

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)¹.

The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs.

Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED; see Voss, 2023 for full EBSPED evaluation). Funding in 2022-23 totaled \$43,083,242.

Program Components

The Dallas ISD offered a wide variety of programs and services for EBs. First, the district provided three DL programs: (a) One-Way DL [OWDL; prekindergarten (PK) to grade 5/6; 135 campuses]; (b) Two-Way DL (TWDL; PK to grade 5/6; 74 campuses); and (c) Secondary DL (SECDL; grades 6 to 12; 12 campuses). Second, elementary school EBs for whom Spanish was not the dominant language or who were Spanish speakers at campuses without a DL program participated in ESL. Third, secondary grade level students enrolled in US schools more than three years who had not yet been reclassified were enrolled in Reading/Language Arts (R/LA) sheltered classes. The DL/ESL Department also offered services for student populations with high proportions of EBs, such as immigrant students.

Program Staff

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.

EVALUATION QUESTIONS/OUTCOMES

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

Teachers Served

In 2022-23, the district employed 2,488 DL or ESL teachers in elementary schools and 69 DL or ESL teachers in secondary schools. 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 number of bilingual exceptions increased 51 percent since 2020-21 (2020-21: 67; 2022-23: 101), and the number of requested ESL waivers decreased 84 percent since 2020-21 (2020-21: 140; 2022-23: 22).²

Students Served

The district enrolled 68,751 EBs (49% of district) and 2,740 reclassified EBs in 2022-23 (see Table 1 for enrollment by DL/ESL program/classification).³ From 2021-22, EB enrollment increased by 383 students, and reclassified EB enrollment decreased by 1,393 students.

Table 1: 2022-23 District Enrollment by DL/ESL Program/Classification

Program/Classification	Students N	District %
District	140,850	100.0
All EB	68,751	48.8
All NonEB	72,093	51.2
Monitored	1,654	1.2
EB in OWDL	28,649	20.3
EB in TWDL	3,415	2.4
NonEB in TWDL	2,316	1.6
EB in SECDL	505	0.4
NonEB in SECDL	239	0.2
ESL	5,146	3.7
Sheltered	23,041	16.4
Immigrant	9,042	6.4
EBSPED	6,584	4.7
Parent Denials	3,724	2.6
Unservable	1,221	0.9

Source: District Public Education Information Management System (PEIMS) snapshot demographic data file dated 11/01/22.

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

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

² State law requires districts unable to provide the required number of bilingual or ESL certified teachers to implement the respective programs to request an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).

³ The highest number of 2022-23 EBs were enrolled for at least the seventh year (n = 25,728).

Differences between EBs and NonEBs were mostly as expected, with differences mainly in characteristics that are often associated with EB status.

- This includes having higher rates of EBs than NonEBs classified as Hispanic, at risk, and economically disadvantaged, and with higher rates of EBs than NonEBs speaking Spanish at home.

To examine equity in TWDL and SECDL programs, evaluator explored whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall.

In 2022-23, 68 percent (African American) and 73 percent (economically disadvantaged) of TWDL and SECDL campuses had lower percentages of African American or economically disadvantaged opt-in students, respectively, than the campus overall.

Activities Implemented

The DL/ESL Department implemented six activities in 2022-23. Activities and key findings included:

- *Professional development (PD)*: 7,933 DL/ESL teachers and 28 DL/ESL administrators attended PD.
- *Summer enrichment programs*: the DL/ESL Department met their goal of 800 students participating in 2023 summer programs ($n = 1,091$).
- *Parent workshop engagement*: all surveyed parents indicated that attending workshops made them want to be more involved in their children's education (met the goal of 90%).
- *Resources*: the DL/ESL Department distributed resources such as books, parent guides, dictionaries, and manipulatives.
- *DL Cadre/ESL Leadership Cohort*: no teachers were added to the DL Cadre (40 total) or the ESL Leadership Cohort (8 total) in 2022-23.
- *Student Intake Center*: 98 percent of parents overall agreed that services they received through the Student Intake Center were excellent (met the goal of 95%).

EQ2: What were the perceptions of DL/ESL staff members?⁴

Key findings from the 2022-23 DL ($N = 84$; 61% response rate) and ESL ($N = 71$; 59% response rate) survey included:

- DL and ESL staff members who worked with an instructional specialist reported that they received beneficial supports (DL range: 87% to 98%; ESL range: 70% to 79%) and resources (DL range: 93% to 98%; ESL range: 67% to 90%).
- 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.

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

Texas English Language Proficiency Assessment System (TELPAS)

EBs. 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.

- 2023 *TELPAS* composite rates for EBs at all grade levels tended to cluster in the intermediate (41% to 49%) level of English proficiency. Ten percent of EBs scored at the advanced high level, which was slightly lower than 2022 (11%, Voss & Kim, 2022).
 - One- and two-year trends⁵ 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).
- For 2023 *TELPAS* level movement⁶, around half of EBs remained at the same composite proficiency level. For all grade levels overall, EBs progressed at higher rates (29%) than they regressed (19%)
 - For one- and two-year level movement trends⁷, progression rate changes ranged from an eight percentage-point decrease over one year (grades 9 to 12) to a one percentage-point decrease over two years (grades 1 to 5; see Table 2).

⁴ Response rates for all surveys can be found in the full report.

⁵ One-year trends reflect percentage-point change from 2021 to 2022. Two-year trends reflect percentage-point change from 2020 to 2022.

⁶ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

⁷ One-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2020 to 2021 (2021). Two-year trends reflect level movement change from 2021 to 2022 (2022) as compared to level movement change from 2019 to 2020 (2020).

Table 2: 2023 TELPAS English Proficiency Progression Rate and One- and Two-Year Trends by Grade Level: All EBs

Program/ Classification	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Grades 1 to 5	34.7	-5.1	-0.9
Grades 6 to 8	23.8	-7.3	-2.2
Grades 9 to 12	24.1	-7.8	-5.0
All Grades	29.1	-7.4	-4.3

Source: TELPAS and PEIMS source files can be found in the full report (Voss, 2023).

Note: Ns are available in the full report. 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. Progression = 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 EBs. 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.

Measures of Academic Progress Growth (MAP)

For 2023 MAP mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles:

- EBs on the English subtest tended to cluster in either the Low (21% to 34%) or High quintile (20% to 28%),
- EBs on the Spanish subtest tended to cluster in the High quintile (46% to 56%).
- From 2022 to 2023, one-year changes ranged from a 29 percent decrease (grade one, Spanish, Low quintile) to a 47 percent increase (grade nine, Spanish, High quintile).

For 2023 MAP reading BOY to EOY growth quintiles:

- EBs on the English subtest tended to cluster in the Low quintile at all grade levels (29% to 40%),
- EBs on the Spanish subtest tended to cluster in the Low quintile (21% to 58%).
- From 2022 to 2023, one-year changes ranged from a 14 percent decrease (grade one, English, Low quintile) to a 29 percent increase (grades six to eight, Spanish, Low quintile).

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

EBs. Table 3 shows 2023 rates of EBs at each STAAR and EOC performance standard.⁸

- 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).
- 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).

Table 3: 2023 STAAR and EOC EB Ratings by Subject, Performance Standard, and Grade Level Grouping

	Tested	Approaches+	Meets+	Masters
Grade Level	N	%	%	%
Mathematics				
Math 3-5	14,690	75.2	47.0	17.6
Math 6-8	11,575	70.8	36.4	10.2
Algebra 1	7,271	72.5	36.7	17.3
Reading				
Reading 3-5	14,690	67.2	41.0	19.1
Reading 6-8	13,777	69.1	41.4	15.7
English I	8,331	52.3	31.7	4.1
English II	7,202	55.9	32.1	1.9

Source: STAAR, EOC, and demographic source files can be found in the full report (Voss, 2023).

Note: Rates include scores for STAAR and the first and second administrations of EOCs for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations.

In 2023, EBs met one of three DL/ESL Department goals:

- 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%).

Monitored Students. 2023 STAAR and EOC rates of monitored students were as follows:

- Rates at Approaches+ ranged from 83 percent (Math 3-5) to 97 percent (Reading 6-8).
- Rates at Meets+ ranged from 60 percent (Algebra I) to 91 percent (Reading 6-8).

⁸ STAAR and EOC performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters).

- Rates at Masters ranged from 11 percent (English II) to 73 percent (Reading 6-8).

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.

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

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

Qualified EBs were offered acceptance into at least one magnet program at lower rates (50%) than monitored applicants (64%) and at higher rates than NonEBs (42%).

EBs participated in magnet programs at lower rates (17%) 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.

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.

REFERENCES

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

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