.2
6 to 8	522	12	2.3	180	34.5	257	49.2	73	14.0
9 to 12	266	1	0.4	103	38.7	105	39.5	57	21.4
K to 5	1,486	89	6.0	667	44.9	537	36.1	193	13.0
6 to 12	788	13	1.6	283	35.9	362	45.9	130	16.5
All Grades	2,274	102	4.5	950	41.8	899	39.5	323	14.2

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

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

Appendix K

Appendix K, Table 1: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade One to Five Emergent Bilinguals

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
			Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One												
4,555	Progressed	Beginning	1,700	84.0	990	54.6	135	26.1	20	10.1	2,845	62.5
	1,612	35.4	305	15.1	786	43.3	288	55.6	79	39.7	1,458	32.0
		Advanced	12	0.6	24	1.3	78	15.1	41	20.6	155	3.4
	Regressed	Advanced High	7	0.3	14	0.8	17	3.3	59	29.6	97	2.1
	379	8.3	2,024	100.0	1,814	100.0	518	100.0	199	100.0	4,555	100.0
Grade Two												
4,384	Progressed	Beginning	621	69.8	1,173	43.0	109	15.4	7	12.1	1,910	43.6
	1,681	38.3	236	26.5	1,245	45.6	341	48.3	27	46.6	1,849	42.2
		Advanced	29	3.3	266	9.7	204	28.9	19	32.8	518	11.8
	Regressed	Advanced High	4	0.4	46	1.7	52	7.4	5	8.6	107	2.4
	633	14.4	890	100.0	2,730	100.0	706	100.0	58	100.0	4,384	100.0
Grade Three												
4,443	Progressed	Beginning	256	62.1	384	19.0	28	1.8	1	0.2	669	15.1
	1,667	37.5	156	37.9	1,520	75.2	840	52.7	62	14.9	2,578	58.0
		Advanced	0	0.0	114	5.6	702	44.0	266	64.1	1,082	24.4
	Regressed	Advanced High	0	0.0	4	0.2	24	1.5	86	20.7	114	2.6
	298	6.7	412	100.0	2,022	100.0	1,594	100.0	415	100.0	4,443	100.0
Grade Four												
4,542	Progressed	Beginning	186	39.7	111	6.1	8	0.5	0	0.0	305	6.7
	1,113	24.5	277	59.1	1,310	71.8	485	27.9	30	5.9	2,102	46.3
		Advanced	6	1.3	378	20.7	1,041	59.8	251	49.3	1,676	36.9
	Regressed	Advanced High	0	0.0	25	1.4	206	11.8	228	44.8	459	10.1
	892	19.6	469	100.0	1,824	100.0	1,740	100.0	509	100.0	4,542	100.0
Grade Five												
4,716	Progressed	Beginning	251	71.7	223	13.9	11	0.6	1	0.1	486	10.3
	1,773	37.6	98	28.0	1,101	68.9	694	36.1	68	8.0	1,961	41.6
		Advanced	1	0.3	251	15.7	1,083	56.3	428	50.7	1,763	37.4
	Regressed	Advanced High	0	0.0	24	1.5	134	7.0	348	41.2	506	10.7
	508	10.8	350	100.0	1,599	100.0	1,922	100.0	845	100.0	4,716	100.0
Grades One to Two												
8,939	Progressed	Beginning	2,321	79.6	2,163	47.6	244	19.9	27	10.5	4,755	53.2
	3,293	36.8	541	18.6	2,031	44.7	629	51.4	106	41.2	3,307	37.0
		Advanced	41	1.4	290	6.4	282	23.0	60	23.3	673	7.5
	Regressed	Advanced High	11	0.4	60	1.3	69	5.6	64	24.9	204	2.3
	1,012	11.3	2,914	100.0	4,544	100.0	1,224	100.0	257	100.0	8,939	100.0
Grades Three to Five												
13,701	Progressed	Beginning	693	56.3	718	13.2	47	0.9	2	0.1	1,460	10.7
	4,553	33.2	531	43.1	3,931	72.2	2,019	38.4	160	9.0	6,641	48.5
		Advanced	7	0.6	743	13.6	2,826	53.8	945	53.4	4,521	33.0
	Regressed	Advanced High	0	0.0	53	1.0	364	6.9	662	37.4	1,079	7.9
	1,698	12.4	1,231	100.0	5,445	100.0	5,256	100.0	1,769	100.0	13,701	100.0
Grades One to Five												
22,640	Progressed	Beginning	3,014	72.7	2,881	28.8	291	4.5	29	1.4	6,215	27.5
	7,846	34.7	1,072	25.9	5,962	59.7	2,648	40.9	266	13.1	9,948	43.9
		Advanced	48	1.2	1,033	10.3	3,108	48.0	1,005	49.6	5,194	22.9
	Regressed	Advanced High	11	0.3	113	1.1	433	6.7	726	35.8	1,283	5.7
	2,710	12.0	4,145	100.0	9,989	100.0	6,480	100.0	2,026	100.0	22,640	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 2: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals

		Progressed/ Regressed <i>n</i> %	2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total <i>n</i> %	
Rated <i>N</i>	Beginning <i>n</i> %			Intermediate <i>n</i> %	Advanced <i>n</i> %	Adv High <i>n</i> %							
Grade Six													
4,323	Progressed	Beginning	164	61.2	145	7.7	4	0.2	2	0.5	315	7.3	
	855	19.8	Intermediate	92	34.3	986	52.3	286	16.4	14	3.3	1,378	31.9
			Advanced	11	4.1	670	35.5	972	55.6	124	29.5	1,777	41.1
	Regressed	Advanced High	1	0.4	86	4.6	486	27.8	280	66.7	853	19.7	
	1,346	31.1	2022 Total	268	100.0	1,887	100.0	1,748	100.0	420	100.0	4,323	100.0
Grade Seven													
4,016	Progressed	Beginning	109	49.8	106	6.5	8	0.5	0	0.0	223	5.6	
	967	24.1	Intermediate	105	47.9	1,027	63.3	368	21.8	19	3.9	1,519	37.8
			Advanced	5	2.3	459	28.3	1,057	62.6	219	45.2	1,740	43.3
	Regressed	Advanced High	0	0.0	31	1.9	256	15.2	247	50.9	534	13.3	
	856	21.3	2022 Total	219	100.0	1,623	100.0	1,689	100.0	485	100.0	4,016	100.0
Grade Eight													
4,195	Progressed	Beginning	68	46.6	110	6.2	4	0.2	0	0.0	182	4.3	
	1,161	27.7	Intermediate	73	50.0	1,072	60.6	391	24.1	33	5.0	1,569	37.4
			Advanced	5	3.4	556	31.4	970	59.7	246	37.5	1,777	42.4
	Regressed	Advanced High	0	0.0	30	1.7	260	16.0	377	57.5	667	15.9	
	924	22.0	2022 Total	146	100.0	1,768	100.0	1,625	100.0	656	100.0	4,195	100.0
Grades Six to Eight													
12,534	Progressed	Beginning	341	53.9	361	6.8	16	0.3	2	0.1	720	5.7	
	2,983	23.8	Intermediate	270	42.7	3,085	58.5	1,045	20.6	66	4.2	4,466	35.6
			Advanced	21	3.3	1,685	31.9	2,999	59.2	589	37.7	5,294	42.2
	Regressed	Advanced High	1	0.2	147	2.8	1,002	19.8	904	57.9	2,054	16.4	
	3,126	24.9	2022 Total	633	100.0	5,278	100.0	5,062	100.0	1,561	100.0	12,534	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 3: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
4,068	Progressed		Beginning	119	42.8	77	3.8	1	0.1	0	0.0	197	4.8
	807	19.8	Intermediate	152	54.7	1,135	55.7	226	18.1	20	4.0	1,533	37.7
			Advanced	7	2.5	751	36.9	819	65.5	188	37.4	1,765	43.4
	Regressed		Advanced High	0	0.0	74	3.6	204	16.3	295	58.6	573	14.1
	1,188	29.2	2022 Total	278	100.0	2,037	100.0	1,250	100.0	503	100.0	4,068	100.0
Grade Ten													
3,429	Progressed		Beginning	148	62.2	95	6.1	2	0.2	0	0.0	245	7.1
	953	27.8	Intermediate	84	35.3	1,028	65.7	293	27.5	52	9.2	1,457	42.5
			Advanced	5	2.1	396	25.3	638	60.0	217	38.5	1,256	36.6
	Regressed		Advanced High	1	0.4	45	2.9	131	12.3	294	52.2	471	13.7
	662	19.3	2022 Total	238	100.0	1,564	100.0	1,064	100.0	563	100.0	3,429	100.0
Grade Eleven													
2,436	Progressed		Beginning	47	51.1	30	2.7	1	0.1	0	0.0	78	3.2
	655	26.9	Intermediate	40	43.5	709	64.6	226	26.7	42	10.6	1,017	41.7
			Advanced	5	5.4	323	29.4	484	57.1	134	33.7	946	38.8
	Regressed		Advanced High	0	0.0	36	3.3	137	16.2	222	55.8	395	16.2
	541	22.2	2022 Total	92	100.0	1,098	100.0	848	100.0	398	100.0	2,436	100.0
Grade Twelve													
1,962	Progressed		Beginning	33	45.2	28	2.9	2	0.3	1	0.4	64	3.3
	450	22.9	Intermediate	33	45.2	599	63.1	171	24.8	25	10.0	828	42.2
			Advanced	6	8.2	263	27.7	389	56.4	91	36.5	749	38.2
	Regressed		Advanced High	1	1.4	60	6.3	128	18.6	132	53.0	321	16.4
	491	25.0	2022 Total	73	100.0	950	100.0	690	100.0	249	100.0	1,962	100.0
Grade Nine to Twelve													
11,895	Progressed		Beginning	347	51.0	230	4.1	6	0.2	1	0.1	584	4.9
	2,865	24.1	Intermediate	309	45.4	3,471	61.4	916	23.8	139	8.1	4,835	40.6
			Advanced	23	3.4	1,733	30.7	2,330	60.5	630	36.8	4,716	39.6
	Regressed		Advanced High	2	0.3	215	3.8	600	15.6	943	55.0	1,760	14.8
	2,882	24.2	2022 Total	681	100.0	5,649	100.0	3,852	100.0	1,713	100.0	11,895	100.0
All Secondary (Grades Six to Twelve)													
24,429	Progressed		Beginning	688	52.4	591	5.4	22	0.2	3	0.1	1,304	5.3
	5,848	23.9	Intermediate	579	44.1	6,556	60.0	1,961	22.0	205	6.3	9,301	38.1
			Advanced	44	3.3	3,418	31.3	5,329	59.8	1,219	37.2	10,010	41.0
	Regressed		Advanced High	3	0.2	362	3.3	1,602	18.0	1,847	56.4	3,814	15.6
	6,008	24.6	2022 Total	1,314	100.0	10,927	100.0	8,914	100.0	3,274	100.0	24,429	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 4: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Emergent Bilinguals in One-Way Dual Language Program

One-Way Dual Language Program													
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
3,757	Progressed		Beginning	1,589	85.8	844	56.1	103	31.4	13	17.8	2,549	67.8
	1,208	32.2	Intermediate	251	13.6	645	42.9	188	57.3	44	60.3	1,128	30.0
			Advanced	6	0.3	12	0.8	32	9.8	8	11.0	58	1.5
	Regressed		Advanced High	5	0.3	4	0.3	5	1.5	8	11.0	22	0.6
	283	7.5	2022 Total	1,851	100.0	1,505	100.0	328	100.0	73	100.0	3,757	100.0
Grade Two													
3,573	Progressed		Beginning	553	72.6	1,047	47.0	100	18.3	5	13.2	1,705	47.7
	1,458	40.8	Intermediate	187	24.5	980	44.0	273	50.0	18	47.4	1,458	40.8
			Advanced	21	2.8	177	7.9	143	26.2	12	31.6	353	9.9
	Regressed		Advanced High	1	0.1	23	1.0	30	5.5	3	7.9	57	1.6
	439	12.3	2022 Total	762	100.0	2,227	100.0	546	100.0	38	100.0	3,573	100.0
Grade Three													
3,448	Progressed		Beginning	220	64.7	331	20.4	22	1.9	1	0.3	574	16.6
	1,287	37.3	Intermediate	120	35.3	1,203	74.0	633	53.6	50	16.6	2,006	58.2
			Advanced	0	0.0	88	5.4	512	43.3	196	65.1	796	23.1
	Regressed		Advanced High	0	0.0	3	0.2	15	1.3	54	17.9	72	2.1
	226	6.6	2022 Total	340	100.0	1,625	100.0	1,182	100.0	301	100.0	3,448	100.0
Grade Four													
3,472	Progressed		Beginning	165	42.9	92	6.4	5	0.4	0	0.0	262	7.5
	822	23.7	Intermediate	214	55.6	1,036	72.5	380	28.9	23	6.7	1,653	47.6
			Advanced	6	1.6	279	19.5	796	60.6	185	53.6	1,266	36.5
	Regressed		Advanced High	0	0.0	22	1.5	132	10.1	137	39.7	291	8.4
	653	18.8	2022 Total	385	100.0	1,429	100.0	1,313	100.0	345	100.0	3,472	100.0
Grade Five													
3,591	Progressed		Beginning	228	74.8	174	14.0	10	0.7	1	0.2	413	11.5
	1,325	36.9	Intermediate	76	24.9	862	69.3	544	37.6	50	8.4	1,532	42.7
			Advanced	1	0.3	188	15.1	798	55.2	306	51.3	1,293	36.0
	Regressed		Advanced High	0	0.0	19	1.5	94	6.5	240	40.2	353	9.8
	378	10.5	2022 Total	305	100.0	1,243	100.0	1,446	100.0	597	100.0	3,591	100.0
Grade Six ^a													
537	Progressed		Beginning	42	77.8	40	18.0	0	0.0	0	0.0	82	15.3
	127	23.6	Intermediate	12	22.2	126	56.8	41	19.1	3	6.5	182	33.9
			Advanced	0	0.0	54	24.3	139	64.7	11	23.9	204	38.0
	Regressed		Advanced High	0	0.0	2	0.9	35	16.3	32	69.6	69	12.8
	103	19.2	2022 Total	54	100.0	222	100.0	215	100.0	46	100.0	537	100.0
Grades One to Two													
7,330	Progressed		Beginning	2,142	82.0	1,891	50.7	203	23.2	18	16.2	4,254	58.0
	2,666	36.4	Intermediate	438	16.8	1,625	43.5	461	52.7	62	55.9	2,586	35.3
			Advanced	27	1.0	189	5.1	175	20.0	20	18.0	411	5.6
	Regressed		Advanced High	6	0.2	27	0.7	35	4.0	11	9.9	79	1.1
	722	9.8	2022 Total	2,613	100.0	3,732	100.0	874	100.0	111	100.0	7,330	100.0
Grades Three to Six													
11,048	Progressed		Beginning	655	60.4	637	14.1	37	0.9	2	0.2	1,331	12.0
	3,561	32.2	Intermediate	422	38.9	3,227	71.4	1,598	38.5	126	9.8	5,373	48.6
			Advanced	7	0.6	609	13.5	2,245	54.0	698	54.2	3,559	32.2
	Regressed		Advanced High	0	0.0	46	1.0	276	6.6	463	35.9	785	7.1
	1,360	12.3	2022 Total	1,084	100.0	4,519	100.0	4,156	100.0	1,289	100.0	11,048	100.0
Grades One to Six													
18,378	Progressed		Beginning	2,797	75.7	2,528	30.6	240	4.8	20	1.4	5,585	30.4
	6,227	33.9	Intermediate	860	23.3	4,852	58.8	2,059	40.9	188	13.4	7,959	43.3
			Advanced	34	0.9	798	9.7	2,420	48.1	718	51.3	3,970	21.6
	Regressed		Advanced High	6	0.2	73	0.9	311	6.2	474	33.9	864	4.7
	2,082	11.3	2022 Total	3,697	100.0	8,251	100.0	5,030	100.0	1,400	100.0	18,378	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. ^a = Grade six students who were housed at a OWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023.

Appendix K, Table 5: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Emergent Bilinguals in Two-Way Dual Language Program

Two-Way Dual Language Program													
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
370	Progressed		Beginning	62	72.9	92	51.1	10	12.7	4	15.4	168	45.4
	185	50.0	Intermediate	23	27.1	86	47.8	57	72.2	11	42.3	177	47.8
			Advanced	0	0.0	1	0.6	11	13.9	6	23.1	18	4.9
	Regressed		Advanced High	0	0.0	1	0.6	1	1.3	5	19.2	7	1.9
	26	7.0	2022 Total	85	100.0	180	100.0	79	100.0	26	100.0	370	100.0
Grade Two													
425	Progressed		Beginning	26	54.2	87	33.0	7	6.9	1	8.3	121	28.5
	159	37.4	Intermediate	21	43.8	152	57.6	53	52.5	6	50.0	232	54.6
			Advanced	1	2.1	18	6.8	35	34.7	5	41.7	59	13.9
	Regressed		Advanced High	0	0.0	7	2.7	6	5.9	0	0.0	13	3.1
	53	12.5	2022 Total	48	100.0	264	100.0	101	100.0	12	100.0	425	100.0
Grade Three													
518	Progressed		Beginning	17	56.7	25	12.6	2	0.9	0	0.0	44	8.5
	210	40.5	Intermediate	13	43.3	162	81.8	112	51.1	9	12.7	296	57.1
			Advanced	0	0.0	10	5.1	100	45.7	46	64.8	156	30.1
	Regressed		Advanced High	0	0.0	1	0.5	5	2.3	16	22.5	22	4.2
	29	5.6	2022 Total	30	100.0	198	100.0	219	100.0	71	100.0	518	100.0
Grade Four													
601	Progressed		Beginning	9	25.7	11	5.7	2	0.7	0	0.0	22	3.7
	174	29.0	Intermediate	26	74.3	124	64.6	57	21.1	4	3.8	211	35.1
			Advanced	0	0.0	55	28.6	169	62.6	39	37.5	263	43.8
	Regressed		Advanced High	0	0.0	2	1.0	42	15.6	61	58.7	105	17.5
	125	20.8	2022 Total	35	100.0	192	100.0	270	100.0	104	100.0	601	100.0
Grade Five													
599	Progressed		Beginning	9	50.0	17	10.5	0	0.0	0	0.0	26	4.3
	253	42.2	Intermediate	9	50.0	108	66.7	84	31.5	11	7.2	212	35.4
			Advanced	0	0.0	33	20.4	159	59.6	74	48.7	266	44.4
	Regressed		Advanced High	0	0.0	4	2.5	24	9.0	67	44.1	95	15.9
	70	11.7	2022 Total	18	100.0	162	100.0	267	100.0	152	100.0	599	100.0
Grade Six ^a													
0	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	0.0	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
			Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	0.0	2022 Total	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Grades One to Two													
795	Progressed		Beginning	88	66.2	179	40.3	17	9.4	5	13.2	289	36.4
	344	43.3	Intermediate	44	33.1	238	53.6	110	61.1	17	44.7	409	51.4
			Advanced	1	0.8	19	4.3	46	25.6	11	28.9	77	9.7
	Regressed		Advanced High	0	0.0	8	1.8	7	3.9	5	13.2	20	2.5
	79	9.9	2022 Total	133	100.0	444	100.0	180	100.0	38	100.0	795	100.0
Grades Three to Six													
1,718	Progressed		Beginning	35	42.2	53	9.6	4	0.5	0	0.0	92	5.4
	637	37.1	Intermediate	48	57.8	394	71.4	253	33.5	24	7.3	719	41.9
			Advanced	0	0.0	98	17.8	428	56.6	159	48.6	685	39.9
	Regressed		Advanced High	0	0.0	7	1.3	71	9.4	144	44.0	222	12.9
	224	13.0	2022 Total	83	100.0	552	100.0	756	100.0	327	100.0	1,718	100.0
Grades One to Six													
2,513	Progressed		Beginning	123	56.9	232	23.3	21	2.2	5	1.4	381	15.2
	981	39.0	Intermediate	92	42.6	632	63.5	363	38.8	41	11.2	1,128	44.9
			Advanced	1	0.5	117	11.7	474	50.6	170	46.6	762	30.3
	Regressed		Advanced High	0	0.0	15	1.5	78	8.3	149	40.8	242	9.6
	303	12.1	2022 Total	216	100.0	996	100.0	936	100.0	365	100.0	2,513	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. ^a = Grade six students who were housed at a TWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. - = no data in this category.

Appendix K, Table 6: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in Secondary Dual Language Program

Rated <i>N</i>	Progressed/ Regressed		2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
93	Progressed		Beginning	0	0.0	1	12.5	0	0.0	0	0.0	1	1.1
	34	36.6	Intermediate	0	0.0	3	37.5	4	7.1	0	0.0	7	7.5
			Advanced	0	0.0	4	50.0	26	46.4	2	6.9	32	34.4
	Regressed		Advanced High	0	0.0	0	0.0	26	46.4	27	93.1	53	57.0
	30	32.3	2022 Total	0	0.0	8	100.0	56	100.0	29	100.0	93	100.0
Grade Seven													
92	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	34	37.0	Intermediate	1	100.0	10	66.7	7	14.3	1	3.7	19	20.7
			Advanced	0	0.0	5	33.3	35	71.4	7	25.9	47	51.1
	Regressed		Advanced High	0	0.0	0	0.0	7	14.3	19	70.4	26	28.3
	13	14.1	2022 Total	1	100.0	15	100.0	49	100.0	27	100.0	92	100.0
Grade Eight													
68	Progressed		Beginning	1	100.0	0	0.0	0	0.0	0	0.0	1	1.5
	31	45.6	Intermediate	0	0.0	5	55.6	5	15.6	0	0.0	10	14.7
			Advanced	0	0.0	3	33.3	16	50.0	3	11.5	22	32.4
	Regressed		Advanced High	0	0.0	1	11.1	11	34.4	23	88.5	35	51.5
	15	22.1	2022 Total	1	100.0	9	100.0	32	100.0	26	100.0	68	100.0
Grades Six to Eight													
253	Progressed		Beginning	1	50.0	1	3.1	0	0.0	0	0.0	2	0.8
	99	39.1	Intermediate	1	50.0	18	56.3	16	11.7	1	1.2	36	14.2
			Advanced	0	0.0	12	37.5	77	56.2	12	14.6	101	39.9
	Regressed		Advanced High	0	0.0	1	3.1	44	32.1	69	84.1	114	45.1
	58	22.9	2022 Total	2	100.0	32	100.0	137	100.0	82	100.0	253	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 7: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in Secondary Dual Language Program (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
92	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	44	47.8	Intermediate	1	100.0	3	15.0	2	6.9	1	2.4	7	7.6
			Advanced	0	0.0	13	65.0	14	48.3	12	28.6	39	42.4
	Regressed		Advanced High	0	0.0	4	20.0	13	44.8	29	69.0	46	50.0
	31	33.7	2022 Total	1	100.0	20	100.0	29	100.0	42	100.0	92	100.0
Grade Ten													
84	Progressed		Beginning	3	75.0	1	3.1	0	0.0	0	0.0	4	4.8
	26	31.0	Intermediate	1	25.0	19	59.4	5	17.9	2	10.0	27	32.1
			Advanced	0	0.0	10	31.3	18	64.3	5	25.0	33	39.3
	Regressed		Advanced High	0	0.0	2	6.3	5	17.9	13	65.0	20	23.8
	18	21.4	2022 Total	4	100.0	32	100.0	28	100.0	20	100.0	84	100.0
Grade Eleven													
11	Progressed		Beginning	1	100.0	0	0.0	0	0.0	0	0.0	1	9.1
	3	27.3	Intermediate	0	0.0	6	100.0	1	50.0	0	0.0	7	63.6
			Advanced	0	0.0	0	0.0	1	50.0	0	0.0	1	9.1
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	2	100.0	2	18.2
	0	0.0	2022 Total	1	100.0	6	100.0	2	100.0	2	100.0	11	100.0
Grade Twelve													
24	Progressed		Beginning	1	100.0	0	0.0	0	0.0	0	0.0	1	4.2
	8	33.3	Intermediate	0	0.0	3	30.0	2	28.6	1	16.7	6	25.0
			Advanced	0	0.0	6	60.0	5	71.4	2	33.3	13	54.2
	Regressed		Advanced High	0	0.0	1	10.0	0	0.0	3	50.0	4	16.7
	7	29.2	2022 Total	1	100.0	10	100.0	7	100.0	6	100.0	24	100.0
Grade Nine to Twelve													
211	Progressed		Beginning	5	71.4	1	1.5	0	0.0	0	0.0	6	2.8
	81	38.4	Intermediate	2	28.6	31	45.6	10	15.2	4	5.7	47	22.3
			Advanced	0	0.0	29	42.6	38	57.6	19	27.1	86	40.8
	Regressed		Advanced High	0	0.0	7	10.3	18	27.3	47	67.1	72	34.1
	56	26.5	2022 Total	7	100.0	68	100.0	66	100.0	70	100.0	211	100.0
All Secondary (Grades Six to Twelve)													
464	Progressed		Beginning	6	66.7	2	2.0	0	0.0	0	0.0	8	1.7
	180	38.8	Intermediate	3	33.3	49	49.0	26	12.8	5	3.3	83	17.9
			Advanced	0	0.0	41	41.0	115	56.7	31	20.4	187	40.3
	Regressed		Advanced High	0	0.0	8	8.0	62	30.5	116	76.3	186	40.1
	114	24.6	2022 Total	9	100.0	100	100.0	203	100.0	152	100.0	464	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 8: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade One to Five Emergent Bilinguals in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed		2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
158	Progressed		Beginning	16	45.7	18	42.9	3	7.1	1	2.6	38	24.1
	74	46.8	Intermediate	14	40.0	13	31.0	14	33.3	6	15.4	47	29.7
			Advanced	4	11.4	5	11.9	19	45.2	11	28.2	39	24.7
	Regressed		Advanced High	1	2.9	6	14.3	6	14.3	21	53.8	34	21.5
	36	22.8	2022 Total	35	100.0	42	100.0	42	100.0	39	100.0	158	100.0
Grade Two													
172	Progressed		Beginning	24	60.0	20	21.1	2	6.9	1	12.5	47	27.3
	39	22.7	Intermediate	12	30.0	37	38.9	9	31.0	3	37.5	61	35.5
			Advanced	3	7.5	30	31.6	13	44.8	2	25.0	48	27.9
	Regressed		Advanced High	1	2.5	8	8.4	5	17.2	2	25.0	16	9.3
	59	34.3	2022 Total	40	100.0	95	100.0	29	100.0	8	100.0	172	100.0
Grade Three													
164	Progressed		Beginning	6	50.0	10	18.2	1	1.4	0	0.0	17	10.4
	66	40.2	Intermediate	6	50.0	41	74.5	31	42.5	2	8.3	80	48.8
			Advanced	0	0.0	4	7.3	39	53.4	13	54.2	56	34.1
	Regressed		Advanced High	0	0.0	0	0.0	2	2.7	9	37.5	11	6.7
	12	7.3	2022 Total	12	100.0	55	100.0	73	100.0	24	100.0	164	100.0
Grade Four													
169	Progressed		Beginning	3	30.0	3	5.4	1	1.6	0	0.0	7	4.1
	64	37.9	Intermediate	7	70.0	36	64.3	21	32.8	0	0.0	64	37.9
			Advanced	0	0.0	16	28.6	28	43.8	16	41.0	60	35.5
	Regressed		Advanced High	0	0.0	1	1.8	14	21.9	23	59.0	38	22.5
	38	22.5	2022 Total	10	100.0	56	100.0	64	100.0	39	100.0	169	100.0
Grade Five													
154	Progressed		Beginning	4	100.0	7	19.4	0	0.0	0	0.0	11	7.1
	74	48.1	Intermediate	0	0.0	26	72.2	19	28.8	3	6.3	48	31.2
			Advanced	0	0.0	3	8.3	40	60.6	22	45.8	65	42.2
	Regressed		Advanced High	0	0.0	0	0.0	7	10.6	23	47.9	30	19.5
	10	6.5	2022 Total	4	100.0	36	100.0	66	100.0	48	100.0	154	100.0
Grades One to Two													
330	Progressed		Beginning	40	53.3	38	27.7	5	7.0	2	4.3	85	25.8
	113	34.2	Intermediate	26	34.7	50	36.5	23	32.4	9	19.1	108	32.7
			Advanced	7	9.3	35	25.5	32	45.1	13	27.7	87	26.4
	Regressed		Advanced High	2	2.7	14	10.2	11	15.5	23	48.9	50	15.2
	95	28.8	2022 Total	75	100.0	137	100.0	71	100.0	47	100.0	330	100.0
Grades Three to Five													
487	Progressed		Beginning	13	50.0	20	13.6	2	1.0	0	0.0	35	7.2
	204	41.9	Intermediate	13	50.0	103	70.1	71	35.0	5	4.5	192	39.4
			Advanced	0	0.0	23	15.6	107	52.7	51	45.9	181	37.2
	Regressed		Advanced High	0	0.0	1	0.7	23	11.3	55	49.5	79	16.2
	60	12.3	2022 Total	26	100.0	147	100.0	203	100.0	111	100.0	487	100.0
Grades One to Five													
817	Progressed		Beginning	53	52.5	58	20.4	7	2.6	2	1.3	120	14.7
	317	38.8	Intermediate	39	38.6	153	53.9	94	34.3	14	8.9	300	36.7
			Advanced	7	6.9	58	20.4	139	50.7	64	40.5	268	32.8
	Regressed		Advanced High	2	2.0	15	5.3	34	12.4	78	49.4	129	15.8
	155	19.0	2022 Total	101	100.0	284	100.0	274	100.0	158	100.0	817	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 9: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in English as a Second Language Program

Bilingual in English as a Second Language Program													
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
162	Progressed		Beginning	46	88.5	22	34.4	1	2.7	0	0.0	69	42.6
	40	24.7	Intermediate	6	11.5	31	48.4	8	21.6	0	0.0	45	27.8
			Advanced	0	0.0	10	15.6	16	43.2	4	44.4	30	18.5
			Advanced High	0	0.0	1	1.6	12	32.4	5	55.6	18	11.1
	29	17.9	2022 Total	52	100.0	64	100.0	37	100.0	9	100.0	162	100.0
Grade Seven													
147	Progressed		Beginning	42	82.4	37	56.9	2	10.0	0	0.0	81	55.1
	52	35.4	Intermediate	9	17.6	27	41.5	2	10.0	2	18.2	40	27.2
			Advanced	0	0.0	1	1.5	14	70.0	3	27.3	18	12.2
			Advanced High	0	0.0	0	0.0	2	10.0	6	54.5	8	5.4
	12	8.2	2022 Total	51	100.0	65	100.0	20	100.0	11	100.0	147	100.0
Grade Eight													
173	Progressed		Beginning	39	84.8	42	41.2	1	4.3	0	0.0	82	47.4
	60	34.7	Intermediate	6	13.0	49	48.0	15	65.2	0	0.0	70	40.5
			Advanced	1	2.2	10	9.8	7	30.4	1	50.0	19	11.0
			Advanced High	0	0.0	1	1.0	0	0.0	1	50.0	2	1.2
	18	10.4	2022 Total	46	100.0	102	100.0	23	100.0	2	100.0	173	100.0
Grades Six to Eight													
482	Progressed		Beginning	127	85.2	101	43.7	4	5.0	0	0.0	232	48.1
	152	31.5	Intermediate	21	14.1	107	46.3	25	31.3	2	9.1	155	32.2
			Advanced	1	0.7	21	9.1	37	46.3	8	36.4	67	13.9
			Advanced High	0	0.0	2	0.9	14	17.5	12	54.5	28	5.8
	59	12.2	2022 Total	149	100.0	231	100.0	80	100.0	22	100.0	482	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 10: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in English as a Second Language Program (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
317	Progressed		Beginning	95	72.0	55	37.7	0	0.0	0	0.0	150	47.3
	73	23.0	Intermediate	37	28.0	81	55.5	8	27.6	1	10.0	127	40.1
			Advanced	0	0.0	10	6.8	15	51.7	2	20.0	27	8.5
	Regressed		Advanced High	0	0.0	0	0.0	6	20.7	7	70.0	13	4.1
	53	16.7	2022 Total	132	100.0	146	100.0	29	100.0	10	100.0	317	100.0
Grade Ten													
397	Progressed		Beginning	134	77.0	62	34.3	0	0.0	0	0.0	196	49.4
	86	21.7	Intermediate	40	23.0	104	57.5	16	47.1	1	12.5	161	40.6
			Advanced	0	0.0	15	8.3	18	52.9	4	50.0	37	9.3
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	3	37.5	3	0.8
	55	13.9	2022 Total	174	100.0	181	100.0	34	100.0	8	100.0	397	100.0
Grade Eleven													
233	Progressed		Beginning	33	67.3	11	8.8	0	0.0	0	0.0	44	18.9
	46	19.7	Intermediate	15	30.6	94	75.2	21	46.7	0	0.0	130	55.8
			Advanced	1	2.0	18	14.4	20	44.4	4	28.6	43	18.5
	Regressed		Advanced High	0	0.0	2	1.6	4	8.9	10	71.4	16	6.9
	40	17.2	2022 Total	49	100.0	125	100.0	45	100.0	14	100.0	233	100.0
Grade Twelve													
195	Progressed		Beginning	23	53.5	9	9.1	0	0.0	0	0.0	32	16.4
	31	15.9	Intermediate	20	46.5	75	75.8	13	29.5	1	11.1	109	55.9
			Advanced	0	0.0	14	14.1	26	59.1	4	44.4	44	22.6
	Regressed		Advanced High	0	0.0	1	1.0	5	11.4	4	44.4	10	5.1
	40	20.5	2022 Total	43	100.0	99	100.0	44	100.0	9	100.0	195	100.0
Grade Nine to Twelve													
1,142	Progressed		Beginning	285	71.6	137	24.9	0	0.0	0	0.0	422	37.0
	236	20.7	Intermediate	112	28.1	354	64.2	58	38.2	3	7.3	527	46.1
			Advanced	1	0.3	57	10.3	79	52.0	14	34.1	151	13.2
	Regressed		Advanced High	0	0.0	3	0.5	15	9.9	24	58.5	42	3.7
	188	16.5	2022 Total	398	100.0	551	100.0	152	100.0	41	100.0	1,142	100.0
All Secondary (Grades Six to Twelve)													
1,624	Progressed		Beginning	412	75.3	238	30.4	4	1.7	0	0.0	654	40.3
	388	23.9	Intermediate	133	24.3	461	59.0	83	35.8	5	7.9	682	42.0
			Advanced	2	0.4	78	10.0	116	50.0	22	34.9	218	13.4
	Regressed		Advanced High	0	0.0	5	0.6	29	12.5	36	57.1	70	4.3
	247	15.2	2022 Total	547	100.0	782	100.0	232	100.0	63	100.0	1,624	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 11: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in Sheltered Classrooms

Emergent Bilinguals in Enriched Classrooms													
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating									
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		2023 Total	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
3,029	Progressed		Beginning	73	49.0	71	5.1	3	0.2	1	0.4	148	4.9
	555 18.3		Intermediate	64	43.0	731	52.7	202	16.7	10	3.6	1,007	33.2
			Advanced	11	7.4	514	37.0	659	54.3	90	32.3	1,274	42.1
	Regressed		Advanced High	1	0.7	72	5.2	349	28.8	178	63.8	600	19.8
	1,011 33.4		2022 Total	149	100.0	1,388	100.0	1,213	100.0	279	100.0	3,029	100.0
Grade Seven													
3,184	Progressed		Beginning	65	41.7	66	4.9	5	0.4	0	0.0	136	4.3
	711 22.3		Intermediate	87	55.8	866	64.3	309	22.9	9	2.7	1,271	39.9
			Advanced	4	2.6	385	28.6	840	62.2	161	48.6	1,390	43.7
	Regressed		Advanced High	0	0.0	29	2.2	197	14.6	161	48.6	387	12.2
	702 22.0		2022 Total	156	100.0	1,346	100.0	1,351	100.0	331	100.0	3,184	100.0
Grade Eight													
3,385	Progressed		Beginning	28	29.8	64	4.3	3	0.2	0	0.0	95	2.8
	904 26.7		Intermediate	62	66.0	934	62.4	329	25.6	31	6.1	1,356	40.1
			Advanced	4	4.3	476	31.8	770	59.9	198	39.0	1,448	42.8
	Regressed		Advanced High	0	0.0	23	1.5	184	14.3	279	54.9	486	14.4
	749 22.1		2022 Total	94	100.0	1,497	100.0	1,286	100.0	508	100.0	3,385	100.0
Grades Six to Eight													
9,598	Progressed		Beginning	166	41.6	201	4.8	11	0.3	1	0.1	379	3.9
	2,170 22.6		Intermediate	213	53.4	2,531	59.8	840	21.8	50	4.5	3,634	37.9
			Advanced	19	4.8	1,375	32.5	2,269	58.9	449	40.2	4,112	42.8
	Regressed		Advanced High	1	0.3	124	2.9	730	19.0	618	55.3	1,473	15.3
	2,462 25.7		2022 Total	399	100.0	4,231	100.0	3,850	100.0	1,118	100.0	9,598	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 12: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in Sheltered Classrooms (Including Secondary Grade Level Summary)

Emergent Bilinguals in Emergent Classrooms (Including Secondary Grade Level Summary)													
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Nine													
3,084	Progressed		Beginning	24	18.0	19	1.2	1	0.1	0	0.0	44	1.4
	522	16.9	Intermediate	104	78.2	941	57.0	180	18.4	16	5.0	1,241	40.2
			Advanced	5	3.8	640	38.8	648	66.3	127	39.4	1,420	46.0
	Regressed		Advanced High	0	0.0	51	3.1	149	15.2	179	55.6	379	12.3
	949	30.8	2022 Total	133	100.0	1,651	100.0	978	100.0	322	100.0	3,084	100.0
Grade Ten													
2,165	Progressed		Beginning	11	19.6	29	2.7	2	0.3	0	0.0	42	1.9
	574	26.5	Intermediate	40	71.4	731	68.4	208	29.5	32	9.6	1,011	46.7
			Advanced	4	7.1	280	26.2	425	60.3	146	43.6	855	39.5
	Regressed		Advanced High	1	1.8	29	2.7	70	9.9	157	46.9	257	11.9
	424	19.6	2022 Total	56	100.0	1,069	100.0	705	100.0	335	100.0	2,165	100.0
Grade Eleven													
1,577	Progressed		Beginning	11	31.4	12	1.6	1	0.2	0	0.0	24	1.5
	384	24.4	Intermediate	22	62.9	502	64.9	153	27.8	26	11.9	703	44.6
			Advanced	2	5.7	240	31.0	317	57.6	82	37.6	641	40.6
	Regressed		Advanced High	0	0.0	20	2.6	79	14.4	110	50.5	209	13.3
	363	23.0	2022 Total	35	100.0	774	100.0	550	100.0	218	100.0	1,577	100.0
Grade Twelve													
1,249	Progressed		Beginning	8	33.3	19	2.9	2	0.5	1	0.7	30	2.4
	270	21.6	Intermediate	11	45.8	414	64.1	114	25.7	15	11.1	554	44.4
			Advanced	4	16.7	180	27.9	251	56.5	55	40.7	490	39.2
	Regressed		Advanced High	1	4.2	33	5.1	77	17.3	64	47.4	175	14.0
	306	24.5	2022 Total	24	100.0	646	100.0	444	100.0	135	100.0	1,249	100.0
Grade Nine to Twelve													
8,075	Progressed		Beginning	54	21.8	79	1.9	6	0.2	1	0.1	140	1.7
	1,750	21.7	Intermediate	177	71.4	2,588	62.5	655	24.5	89	8.8	3,509	43.5
			Advanced	15	6.0	1,340	32.4	1,641	61.3	410	40.6	3,406	42.2
	Regressed		Advanced High	2	0.8	133	3.2	375	14.0	510	50.5	1,020	12.6
	2,042	25.3	2022 Total	248	100.0	4,140	100.0	2,677	100.0	1,010	100.0	8,075	100.0
All Secondary (Grades Six to Twelve)													
17,673	Progressed		Beginning	220	34.0	280	3.3	17	0.3	2	0.1	519	2.9
	3,920	22.2	Intermediate	390	60.3	5,119	61.2	1,495	22.9	139	6.5	7,143	40.4
			Advanced	34	5.3	2,715	32.4	3,910	59.9	859	40.4	7,518	42.5
	Regressed		Advanced High	3	0.5	257	3.1	1,105	16.9	1,128	53.0	2,493	14.1
	4,504	25.5	2022 Total	647	100.0	8,371	100.0	6,527	100.0	2,128	100.0	17,673	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix K, Table 13: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade One to Five Immigrant Students

Students			2023 TELPAS Composite Rating										
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2023 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
545	Progressed		Beginning	368	94.4	93	76.9	9	30.0	1	25.0	471	86.4
	121	22.2	Intermediate	20	5.1	27	22.3	15	50.0	1	25.0	63	11.6
			Advanced	1	0.3	0	0.0	6	20.0	0	0.0	7	1.3
	Regressed		Advanced High	1	0.3	1	0.8	0	0.0	2	50.0	4	0.7
	23	4.2	2022 Total	390	100.0	121	100.0	30	100.0	4	100.0	545	100.0
Grade Two													
612	Progressed		Beginning	218	89.3	225	69.9	10	25.0	4	66.7	457	74.7
	261	42.6	Intermediate	23	9.4	80	24.8	20	50.0	0	0.0	123	20.1
			Advanced	2	0.8	16	5.0	8	20.0	0	0.0	26	4.2
	Regressed		Advanced High	1	0.4	1	0.3	2	5.0	2	33.3	6	1.0
	45	7.4	2022 Total	244	100.0	322	100.0	40	100.0	6	100.0	612	100.0
Grade Three													
481	Progressed		Beginning	114	81.4	97	38.3	4	5.6	1	6.3	216	44.9
	164	34.1	Intermediate	26	18.6	150	59.3	47	65.3	4	25.0	227	47.2
			Advanced	0	0.0	6	2.4	21	29.2	9	56.3	36	7.5
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	2	12.5	2	0.4
	32	6.7	2022 Total	140	100.0	253	100.0	72	100.0	16	100.0	481	100.0
Grade Four													
403	Progressed		Beginning	102	69.9	38	22.2	4	5.5	0	0.0	144	35.7
	88	21.8	Intermediate	44	30.1	125	73.1	33	45.2	2	15.4	204	50.6
			Advanced	0	0.0	8	4.7	32	43.8	7	53.8	47	11.7
	Regressed		Advanced High	0	0.0	0	0.0	4	5.5	4	30.8	8	2.0
	56	13.9	2022 Total	146	100.0	171	100.0	73	100.0	13	100.0	403	100.0
Grade Five													
396	Progressed		Beginning	149	89.8	65	40.9	2	3.4	0	0.0	216	54.5
	112	28.3	Intermediate	17	10.2	78	49.1	32	55.2	1	7.7	128	32.3
			Advanced	0	0.0	14	8.8	23	39.7	3	23.1	40	10.1
	Regressed		Advanced High	0	0.0	2	1.3	1	1.7	9	69.2	12	3.0
	34	8.6	2022 Total	166	100.0	159	100.0	58	100.0	13	100.0	396	100.0
Grades One to Two													
1,157	Progressed		Beginning	586	92.4	318	71.8	19	27.1	5	50.0	928	80.2
	382	33.0	Intermediate	43	6.8	107	24.2	35	50.0	1	10.0	186	16.1
			Advanced	3	0.5	16	3.6	14	20.0	0	0.0	33	2.9
	Regressed		Advanced High	2	0.3	2	0.5	2	2.9	4	40.0	10	0.9
	68	5.9	2022 Total	634	100.0	443	100.0	70	100.0	10	100.0	1,157	100.0
Grades Three to Five													
1,280	Progressed		Beginning	365	80.8	200	34.3	10	4.9	1	2.4	576	45.0
	364	28.4	Intermediate	87	19.2	353	60.5	112	55.2	7	16.7	559	43.7
			Advanced	0	0.0	28	4.8	76	37.4	19	45.2	123	9.6
	Regressed		Advanced High	0	0.0	2	0.3	5	2.5	15	35.7	22	1.7
	122	9.5	2022 Total	452	100.0	583	100.0	203	100.0	42	100.0	1,280	100.0
Grades One to Five													
2,437	Progressed		Beginning	951	87.6	518	50.5	29	10.6	6	11.5	1,504	61.7
	746	30.6	Intermediate	130	12.0	460	44.8	147	53.8	8	15.4	745	30.6
			Advanced	3	0.3	44	4.3	90	33.0	19	36.5	156	6.4
	Regressed		Advanced High	2	0.2	4	0.4	7	2.6	19	36.5	32	1.3
	190	7.8	2022 Total	1,086	100.0	1,026	100.0	273	100.0	52	100.0	2,437	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 14: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight Immigrant Students

Immigrant Students			2023 TELPAS Composite Rating										
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2023 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
351	Progressed		Beginning	102	85.7	66	39.5	0	0.0	1	7.7	169	48.1
	93	26.5	Intermediate	16	13.4	84	50.3	14	26.9	0	0.0	114	32.5
			Advanced	1	0.8	16	9.6	33	63.5	5	38.5	55	15.7
	Regressed		Advanced High	0	0.0	1	0.6	5	9.6	7	53.8	13	3.7
	39	11.1	2022 Total	119	100.0	167	100.0	52	100.0	13	100.0	351	100.0
Grade Seven													
295	Progressed		Beginning	72	69.2	58	41.4	1	2.9	0	0.0	131	44.4
	90	30.5	Intermediate	32	30.8	80	57.1	14	41.2	3	17.6	129	43.7
			Advanced	0	0.0	2	1.4	18	52.9	8	47.1	28	9.5
	Regressed		Advanced High	0	0.0	0	0.0	1	2.9	6	35.3	7	2.4
	35	11.9	2022 Total	104	100.0	140	100.0	34	100.0	17	100.0	295	100.0
Grade Eight													
258	Progressed		Beginning	45	78.9	49	32.2	2	4.7	0	0.0	96	37.2
	77	29.8	Intermediate	12	21.1	90	59.2	20	46.5	0	0.0	122	47.3
			Advanced	0	0.0	12	7.9	19	44.2	4	66.7	35	13.6
	Regressed		Advanced High	0	0.0	1	0.7	2	4.7	2	33.3	5	1.9
	27	10.5	2022 Total	57	100.0	152	100.0	43	100.0	6	100.0	258	100.0
Grades Six to Eight													
904	Progressed		Beginning	219	78.2	173	37.7	3	2.3	1	2.8	396	43.8
	260	28.8	Intermediate	60	21.4	254	55.3	48	37.2	3	8.3	365	40.4
			Advanced	1	0.4	30	6.5	70	54.3	17	47.2	118	13.1
	Regressed		Advanced High	0	0.0	2	0.4	8	6.2	15	41.7	25	2.8
	101	11.2	2022 Total	280	100.0	459	100.0	129	100.0	36	100.0	904	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 15: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Nine to Twelve Immigrant Students (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2022 <i>TELPAS</i> Composite Rating	2023 <i>TELPAS</i> Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
273	Progressed		Beginning	75	70.8	46	36.2	0	0.0	0	0.0	121	44.3
	64	23.4	Intermediate	31	29.2	72	56.7	8	26.7	2	20.0	113	41.4
			Advanced	0	0.0	8	6.3	20	66.7	3	30.0	31	11.4
	Regressed		Advanced High	0	0.0	1	0.8	2	6.7	5	50.0	8	2.9
	42	15.4	2022 Total	106	100.0	127	100.0	30	100.0	10	100.0	273	100.0
Grade Ten													
308	Progressed		Beginning	109	80.1	47	37.3	0	0.0	0	0.0	156	50.6
	77	25.0	Intermediate	27	19.9	71	56.3	18	52.9	0	0.0	116	37.7
			Advanced	0	0.0	8	6.3	15	44.1	8	66.7	31	10.1
	Regressed		Advanced High	0	0.0	0	0.0	1	2.9	4	33.3	5	1.6
	36	11.7	2022 Total	136	100.0	126	100.0	34	100.0	12	100.0	308	100.0
Grade Eleven													
133	Progressed		Beginning	28	65.1	7	12.3	0	0.0	0	0.0	35	26.3
	26	19.5	Intermediate	15	34.9	41	71.9	10	41.7	1	11.1	67	50.4
			Advanced	0	0.0	9	15.8	14	58.3	3	33.3	26	19.5
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	5	55.6	5	3.8
	24	18.0	2022 Total	43	100.0	57	100.0	24	100.0	9	100.0	133	100.0
Grade Twelve													
128	Progressed		Beginning	19	67.9	10	14.9	0	0.0	0	0.0	29	22.7
	28	21.9	Intermediate	9	32.1	46	68.7	12	44.4	0	0.0	67	52.3
			Advanced	0	0.0	10	14.9	14	51.9	3	50.0	27	21.1
	Regressed		Advanced High	0	0.0	1	1.5	1	3.7	3	50.0	5	3.9
	21	16.4	2022 Total	28	100.0	67	100.0	27	100.0	6	100.0	128	100.0
Grade Nine to Twelve													
842	Progressed		Beginning	231	73.8	110	29.2	0	0.0	0	0.0	341	40.5
	195	23.2	Intermediate	82	26.2	230	61.0	48	41.7	3	8.1	363	43.1
			Advanced	0	0.0	35	9.3	63	54.8	17	45.9	115	13.7
	Regressed		Advanced High	0	0.0	2	0.5	4	3.5	17	45.9	23	2.7
	123	14.6	2022 Total	313	100.0	377	100.0	115	100.0	37	100.0	842	100.0
All Secondary (Grades Six to Twelve)													
1,746	Progressed		Beginning	450	75.9	283	33.9	3	1.2	1	1.4	737	42.2
	455	26.1	Intermediate	142	23.9	484	57.9	96	39.3	6	8.2	728	41.7
			Advanced	1	0.2	65	7.8	133	54.5	34	46.6	233	13.3
	Regressed		Advanced High	0	0.0	4	0.5	12	4.9	32	43.8	48	2.7
	224	12.8	2022 Total	593	100.0	836	100.0	244	100.0	73	100.0	1,746	100.0

Source: District *TELPAS* data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 16: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Grade One to Five Emergent Bilingual Parent Denials

Emergent Bilingual Parent Demographics													
Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating									
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		2023 Total	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
208	Progressed		Beginning	12	54.5	30	42.3	16	25.8	1	1.9	59	28.4
	126	60.6	Intermediate	8	36.4	33	46.5	27	43.5	16	30.2	84	40.4
			Advanced	1	4.5	5	7.0	15	24.2	14	26.4	35	16.8
	Regressed		Advanced High	1	4.5	3	4.2	4	6.5	22	41.5	30	14.4
	22	10.6	2022 Total	22	100.0	71	100.0	62	100.0	53	100.0	208	100.0
Grade Two													
194	Progressed		Beginning	13	37.1	16	12.4	0	0.0	0	0.0	29	14.9
	22	11.3	Intermediate	16	45.7	68	52.7	6	20.0	0	0.0	90	46.4
			Advanced	4	11.4	37	28.7	13	43.3	0	0.0	54	27.8
	Regressed		Advanced High	2	5.7	8	6.2	11	36.7	0	0.0	21	10.8
	78	40.2	2022 Total	35	100.0	129	100.0	30	100.0	0	0.0	194	100.0
Grade Three													
287	Progressed		Beginning	5	25.0	16	12.0	3	2.6	0	0.0	24	8.4
	99	34.5	Intermediate	15	75.0	105	78.9	61	53.0	1	5.3	182	63.4
			Advanced	0	0.0	12	9.0	49	42.6	11	57.9	72	25.1
	Regressed		Advanced High	0	0.0	0	0.0	2	1.7	7	36.8	9	3.1
	29	10.1	2022 Total	20	100.0	133	100.0	115	100.0	19	100.0	287	100.0
Grade Four													
279	Progressed		Beginning	3	10.3	4	2.9	0	0.0	0	0.0	7	2.5
	51	18.3	Intermediate	26	89.7	107	77.5	26	28.6	3	14.3	162	58.1
			Advanced	0	0.0	27	19.6	47	51.6	11	52.4	85	30.5
	Regressed		Advanced High	0	0.0	0	0.0	18	19.8	7	33.3	25	9.0
	71	25.4	2022 Total	29	100.0	138	100.0	91	100.0	21	100.0	279	100.0
Grade Five													
340	Progressed		Beginning	5	31.3	19	13.4	1	0.7	0	0.0	25	7.4
	112	32.9	Intermediate	11	68.8	97	68.3	45	33.3	3	6.4	156	45.9
			Advanced	0	0.0	25	17.6	81	60.0	26	55.3	132	38.8
	Regressed		Advanced High	0	0.0	1	0.7	8	5.9	18	38.3	27	7.9
	45	13.2	2022 Total	16	100.0	142	100.0	135	100.0	47	100.0	340	100.0
Grades One to Two													
402	Progressed		Beginning	25	43.9	46	23.0	16	17.4	1	1.9	88	21.9
	148	36.8	Intermediate	24	42.1	101	50.5	33	35.9	16	30.2	174	43.3
			Advanced	5	8.8	42	21.0	28	30.4	14	26.4	89	22.1
	Regressed		Advanced High	3	5.3	11	5.5	15	16.3	22	41.5	51	12.7
	100	24.9	2022 Total	57	100.0	200	100.0	92	100.0	53	100.0	402	100.0
Grades Three to Five													
906	Progressed		Beginning	13	20.0	39	9.4	4	1.2	0	0.0	56	6.2
	262	28.9	Intermediate	52	80.0	309	74.8	132	38.7	7	8.0	500	55.2
			Advanced	0	0.0	64	15.5	177	51.9	48	55.2	289	31.9
	Regressed		Advanced High	0	0.0	1	0.2	28	8.2	32	36.8	61	6.7
	145	16.0	2022 Total	65	100.0	413	100.0	341	100.0	87	100.0	906	100.0
Grades One to Five													
1,308	Progressed		Beginning	38	31.1	85	13.9	20	4.6	1	0.7	144	11.0
	410	31.3	Intermediate	76	62.3	410	66.9	165	38.1	23	16.4	674	51.5
			Advanced	5	4.1	106	17.3	205	47.3	62	44.3	378	28.9
	Regressed		Advanced High	3	2.5	12	2.0	43	9.9	54	38.6	112	8.6
	245	18.7	2022 Total	122	100.0	613	100.0	433	100.0	140	100.0	1,308	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 17: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilingual Parent Denials

Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
358	Progressed		Beginning	1	10.0	8	5.0	0	0.0	1	2.7	10	2.8
	67	18.7	Intermediate	9	90.0	79	49.4	22	14.6	1	2.7	111	31.0
			Advanced	0	0.0	66	41.3	91	60.3	12	32.4	169	47.2
	Regressed		Advanced High	0	0.0	7	4.4	38	25.2	23	62.2	68	19.0
	120	33.5	2022 Total	10	100.0	160	100.0	151	100.0	37	100.0	358	100.0
Grade Seven													
238	Progressed		Beginning	1	16.7	2	1.9	0	0.0	0	0.0	3	1.3
	52	21.8	Intermediate	4	66.7	65	63.1	29	26.9	1	4.8	99	41.6
			Advanced	1	16.7	35	34.0	63	58.3	7	33.3	106	44.5
	Regressed		Advanced High	0	0.0	1	1.0	16	14.8	13	61.9	30	12.6
	57	23.9	2022 Total	6	100.0	103	100.0	108	100.0	21	100.0	238	100.0
Grade Eight													
253	Progressed		Beginning	0	0.0	4	3.9	0	0.0	0	0.0	4	1.6
	70	27.7	Intermediate	4	100.0	62	60.8	31	27.7	1	2.9	98	38.7
			Advanced	0	0.0	33	32.4	60	53.6	11	31.4	104	41.1
	Regressed		Advanced High	0	0.0	3	2.9	21	18.8	23	65.7	47	18.6
	61	24.1	2022 Total	4	100.0	102	100.0	112	100.0	35	100.0	253	100.0
Grades Six to Eight													
849	Progressed		Beginning	2	10.0	14	3.8	0	0.0	1	1.1	17	2.0
	189	22.3	Intermediate	17	85.0	206	56.4	82	22.1	3	3.2	308	36.3
			Advanced	1	5.0	134	36.7	214	57.7	30	32.3	379	44.6
	Regressed		Advanced High	0	0.0	11	3.0	75	20.2	59	63.4	145	17.1
	238	28.0	2022 Total	20	100.0	365	100.0	371	100.0	93	100.0	849	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix K, Table 18: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilingual Parent Denials (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
239	Progressed		Beginning	0	0.0	3	2.5	0	0.0	0	0.0	3	1.3
	51	21.3	Intermediate	7	87.5	68	57.6	17	20.7	1	3.2	93	38.9
			Advanced	1	12.5	42	35.6	55	67.1	13	41.9	111	46.4
	Regressed		Advanced High	0	0.0	5	4.2	10	12.2	17	54.8	32	13.4
	65	27.2	2022 Total	8	100.0	118	100.0	82	100.0	31	100.0	239	100.0
Grade Ten													
204	Progressed		Beginning	0	0.0	3	3.0	0	0.0	0	0.0	3	1.5
	50	24.5	Intermediate	2	100.0	63	63.6	21	27.3	4	15.4	90	44.1
			Advanced	0	0.0	30	30.3	52	67.5	8	30.8	90	44.1
	Regressed		Advanced High	0	0.0	3	3.0	4	5.2	14	53.8	21	10.3
	39	19.1	2022 Total	2	100.0	99	100.0	77	100.0	26	100.0	204	100.0
Grade Eleven													
129	Progressed		Beginning	1	33.3	1	2.0	0	0.0	0	0.0	2	1.6
	33	25.6	Intermediate	2	66.7	30	60.0	13	22.8	3	15.8	48	37.2
			Advanced	0	0.0	16	32.0	28	49.1	5	26.3	49	38.0
	Regressed		Advanced High	0	0.0	3	6.0	16	28.1	11	57.9	30	23.3
	37	28.7	2022 Total	3	100.0	50	100.0	57	100.0	19	100.0	129	100.0
Grade Twelve													
135	Progressed		Beginning	1	33.3	0	0.0	0	0.0	0	0.0	1	0.7
	29	21.5	Intermediate	1	33.3	32	56.1	10	17.9	1	5.3	44	32.6
			Advanced	1	33.3	20	35.1	37	66.1	6	31.6	64	47.4
	Regressed		Advanced High	0	0.0	5	8.8	9	16.1	12	63.2	26	19.3
	36	26.7	2022 Total	3	100.0	57	100.0	56	100.0	19	100.0	135	100.0
Grade Nine to Twelve													
707	Progressed		Beginning	2	12.5	7	2.2	0	0.0	0	0.0	9	1.3
	163	23.1	Intermediate	12	75.0	193	59.6	61	22.4	9	9.5	275	38.9
			Advanced	2	12.5	108	33.3	172	63.2	32	33.7	314	44.4
	Regressed		Advanced High	0	0.0	16	4.9	39	14.3	54	56.8	109	15.4
	177	25.0	2022 Total	16	100.0	324	100.0	272	100.0	95	100.0	707	100.0
All Secondary (Grades Six to Twelve)													
1,556	Progressed		Beginning	4	11.1	21	3.0	0	0.0	1	0.5	26	1.7
	352	22.6	Intermediate	29	80.6	399	57.9	143	22.2	12	6.4	583	37.5
			Advanced	3	8.3	242	35.1	386	60.0	62	33.0	693	44.5
	Regressed		Advanced High	0	0.0	27	3.9	114	17.7	113	60.1	254	16.3
	415	26.7	2022 Total	36	100.0	689	100.0	643	100.0	188	100.0	1,556	100.0

Source: District TELPAS data files dated 06/26/22 and 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: 2022 to 2023 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2022 to 2023. Percentages may not sum to 100 because of rounding.

Appendix L

Appendix L, Table 1: 2023 *TELPAS* English Proficiency Composite and Domain Ratings and Change: Dual Language

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
OWDL	23,542	23,783	23,717	30.8	4.8	5.6	40.9	-1.3	-2.1	22.2	-2.5	-2.8	6.2	-1.0	-0.7
TWDL	3,268	3,370	2,980	14.2	1.2	0.5	40.0	-0.5	-3.3	32.9	-0.4	0.5	12.9	-0.2	2.4
SECDL	283	422	489	2.0	-0.3	1.3	23.5	2.0	0.2	43.4	3.5	10.5	31.1	-5.2	-12.0
Listening															
OWDL	24,013	23,828	23,728	26.1	2.6	5.2	28.2	1.9	1.5	22.9	-5.4	-5.4	22.8	0.9	-1.3
TWDL	3,323	3,374	2,980	12.1	1.3	1.6	23.2	0.5	-0.4	29.4	-5.6	-2.5	35.3	3.9	1.3
SECDL	312	445	489	2.2	-2.0	0.6	10.4	-0.6	-2.1	37.6	6.8	4.9	49.7	-4.2	-3.5
Speaking															
OWDL	24,011	23,827	23,727	37.2	4.6	3.7	36.6	-3.1	-4.7	20.8	-2.4	-0.9	5.4	0.9	1.9
TWDL	3,323	3,374	2,979	19.8	1.2	-0.4	35.5	-3.8	-8.9	33.9	0.1	5.3	10.7	2.6	4.0
SECDL	312	445	489	16.6	-2.1	-0.4	27.8	-1.0	1.2	39.9	-6.9	-7.9	15.7	9.9	7.1
Reading															
OWDL	24,026	23,826	23,727	46.0	2.7	3.5	25.7	-1.2	-1.0	13.5	-1.7	-0.3	14.8	0.2	-2.2
TWDL	3,332	3,378	2,980	29.4	-1.7	-5.1	27.6	0.7	0.2	18.0	-1.3	0.5	25.0	2.3	4.4
SECDL	313	445	492	3.0	-1.4	1.1	16.9	-6.7	-6.8	27.6	2.0	4.0	52.4	6.1	1.6
Writing															
OWDL	23,921	23,835	23,727	53.1	5.2	6.2	30.2	5.3	4.7	14.6	-2.6	-3.0	2.2	-7.9	-8.0
TWDL	3,358	3,380	2,980	34.9	1.3	-0.7	36.6	8.4	6.8	23.9	0.7	2.4	4.6	-10.5	-8.5
SECDL	326	440	492	4.7	0.6	1.9	32.1	21.0	14.9	45.1	13.1	16.0	18.1	-34.6	-32.8

Source: District *TELPAS* data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021, 2022, and 2023 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 2: 2023 TELPAS Composite Level Movement and Change: Dual Language

	Tested			Regressed			Stayed the Same			Progressed		
	2021 N	2022 N	2023 N	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
OWDL	15,172	17,691	18,378	11.3	2.0	-0.5	54.8	4.0	1.8	33.9	-6.0	-1.3
TWDL	2,539	2,722	2,513	12.1	1.6	-1.3	48.9	2.1	0.3	39.0	-3.8	1.0
SECDL	146	287	464	24.6	6.5	19.1	36.6	2.5	12.0	38.8	-8.9	-31.1
Listening												
OWDL	15,171	17,690	18,377	19.4	-1.7	3.7	29.6	1.2	-0.9	51.0	0.5	-2.8
TWDL	2,539	2,722	2,513	20.2	-2.1	-0.4	24.1	-0.4	1.0	55.7	2.4	-0.6
SECDL	146	287	464	23.1	4.2	8.0	19.2	1.1	12.3	57.8	-5.3	-20.3
Speaking												
OWDL	15,170	17,690	18,377	18.5	1.3	-4.9	47.4	2.4	0.7	34.1	-3.7	4.2
TWDL	2,539	2,722	2,512	21.2	2.5	-6.1	40.7	0.1	0.2	38.1	-2.6	5.9
SECDL	146	287	464	21.1	-1.5	15.6	47.8	-1.6	6.1	31.0	3.2	-21.7
Reading												
OWDL	15,172	17,689	18,377	8.9	0.6	-1.3	46.3	1.0	-0.8	44.7	-1.7	2.1
TWDL	2,539	2,722	2,513	8.6	0.2	-4.4	36.3	-1.2	-5.5	55.2	1.0	9.8
SECDL	146	287	464	18.3	-3.3	8.0	20.5	-1.8	8.8	61.2	5.1	-16.9
Writing												
OWDL	15,170	17,689	18,376	15.7	9.9	7.8	59.2	6.7	2.3	25.1	-16.6	-10.1
TWDL	2,539	2,722	2,513	18.7	10.5	9.1	50.7	3.9	-0.5	30.6	-14.4	-8.6
SECDL	146	287	464	54.3	39.7	51.6	22.4	4.3	5.3	23.3	-44.0	-56.9

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2022). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022 (data obtained from Voss & Kim, 2022). 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 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 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 3: 2023 *TELPAS* English Proficiency Composite and Domain Ratings and Change: ESL Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,137	1,131	1,194	21.9	10.5	10.0	32.5	-2.1	0.8	28.6	-5.6	-10.6	16.9	-2.9	-0.2
Grades 6 to 8	540	614	989	43.0	1.8	-2.8	41.5	-3.5	6.3	12.2	1.8	-1.7	3.3	-0.1	-1.8
Grades 9 to 12	692	1,381	2,058	42.7	10.6	14.3	44.5	-3.7	-4.9	10.2	-5.4	-6.0	2.7	-1.5	-3.4
All Grades	2,369	3,126	4,241	36.9	10.5	12.5	40.4	-2.2	2.8	15.8	-5.5	-10.9	6.8	-2.8	-4.3
Listening															
Grades K to 5	1,161	1,139	1,194	17.8	6.7	6.8	23.2	2.0	3.4	23.5	-11.4	-9.9	35.4	2.8	-0.3
Grades 6 to 8	652	646	995	33.7	-7.2	-13.4	46.4	3.7	16.7	11.6	3.5	0.4	8.3	0.0	-3.6
Grades 9 to 12	1,086	1,687	2,073	40.3	-3.1	6.3	37.2	5.1	1.4	15.8	-1.2	-5.7	6.7	-0.8	-2.0
All Grades	2,899	3,472	4,262	32.4	0.1	4.7	35.4	4.9	7.4	17.0	-4.2	-7.0	15.1	-0.8	-5.1
Speaking															
Grades K to 5	1,161	1,139	1,194	26.0	8.2	9.3	35.6	-2.4	-6.9	26.1	-5.6	-5.0	12.3	-0.2	2.6
Grades 6 to 8	652	646	995	51.7	-0.5	-8.2	36.3	-2.4	5.3	11.0	2.0	2.1	1.1	1.0	0.8
Grades 9 to 12	1,086	1,687	2,073	65.8	5.3	6.2	21.9	-2.9	-0.7	11.1	-1.8	-4.2	1.3	-0.5	-1.3
All Grades	2,899	3,472	4,262	51.3	6.4	8.9	29.1	-2.6	-3.4	15.3	-3.1	-4.9	4.3	-0.7	-0.6
Reading															
Grades K to 5	1,163	1,137	1,194	31.4	7.3	9.5	24.5	1.6	-2.0	17.8	-5.7	-3.1	26.3	-3.2	-4.3
Grades 6 to 8	657	645	993	44.5	-13.6	-13.6	36.9	8.6	15.5	11.9	4.6	1.8	6.7	0.4	-3.8
Grades 9 to 12	1,085	1,686	2,085	32.1	-7.5	-5.8	50.6	8.0	12.0	10.6	-0.6	-1.2	6.7	0.1	-4.9
All Grades	2,905	3,468	4,272	34.8	-3.2	-1.3	40.1	6.6	10.3	12.9	-1.6	-2.2	12.2	-1.8	-6.8
Writing															
Grades K to 5	1,160	1,142	1,194	37.3	14.7	14.5	31.7	0.4	1.4	21.8	-3.8	-5.9	9.3	-11.3	-10.0
Grades 6 to 8	604	627	993	67.9	17.2	27.5	20.7	-10.7	-14.5	9.9	-1.0	-4.4	1.5	-5.5	-8.6
Grades 9 to 12	950	1,508	2,085	64.4	32.4	42.8	24.0	-8.6	-14.3	9.9	-11.5	-13.9	1.7	-12.3	-14.6
All Grades	2,714	3,277	4,272	57.6	25.3	31.4	25.4	-6.5	-8.8	13.2	-7.6	-10.1	3.8	-11.2	-12.4

Source: District *TELPAS* data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021, 2022, and 2023 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 4: 2023 *TELPAS* Composite and Domain Level Movement and Change: ESL Students

	Tested			Regressed			Stayed the Same			Progressed		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	809	837	817	19.0	-0.4	2.4	42.2	0.2	-2.1	38.8	0.2	-0.3
Grades 6 to 8	204	205	482	12.2	10.3	-2.0	56.2	10.9	2.8	31.5	-21.1	-0.8
Grades 9 to 12	221	441	1,142	16.5	7.2	2.4	62.9	6.2	9.0	20.7	-13.3	-11.5
All Grades	1,234	1,483	2,441	16.5	2.5	0.7	54.6	7.8	7.1	28.9	-10.3	-7.8
Listening												
Grades 1 to 5	809	837	817	20.8	-0.9	5.2	20.6	-3.2	-4.9	58.6	4.1	-0.3
Grades 6 to 8	204	205	482	12.2	9.3	-1.0	42.7	5.2	-0.4	45.0	-14.5	1.4
Grades 9 to 12	221	441	1,142	14.2	-2.6	-3.0	48.8	-0.4	0.4	37.0	3.0	2.7
All Grades	1,234	1,483	2,441	16.0	-1.6	0.5	38.1	4.9	5.6	45.8	-3.2	-6.2
Speaking												
Grades 1 to 5	809	837	817	24.4	-0.1	-3.5	38.7	1.2	0.2	37.0	-1.0	3.2
Grades 6 to 8	204	205	482	16.4	11.5	-10.1	55.6	-3.4	2.2	28.0	-8.1	7.9
Grades 9 to 12	221	441	1,142	20.8	4.7	10.0	60.7	6.5	-3.1	18.5	-11.2	-6.9
All Grades	1,234	1,483	2,441	21.1	1.9	-3.4	52.3	6.9	6.9	26.5	-8.7	-3.4
Reading												
Grades 1 to 5	809	837	817	16.2	-0.2	0.6	32.2	1.2	0.2	51.7	-1.0	-0.8
Grades 6 to 8	204	205	482	14.9	2.3	-0.7	43.6	-4.7	-3.5	41.5	2.5	4.2
Grades 9 to 12	221	441	1,142	13.4	-1.8	-6.1	50.7	-0.8	0.9	35.9	2.6	5.1
All Grades	1,234	1,483	2,441	14.6	-0.9	-1.7	43.1	3.7	5.4	42.3	-2.8	-3.8
Writing												
Grades 1 to 5	809	837	817	26.3	8.6	9.8	48.2	8.2	6.0	25.5	-16.8	-15.7
Grades 6 to 8	204	205	482	21.2	8.5	13.3	65.8	29.7	12.3	13.1	-38.1	-25.7
Grades 9 to 12	220	441	1,142	37.9	21.8	22.9	50.4	15.2	19.9	11.7	-37.0	-42.8
All Grades	1,233	1,483	2,441	30.7	14.2	15.9	52.7	14.7	10.7	16.6	-28.9	-26.6

Source: District *TELPAS* data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2022). 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022 (data obtained from Voss & Kim, 2022). 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023. 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 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 5: 2023 TELPAS English Proficiency Composite and Domain Ratings and Change: Sheltered Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2021 N	2022 N	2023 N	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
OWDL	6,710	10,414	10,288	4.3	1.6	2.0	45.0	4.3	5.9	39.5	-4.5	-6.5	11.2	-1.4	-1.4
TWDL	2,973	7,069	10,622	3.6	1.3	2.5	52.9	5.1	5.6	32.4	-5.3	-5.1	11.1	-1.1	-3.1
SECDL	9,682	17,483	20,910	4.0	1.4	2.0	49.0	5.4	7.4	35.9	-5.6	-7.5	11.1	-1.3	-1.9
Listening															
OWDL	8,557	10,911	10,311	2.8	-0.6	-0.3	30.8	2.9	6.5	31.7	2.1	1.5	34.7	-4.5	-7.7
TWDL	5,109	8,624	10,782	3.5	-3.5	1.2	24.2	-1.1	-0.1	45.6	1.1	-5.6	26.7	3.5	4.5
SECDL	13,666	19,535	21,093	3.2	-1.8	0.4	27.4	0.7	3.1	38.8	2.7	0.7	30.6	-1.5	-4.2
Speaking															
OWDL	8,557	10,911	10,311	22.6	2.1	-3.8	48.5	-5.4	-3.8	25.4	1.0	5.4	3.5	2.2	2.2
TWDL	5,109	8,624	10,782	43.8	3.3	0.5	26.4	-3.7	-1.4	25.9	-0.6	0.8	3.9	0.9	0.1
SECDL	13,666	19,535	21,093	33.5	4.1	0.8	37.2	-6.1	-6.0	25.6	0.4	3.7	3.7	1.6	1.5
Reading															
OWDL	8,642	10,985	10,322	11.2	-2.4	-0.1	30.1	-3.6	2.3	30.6	4.2	2.5	28.1	1.8	-4.6
TWDL	5,140	8,675	10,799	4.5	-2.3	-1.2	36.3	-4.0	-1.3	29.7	-0.6	-0.8	29.5	7.0	3.3
SECDL	13,782	19,660	21,121	7.8	-2.8	-1.4	33.3	-3.3	1.8	30.1	2.0	1.1	28.8	4.2	-1.5
Writing															
OWDL	8,127	10,636	10,322	15.3	8.5	10.3	45.8	20.5	20.0	32.6	-3.8	-5.1	6.3	-25.2	-25.1
TWDL	4,428	7,955	10,799	13.4	10.5	9.7	42.8	20.9	20.3	35.1	-3.8	-1.1	8.6	-27.6	-28.9
SECDL	12,555	18,591	21,121	14.3	9.2	9.8	44.3	20.4	19.6	33.9	-3.6	-3.3	7.5	-26.1	-26.1

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021, 2022, and 2023 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 6: 2023 TELPAS Composite and Domain Level Movement and Change: Sheltered Students

	Tested			Regressed			Stayed the Same			Progressed		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 6 to 8	3,269	7,341	9,598	25.7	5.2	-2.9	51.7	0.8	2.9	22.6	-6.0	-0.1
Grades 9 to 12	1,192	2,984	8,075	25.3	5.0	4.1	53.0	1.2	-0.4	21.7	-6.2	-3.7
All Grades	4,461	10,325	17,673	25.5	5.1	-1.1	52.3	1.1	2.3	22.2	-6.2	-1.2
Listening												
Grades 6 to 8	3,269	7,341	9,597	20.9	1.7	2.2	31.0	3.1	7.0	48.2	-4.8	-9.2
Grades 9 to 12	1,192	2,984	8,074	25.7	-5.6	-9.8	33.7	0.8	3.4	40.6	4.8	6.4
All Grades	4,461	10,325	17,671	23.1	0.4	-0.1	32.2	2.9	6.6	44.7	-3.3	-6.5
Speaking												
Grades 6 to 8	3,269	7,341	9,597	28.3	3.9	-9.2	48.9	-1.5	-0.1	22.9	-2.4	9.3
Grades 9 to 12	1,192	2,984	8,074	27.8	5.1	2.2	49.1	1.2	2.1	23.1	-6.3	-4.3
All Grades	4,461	10,325	17,671	28.0	4.2	-6.3	49.0	-0.7	0.6	23.0	-3.5	5.7
Reading												
Grades 6 to 8	3,269	7,341	9,597	23.0	-9.9	-3.9	31.7	3.1	6.6	45.3	6.7	-2.6
Grades 9 to 12	1,192	2,984	8,075	16.5	-9.7	-4.3	36.9	2.0	0.3	46.6	7.7	4.1
All Grades	4,461	10,325	17,672	20.0	-10.9	-5.3	34.1	3.7	5.9	45.9	7.2	-0.6
Writing												
Grades 6 to 8	3,269	7,340	9,598	51.9	30.9	28.4	34.3	2.6	4.4	13.8	-33.5	-32.8
Grades 9 to 12	1,191	2,983	8,075	56.7	31.6	27.3	26.8	3.2	3.1	16.5	-34.8	-30.4
All Grades	4,460	10,323	17,673	54.1	31.9	29.0	30.9	1.5	2.6	15.0	-33.4	-31.6

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2022). 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022 (data obtained from Voss & Kim, 2022). 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 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 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 7: 2023 TELPAS English Proficiency Composite and Domain Ratings and Change: Immigrant Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	3,844	4,559	4,003	57.5	17.5	16.8	32.8	-5.3	-5.8	8.2	-8.6	-8.0	1.5	-3.6	-3.0
Grades 6 to 8	845	1,530	1,369	38.5	12.9	1.2	46.2	-2.1	5.3	12.2	-9.2	-5.2	3.1	-1.6	-1.4
Grades 9 to 12	553	1,357	1,601	44.3	15.0	15.4	42.0	-6.1	-5.4	10.6	-7.3	-5.0	3.2	-1.7	-5.0
All Grades	5,242	7,446	6,973	50.7	15.7	11.9	37.5	-4.5	-2.4	9.5	-8.4	-6.8	2.2	-2.8	-2.7
Listening															
Grades K to 5	3,922	4,569	4,001	50.5	12.5	16.3	28.4	1.5	-0.8	12.7	-7.9	-7.2	8.3	-6.1	-8.3
Grades 6 to 8	1,041	1,603	1,374	30.3	4.5	-5.3	47.9	5.5	13.6	12.1	-4.9	-3.4	9.8	-5.1	-4.9
Grades 9 to 12	898	1,708	1,612	42.6	3.2	7.8	35.4	3.7	0.5	15.5	-4.6	-6.2	6.5	-2.2	-2.0
All Grades	5,861	7,880	6,987	44.7	8.9	10.2	33.9	2.8	2.9	13.3	-6.6	-6.2	8.2	-5.1	-6.9
Speaking															
Grades K to 5	3,921	4,569	4,001	59.9	13.8	10.3	28.9	-5.7	-6.5	9.3	-7.3	-3.4	1.9	-0.8	-0.4
Grades 6 to 8	1,041	1,603	1,374	49.3	11.1	-4.8	37.6	-9.4	2.8	12.1	-2.1	1.3	1.0	0.5	0.7
Grades 9 to 12	898	1,708	1,612	65.0	6.6	5.0	21.4	-3.7	-0.9	11.7	-3.0	-3.6	1.9	0.0	-0.5
All Grades	5,860	7,880	6,987	59.0	11.8	7.0	28.9	-6.2	-4.4	10.4	-5.3	-2.3	1.7	-0.3	-0.2
Reading															
Grades K to 5	3,929	4,571	4,005	65.1	13.9	12.3	25.1	-2.3	-2.4	6.0	-5.4	-3.6	3.9	-6.2	-6.3
Grades 6 to 8	1,051	1,609	1,373	42.1	-2.1	-10.0	38.2	7.4	14.6	12.7	-1.2	-0.3	6.9	-4.1	-4.3
Grades 9 to 12	900	1,702	1,627	32.3	-5.3	-6.9	50.6	8.2	13.1	10.2	-2.0	-2.5	6.8	-1.0	-3.7
All Grades	5,880	7,882	7,005	53.0	6.1	2.4	33.6	2.3	5.3	8.3	-3.8	-2.4	5.2	-4.6	-5.2
Writing															
Grades K to 5	3,906	4,576	4,005	76.6	20.4	18.9	18.6	-7.1	-6.9	4.0	-7.9	-7.8	0.8	-5.4	-4.2
Grades 6 to 8	951	1,560	1,373	64.4	29.7	31.3	26.1	-8.3	-9.7	8.0	-11.4	-12.4	1.5	-10.0	-9.2
Grades 9 to 12	785	1,507	1,627	64.8	36.9	42.8	23.4	-8.2	-13.6	9.5	-14.6	-15.4	2.3	-14.0	-13.8
All Grades	5,642	7,643	7,005	71.5	25.3	22.9	21.2	-7.5	-7.7	6.1	-9.8	-9.0	1.3	-8.0	-6.2

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.
Note: 2021, 2022, and 2023 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 8: 2023 *TELPAS* Composite and Domain Level Movement and Change: Immigrant Students

	Tested			Regressed			Stayed the Same			Progressed		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	2,626	3,118	2,437	7.8	-0.2	1.0	61.6	9.3	4.5	30.6	-9.1	-5.5
Grades 6 to 8	331	926	904	11.2	2.2	-2.1	60.1	7.4	0.5	28.8	-9.6	1.6
Grades 9 to 12	192	451	842	14.6	3.7	-1.5	62.2	4.8	7.5	23.2	-8.5	-6.0
All Grades	3,149	4,495	4,183	9.9	1.4	1.8	61.4	8.5	4.2	28.7	-9.9	-6.0
Listening												
Grades 1 to 5	2,626	3,118	2,434	11.8	-7.7	1.5	45.1	10.5	6.6	43.1	-2.8	-8.1
Grades 6 to 8	331	926	904	10.7	-1.6	0.5	42.0	6.9	-7.5	47.2	-5.4	7.1
Grades 9 to 12	192	451	842	12.1	-7.0	-8.2	50.5	3.0	0.5	37.4	3.9	7.7
All Grades	3,149	4,495	4,180	11.7	-6.3	0.7	45.5	9.5	5.2	42.8	-3.2	-5.9
Speaking												
Grades 1 to 5	2,625	3,118	2,434	10.6	-1.3	-3.5	57.6	8.8	0.9	31.8	-7.5	2.6
Grades 6 to 8	331	926	904	18.1	4.0	-1.5	53.2	4.8	-9.3	28.7	-8.8	10.8
Grades 9 to 12	192	451	842	19.7	2.2	7.2	59.5	6.1	-7.2	20.8	-8.3	0.0
All Grades	3,148	4,495	4,180	14.1	1.2	-0.5	57.0	7.8	-0.9	28.9	-9.0	1.4
Reading												
Grades 1 to 5	2,626	3,118	2,437	8.8	0.3	0.0	58.9	9.2	3.6	32.3	-9.5	-3.6
Grades 6 to 8	331	926	904	14.5	-6.0	-6.4	45.0	2.5	-2.7	40.5	3.6	9.1
Grades 9 to 12	192	451	842	12.0	-2.4	-7.3	51.5	0.3	-0.5	36.5	2.1	7.8
All Grades	3,149	4,495	4,183	10.7	-0.9	0.0	54.4	6.1	0.1	34.9	-5.1	-0.1
Writing												
Grades 1 to 5	2,626	3,118	2,437	8.5	3.1	3.2	73.2	14.1	7.3	18.2	-17.3	-10.5
Grades 6 to 8	331	926	904	24.1	9.1	14.1	63.8	19.7	13.1	12.1	-28.8	-27.2
Grades 9 to 12	192	451	842	34.7	16.3	18.5	52.5	18.8	21.8	12.8	-35.1	-40.3
All Grades	3,149	4,495	4,183	17.2	8.5	10.7	67.0	13.6	4.9	15.8	-22.0	-15.5

Source: District *TELPAS* data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2022). 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022 (data obtained from Voss & Kim, 2022). 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023. 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 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 9: 2023 TELPAS English Proficiency Composite and Domain Ratings and Change: Parent Denials

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2021 N	2022 N	2023 N	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,485	1,741	1,508	9.5	2.0	3.6	46.2	0.6	1.3	32.4	-1.8	-3.8	11.9	-0.8	-1.1
Grades 6 to 8	522	824	932	2.7	1.3	0.4	43.8	4.1	9.3	43.3	-0.6	-5.9	10.2	-4.9	-3.8
Grades 9 to 12	265	665	931	2.8	0.7	2.4	47.9	6.0	9.4	37.6	-3.0	-2.0	11.7	-3.6	-9.8
All Grades	2,272	3,230	3,371	5.8	0.9	1.3	46.0	2.7	4.2	36.8	-1.1	-2.7	11.4	-2.5	-2.8
Listening															
Grades K to 5	1,558	1,756	1,508	7.4	-1.4	1.1	26.9	3.3	4.1	30.2	-7.2	-6.6	35.5	5.3	1.5
Grades 6 to 8	677	871	934	2.0	0.3	-0.2	30.2	5.4	8.2	33.1	1.4	0.6	34.7	-7.1	-8.6
Grades 9 to 12	441	797	938	2.7	-5.7	0.4	25.6	2.2	3.8	44.1	1.1	-1.4	27.6	2.4	-2.8
All Grades	2,676	3,424	3,380	4.6	-2.3	0.0	27.5	3.6	5.0	34.9	-2.4	-2.3	33.1	1.1	-2.7
Speaking															
Grades K to 5	1,558	1,756	1,508	17.5	1.3	-0.1	42.5	-2.5	-3.8	27.7	-2.0	0.1	12.3	3.2	3.7
Grades 6 to 8	677	871	934	17.8	-0.8	-6.6	52.7	0.3	-0.4	25.3	-2.4	4.4	4.3	2.9	2.5
Grades 9 to 12	441	797	938	37.8	4.8	1.3	27.3	-7.1	3.3	30.4	2.4	-2.9	4.5	-0.2	-1.6
All Grades	2,676	3,424	3,380	23.2	2.5	0.8	41.1	-3.3	-3.2	27.8	-1.0	0.9	7.9	1.8	1.5
Reading															
Grades K to 5	1,564	1,753	1,510	24.7	-0.6	3.7	32.3	-0.1	-1.4	18.9	-0.3	-2.4	24.1	1.1	0.1
Grades 6 to 8	690	885	935	9.4	-3.1	-0.4	31.8	-2.5	3.5	33.6	7.5	2.7	25.2	-1.9	-5.8
Grades 9 to 12	444	806	951	3.7	-4.0	-3.8	33.0	-2.5	2.6	31.4	-1.1	1.3	31.9	7.5	-0.1
All Grades	2,698	3,444	3,396	14.6	-3.3	-1.3	32.3	-1.3	0.6	26.5	2.3	1.2	26.6	2.2	-0.5
Writing															
Grades K to 5	1,550	1,755	1,510	31.2	5.4	9.3	41.5	10.1	5.7	20.5	-4.9	-5.7	6.8	-10.6	-9.3
Grades 6 to 8	635	859	935	15.1	9.4	9.7	46.0	21.9	23.9	34.0	-2.7	-2.5	4.9	-28.6	-31.1
Grades 9 to 12	431	759	951	14.4	11.5	11.2	41.7	21.2	18.3	34.7	-0.9	1.1	9.1	-31.8	-30.5
All Grades	2,616	3,373	3,396	22.1	6.5	7.2	42.8	15.7	12.4	28.2	-2.4	-1.7	6.9	-19.9	-17.9

Source: District TELPAS data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021, 2022, and 2023 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix L, Table 10: 2023 *TELPAS* Composite and Domain Level Movement and Change: Parent Denials

	Tested			Regressed			Stayed the Same			Progressed		
	2021 <i>N</i>	2022 <i>N</i>	2023 <i>N</i>	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	1,044	1,340	1,308	18.7	1.3	-4.1	49.9	-0.5	1.6	31.3	-0.8	2.5
Grades 6 to 8	239	552	849	28.0	8.5	-2.1	49.7	-0.5	2.8	22.3	-8.0	-0.8
Grades 9 to 12	92	263	707	25.0	3.0	2.2	51.9	5.5	6.3	23.1	-8.5	-8.5
All Grades	1,375	2,155	2,864	23.0	4.5	-1.0	50.3	0.5	2.4	26.6	-5.0	-1.4
Listening												
Grades 1 to 5	1,044	1,340	1,308	25.5	-5.4	-1.0	24.3	0.7	-0.8	50.2	4.7	1.8
Grades 6 to 8	239	552	849	23.1	3.9	-3.7	30.0	4.1	11.6	46.9	-8.0	-7.9
Grades 9 to 12	92	263	707	25.2	-5.6	-8.5	33.4	1.8	5.1	41.4	3.8	3.4
All Grades	1,375	2,155	2,864	24.7	-3.2	-2.3	28.2	3.1	4.1	47.0	0.1	-1.8
Speaking												
Grades 1 to 5	1,044	1,340	1,308	27.1	0.0	-6.2	39.0	0.9	-0.3	33.9	-0.8	6.5
Grades 6 to 8	239	552	849	26.5	2.2	-12.4	49.6	0.7	3.1	23.9	-2.9	9.3
Grades 9 to 12	92	263	707	26.6	0.7	4.9	47.2	4.3	-7.1	26.2	-5.0	2.3
All Grades	1,375	2,155	2,864	26.8	0.6	-6.7	44.2	2.7	2.6	29.0	-3.2	4.1
Reading												
Grades 1 to 5	1,044	1,340	1,308	14.3	-4.4	-7.0	36.8	2.4	1.6	48.9	2.1	5.3
Grades 6 to 8	238	552	849	26.6	-4.4	3.5	31.2	1.5	1.4	42.2	2.9	-4.9
Grades 9 to 12	92	263	707	15.8	-11.5	-4.8	37.3	5.4	2.6	46.8	6.1	2.3
All Grades	1,374	2,155	2,864	18.3	-4.6	-3.2	35.3	2.4	1.1	46.4	2.2	2.2
Writing												
Grades 1 to 5	1,044	1,340	1,308	25.6	9.3	5.5	50.5	8.4	7.7	23.9	-17.7	-13.2
Grades 6 to 8	238	552	849	57.1	38.5	31.9	31.0	1.6	2.8	11.9	-40.1	-34.7
Grades 9 to 12	92	262	707	59.8	36.2	38.1	23.3	3.5	-8.2	16.8	-39.7	-29.9
All Grades	1,374	2,154	2,864	43.4	25.6	22.3	38.0	1.9	-1.5	18.6	-27.5	-20.8

Source: District *TELPAS* data files dated 07/19/21, 06/26/22, and 06/30/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021 (data obtained from Voss & Kim, 2022). 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022 (data obtained from Voss & Kim, 2022). 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023. 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 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Appendix M

Appendix M, Table 1: 2023 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

2023 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,702	21.0	16.8	16.2	17.9	28.1
2	4,482	21.0	18.0	18.3	19.2	23.5
3	4,380	14.2	13.7	15.6	20.4	36.2
4	4,516	22.0	20.4	17.2	18.5	21.9
5	4,643	28.1	20.8	17.9	17.1	16.0
6	4,219	30.1	16.9	13.5	16.8	22.7
7	3,966	39.6	15.2	15.4	12.2	17.5
8	4,149	33.6	18.1	16.1	12.4	19.9
9	3,448	29.5	16.5	14.7	14.5	24.8
2 to 5	18,021	21.5	18.3	17.2	18.8	24.3
6 to 8	12,334	34.3	16.8	15.0	13.8	20.1
One-Way Dual Language						
1	3,920	20.3	16.6	16.1	17.9	29.1
2	3,658	20.9	17.9	17.9	19.2	24.1
3	3,415	14.2	13.5	15.3	20.3	36.7
4	3,447	22.0	19.6	17.1	18.4	22.8
5	3,508	28.0	20.7	17.9	17.4	16.1
2 to 5	14,028	21.3	18.0	17.1	18.8	24.8
Two-Way Dual Language						
1	374	24.1	15.5	16.6	18.7	25.1
2	431	18.3	20.2	22.3	19.7	19.5
3	505	14.1	14.3	16.8	22.2	32.7
4	588	20.6	26.0	17.3	19.4	16.7
5	598	29.1	19.9	19.9	16.9	14.2
2 to 5	2,122	21.0	20.3	18.9	19.4	20.4
Secondary Dual Language						
6	91	24.2	25.3	22.0	14.3	14.3
7	92	35.9	26.1	16.3	12.0	9.8
8	68	23.5	11.8	26.5	22.1	16.2
9	81	16.0	16.0	14.8	27.2	25.9
6 to 8	251	28.3	21.9	21.1	15.5	13.1
English as a Second Language						
1	190	21.1	21.6	15.3	17.4	24.7
2	191	26.2	13.1	17.8	17.3	25.7
3	169	10.7	13.0	17.2	20.1	39.1
4	182	13.7	18.7	16.5	22.5	28.6
5	175	21.1	24.6	18.3	12.6	23.4
6	244	29.9	12.7	11.5	13.5	32.4
7	252	27.4	12.3	11.1	12.7	36.5
8	257	32.3	14.8	12.5	12.1	28.4
9	459	27.2	15.9	13.5	13.7	29.6
2 to 5	717	18.1	17.3	17.4	18.1	29.0
6 to 8	753	29.9	13.3	11.7	12.7	32.4

table continues

Appendix M, Table 1 (continued)

2023 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,858	32.0	16.8	13.3	17.0	20.9
7	3,057	40.3	14.9	15.9	12.0	16.9
8	3,269	33.6	18.6	15.9	12.5	19.4
9	2,394	30.6	16.7	15.0	13.8	23.9
6 to 8	9,184	35.3	16.8	15.1	13.7	19.0
Immigrant						
1	675	16.4	13.3	13.6	18.8	37.8
2	683	19.6	16.4	14.8	19.3	29.9
3	492	13.6	9.6	9.8	18.5	48.6
4	389	18.0	16.2	13.6	16.5	35.7
5	365	25.8	17.0	12.1	17.8	27.4
6	405	25.7	15.1	11.6	16.0	31.6
7	363	39.7	11.6	14.0	9.1	25.6
8	320	33.4	17.5	10.3	11.3	27.5
9	372	26.3	17.7	13.2	14.0	28.8
2 to 5	1,929	18.9	14.7	12.8	18.2	35.4
6 to 8	1,088	32.6	14.6	12.0	12.3	28.4
Parent Denials						
1	213	28.6	17.4	19.2	16.4	18.3
2	201	23.9	19.4	17.4	18.4	20.9
3	278	17.3	14.4	15.8	19.1	33.5
4	290	30.0	19.3	18.6	15.5	16.6
5	348	33.0	22.7	14.4	16.7	13.2
6	340	32.6	17.9	14.4	15.0	20.0
7	240	35.0	15.8	16.3	12.9	20.0
8	257	32.3	20.6	15.2	7.8	24.1
9	192	34.9	18.2	12.0	13.5	21.4
2 to 5	1,117	26.7	19.2	16.4	17.3	20.5
6 to 8	837	33.2	18.2	15.2	12.2	21.3

Source: District EOY MAP data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through nine take MAP Growth; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding.

Appendix M, Table 2: 2023 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

2023 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	36	5.6	5.6	11.1	22.2	55.6
2	36	11.1	13.9	13.9	8.3	52.8
3	139	9.4	5.8	12.2	14.4	58.3
4	151	13.9	8.6	16.6	14.6	46.4
5	188	14.9	8.5	20.2	14.9	41.5
6	15	6.7	13.3	20.0	13.3	46.7
7	20	25.0	5.0	15.0	20.0	35.0
8	11	27.3	0.0	0.0	9.1	63.6
9	43	14.0	9.3	16.3	14.0	46.5
2 to 5	514	12.8	8.2	16.5	14.2	48.2
6 to 8	46	19.6	6.5	13.0	15.2	45.7
One-Way Dual Language						
1	35	5.7	5.7	11.4	20.0	57.1
2	32	9.4	15.6	12.5	9.4	53.1
3	127	8.7	5.5	13.4	15.7	56.7
4	136	13.2	8.1	17.6	14.7	46.3
5	176	14.8	9.1	19.3	13.1	43.8
2 to 5	471	12.3	8.3	16.8	14.0	48.6
Two-Way Dual Language						
1	1	0.0	0.0	0.0	100.0	0.0
2	4	25.0	0.0	25.0	0.0	50.0
3	12	16.7	8.3	0.0	0.0	75.0
4	15	20.0	13.3	6.7	13.3	46.7
5	8	25.0	0.0	50.0	25.0	0.0
2 to 5	39	20.5	7.7	15.4	10.3	46.2
Secondary Dual Language						
6	0	0.0	0.0	0.0	0.0	0.0
7	0	0.0	0.0	0.0	0.0	0.0
8	0	0.0	0.0	0.0	0.0	0.0
9	0	0.0	0.0	0.0	0.0	0.0
6 to 8	0	0.0	0.0	0.0	0.0	0.0
English as a Second Language						
1	0	0.0	0.0	0.0	0.0	0.0
2	0	0.0	0.0	0.0	0.0	0.0
3	0	0.0	0.0	0.0	0.0	0.0
4	0	0.0	0.0	0.0	0.0	0.0
5	4	0.0	0.0	0.0	75.0	25.0
6	12	0.0	16.7	16.7	8.3	58.3
7	14	35.7	0.0	14.3	14.3	35.7
8	7	14.3	0.0	0.0	0.0	85.7
9	38	15.8	7.9	10.5	15.8	50.0
2 to 5	4	0.0	0.0	0.0	75.0	25.0
6 to 8	33	18.2	6.1	12.1	9.1	54.5

table continues

Appendix M, Table 2 (continued)

2023 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	3	33.3	0.0	33.3	33.3	0.0
7	6	0.0	16.7	16.7	33.3	33.3
8	4	50.0	0.0	0.0	25.0	25.0
9	5	0.0	20.0	60.0	0.0	20.0
6 to 8	13	23.1	7.7	15.4	30.8	23.1
Immigrant						
1	16	0.0	0.0	0.0	37.5	62.5
2	25	8.0	16.0	8.0	12.0	56.0
3	98	7.1	5.1	11.2	16.3	60.2
4	117	11.1	7.7	17.9	13.7	49.6
5	149	14.1	9.4	18.8	14.1	43.6
6	13	7.7	7.7	23.1	15.4	46.2
7	17	29.4	0.0	11.8	17.6	41.2
8	5	0.0	0.0	0.0	0.0	100.0
9	31	16.1	9.7	9.7	16.1	48.4
2 to 5	389	11.1	8.2	15.9	14.4	50.4
6 to 8	35	17.1	2.9	14.3	14.3	51.4
Parent Denials						
1	0	0.0	0.0	0.0	0.0	0.0
2	0	0.0	0.0	0.0	0.0	0.0
3	0	0.0	0.0	0.0	0.0	0.0
4	0	0.0	0.0	0.0	0.0	0.0
5	0	0.0	0.0	0.0	0.0	0.0
6	0	0.0	0.0	0.0	0.0	0.0
7	0	0.0	0.0	0.0	0.0	0.0
8	0	0.0	0.0	0.0	0.0	0.0
9	0	0.0	0.0	0.0	0.0	0.0
2 to 5	0	0.0	0.0	0.0	0.0	0.0
6 to 8	0	0.0	0.0	0.0	0.0	0.0

Source: District EOY MAP data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through nine take MAP Growth; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 3: 2023 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

		2023 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	374	29.1	22.2	20.9	13.6	14.2
2	382	27.2	22.5	12.8	14.4	23.0
3	464	28.2	17.2	17.5	15.7	21.3
4	468	32.1	18.8	15.4	12.8	20.9
5	526	30.8	17.3	15.4	17.7	18.8
6	4,074	38.9	18.7	15.6	13.2	13.6
7	3,849	41.6	18.2	14.2	12.9	13.1
8	4,039	39.4	18.3	15.6	13.0	13.7
9	3,656	39.3	18.2	14.4	13.7	14.4
2 to 5	1,840	29.7	18.8	15.4	15.3	20.9
6 to 8	11,962	40.0	18.4	15.2	13.0	13.5
One-Way Dual Language						
1	8	75.0	0.0	25.0	0.0	0.0
2	8	37.5	25.0	12.5	12.5	12.5
3	9	33.3	22.2	11.1	0.0	33.3
4	6	50.0	16.7	0.0	16.7	16.7
5	4	50.0	0.0	0.0	0.0	50.0
2 to 5	27	40.7	18.5	7.4	7.4	25.9
Two-Way Dual Language						
1	1	0.0	100.0	0.0	0.0	0.0
2	3	33.3	0.0	33.3	0.0	33.3
3	2	0.0	0.0	50.0	0.0	50.0
4	3	33.3	0.0	33.3	0.0	33.3
5	3	66.7	0.0	0.0	0.0	33.3
2 to 5	11	36.4	0.0	27.3	0.0	36.4
Secondary Dual Language						
6	92	35.9	32.6	14.1	8.7	8.7
7	91	35.2	23.1	22.0	9.9	9.9
8	68	26.5	26.5	25.0	11.8	10.3
9	86	23.3	26.7	25.6	10.5	14.0
6 to 8	251	33.1	27.5	19.9	10.0	9.6
English as a Second Language						
1	165	25.5	21.2	18.2	17.0	18.2
2	169	27.2	21.9	11.8	11.8	27.2
3	157	22.3	20.4	17.8	16.6	22.9
4	159	23.3	18.9	18.9	14.5	24.5
5	159	21.4	22.0	15.7	20.1	20.8
6	213	24.4	20.2	22.1	12.2	21.1
7	220	34.1	12.7	15.5	14.1	23.6
8	224	37.9	14.7	13.4	15.6	18.3
9	449	32.5	16.7	14.0	14.5	22.3
2 to 5	644	23.6	20.8	16.0	15.7	23.9
6 to 8	657	32.3	15.8	16.9	14.0	21.0

table continues

Appendix M, Table 3 (continued)

Appendix W, Table C (continued)

2023 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,759	41.3	18.5	14.3	13.4	12.4
7	2,986	42.4	18.7	13.4	12.7	12.9
8	3,195	40.4	18.1	15.2	12.9	13.5
9	2,597	41.0	17.6	14.1	13.9	13.2
6 to 8	8,940	41.3	18.4	14.3	13.0	13.0
Immigrant						
1	28	25.0	14.3	14.3	21.4	25.0
2	62	16.1	25.8	9.7	14.5	33.9
3	37	32.4	16.2	16.2	5.4	29.7
4	32	25.0	18.8	6.3	12.5	37.5
5	28	10.7	14.3	10.7	32.1	32.1
6	365	27.4	18.6	16.7	13.4	23.8
7	331	43.8	12.1	12.4	12.1	19.6
8	282	37.2	15.2	13.1	15.2	19.1
9	371	34.8	15.6	13.5	13.5	22.6
2 to 5	159	20.8	20.1	10.7	15.1	33.3
6 to 8	978	35.8	15.4	14.2	13.5	21.1
Parent Denials						
1	199	30.2	23.6	23.1	11.6	11.6
2	201	26.9	23.4	13.4	16.9	19.4
3	285	31.6	15.8	17.9	15.8	18.9
4	293	36.5	19.1	13.7	11.9	18.8
5	348	35.3	15.2	15.8	16.7	17.0
6	330	42.7	16.7	17.3	11.8	11.5
7	232	44.8	20.3	11.2	12.5	11.2
8	246	41.1	16.7	17.1	11.0	14.2
9	206	39.3	21.8	10.2	12.6	16.0
2 to 5	1,127	33.2	17.8	15.4	15.3	18.4
6 to 8	808	42.8	17.7	15.5	11.8	12.3

Source: District EOY *MAP* data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through nine take *MAP Growth*; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category.

Appendix M, Table 4: 2023 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

		2023 BOY to EOY Spanish MAP Reading Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,206	21.4	28.2	26.1	16.2	8.2
2	3,843	33.1	23.3	19.2	14.2	10.3
3	3,313	15.7	13.7	16.2	21.3	33.1
4	3,032	23.7	16.3	18.1	20.4	21.5
5	2,917	26.2	18.8	18.6	20.2	16.1
6	9	66.7	11.1	22.2	0.0	0.0
7	7	57.1	28.6	0.0	14.3	0.0
8	3	33.3	33.3	0.0	0.0	33.3
9	0	0.0	0.0	0.0	0.0	0.0
2 to 5	13,105	25.0	18.2	18.1	18.8	19.9
6 to 8	19	57.9	21.1	10.5	5.3	5.3
One-Way Dual Language						
1	3,873	20.9	27.9	26.2	16.4	8.5
2	3,494	32.6	23.2	19.5	14.1	10.6
3	2,967	15.5	13.3	16.1	21.6	33.5
4	2,734	23.5	16.0	18.3	20.4	21.8
5	2,608	25.8	19.2	18.6	20.1	16.3
2 to 5	11,803	24.7	18.2	18.2	18.8	20.2
Two-Way Dual Language						
1	330	26.1	31.2	25.2	13.3	4.2
2	348	37.4	24.1	16.1	15.2	7.2
3	344	16.9	17.4	16.9	19.2	29.7
4	293	25.9	18.4	16.7	20.5	18.4
5	303	30.0	15.5	19.8	20.8	13.9
2 to 5	1,288	27.6	19.0	17.3	18.8	17.3
Secondary Dual Language						
6	0	0.0	0.0	0.0	0.0	0.0
7	0	0.0	0.0	0.0	0.0	0.0
8	0	0.0	0.0	0.0	0.0	0.0
9	0	0.0	0.0	0.0	0.0	0.0
6 to 8	0	0.0	0.0	0.0	0.0	0.0
English as a Second Language						
1	1	0.0	0.0	100.0	0.0	0.0
2	0	0.0	0.0	0.0	0.0	0.0
3	1	100.0	0.0	0.0	0.0	0.0
4	3	33.3	33.3	0.0	0.0	33.3
5	6	33.3	0.0	0.0	16.7	50.0
6	4	50.0	25.0	25.0	0.0	0.0
7	5	60.0	40.0	0.0	0.0	0.0
8	3	33.3	33.3	0.0	0.0	33.3
9	0	0.0	0.0	0.0	0.0	0.0
2 to 5	10	40.0	10.0	0.0	10.0	40.0
6 to 8	12	50.0	33.3	8.3	0.0	8.3

table continues

Appendix M, Table 4 (continued)

2023 BOY to EOY Spanish MAP Reading Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	5	80.0	0.0	20.0	0.0	0.0
7	2	50.0	0.0	0.0	50.0	0.0
8	0	0.0	0.0	0.0	0.0	0.0
9	0	0.0	0.0	0.0	0.0	0.0
6 to 8	7	71.4	0.0	14.3	14.3	0.0
Immigrant						
1	629	13.7	24.3	26.9	21.3	13.8
2	603	25.7	20.1	17.2	20.9	16.1
3	525	12.2	9.9	14.9	17.7	45.3
4	456	18.6	14.5	15.8	21.9	29.2
5	420	21.9	16.2	15.5	21.0	25.5
6	7	71.4	14.3	14.3	0.0	0.0
7	5	60.0	40.0	0.0	0.0	0.0
8	3	33.3	33.3	0.0	0.0	33.3
9	0	0.0	0.0	0.0	0.0	0.0
2 to 5	2,004	19.8	15.3	15.9	20.3	28.7
6 to 8	15	60.0	26.7	6.7	0.0	6.7
Parent Denials						
1	0	0.0	0.0	0.0	0.0	0.0
2	1	100.0	0.0	0.0	0.0	0.0
3	0	0.0	0.0	0.0	0.0	0.0
4	1	0.0	100.0	0.0	0.0	0.0
5	0	0.0	0.0	0.0	0.0	0.0
6	0	0.0	0.0	0.0	0.0	0.0
7	0	0.0	0.0	0.0	0.0	0.0
8	0	0.0	0.0	0.0	0.0	0.0
9	0	0.0	0.0	0.0	0.0	0.0
2 to 5	2	50.0	50.0	0.0	0.0	0.0
6 to 8	0	0.0	0.0	0.0	0.0	0.0

Source: District EOY *MAP* data file dated 06/25/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through nine take *MAP Growth*; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 5: 2022 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

2022 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,500	28.6	20.0	17.3	14.4	19.7
2	4,569	28.3	20.2	19.4	16.3	15.8
3	4,561	14.8	15.5	17.9	21.6	30.1
4	4,697	19.8	18.4	21.8	17.4	22.6
5	4,752	24.6	22.2	19.7	17.7	15.8
6	4,159	28.6	18.8	17.5	16.1	19.0
7	4,229	38.6	18.2	16.5	12.3	14.5
8	4,231	29.9	21.0	17.1	14.5	17.6
9	3,808	29.5	19.7	17.8	16.0	16.9
10	2,532	31.4	17.7	16.7	15.4	18.8
11	1,802	27.5	20.0	19.4	16.4	16.6
2 to 5	18,579	21.9	19.1	19.7	18.2	21.0
6 to 8	12,619	32.4	19.3	17.0	14.3	17.0
9 to 11	8,142	29.7	19.1	17.8	15.9	17.5
6 to 11	20,761	31.3	19.2	17.3	14.9	17.2
One-Way Dual Language						
1	3,680	28.3	19.4	17.0	14.4	20.9
2	3,537	27.8	19.8	19.2	16.7	16.5
3	3,449	15.0	15.1	17.7	21.7	30.5
4	3,557	20.0	17.5	21.6	17.3	23.5
5	3,577	25.3	22.0	19.2	17.4	16.1
2 to 5	14,120	22.1	18.6	19.4	18.3	21.6
Two-Way Dual Language						
1	430	27.0	25.1	18.6	15.3	14.0
2	567	29.5	19.8	21.2	13.8	15.9
3	655	11.1	17.1	18.5	22.6	30.7
4	608	17.9	22.5	21.7	18.4	19.4
5	594	20.7	23.7	19.9	20.9	14.8
2 to 5	2,424	19.5	20.7	20.3	19.1	20.5
Secondary Dual Language						
6	45	28.9	13.3	15.6	24.4	17.8
7	54	29.6	16.7	22.2	18.5	13.0
8	98	18.4	22.4	16.3	29.6	13.3
9	110	35.5	16.4	16.4	11.8	20.0
10	9	22.2	11.1	44.4	11.1	11.1
11	23	17.4	17.4	34.8	17.4	13.0
6 to 8	197	23.9	18.8	17.8	25.4	14.2
9 to 11	142	31.7	16.2	21.1	12.7	18.3
6 to 11	339	27.1	17.7	19.2	20.1	15.9
English as a Second Language						
1	198	33.3	19.2	17.7	12.6	17.2
2	187	26.2	21.4	25.7	16.0	10.7
3	173	15.6	17.3	18.5	21.4	27.2
4	178	19.7	16.3	27.5	15.2	21.3
5	147	20.4	23.8	25.2	15.6	15.0
6	94	14.9	14.9	19.1	18.1	33.0
7	111	21.6	16.2	15.3	17.1	29.7
8	258	24.4	18.6	10.1	18.6	28.3
9	471	24.6	15.5	18.7	18.0	23.1
10	277	30.3	17.3	12.6	16.6	23.1
11	163	23.9	20.9	19.6	21.5	14.1
2 to 5	685	20.6	19.6	24.2	17.1	18.5
6 to 8	463	21.8	17.3	13.2	18.1	29.6
9 to 11	911	26.2	17.0	17.0	18.2	21.5
6 to 11	1,374	24.7	17.1	15.7	18.2	24.2

table continues

Appendix M, Table 5 (continued)

Appendix III, Table C (continued)

2022 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,971	30.5	19.3	17.5	15.1	17.6
7	3,531	39.5	18.3	16.7	11.7	13.8
8	3,365	31.1	20.7	17.4	13.5	17.3
9	2,462	31.0	20.9	17.8	15.3	15.0
10	1,651	32.3	17.7	16.7	14.7	18.7
11	1,202	29.0	20.0	19.0	15.6	16.5
6 to 8	9,867	33.9	19.4	17.2	13.3	16.1
9 to 11	5,315	31.0	19.7	17.7	15.1	16.5
6 to 11	15,182	32.9	19.5	17.4	14.0	16.3
Immigrant						
1	592	22.3	17.7	16.0	14.7	29.2
2	704	27.8	16.3	20.0	17.9	17.9
3	698	14.6	12.6	16.6	20.5	35.7
4	785	20.3	15.0	18.3	16.2	30.2
5	563	20.8	18.1	17.6	19.2	24.3
6	501	24.8	16.4	15.4	18.6	25.0
7	414	35.7	17.9	15.7	11.6	19.1
8	413	27.6	18.6	12.6	15.3	25.9
9	484	26.0	17.4	16.9	16.9	22.7
10	255	28.2	15.3	13.7	14.9	27.8
11	166	25.9	19.3	15.7	22.9	16.3
2 to 5	2,750	20.9	15.4	18.2	18.3	27.2
6 to 8	1,328	29.1	17.5	14.6	15.4	23.4
9 to 11	905	26.6	17.1	15.8	17.5	23.0
6 to 11	2,233	28.1	17.4	15.1	16.2	23.2
Parent Denials						
1	185	34.6	21.6	17.8	13.5	12.4
2	275	33.5	24.7	14.9	15.6	11.3
3	280	20.4	15.7	18.2	19.6	26.1
4	350	20.9	20.0	22.0	17.7	19.4
5	429	25.9	21.9	21.4	16.6	14.2
6	268	34.7	15.3	14.6	14.2	21.3
7	268	42.5	16.8	11.6	15.3	13.8
8	255	29.4	22.0	18.8	15.3	14.5
9	226	31.9	16.8	14.2	19.0	18.1
10	152	30.3	20.4	17.1	18.4	13.8
11	126	25.4	19.8	20.6	22.2	11.9
2 to 5	1,334	25.0	20.7	19.6	17.3	17.5
6 to 8	791	35.7	18.0	14.9	14.9	16.6
9 to 11	504	29.8	18.7	16.7	19.6	15.3
6 to 11	1,295	33.4	18.2	15.6	16.8	16.1

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

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

Appendix M, Table 6: 2022 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

		2022 BOY to EOY Spanish MAP Mathematics Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	43	34.9	11.6	14.0	14.0	25.6
2	34	17.6	17.6	2.9	17.6	44.1
3	126	17.5	5.6	12.7	11.9	52.4
4	110	12.7	10.0	17.3	16.4	43.6
5	149	18.1	8.1	15.4	16.8	41.6
6	16	12.5	12.5	6.3	18.8	50.0
7	31	22.6	9.7	6.5	16.1	45.2
8	11	27.3	9.1	9.1	27.3	27.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	419	16.5	8.6	14.1	15.3	45.6
6 to 8	58	20.7	10.3	6.9	19.0	43.1
9 to 11	-	-	-	-	-	-
6 to 11	58	20.7	10.3	6.9	19.0	43.1
One-Way Dual Language						
1	30	36.7	13.3	10.0	13.3	26.7
2	30	13.3	16.7	3.3	20.0	46.7
3	112	17.0	6.3	13.4	11.6	51.8
4	106	12.3	9.4	17.9	16.0	44.3
5	137	17.5	8.0	13.9	18.2	42.3
2 to 5	385	15.6	8.6	14.0	15.8	46.0
Two-Way Dual Language						
1	13	30.8	7.7	23.1	15.4	23.1
2	4	50.0	25.0	0.0	0.0	25.0
3	14	21.4	0.0	7.1	14.3	57.1
4	4	25.0	25.0	0.0	25.0	25.0
5	12	25.0	8.3	33.3	0.0	33.3
2 to 5	34	26.5	8.8	14.7	8.8	41.2
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	6	16.7	0.0	0.0	16.7	66.7
7	14	14.3	0.0	0.0	21.4	64.3
8	7	28.6	0.0	14.3	28.6	28.6
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	27	18.5	0.0	3.7	22.2	55.6
9 to 11	-	-	-	-	-	-
6 to 11	27	18.5	0.0	3.7	22.2	55.6

table continues

Appendix M, Table 6 (continued)

Appendix IV, Table 3 (continued)

2022 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	9	11.1	22.2	11.1	22.2	33.3
7	17	29.4	17.6	11.8	11.8	29.4
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	29	20.7	20.7	10.3	17.2	31.0
9 to 11	-	-	-	-	-	-
6 to 11	29	20.7	20.7	10.3	17.2	31.0
Immigrant						
1	15	0.0	13.3	13.3	20.0	53.3
2	19	5.3	21.1	5.3	10.5	57.9
3	92	9.8	6.5	12.0	15.2	56.5
4	90	12.2	8.9	18.9	15.6	44.4
5	120	18.3	8.3	15.0	14.2	44.2
6	15	13.3	13.3	6.7	13.3	53.3
7	29	20.7	10.3	6.9	17.2	44.8
8	9	22.2	11.1	0.0	33.3	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	321	13.4	8.7	14.6	14.6	48.6
6 to 8	53	18.9	11.3	5.7	18.9	45.3
9 to 11	-	-	-	-	-	-
6 to 11	53	18.9	11.3	5.7	18.9	45.3
Parent Denials						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

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

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

Appendix M, Table 7: 2022 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

		2021-22 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested 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
One-Way Dual Language						
1	10	70.0	10.0	0.0	10.0	10.0
2	9	44.4	22.2	11.1	11.1	11.1
3	8	37.5	25.0	0.0	12.5	25.0
4	6	0.0	16.7	33.3	33.3	16.7
5	*	*	*	*	*	*
2 to 5	25	28.0	24.0	16.0	16.0	16.0
Two-Way Dual Language						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	-	-	-	-	-	-
5	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
Secondary Dual Language						
6	45	22.2	28.9	24.4	6.7	17.8
7	54	18.5	18.5	22.2	25.9	14.8
8	98	13.3	25.5	17.3	25.5	18.4
9	111	46.8	14.4	22.5	7.2	9.0
10	7	57.1	0.0	14.3	28.6	0.0
11	26	42.3	15.4	19.2	15.4	7.7
6 to 8	197	16.8	24.4	20.3	21.3	17.3
9 to 11	144	46.5	13.9	21.5	9.7	8.3
6 to 11	341	29.3	19.9	20.8	16.4	13.5
English as a Second Language						
1	173	38.2	20.2	17.3	15.0	9.2
2	179	27.9	22.3	17.3	14.0	18.4
3	168	23.8	12.5	18.5	22.6	22.6
4	168	25.0	19.0	17.3	22.0	16.7
5	134	15.7	22.4	21.6	24.6	15.7
6	86	20.9	19.8	17.4	16.3	25.6
7	102	25.5	16.7	11.8	20.6	25.5
8	228	33.8	19.3	14.9	13.2	18.9
9	457	28.7	16.0	17.3	17.5	20.6
10	306	40.5	13.7	14.1	13.4	18.3
11	196	38.3	22.4	13.8	13.3	12.2
2 to 5	649	23.6	19.0	18.5	20.5	18.5
6 to 8	416	29.1	18.8	14.7	15.6	21.9
9 to 11	959	34.4	16.6	15.5	15.3	18.1
6 to 11	1,375	32.8	17.2	15.3	15.4	19.3

table continues

Appendix M, Table 7 (continued)

Appendix III, Table 1 (continued)

2022 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,965	32.4	20.6	17.2	15.4	14.4
7	3,588	36.5	19.4	16.3	14.0	13.8
8	3,336	34.0	21.0	17.6	14.4	13.0
9	2,690	36.1	19.6	17.8	14.6	11.9
10	1,821	42.3	19.0	15.0	11.8	12.0
11	1,396	36.1	17.8	19.2	15.5	11.3
6 to 8	9,889	34.4	20.3	17.0	14.6	13.7
9 to 11	5,907	38.0	19.0	17.3	14.0	11.8
6 to 11	15,796	35.8	19.8	17.1	14.4	13.0
Immigrant						
1	63	30.2	17.5	25.4	15.9	11.1
2	64	32.8	21.9	14.1	15.6	15.6
3	83	21.7	10.8	20.5	26.5	20.5
4	80	22.5	11.3	17.5	27.5	21.3
5	52	15.4	15.4	19.2	26.9	23.1
6	494	27.3	20.2	16.6	15.8	20.0
7	428	38.3	16.1	13.6	16.1	15.9
8	389	35.7	19.3	16.7	11.8	16.5
9	494	30.0	17.8	15.6	17.8	18.8
10	281	37.7	14.2	14.6	14.2	19.2
11	217	37.3	18.0	14.7	14.3	15.7
2 to 5	279	23.3	14.3	17.9	24.4	20.1
6 to 8	1,311	33.4	18.6	15.6	14.7	17.6
9 to 11	992	33.8	16.8	15.1	16.0	18.2
6 to 11	2,303	33.6	17.8	15.4	15.3	17.9
Parent Denials						
1	171	45.6	15.2	22.2	9.9	7.0
2	262	31.3	23.3	16.4	16.0	13.0
3	278	32.7	21.6	13.3	16.5	15.8
4	340	30.3	17.1	17.6	18.8	16.2
5	424	30.7	17.0	16.7	17.0	18.6
6	261	36.0	19.2	17.2	14.9	12.6
7	262	38.5	19.8	13.0	14.5	14.1
8	262	34.7	18.7	17.9	13.0	15.6
9	239	36.8	20.1	18.4	10.0	14.6
10	174	39.1	23.0	9.8	14.4	13.8
11	143	33.6	25.9	12.6	15.4	12.6
2 to 5	1,304	31.1	19.2	16.2	17.2	16.3
6 to 8	785	36.4	19.2	16.1	14.1	14.1
9 to 11	556	36.7	22.5	14.2	12.8	13.8
6 to 11	1,341	36.5	20.6	15.3	13.6	14.0

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

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

Appendix M, Table 8: 2022 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

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

table continues

Appendix M, Table 8 (continued)

Appendix W, Table 5 (continued)

2022 BOY to EOY Spanish MAP Reading Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	5	40.0	40.0	20.0	0.0	0.0
7	*	*	*	*	*	*
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	7	28.6	42.9	14.3	14.3	0.0
9 to 11	-	-	-	-	-	-
6 to 11	7	28.6	42.9	14.3	14.3	0.0
Immigrant						
1	522	21.3	25.7	25.9	16.5	10.7
2	632	33.7	25.2	17.7	10.6	12.8
3	681	10.4	10.3	14.8	20.0	44.5
4	752	16.9	14.4	15.8	19.7	33.2
5	576	16.8	18.2	20.5	23.3	21.2
6	9	44.4	33.3	11.1	11.1	0.0
7	5	20.0	40.0	20.0	20.0	0.0
8	5	20.0	20.0	20.0	0.0	40.0
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	2,641	19.2	16.7	17.0	18.4	28.6
6 to 8	19	31.6	31.6	15.8	10.5	10.5
9 to 11	-	-	-	-	-	-
6 to 11	19	31.6	31.6	15.8	10.5	10.5
Parent Denials						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

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

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

Appendix N

Appendix N, Table 1: 2023 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,178	69.3	4,774	70.1	4,403	68.4	3,724	71.0	531	73.4	368	88.0				
	4	9,123	70.3	4,867	72.7	4,256	67.6	3,717	73.6	625	74.1	341	89.1				
	5	9,195	80.5	5,049	82.5	4,146	78.0	3,830	82.6	617	86.4	334	93.1				
	6	8,361	73.7	4,635	73.3	3,724	74.3							94	97.9	23	82.6
	7	1,861	40.5	1,018	39.9	843	41.3							16	93.8	6	83.3
	8	11,538	74.6	5,922	74.1	5,616	75.0							100	89.0	58	93.1
	3 to 5	27,496	73.4	14,690	75.2	12,805	71.2	11,271	75.8	1,773	78.2	1,043	90.0				
	6 to 8	21,760	71.3	11,575	70.8	10,183	71.9							210	93.3	87	89.7
Reading	3	9,185	67.5	4,769	63.2	4,415	72.1	3,715	62.3	532	68.4	367	87.7				
	4	9,137	69.2	4,876	64.3	4,261	74.8	3,724	63.4	624	71.2	341	92.1				
	5	9,194	75.8	5,045	73.9	4,149	78.1	3,831	73.3	617	81.5	335	90.4				
	6	8,365	70.2	4,636	66.6	3,727	74.7							93	95.7	23	87.0
	7	8,689	71.3	4,504	66.5	4,185	76.4							93	86.0	54	96.3
	8	8,790	77.8	4,637	74.1	4,153	81.9							69	92.8	25	100.0
	3 to 5	27,516	70.8	14,690	67.2	12,825	75.0	11,270	66.4	1,773	73.9	1,043	90.0				
	6 to 8	25,844	73.2	13,777	69.1	12,065	77.8							255	91.4	102	95.1
STAAR EOC																	
Algebra I	8 to 12	13,854	73.1	7,271	72.5	6,583	73.8							84	86.9	36	100.0
English I	9 to 12	15,323	58.7	8,331	52.3	6,992	66.3							137	79.6	49	91.8
English II	9 to 12	13,986	63.4	7,202	55.9	6,784	71.3							117	73.5	24	95.8

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix N, Table 2: 2023 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,178	41.2	4,774	40.8	4,403	41.6	3,724	41.2	531	42.7	368	70.4				
	4	9,123	46.1	4,867	46.9	4,256	45.2	3,717	47.8	625	47.7	341	74.8				
	5	9,195	50.7	5,049	53.0	4,146	48.0	3,830	53.5	617	55.8	334	76.3				
	6	8,361	36.9	4,635	35.3	3,724	38.9							94	76.6	23	56.5
	7	1,861	14.0	1,018	13.2	843	14.9							16	56.3	6	33.3
	8	11,538	41.9	5,922	41.2	5,616	42.7							100	58.0	58	79.3
	3 to 5	27,496	46.0	14,690	47.0	12,805	44.8	11,271	47.6	1,773	49.0	1,043	73.7				
	6 to 8	21,760	37.6	11,575	36.4	10,183	39.0							210	66.2	87	70.1
Reading	3	9,185	41.7	4,769	36.3	4,415	47.6	3,715	35.2	532	43.0	367	76.6				
	4	9,137	42.0	4,876	39.7	4,261	44.6	3,724	40.2	624	42.0	341	73.0				
	5	9,194	50.3	5,045	46.9	4,149	54.5	3,831	46.3	617	53.5	335	78.8				
	6	8,365	45.5	4,636	41.0	3,727	51.1							93	84.9	23	30.4
	7	8,689	45.0	4,504	39.2	4,185	51.3							93	60.2	54	63.0
	8	8,790	49.4	4,637	44.0	4,153	55.5							69	72.5	25	64.0
	3 to 5	27,516	44.7	14,690	41.0	12,825	48.8	11,270	40.6	1,773	46.3	1,043	76.1				
	6 to 8	25,844	46.7	13,777	41.4	12,065	52.7							255	72.5	102	55.9
STAAR EOC																	
Algebra I	8 to 12	13,854	38.0	7,271	36.7	6,583	39.5							84	60.7	36	77.8
English I	9 to 12	15,323	38.3	8,331	31.7	6,992	46.2							137	66.4	49	87.8
English II	9 to 12	13,986	42.1	7,202	32.1	6,784	52.8							117	48.7	24	83.3

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix N, Table 3: 2023 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test <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 %	Test <i>N</i>	Mast %
STAAR																	
Mathematics	3	9,178	15.7	4,774	13.6	4,403	18.0	3,724	13.2	531	16.8	368	41.8				
	4	9,123	19.5	4,867	19.8	4,256	19.2	3,717	19.8	625	20.5	341	41.1				
	5	9,195	19.2	5,049	19.2	4,146	19.1	3,830	18.6	617	24.0	334	45.5				
	6	8,361	12.3	4,635	10.2	3,724	14.9							94	36.2	23	21.7
	7	1,861	1.6	1,018	1.6	843	1.5							16	12.5	6	16.7
	8	11,538	13.3	5,922	11.6	5,616	15.1							100	31.0	58	46.6
	3 to 5	27,496	18.1	14,690	17.6	12,805	18.7	11,271	17.2	1,773	20.6	1,043	42.8				
	6 to 8	21,760	11.9	11,575	10.2	10,183	13.9							210	31.9	87	37.9
Reading	3	9,185	18.6	4,769	17.3	4,415	20.0	3,715	17.7	532	19.9	367	49.9				
	4	9,137	19.2	4,876	17.8	4,261	20.9	3,724	17.9	624	20.0	341	46.3				
	5	9,194	25.3	5,045	22.2	4,149	29.1	3,831	21.8	617	25.8	335	60.0				
	6	8,365	18.3	4,636	14.1	3,727	23.6							93	46.2	23	30.4
	7	8,689	20.8	4,504	15.1	4,185	27.0							93	30.1	54	63.0
	8	8,790	23.2	4,637	18.0	4,153	29.1							69	40.6	25	64.0
	3 to 5	27,516	21.0	14,690	19.1	12,825	23.2	11,270	19.2	1,773	22.0	1,043	52.0				
	6 to 8	25,844	20.8	13,777	15.7	12,065	26.7							255	38.8	102	55.9
STAAR EOC																	
Algebra I	8 to 12	13,854	18.4	7,271	17.3	6,583	19.6							84	45.2	36	61.1
English I	9 to 12	15,323	7.4	8,331	4.1	6,992	11.4							137	25.5	49	18.4
English II	9 to 12	13,986	5.7	7,202	1.9	6,784	9.8							117	6.0	24	25.0

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix N, Table 4: 2022 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

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

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

Appendix N, Table 5: 2022 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

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

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

Appendix N, Table 6: 2022 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	3,758	18.0	689	22.2	376	43.6				
	4	9,462	18.7	5,082	19.1	4,380	18.2	3,866	19.1	627	21.2	364	42.3				
	5	9,387	24.0	5,189	25.6	4,198	22.0	3,898	26.3	630	27.0	331	50.5				
	6	8,865	11.1	4,548	8.9	4,317	13.3							45	15.6	32	46.9
	7	3,802	1.5	1,970	1.4	1,832	1.5							25	12.0	5	0.0
	8	10,729	12.4	5,643	11.7	5,086	13.2							61	52.5	24	62.5
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	11,522	21.2	1,946	23.4	1,071	45.3				
	6 to 8	23,396	10.1	12,161	9.0	11,235	11.3							131	32.1	61	49.2
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	3,758	19.7	689	23.7	376	53.2				
	4	9,457	24.4	5,081	22.3	4,376	26.8	3,865	22.5	627	23.9	363	51.0				
	5	9,387	29.9	5,184	24.6	4,203	36.4	3,895	22.7	629	29.4	331	64.7				
	6	8,882	16.4	4,550	11.6	4,332	21.5							45	28.9	32	59.4
	7	9,241	30.2	4,886	24.6	4,355	36.5							55	61.8	11	72.7
	8	9,136	30.0	4,713	24.2	4,423	36.1							100	66.0	48	75.0
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	11,518	21.7	1,945	25.6	1,070	56.0				
	6 to 8	27,259	25.6	14,149	20.3	13,110	31.4							200	56.5	91	69.2
STAAR EOC																	
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2							148	56.1	42	59.5
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8							155	3.9	29	6.9
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1							33	3.0	38	18.4

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

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

Appendix N, Table 7: 2021 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

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

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

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

Appendix N, Table 8: 2021 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

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

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

Appendix N, Table 9: 2021 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast	Test	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,207	11.7	4,982	11.8	4,212	11.7	3,829	11.7	636	13.5	356	27.8				
	4	9,154	16.5	5,105	15.8	4,038	17.3	3,921	16.7	580	14.5	330	39.4				
	5	9,427	23.0	5,105	24.2	4,310	21.6	4,064	24.7	477	26.8	263	52.9				
	6	8,687	9.5	4,753	8.3	3,929	10.9							-	-	*	*
	7	3,520	1.4	1,890	1.6	1,626	1.1							-	-	*	*
	8	9,682	6.2	5,139	4.6	4,529	8.0	104	24.0	38	15.8						
	3 to 5	27,788	17.1	15,192	17.3	12,560	16.9	11,814	17.8	1,693	17.6	949	38.8				
	6 to 8	21,889	6.7	11,782	5.6	10,084	8.0	104	24.0	41	17.1						
Reading	3	9,190	18.0	4,975	18.2	4,202	17.6	3,821	19.3	636	18.2	357	34.5				
	4	9,127	15.5	5,096	14.8	4,020	16.4	3,917	15.7	579	14.3	331	35.6				
	5	9,422	28.7	5,106	29.5	4,304	27.9	4,062	31.1	478	28.2	265	60.4				
	6	8,652	10.3	4,718	7.2	3,929	14.1							-	-	*	*
	7	8,544	18.6	4,539	13.1	3,997	24.9							65	60.0	28	71.4
	8	8,748	16.7	4,360	10.7	4,378	22.7	116	30.2	29	20.7						
	3 to 5	27,739	20.8	15,177	20.8	12,526	20.8	11,800	22.2	1,693	19.7	953	42.1				
	6 to 8	25,944	15.2	13,617	10.3	12,304	20.7	181	40.9	59	45.8						
STAAR EOC																	
Algebra I	8 to 12	11,035	15.9	5,338	13.2	5,678	18.5							94	25.5	36	33.3
English I	9 to 12	11,142	5.5	5,433	2.0	5,683	8.8							38	0.0	32	31.3
English II	9 to 12	10,473	5.5	4,872	1.6	5,595	9.0							53	3.8	44	18.2

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

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

Appendix N, Table 10: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

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

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

Appendix N, Table 11: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

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

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

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

Appendix N, Table 12: 2019 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR																	
Mathematics	3	10,969	21.2	5,709	20.8	5,196	21.5	4,638	21.1	428	21.0	308	53.9				
	4	11,666	25.8	5,888	26.6	5,720	25.1	4,924	26.7	340	27.6	251	54.6				
	5	11,805	34.7	5,985	36.4	5,766	33.0	4,943	36.9	331	42.6	208	65.4				
	6	10,568	16.7	5,224	14.6	5,090	18.0							32	6.3	13	23.1
	7	7,168	5.6	3,683	4.8	3,309	5.8							20	5.0	8	25.0
	8	10,454	15.6	5,071	12.4	4,733	16.6							55	12.7	27	25.9
	3 to 5	34,440	27.4	17,582	28.1	16,682	26.7	14,505	28.4	1,099	29.6	767	57.2				
	6 to 8	28,190	13.5	13,978	11.2	13,132	14.4							107	9.3	48	25.0
Reading	3	10,974	24.8	5,708	25.0	5,202	24.7	4,637	26.5	428	26.2	308	57.5				
	4	11,667	18.6	5,888	17.6	5,721	19.8	4,924	18.2	340	17.1	251	46.2				
	5	11,805	26.9	5,984	26.8	5,767	27.1	4,942	28.2	331	27.5	208	56.3				
	6	10,574	12.0	5,224	7.7	5,096	15.7							32	0.0	13	7.7
	7	9,959	21.9	4,826	15.4	4,647	25.3							30	16.7	24	62.5
	8	9,895	18.7	4,623	10.5	4,510	23.2							56	28.6	34	58.8
	3 to 5	34,446	23.4	17,580	23.1	16,690	23.8	14,503	24.3	1,099	23.7	767	53.5				
	6 to 8	30,428	17.4	14,673	11.1	14,253	21.2							118	17.8	71	50.7
STAAR EOC																	
Algebra I	8 to 12	11,358	40.7	5,197	36.0	5,194	41.2							118	56.8	31	87.1
English I	9 to 12	15,137	7.0	7,299	1.7	6,666	10.7							147	1.4	18	16.7
English II	9 to 12	13,342	4.8	5,443	1.1	6,046	7.8							84	3.6	19	31.6

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

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

Appendix O

Appendix O, Table 1: 2023 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

District NonEBs ^a															
Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %
STAAR															
Mathematics	3	9,178	69.3	4,774	70.1	4,403	68.4	183	67.2			694	62.7	304	57.9
	4	9,123	70.3	4,867	72.7	4,256	67.6	195	79.0			589	62.3	307	59.0
	5	9,195	80.5	5,049	82.5	4,146	78.0	192	83.3			605	66.8	370	76.8
	6	8,361	73.7	4,635	73.3	3,724	74.3	311	47.9	3,112	75.0	515	53.4	372	71.2
	7	1,861	40.5	1,018	39.9	843	41.3	68	16.2	839	41.0	107	16.8	71	35.2
	8	11,538	74.6	5,922	74.1	5,616	75.0	504	54.4	4,529	74.9	679	59.8	372	69.1
	3 to 5	27,496	73.4	14,690	75.2	12,805	71.2	570	76.7			1,888	63.9	981	65.3
	6 to 8	21,760	71.3	11,575	70.8	10,183	71.9	883	49.2	8,480	71.6	1,301	53.7	815	67.1
Reading	3	9,185	67.5	4,769	63.2	4,415	72.1	185	71.4			690	63.5	305	63.3
	4	9,137	69.2	4,876	64.3	4,261	74.8	196	71.9			589	64.5	309	58.9
	5	9,194	75.8	5,045	73.9	4,149	78.1	191	80.1			605	66.1	366	66.9
	6	8,365	70.2	4,636	66.6	3,727	74.7	312	26.6	3,112	69.4	515	35.1	372	68.5
	7	8,689	71.3	4,504	66.5	4,185	76.4	336	22.9	3,432	68.6	505	29.7	267	64.4
	8	8,790	77.8	4,637	74.1	4,153	81.9	324	29.9	3,657	75.7	422	38.4	289	76.5
	3 to 5	27,516	70.8	14,690	67.2	12,825	75.0	572	74.5			1,884	64.6	980	63.3
	6 to 8	25,844	73.2	13,777	69.1	12,065	77.8	972	26.4	10,201	71.4	1,442	34.2	928	69.8
STAAR EOC															
Algebra I	8 to 12	13,854	73.1	7,271	72.5	6,583	73.8	1,170	58.0	5,099	74.6	1,061	60.5	409	69.4
English I	9 to 12	15,323	58.7	8,331	52.3	6,992	66.3	1,472	13.8	5,709	58.5	1,245	17.1	459	58.4
English II	9 to 12	13,986	63.4	7,202	55.9	6,784	71.3	1,090	20.2	4,731	58.3	879	23.7	409	57.2

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix O, Table 2: 2023 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	District													
		All District		All EBs		NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %
STAAR															
Mathematics	3	9,178	41.2	4,774	40.8	4,403	41.6	183	47.5			694	29.3	304	30.9
	4	9,123	46.1	4,867	46.9	4,256	45.2	195	54.9			589	33.8	307	32.9
	5	9,195	50.7	5,049	53.0	4,146	48.0	192	65.6			605	35.2	370	39.5
	6	8,361	36.9	4,635	35.3	3,724	38.9	311	17.0	3,112	35.0	515	22.3	372	29.6
	7	1,861	14.0	1,018	13.2	843	14.9	68	5.9	839	13.1	107	6.5	71	11.3
	8	11,538	41.9	5,922	41.2	5,616	42.7	504	21.4	4,529	41.2	679	27.2	372	35.2
	3 to 5	27,496	46.0	14,690	47.0	12,805	44.8	570	56.1			1,888	32.6	981	34.8
	6 to 8	21,760	37.6	11,575	36.4	10,183	39.0	883	18.7	8,480	36.1	1,301	23.6	815	30.6
Reading	3	9,185	41.7	4,769	36.3	4,415	47.6	185	45.4			690	66.1	305	33.8
	4	9,137	42.0	4,876	39.7	4,261	44.6	196	46.9			589	43.3	309	27.5
	5	9,194	50.3	5,045	46.9	4,149	54.5	191	59.2			605	44.0	366	38.3
	6	8,365	45.5	4,636	41.0	3,727	51.1	312	14.1	3,112	41.9	515	18.4	372	41.9
	7	8,689	45.0	4,504	39.2	4,185	51.3	336	11.3	3,432	39.0	505	15.8	267	34.5
	8	8,790	49.4	4,637	44.0	4,153	55.5	324	9.9	3,657	43.6	422	15.9	289	43.6
	3 to 5	27,516	44.7	14,690	41.0	12,825	48.8	572	50.5			1,884	41.5	980	33.5
	6 to 8	25,844	46.7	13,777	41.4	12,065	52.7	972	11.7	10,201	41.5	1,442	16.8	928	40.3
STAAR EOC															
Algebra I	8 to 12	13,854	38.0	7,271	36.7	6,583	39.5	1,170	18.0	5,099	39.4	1,061	21.7	409	30.6
English I	9 to 12	15,323	38.3	8,331	31.7	6,992	46.2	1,472	5.6	5,709	34.9	1,245	10.2	459	31.2
English II	9 to 12	13,986	42.1	7,202	32.1	6,784	52.8	1,090	6.0	4,731	31.4	879	10.5	409	33.3

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

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

Appendix O, Table 3: 2023 STAAR/EOC Rates at Masters Grade Level Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %	Tested <i>N</i>	Mast %
STAAR															
Mathematics	3	9,178	15.7	4,774	13.6	4,403	18.0	183	19.7			694	7.5	304	11.2
	4	9,123	19.5	4,867	19.8	4,256	19.2	195	28.2			589	12.2	307	13.7
	5	9,195	19.2	5,049	19.2	4,146	19.1	192	30.2			605	11.2	370	12.7
	6	8,361	12.3	4,635	10.2	3,724	14.9	311	5.8	3,112	9.3	515	4.9	372	7.5
	7	1,861	1.6	1,018	1.6	843	1.5	68	0.0	839	1.4	107	0.9	71	1.4
	8	11,538	13.3	5,922	11.6	5,616	15.1	504	6.3	4,529	11.2	679	8.4	372	7.5
	3 to 5	27,496	18.1	14,690	17.6	12,805	18.7	570	26.1			1,888	10.2	981	12.5
	6 to 8	21,760	11.9	11,575	10.2	10,183	13.9	883	5.7	8,480	9.5	1,301	6.4	815	7.0
Reading	3	9,185	18.6	4,769	17.3	4,415	20.0	185	16.8			690	20.1	305	9.5
	4	9,137	19.2	4,876	17.8	4,261	20.9	196	26.0			589	22.2	309	7.8
	5	9,194	25.3	5,045	22.2	4,149	29.1	191	35.1			605	22.8	366	16.1
	6	8,365	18.3	4,636	14.1	3,727	23.6	312	5.8	3,112	13.9	515	6.0	372	14.2
	7	8,689	20.8	4,504	15.1	4,185	27.0	336	4.8	3,432	13.9	505	5.9	267	13.5
	8	8,790	23.2	4,637	18.0	4,153	29.1	324	3.1	3,657	16.8	422	4.5	289	14.5
	3 to 5	27,516	21.0	14,690	19.1	12,825	23.2	572	26.0			1,884	21.7	980	11.4
	6 to 8	25,844	20.8	13,777	15.7	12,065	26.7	972	4.5	10,201	14.9	1,442	5.5	928	14.1
STAAR EOC															
Algebra I	8 to 12	13,854	18.4	7,271	17.3	6,583	19.6	1,170	5.1	5,099	18.4	1,061	8.5	409	15.2
English I	9 to 12	15,323	7.4	8,331	4.1	6,992	11.4	1,472	0.4	5,709	3.9	1,245	2.2	459	3.5
English II	9 to 12	13,986	5.7	7,202	1.9	6,784	9.8	1,090	0.1	4,731	1.5	879	1.1	409	1.7

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

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

Appendix O, Table 4: 2022 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

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

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

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

Appendix O, Table 5: 2022 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

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

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

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

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

Appendix O, Table 6: 2022 STAAR/EOC Rates at Masters Grade Level Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

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

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

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

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

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

Appendix O, Table 7: 2021 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

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

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

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

Appendix O, Table 8: 2021 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

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

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

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

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

Appendix O, Table 9: 2021 STAAR/EOC Rates at Masters Grade Level Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

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

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

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

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

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

Appendix O, Table 10: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

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

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

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

Appendix O, Table 11: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

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

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

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

Appendix O, Table 12: 2019 STAAR/EOC Rates at Masters Grade Level Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	10,969	21.2	5,709	20.8	5,196	21.5	202	22.3			390	14.4	367	14.7
	4	11,666	25.8	5,888	26.6	5,720	25.1	181	33.7			325	17.2	366	21.3
	5	11,805	34.7	5,985	36.4	5,766	33.0	188	35.1			311	21.9	428	27.6
	6	10,568	16.7	5,224	14.6	5,090	18.0	501	7.8	3,582	12.3	293	9.9	364	7.1
	7	7,168	5.6	3,683	4.8	3,309	5.8	468	4.1	2,842	4.3	266	3.8	240	2.5
	8	10,454	15.6	5,071	12.4	4,733	16.6	541	6.7	3,810	11.6	336	6.5	341	12.3
	3 to 5	34,440	27.4	17,582	28.1	16,682	26.7	571	30.1			1,026	17.5	1,161	21.5
	6 to 8	28,190	13.5	13,978	11.2	13,132	14.4	1,510	6.2	10,234	9.8	895	6.8	945	7.8
Reading	3	10,974	24.8	5,708	25.0	5,202	24.7	202	16.3			389	34.7	367	11.2
	4	11,667	18.6	5,888	17.6	5,721	19.8	181	17.1			325	20.6	366	10.4
	5	11,805	26.9	5,984	26.8	5,767	27.1	188	18.6			311	28.0	428	15.7
	6	10,574	12.0	5,224	7.7	5,096	15.7	499	4.4	3,585	7.0	293	4.4	363	5.2
	7	9,959	21.9	4,826	15.4	4,647	25.3	511	6.8	3,659	14.5	292	8.9	296	12.5
	8	9,895	18.7	4,623	10.5	4,510	23.2	514	3.3	3,496	9.8	323	5.9	333	9.9
	3 to 5	34,446	23.4	17,580	23.1	16,690	23.8	571	17.3			1,025	28.2	1,161	12.6
	6 to 8	30,428	17.4	14,673	11.1	14,253	21.2	1,524	4.9	10,740	10.5	908	6.4	992	9.0
STAAR EOC															
Algebra I	8 to 12	11,358	40.7	5,197	36.0	5,194	41.2	813	20.0	3,523	37.1	585	22.7	361	33.8
English I	9 to 12	15,137	7.0	7,299	1.7	6,666	10.7	1,113	0.3	5,029	1.3	743	2.0	513	2.3
English II	9 to 12	13,342	4.8	5,443	1.1	6,046	7.8	928	0.1	3,571	0.6	664	1.7	389	1.0

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

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

Appendix P

Appendix P, Table 1: 2023 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

		Reclassified Emergent Bilingual Monitor Year													
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,774	70.1	4,395	68.4	4	100.0	3	33.3	1	100.0	0	0.0	8	75.0
	4	4,867	72.7	4,234	67.5	2	100.0	0	0.0	19	84.2	1	100.0	22	86.4
	5	5,049	82.5	4,140	78.0	2	100.0	0	0.0	2	100.0	2	50.0	6	83.3
	6	4,635	73.3	3,701	74.1	15	100.0	0	0.0	8	100.0	0	0.0	23	100.0
	7	1,018	39.9	835	41.2	2	50.0	3	33.3	2	100.0	1	0.0	8	50.0
	8	5,922	74.1	5,585	74.9	8	87.5	13	100.0	10	100.0	0	0.0	31	96.8
	3 to 5	14,690	75.2	12,769	71.2	8	100.0	3	33.3	22	86.4	3	66.7	36	83.3
	6 to 8	11,575	70.8	10,121	71.8	25	92.0	16	87.5	20	100.0	1	0.0	62	91.9
Reading	3	4,769	63.2	4,407	72.1	4	100.0	3	66.7	1	100.0	0	0.0	8	87.5
	4	4,876	64.3	4,239	74.7	2	50.0	0	0.0	19	89.5	1	100.0	22	86.4
	5	5,045	73.9	4,143	78.1	2	100.0	0	0.0	2	100.0	2	100.0	6	100.0
	6	4,636	66.6	3,704	74.5	15	100.0	0	0.0	8	100.0	0	0.0	23	100.0
	7	4,504	66.5	4,156	76.3	7	100.0	14	85.7	7	100.0	1	100.0	29	93.1
	8	4,637	74.1	4,098	81.7	7	100.0	12	91.7	35	100.0	1	100.0	55	98.2
	3 to 5	14,690	67.2	12,789	74.9	8	87.5	3	66.7	22	90.9	3	100.0	36	88.9
	6 to 8	13,777	69.1	11,958	77.6	29	100.0	26	88.5	50	100.0	2	100.0	107	97.2
STAAR EOC															
Algebra I	8 to 12	7,271	72.5	6,467	39.2	8	100.0	17	94.1	45	91.1	46	71.7	116	84.5
English I	9 to 12	8,331	52.3	6,794	65.5	9	100.0	12	91.7	44	100.0	133	93.2	198	94.9
English II	9 to 12	7,202	55.9	6,398	69.8	8	100.0	76	100.0	52	98.1	250	94.8	386	96.4

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix P, Table 2: 2023 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,774	40.8	4,395	41.6	4	75.0	3	33.3	1	0.0	0	0.0	8	50.0
	4	4,867	46.9	4,234	45.0	2	100.0	0	0.0	19	68.4	1	100.0	22	72.7
	5	5,049	53.0	4,140	47.9	2	100.0	0	0.0	2	100.0	2	50.0	6	83.3
	6	4,635	35.3	3,701	38.5	15	100.0	0	0.0	8	87.5	0	0.0	23	95.7
	7	1,018	13.2	835	14.9	2	50.0	3	0.0	2	50.0	1	0.0	8	25.0
	8	5,922	41.2	5,585	42.6	8	75.0	13	76.9	10	50.0	0	0.0	31	67.7
	3 to 5	14,690	47.0	12,769	44.8	8	87.5	3	33.3	22	68.2	3	66.7	36	69.4
	6 to 8	11,575	36.4	10,121	38.8	25	88.0	16	62.5	20	65.0	1	0.0	62	72.6
Reading	3	4,769	36.3	4,407	47.6	4	100.0	3	33.3	1	0.0	0	0.0	8	62.5
	4	4,876	39.7	4,239	44.5	2	0.0	0	0.0	19	63.2	1	100.0	22	59.1
	5	5,045	46.9	4,143	54.5	2	100.0	0	0.0	2	100.0	2	0.0	6	66.7
	6	4,636	41.0	3,704	50.9	15	93.3	0	0.0	8	100.0	0	0.0	23	95.7
	7	4,504	39.2	4,156	51.1	7	85.7	14	78.6	7	100.0	1	100.0	29	86.2
	8	4,637	44.0	4,098	55.0	7	100.0	12	91.7	35	88.6	1	100.0	55	90.9
	3 to 5	14,690	41.0	12,789	48.8	8	75.0	3	33.3	22	63.6	3	33.3	36	61.1
	6 to 8	13,777	41.4	11,958	52.3	29	93.1	26	84.6	50	92.0	2	100.0	107	90.7
STAAR EOC															
Algebra I	8 to 12	7,271	36.7	6,467	39.2	8	87.5	17	76.5	45	73.3	46	34.8	116	59.5
English I	9 to 12	8,331	31.7	6,794	45.1	9	100.0	12	66.7	44	90.9	133	82.0	198	83.8
English II	9 to 12	7,202	32.1	6,398	50.8	8	87.5	76	92.1	52	88.5	250	84.0	386	86.3

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix P, Table 3: 2023 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

Reclassified Emergent Bilingual Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,774	13.6	4,395	18.0	4	50.0	3	0.0	1	0.0	0	0.0	8	25.0
	4	4,867	19.8	4,234	19.1	2	0.0	0	0.0	19	36.8	1	0.0	22	31.8
	5	5,049	19.2	4,140	19.0	2	100.0	0	0.0	2	100.0	2	0.0	6	66.7
	6	4,635	10.2	3,701	14.7	15	60.0	0	0.0	8	50.0	0	0.0	23	56.5
	7	1,018	1.6	835	1.4	2	50.0	3	0.0	2	0.0	1	0.0	8	12.5
	8	5,922	11.6	5,585	14.9	8	50.0	13	46.2	10	40.0	0	0.0	31	45.2
	3 to 5	14,690	17.6	12,769	18.7	8	50.0	3	0.0	22	40.9	3	0.0	36	36.1
	6 to 8	11,575	10.2	10,121	13.7	25	56.0	16	37.5	20	40.0	1	0.0	62	45.2
Reading	3	4,769	17.3	4,407	19.9	4	100.0	3	0.0	1	0.0	0	0.0	8	50.0
	4	4,876	17.8	4,239	20.7	2	0.0	0	0.0	19	52.6	1	0.0	22	45.5
	5	5,045	22.2	4,143	29.0	2	100.0	0	0.0	2	100.0	2	0.0	6	66.7
	6	4,636	14.1	3,704	23.2	15	86.7	0	0.0	8	75.0	0	0.0	23	82.6
	7	4,504	15.1	4,156	26.6	7	85.7	14	64.3	7	100.0	1	0.0	29	75.9
	8	4,637	18.0	4,098	28.6	7	57.1	12	75.0	35	65.7	1	100.0	55	67.3
	3 to 5	14,690	19.1	12,789	23.1	8	75.0	3	0.0	22	54.5	3	0.0	36	50.0
	6 to 8	13,777	15.7	11,958	26.2	29	79.3	26	69.2	50	72.0	2	50.0	107	72.9
STAAR EOC															
Algebra I	8 to 12	7,271	17.3	6,467	19.4	8	25.0	17	58.8	45	40.0	46	15.2	116	31.9
English I	9 to 12	8,331	4.1	6,794	10.9	9	44.4	12	33.3	44	27.3	133	30.1	198	30.3
English II	9 to 12	7,202	1.9	6,398	9.8	8	25.0	76	3.9	52	15.4	250	11.2	386	10.6

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix P, Table 4: 2022 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

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

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

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

Appendix P, Table 5: 2022 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

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

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

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

Appendix P, Table 6: 2022 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

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

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

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

Appendix P, Table 7: 2021 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

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

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

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

Appendix P, Table 8: 2021 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

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

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

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

Appendix P, Table 9: 2021 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

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

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

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

Appendix P, Table 10: 2019 STAAR/EOC Rates of Reclassified English Learners at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified English Learner Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	6	5,224	73.7	5,090	75.5	196	96.4							199	96.5
	7	3,683	59.8	3,309	57.8	63	93.7	50	88.0					113	91.2
	8	5,071	86.9	4,733	87.8	330	98.8	202	98.5	71	98.6			603	98.7
	6 to 8	13,978	74.8	13,132	75.5	589	97.5	255	96.5	71	98.6			915	97.3
Reading	6	5,224	52.7	5,096	62.5	196	90.8							199	91.0
	7	4,826	60.3	4,647	69.1	254	97.6	168	95.2					422	96.7
	8	4,623	74.0	4,510	81.5	304	99.7	240	98.8	172	97.7			716	98.9
	6 to 8	14,673	61.9	14,253	70.7	754	96.7	411	97.3	172	97.7			1,337	97.0
STAAR EOC															
Algebra I	8 to 12	5,197	82.5	5,194	82.8	391	98.5	264	96.2	202	96.0	56	82.1	913	96.3
English I	9 to 12	7,299	44.0	6,666	60.2	395	91.1	356	93.8	234	94.4	129	90.7	1,114	92.6
English II	9 to 12	5,443	40.9	6,046	65.1	411	85.9	719	87.9	218	91.7	436	93.3	1,784	89.2

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

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that year.

Appendix P, Table 11: 2019 STAAR/EOC Rates of Reclassified English Learners at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified English Learner Monitor Year															
Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	6	5,159	36.9	4,977	38.8	196	73.5							199	72.4
	7	3,621	20.7	3,194	20.4	63	58.7	50	48.0					113	54.0
	8	5,018	51.1	4,634	56.6	330	87.3	202	85.6	71	69.0			603	84.6
	6 to 8	13,798	37.8	12,805	40.7	589	79.6	255	77.3	71	69.0			915	78.1
Reading	6	5,159	20.7	4,983	31.8	196	61.2							199	61.3
	7	4,764	30.1	4,532	42.7	254	81.5	168	79.2					422	80.6
	8	4,570	31.4	4,411	46.2	304	76.3	240	85.0	172	82.0			716	80.6
	6 to 8	14,493	27.2	13,926	39.9	754	74.1	411	82.5	172	82.0			1,337	77.7
STAAR EOC															
Algebra I	8 to 12	5,161	58.9	5,118	61.4	391	88.7	264	86.4	202	84.2	56	58.9	913	85.2
English I	9 to 12	7,261	24.6	6,589	43.8	395	80.0	356	80.9	234	86.8	129	79.8	1,114	81.7
English II	9 to 12	5,411	20.2	5,964	47.3	411	57.2	719	65.5	218	72.0	436	78.9	1,784	67.7

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

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. Shading denotes grades that are not applicable for that year.

Appendix P, Table 12: 2019 STAAR/EOC Rates of Reclassified English Learners at Masters Grade Level Standard by Year of Monitoring, Subject, and Grade Level

Reclassified English Learner Monitor Year															
Subject	Grade Level(s)	ELs		NonELs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast	Tested	Mast
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	6	5,224	14.6	5,090	18.0	196	34.7							199	34.2
	7	3,683	4.8	3,309	5.8	63	12.7	50	14.0					113	13.3
	8	5,071	12.4	4,733	16.6	330	33.9	202	38.1	71	11.3			603	32.7
	6 to 8	13,978	11.2	13,132	14.4	589	31.9	255	32.9	71	11.3			915	30.6
Reading	6	5,224	7.7	5,096	15.7	196	28.1							199	27.6
	7	4,826	15.4	4,647	25.3	254	59.8	168	58.9					422	59.5
	8	4,623	10.5	4,510	23.2	304	37.2	240	48.3	172	44.2			716	42.6
	6 to 8	14,673	11.1	14,253	21.2	754	42.4	411	52.3	172	44.2			1,337	45.7
STAAR EOC															
Algebra I	8 to 12	5,197	36.0	5,194	41.2	391	63.9	264	67.0	202	69.8	56	42.9	913	64.8
English I	9 to 12	7,299	1.7	6,666	10.7	395	13.7	356	19.9	234	23.9	129	24.0	1,114	19.0
English II	9 to 12	5,443	1.1	6,046	7.8	411	2.4	719	3.9	218	7.3	436	8.7	1,784	5.2

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

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters Grade Level. Shading denotes grades that are not applicable for that year.

Appendix Q

Appendix Q, Table 1: 2021, 2022, and 2023 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Approaches Grade Level or Above Performance Standard

Appendix C: Grade Level of Above Performance Standard										
Grade Level	EB Status	Test Language	2021		2022		2023		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %		
One-Way Dual Language										
3	EB	English	425	60.7	637	73.3	687	76.0	2.7	15.3
		Spanish	3,396	59.2	3,121	60.7	3,028	59.2	-1.5	0.0
	NonEB	English	34	79.4	47	70.2	60	88.3	18.1	8.9
		Spanish	51	74.5	34	58.8	34	79.4	20.6	4.9
4	EB	English	628	56.7	808	75.9	1,086	73.6	-2.3	16.9
		Spanish	3,289	57.6	3,057	57.0	2,638	59.2	2.2	1.6
	NonEB	English	34	70.6	33	90.9	59	78.0	-12.9	7.4
		Spanish	28	78.6	37	73.0	26	65.4	-7.6	-13.2
5	EB	English	797	70.0	937	82.2	1,231	79.7	-2.5	9.7
		Spanish	3,265	83.8	2,958	71.7	2,600	70.2	-1.5	-13.6
	NonEB	English	46	80.4	38	84.2	47	91.5	7.3	11.1
		Spanish	40	92.5	24	91.7	20	90.0	-1.7	-2.5
6	EB	English	562	44.5	575	59.0	594	63.8	4.8	19.3
		Spanish								
	NonEB	English	*	*	*	*	*	*	*	*
		Spanish								
3 to 6	EB	English	2,412	59.0	2,957	74.0	3,598	74.5	0.5	15.5
		Spanish	9,950	66.8	9,136	63.0	8,266	62.7	-0.3	-4.1
	NonEB	English	116	77.6	122	80.3	170	85.9	5.6	8.3
		Spanish	119	81.5	95	72.6	80	77.5	4.9	-4.0
Two-Way Dual Language										
3	EB	English	193	62.7	261	77.0	281	80.1	3.1	17.4
		Spanish	443	56.0	428	57.2	251	55.4	-1.8	-0.6
	NonEB	English	315	81.6	355	91.3	337	91.1	-0.2	9.5
		Spanish	42	59.5	21	47.6	30	50.0	2.4	-9.5
4	EB	English	251	59.8	304	83.2	366	79.2	-4.0	19.4
		Spanish	328	56.7	323	54.2	258	59.7	5.5	3.0
	NonEB	English	306	82.7	343	91.3	330	93.6	2.3	10.9
		Spanish	25	60.0	20	45.0	11	45.5	0.5	-14.5
5	EB	English	240	73.3	337	83.1	357	88.0	4.9	14.7
		Spanish	238	85.3	292	68.5	260	72.7	4.2	-12.6
	NonEB	English	246	90.7	317	91.2	321	93.1	1.9	2.4
		Spanish	19	89.5	14	85.7	14	28.6	-57.1	-60.9
6	EB	English	12	66.7	*	*	*	*	*	*
		Spanish								
	NonEB	English	8	100.0	10	100.0	14	92.9	-7.1	-7.1
		Spanish								
3 to 6	EB	English	696	65.4	903	81.4	1,005	82.6	1.2	17.2
		Spanish	1,009	63.1	1,043	59.4	769	62.7	3.3	-0.4
	NonEB	English	875	84.7	1,025	91.3	1,002	92.6	1.3	7.9
		Spanish	86	66.3	55	56.4	55	43.6	-12.8	-22.7

Source: District STAAR data files dated 06/28/21, 06/26/22, and 08/14/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Appr+ = Approaches Grade Level or Above. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix Q, Table 2: 2021, 2022, and 2023 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Meets Grade Level or Above Performance Standard

Bilingual Status and Test Language			Meets Grade Level or Above Performance Standard							
Grade Level	EB Status	Test Language	2021		2022		2023		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %		
One-Way Dual Language										
3	EB	English	425	60.7	637	73.3	687	51.5	2.4	19.7
		Spanish	3,396	59.2	3,121	60.7	3,028	31.5	0.3	-0.7
	NonEB	English	34	79.4	47	70.2	60	70.0	23.2	20.0
		Spanish	51	74.5	34	58.8	34	32.4	8.9	-16.6
4	EB	English	628	56.7	808	75.9	1,086	40.1	-8.5	12.1
		Spanish	3,289	57.6	3,057	57.0	2,638	40.2	3.3	7.6
	NonEB	English	34	70.6	33	90.9	59	42.4	-30.3	-7.6
		Spanish	28	78.6	37	73.0	26	38.5	-21.0	-11.5
5	EB	English	797	70.0	937	82.2	1,231	51.2	-6.9	12.2
		Spanish	3,265	83.8	2,958	71.7	2,600	43.9	1.9	-15.5
	NonEB	English	46	80.4	38	84.2	47	68.1	-8.2	15.9
		Spanish	40	92.5	24	91.7	20	75.0	20.8	-5.0
6	EB	English	562	44.5	575	59.0	594	38.0	8.3	20.9
		Spanish								
	NonEB	English	*	*	*	*	*	*	*	*
		Spanish								
3 to 6	EB	English	2,412	59.0	2,957	74.0	3,598	45.7	-2.4	15.9
		Spanish	9,950	66.8	9,136	63.0	8,266	38.2	1.6	-3.1
	NonEB	English	116	77.6	122	80.3	170	60.6	-3.3	8.9
		Spanish	119	81.5	95	72.6	80	45.0	-0.3	-14.7
Two-Way Dual Language										
3	EB	English	193	62.7	261	77.0	281	54.8	-1.1	24.7
		Spanish	443	56.0	428	57.2	251	29.9	0.0	0.1
	NonEB	English	315	81.6	355	91.3	337	80.1	0.9	23.9
		Spanish	42	59.5	21	47.6	30	36.7	3.4	-1.4
4	EB	English	251	59.8	304	83.2	366	44.3	-15.2	12.8
		Spanish	328	56.7	323	54.2	258	38.8	6.6	9.5
	NonEB	English	306	82.7	343	91.3	330	73.9	-1.6	13.1
		Spanish	25	60.0	20	45.0	11	45.5	10.5	-6.5
5	EB	English	240	73.3	337	83.1	357	59.1	0.0	9.5
		Spanish	238	85.3	292	68.5	260	45.8	4.4	-10.1
	NonEB	English	246	90.7	317	91.2	321	81.9	2.7	3.9
		Spanish	19	89.5	14	85.7	14	7.1	-57.2	-56.1
6	EB	English	12	66.7	*	*	*	*	*	*
		Spanish								
	NonEB	English	8	100.0	10	100.0	14	71.4	-28.6	-3.6
		Spanish								
3 to 6	EB	English	696	65.4	903	81.4	1,005	52.4	-6.0	15.0
		Spanish	1,009	63.1	1,043	59.4	769	38.2	4.4	2.4
	NonEB	English	875	84.7	1,025	91.3	1,002	78.5	0.4	14.4
		Spanish	86	66.3	55	56.4	55	30.9	-10.9	-16.8

Source: District STAAR data files dated 06/28/21, 06/26/22, and 08/14/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Meets+ = Meets Grade Level or Above. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix Q, Table 3: 2021, 2022, and 2023 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Masters Grade Level Performance Standard

Status, and Test Language										
Grade Level	EB Status	Test Language	2021		2022		2023		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Masters %	Tested N	Masters %	Tested N	Masters %		
One-Way Dual Language										
3	EB	English	425	60.7	637	73.3	687	16.9	-8.4	7.0
		Spanish	3,396	59.2	3,121	60.7	3,028	17.9	-0.7	-2.5
	NonEB	English	34	79.4	47	70.2	60	33.3	9.9	6.8
		Spanish	51	74.5	34	58.8	34	23.5	11.7	-9.8
4	EB	English	628	56.7	808	75.9	1,086	14.3	-10.2	4.1
		Spanish	3,289	57.6	3,057	57.0	2,638	19.4	-2.5	2.6
	NonEB	English	34	70.6	33	90.9	59	22.0	-11.3	1.4
		Spanish	28	78.6	37	73.0	26	11.5	-34.4	-27.8
5	EB	English	797	70.0	937	82.2	1,231	21.8	-14.3	-2.3
		Spanish	3,265	83.8	2,958	71.7	2,600	21.8	3.3	-11.0
	NonEB	English	46	80.4	38	84.2	47	40.4	-25.4	-3.1
		Spanish	40	92.5	24	91.7	20	55.0	25.8	10.0
6	EB	English	562	44.5	575	59.0	594	10.1	-3.3	4.4
		Spanish								
	NonEB	English	*	*	*	*	*	*	*	*
		Spanish								
3 to 6	EB	English	2,412	59.0	2,957	74.0	3,598	16.6	-9.6	2.9
		Spanish	9,950	66.8	9,136	63.0	8,266	19.6	-0.1	-3.7
	NonEB	English	116	77.6	122	80.3	170	32.4	-6.9	1.4
		Spanish	119	81.5	95	72.6	80	27.5	-2.0	-11.2
Two-Way Dual Language										
3	EB	English	193	62.7	261	77.0	281	19.9	-9.6	8.5
		Spanish	443	56.0	428	57.2	251	19.9	-0.2	-1.3
	NonEB	English	315	81.6	355	91.3	337	51.9	-2.7	16.3
		Spanish	42	59.5	21	47.6	30	26.7	-1.9	0.5
4	EB	English	251	59.8	304	83.2	366	18.9	-9.1	6.9
		Spanish	328	56.7	323	54.2	258	21.7	1.6	5.5
	NonEB	English	306	82.7	343	91.3	330	46.7	-5.8	11.7
		Spanish	25	60.0	20	45.0	11	36.4	11.4	-7.6
5	EB	English	240	73.3	337	83.1	357	26.9	-12.0	0.6
		Spanish	238	85.3	292	68.5	260	24.2	5.7	-6.1
	NonEB	English	246	90.7	317	91.2	321	62.3	-3.6	0.1
		Spanish	19	89.5	14	85.7	14	7.1	-28.6	-29.7
6	EB	English	12	66.7	*	*	*	*	*	*
		Spanish								
	NonEB	English	8	100.0	10	100.0	14	57.1	-12.9	19.6
		Spanish								
3 to 6	EB	English	696	65.4	903	81.4	1,005	22.0	-10.4	5.2
		Spanish	1,009	63.1	1,043	59.4	769	22.0	2.3	0.3
	NonEB	English	875	84.7	1,025	91.3	1,002	53.6	-4.0	10.7
		Spanish	86	66.3	55	56.4	55	23.6	-5.5	-10.1

Source: District STAAR data files dated 06/28/21, 06/26/22, and 08/14/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Masters = Masters Grade Level. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix R

Appendix R, Table 1: 2023 Long-Term Emergent Bilingual *TELPAS* Composite Proficiency Levels by Grade Level

2023 TELPAS English Proficiency Composite Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Long-term EBs									
K	-	-	-	-	-	-	-	-	-
1	*	*	*	*	*	*	*	*	*
2	5	2	40.0	3	60.0	0	0.0	0	0.0
3	52	8	15.4	27	51.9	13	25.0	4	7.7
4	700	56	8.0	288	41.1	278	39.7	78	11.1
5	3,360	117	3.5	1,103	32.8	1,455	43.3	685	20.4
6	3,594	111	3.1	1,543	42.9	1,561	43.4	379	10.5
7	3,590	104	2.9	1,441	40.1	1,601	44.6	444	12.4
8	3,914	69	1.8	1,651	42.2	1,563	39.9	631	16.1
9	4,167	155	3.7	2,126	51.0	1,356	32.5	530	12.7
10	3,609	89	2.5	1,765	48.9	1,184	32.8	571	15.8
11	2,788	51	1.8	1,337	48.0	984	35.3	416	14.9
12	2,289	46	2.0	1,152	50.3	807	35.3	284	12.4
K to 2	9	5	55.6	3	33.3	1	11.1	0	0.0
3 to 5	4,112	181	4.4	1,418	34.5	1,746	42.5	767	18.7
6 to 8	11,098	284	2.6	4,635	41.8	4,725	42.6	1,454	13.1
9 to 12	12,853	341	2.7	6,380	49.6	4,331	33.7	1,801	14.0
K to 5	4,121	186	4.5	1,421	34.5	1,747	42.4	767	18.6
6 to 12	23,951	625	2.6	11,015	46.0	9,056	37.8	3,255	13.6
All Grades	28,072	811	2.9	12,436	44.3	10,803	38.5	4,022	14.3

Source: District *TELPAS* data file dated 06/30/23. District PEIMS snapshot demographic data files dated 11/01/22.

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

Appendix R, Table 2: 2023 Rates of Long-Term Emergent Bilinguals at STAAR and EOC Approaches+, Meets+, and Masters Performance Standards by Subject and Grade Level

Subject	Grade Level(s)	Tested <i>N</i>	Approaches+ %	Meets+ %	Masters %
STAAR					
Mathematics	3	54	57.4	31.5	5.6
	4	697	69.7	44.0	18.4
	5	3,355	84.7	56.3	20.9
	6	3,599	76.9	38.2	10.9
	7	810	42.2	13.8	1.6
	8	4,681	77.2	44.4	12.5
	3 to 5	4,106	81.8	53.9	20.3
	6 to 8	9,090	74.0	39.2	10.9
Reading	3	54	40.7	18.5	5.6
	4	700	60.6	34.6	13.4
	5	3,353	74.6	47.7	22.5
	6	3,599	72.0	45.3	15.7
	7	3,591	72.9	43.9	17.3
	8	3,789	79.4	48.8	20.3
	3 to 5	4,107	71.7	45.0	20.7
	6 to 8	10,979	74.8	46.1	17.8
STAAR EOCs					
Algebra I	8 to 12	5,443	75.2	40.9	20.0
English I	9 to 12	6,202	61.5	37.9	5.0
English II	9 to 12	5,545	63.2	37.5	2.4

Source: District STAAR data file dated 08/14/23. District STAAR EOC data file dated 08/14/23. District PEIMS demographic file dated 11/01/22.

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

Appendix R, Table 3: 2023 Long-Term Emergent Bilingual STAAR Mathematics Performance by TELPAS Proficiency Composite Level by Grade Level

	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
Grade Three	Beginning	8	37.5	0.0	0.0
	Intermediate	27	48.1	22.2	0.0
	Advanced	13	76.9	53.8	7.7
	Advanced High	*	*	*	*
Grade Four	Beginning	56	17.9	1.8	0.0
	Intermediate	285	54.7	23.5	6.0
	Advanced	276	88.8	61.2	23.2
	Advanced High	76	96.1	89.5	61.8
Grade Five	Beginning	116	31.0	1.7	0.0
	Intermediate	1,095	71.5	34.7	7.2
	Advanced	1,451	92.6	62.2	19.1
	Advanced High	684	98.2	87.6	50.0
Grade Six	Beginning	108	26.9	3.7	0.9
	Intermediate	1,535	61.4	17.3	1.9
	Advanced	1,553	90.5	51.8	13.5
	Advanced High	378	98.1	78.3	40.2
Grade Seven	Beginning	45	11.1	0.0	0.0
	Intermediate	471	34.4	8.9	0.6
	Advanced	270	57.8	21.9	2.6
	Advanced High	20	85.0	50.0	15.0
Grade Eight	Beginning	117	30.8	6.8	0.0
	Intermediate	2,036	63.8	26.9	4.0
	Advanced	1,958	89.5	56.3	15.1
	Advanced High	497	98.4	81.9	41.4
Grades Three to Five	Beginning	180	27.2	1.7	0.0
	Intermediate	1,407	67.7	32.2	6.8
	Advanced	1,740	91.9	62.0	19.7
	Advanced High	764	98.0	87.8	51.2
Grades Six to Eight	Beginning	270	25.9	4.4	0.4
	Intermediate	4,042	59.5	21.1	2.8
	Advanced	3,781	87.7	52.0	13.5
	Advanced High	895	98.0	79.7	40.3
All Grades	Beginning	450	26.4	3.3	0.2
	Intermediate	5,449	61.6	24.0	3.9
	Advanced	5,521	89.0	55.1	15.5
	Advanced High	1,659	98.0	83.4	45.3

Source: District TELPAS data file dated 06/30/23. District STAAR data file dated 08/14/23. District PEIMS demographic file dated 11/01/22.

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

Appendix R, Table 4: 2023 Long-Term Emergent Bilingual STAAR Reading Performance by TELPAS Proficiency Composite Level by Grade Level

	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
Grade Three	Beginning	8	0.0	0.0	0.0
	Intermediate	27	18.5	3.7	0.0
	Advanced	13	100.0	46.2	7.7
	Advanced High	*	*	*	*
Grade Four	Beginning	55	7.3	0.0	0.0
	Intermediate	288	38.5	14.2	3.5
	Advanced	277	83.8	46.6	15.5
	Advanced High	76	98.7	92.1	52.6
Grade Five	Beginning	116	7.8	1.7	0.9
	Intermediate	1,095	48.9	19.8	5.4
	Advanced	1,449	87.6	52.1	19.9
	Advanced High	684	99.3	90.5	58.9
Grade Six	Beginning	109	6.4	0.0	0.0
	Intermediate	1,533	49.2	17.4	2.8
	Advanced	1,554	92.4	63.6	18.1
	Advanced High	378	100.0	97.6	63.0
Grade Seven	Beginning	103	9.7	3.9	0.0
	Intermediate	1,421	50.1	17.8	3.3
	Advanced	1,593	90.0	56.2	19.0
	Advanced High	443	99.5	93.2	60.9
Grade Eight	Beginning	67	26.9	1.5	0.0
	Intermediate	1,617	63.5	24.6	6.2
	Advanced	1,497	92.2	60.9	19.4
	Advanced High	549	100.0	96.2	68.5
Grades Three to Five	Beginning	179	7.3	1.1	0.6
	Intermediate	1,410	46.2	18.4	4.9
	Advanced	1,739	87.1	51.2	19.1
	Advanced High	764	99.2	90.6	58.2
Grades Six to Eight	Beginning	279	12.5	1.8	0.0
	Intermediate	4,571	54.5	20.1	4.2
	Advanced	4,644	91.5	60.2	18.8
	Advanced High	1,370	99.9	95.6	64.5
All Grades	Beginning	458	10.5	1.5	0.2
	Intermediate	5,981	52.5	19.7	4.3
	Advanced	6,383	90.3	57.7	18.9
	Advanced High	2,134	99.6	93.8	62.3

Source: District TELPAS data file dated 06/30/23. District STAAR data file dated 08/14/23. District PEIMS demographic file dated 11/01/22.

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