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2022-23

Evaluation of the Special Education for Emergent Bilinguals Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2022-23

Evaluation of the Special Education for Emergent Bilinguals Program

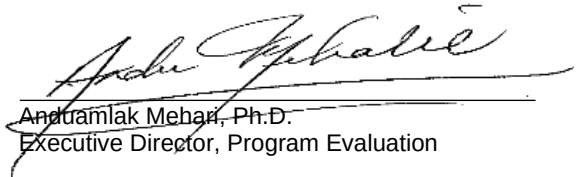
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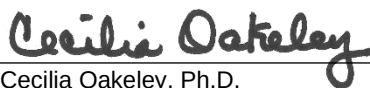
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TABLE OF CONTENTS

KEY FINDINGS AND RECOMMENDATIONS.....	5
Key Findings	5
Recommendations.....	6
PROGRAM BACKGROUND.....	8
PROGRAM DESCRIPTION	8
Program Components	9
Program Staff	9
Program Goals	10
EVALUATION QUESTIONS AND RESULTS.....	10
EQ1: How was the EBSPED Program implemented in 2022-23?	10
Students Served	10
Professional Development.....	11
EQ2: What were stakeholder perceptions regarding EBSPED services and training in 2022-23?.....	12
Respondent Characteristics.....	12
Differentiated Curriculum and LPAC/ARD Committees.....	12
Instructional Specialists Supports.....	13
Professional Development.....	13
EQ3: What were the assessment outcomes for EBSPED students in 2022-23?	14
<i>TELPAS</i> English Proficiency Ratings, Level Movement, and Trends	14
<i>TELPAS-ALT</i> English Proficiency Ratings, Level Movement, and Trends.....	19
<i>MAP Growth</i>	22
<i>STAAR</i> and <i>EOC</i>	23
<i>STAAR</i> and <i>EOC Alt 2</i>	27
REFERENCES.....	31
APPENDICES	32

LIST OF TABLES

Table 1: 2022-23 Roles of Emergent Bilingual/Special Education Instructional Specialists	10
Table 2: 2020-21 to 2022-23 PK to Grade 12 Enrollment by Emergent Bilingual/Special Education Status	11
Table 3: 2022-23 Primary Disabilities of Special Education and Dually-Identified Students	11
Table 4: 2023 <i>TELPAS</i> English Proficiency Composite and Domain Ratings: EBSPED Students	16
Table 5: 2023 <i>TELPAS</i> Composite and Domain Level Movement: EBSPED Students	18
Table 6: 2023 Dallas ISD and Other Large, Urban Texas Districts EBSPED <i>TELPAS</i> Performance ...	19
Table 7: 2023 EBSPED Student <i>TELPAS-Alt</i> Lower Composite Proficiency Levels.....	20
Table 8: 2023 EBSPED Student <i>TELPAS-Alt</i> Higher Composite Proficiency Levels	20
Table 9: 2023 <i>TELPAS-Alt</i> Composite Level Movement: EBSPED Students	21
Table 10: 2023 Dallas ISD and Other Large, Urban Texas Districts' <i>TELPAS-Alt</i> Performance.....	22
Table 11: 2023 Dallas ISD <i>MAP</i> Mathematics and Reading Growth Quintile for EBSPED students: BOY to EOY by Subject, Test Language, and Grade Level	23
Table 12: 2019, 2021, 2022, and 2023 <i>STAAR</i> and <i>EOC</i> EBSPED Student Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping	25
Table 13: 2023 Dallas ISD and State EBSPED <i>STAAR</i> Performance by Subject, Grade Level, and Test Language	26
Table 14: 2023 Dallas ISD and Other Large, Urban Texas Districts EBSPED <i>STAAR</i> and <i>EOC</i> Performance.....	27
Table 15: 2023 <i>STAAR/EOC</i> and <i>STAAR/EOC Alt 2</i> for EBSPED Students at Approaches Grade Level or Above by Subject and Grade Level	28
Table 16: 2023 Dallas ISD and State EBSPED <i>STAAR Alt 2</i> Performance by Subject and Grade Level.....	29
Table 17: 2023 Dallas ISD and Other Large, Urban Texas Districts EBSPED <i>STAAR</i> and <i>EOC</i> <i>Alt 2</i> Performance	30

LIST OF FIGURES

Figure 1: 2022-23 EBSPED Survey – Helpfulness of Supports from EBSPED Instructional Specialists	13
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2022-23

Evaluation of Special Education for Emergent Bilinguals 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

Supported by Title I funding, the EBSPED (Emergent Bilinguals, or EBs,^{1,2} who were dually-identified as needing SPED services) program aimed to support and assist EBSPED students and their teachers. To accomplish this goal, EBSPED Instructional specialists assisted campuses to meet the needs of EBSPED students and provided professional development opportunities for teachers, administrators, and other campus-based staff members. Key findings for 2022-23 included:



Almost all EBSPED-related PD participants reported that the PD session(s) met their needs, which met the DL/ESL Department goal of 85 percent (page 11).



Sixty-four percent of survey respondents reported that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students, which did not meet the DL/ESL Department's goal of 65 percent (page 12).



Most survey respondents (88%) rated the aggregated helpfulness of supports provided by EBSPED specialists as helpful, which met the DL/ESL Department's goal of 77 percent (page 12).



2023 *TELPAS* composite ratings for EBSPED students at all grade levels tended to cluster in the intermediate level of English proficiency. In addition, all grade levels saw increases over one and two years at the beginning level and decreases at the advanced level (page 14).



The 2023 DL/ESL Department goal to see a three percentage-point increase in the percentage of EBSPED students who stayed the same or progressed on *TELPAS* composite from 2022 to 2023 was not met (rate decreased by 4 percentage points; page 14).



Twenty percent of EBSPED students earned the highest proficiency rating (basic fluency) on the 2022 *TELPAS-Alt* districtwide, which was a decrease over the previous two years (page 19).



On the 2023 *TELPAS-Alt*, 42 percent of students overall progressed to a higher proficiency level, which was lower than the previous two years (page 19).

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

² For a list of all acronyms and abbreviates used in this evaluation, see Appendix A.



For 2023 *MAP* BOY to EOY growth quintiles, EBSPEd students clustered at the Low quintile on the English mathematics subtest and the English and Spanish reading subtests (page 22).



When comparing 2022 BOY to EOY quintiles with 2023 BOY to EOY quintiles, with a few exceptions, the rate of EBSPEd students in the Low quintile on 2023 *MAP* typically trended downward from 2022 to 2023, and the rate of EBSPEd students in the High quintile typically trended upward (page 22).



In 2023, the rate of EBSPEd students at Approaches+ for the mathematics subtests ranged from 44 percent to 52 percent and for the reading subtests ranged from 29 percent to 32 percent (page 24).



With a few exceptions, 2023 *STAAR* and *EOC* EB rates were generally higher than the previous two years, particularly at the Approaches+ and Meets+ performance standards. However, these comparisons should be interpreted with caution due to changes made to the *STAAR* and *EOC* tests in 2023 by the TEA (page 24).



For *STAAR* and *EOC Alt 2*, rates of EBSPEd students at the Approaches+ performance standard were higher than for the standard version on all tests and ranged from 88 to 99 percent (page 27).



When compared to the state and other large, urban Texas districts, Dallas ISD EBSPEd student performance was (a) generally comparable or higher on *TELPAS-Alt* for grades three to 12 (at Advanced or Advanced High) and *STAAR/EOC*, and *STAAR Alt 2*, (b) were mixed for *TELPAS* and *TELPAS-Alt* for grade two (at Advanced or Advanced High) and *EOC Alt 2*, and (c) were lower on *TELPAS* grades three to 12 (at Advanced or Advanced High); (pages 18, 21, 26, and 27).

Recommendations

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

Continue using EBSPEd specialists in their current roles. In 2022-23, most survey respondents expressed positive views regarding the support and resources that they received from EBSPEd specialists. For example, 88 percent of respondents rated the helpfulness of all supports provided by the EBSPEd specialist as very or extremely helpful, which exceeded the DL/ESL department goal of 77 percent. Additionally, all respondents rated one-on-one PD, campus-wide PD, and PLCs received from EBSPEd specialists as helpful. Thus, EBSPEd specialists should continue to provide teachers with effective supports.

Continue efforts to improve the percentage of EBSPEd students earning the highest English proficiency ratings. 2023 EBSPEd students overall did not meet the DL/ESL Department goal to see a three percentage-point increase in the percentage of EBSPEd students who stayed the same or progressed on *TELPAS* composite from 2022 to 2023 (rate decreased by 4 percentage points). Additionally, district rates of EBSPEd students performing at the higher English proficiency levels on the *TELPAS* were

comparable to or lower than the state and all other large urban Texas districts for grades three to 12. DL/ESL program staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

Bolster efforts to improve assessment outcomes of EBSPED students. EBSPED students generally clustered in the Low quintile for 2023 *MAP* BOY to EOY growth quintiles. When compared to the state and other large urban Texas districts, Dallas ISD EBSPED rate comparisons on *TELPAS* for grades K to two and grades three to 12, *TELPAS-Alt* for grade two, and *EOC Alt 2* were either mixed or lower than the state or other regional comparison groups. Thus, DL/ESL program staff members should examine their current efforts to improve the assessment ratings of EBSPED students to identify areas for improvement and better support EBSPED students.

2022-23

Evaluation of the Special Education for Emergent Bilinguals Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

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

To address these issues, the Dual Language/English as a Second Language (DL/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district EBSPED students. The purpose of this collaboration was to (a) develop and support embedded EBSPED differentiation for all learners in the general education curriculum; (b) facilitate collaboration among campus-based educators, administrators, parents, and EBSPED specialists; (c) assist campuses in planning and implementing services for EBSPED students at all grade levels; and (d) create and conduct professional development (PD). For the evaluation of programs and services for district EBs and SPED students in 2022-23, see Voss (2023) and Sands (2023), respectively.

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.

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

Program Components

When a student qualified as an EB⁴ and was eligible to receive SPED services, the Language Proficiency Assessment Committee (LPAC)⁵ was responsible for collaborating in conjunction with the campus Admission, Review, and Dismissal (ARD) committee and Section 504⁶ placement committee, if applicable, to ensure issues related to both the disability and language proficiency were carefully considered. Collaboration among these committees on the behalf of each EBSPEd student was critical for maintaining proper documentation and accountability and for ensuring that the students received services based on their individual needs. Because EB and SPED services were not mutually exclusive, improving student identification and providing services and targeted support to EBSPEd students continued to be an important focus for the district in 2022-23.

In 2022-23, EBSPEd program staff members created and conducted PD opportunities for teachers, administrators, and other campus-based staff members throughout the district to help ensure the success of EBSPEd students. Additionally, 11 campuses⁷ were targeted for extra EBSPEd support because (a) they enrolled high numbers of EBSPEd students or (b) they showed high achievement gaps in 2022 *State of Texas Assessments of Academic Readiness (STAAR)* outcomes for EBSPEd students compared to students in general education or to students in special education who were not EBs (NonEB SPED). Twenty-nine additional campuses reached out to the DL/ESL Department for EBSPEd-related support and received help on an as-needed basis (see Appendix C for list of campuses).

Program Staff

To meet the linguistic and special education needs of EBSPEd students at the 11 targeted campuses, Title I funds were used to support multi-departmental leadership and provide instructional specialists. These funds supported one EBSPEd Manager, one EBSPEd coordinator, and 18 EBSPEd Instructional Specialists.⁸ EBSPEd instructional specialists assisted campuses to plan and implement services designed to meet the needs of EBSPEd students at all grade levels (see Table 1 for a role summary).

⁴ More information regarding the identification process for EBs can be found in Voss (2023).

⁵ Each campus in the Dallas ISD operated an LPAC as a liaison between home and campus and as an advocate for EBs. More information regarding LPACs can be found in Voss (2023).

⁶ Section 504 is a federal law that protects individuals with disabilities who participate in programs that receive financial assistance from the United States Department of Education. More information can be found at <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

⁷ The full list of campuses that received targeted EBSPEd support in 2021-22 can be found in Appendix C.

⁸ In addition to the 18 EBSPEd Instructional Specialists funded through Title I, there were four EBSPEd Instructional Specialists funded through Title III. These four specialists provided campus support for EBSPEd students and aimed to interface with campuses at least once per week to work with teachers (time spent per campus depended upon campus needs).

Table 1: 2022-23 Roles of Emergent Bilingual/Special Education Instructional Specialists

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

Source: Interviews with program leadership in January 2022.

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

Budget

The budget⁹ for the 2022-23 EBSPEd program was \$1,927,104 from Title I funds (no change from 2021-22).

Program Goals

The DL/ESL Department aimed to reach one primary goal for the EBSPEd program in 2022-23:

- Three percentage point increase in the percentage of EBSPEd students who stayed the same or progressed on their *TELPAS* composite level from 2022 to 2023. (*No, goal not met; see page 14 for more detail*).

EVALUATION QUESTIONS AND RESULTS¹⁰

EQ1: How was the EBSPEd Program implemented in 2022-23?

Students Served

Grade level breakdowns and student characteristics for EBSPEd students and related comparison groups (including all NonEB students and the district) are provided in Appendix D. Of the 68,751 EBs and 15,167 SPED students in the Dallas ISD, 6,584 (10% of EBs; 43% of SPED) were dually-identified as EBSPEd in 2022-23, accounting for five percent of all district students ($N = 140,850$; Table 2). In general, the distribution of students in most grades was comparable across all EB and SPED classifications.

- Except for grade nine, the percentage of EBSPEd students by grade level gradually increased from prekindergarten (PK; 2%) to Grade 5 (11%) and then gradually decreased to four percent by grade 12.
- Student characteristics for EBSPEd students generally were comparable to all SPED and NonEB SPED students with respect to sex (all: 66% male) and comparable to EBs with respect to race/ethnicity (mostly Hispanic; EBSPEd: 97%; EB: 96%) and special student group percentages.
- As shown in Table 2, despite a decline in the total number of students in the district over the last two years (-3%), the number of students in PK to grade 12 for all EBs, all SPED, nonEB SPED, and EBSPEd students increased over the last two years (range: +2% for all EBs to +21% for EBSPEd).

⁹ The budget was obtained from Budget Services.

¹⁰ Methodology information for all evaluation questions can be found in Appendix B.

Table 2: 2020-21 to 2022-23 PK to Grade 12 Enrollment by Emergent Bilingual/Special Education Status

Classification	2020-21		2021-22		2022-23		Enrollment	
	Students <i>N</i>	District %	Students <i>N</i>	District %	Students <i>N</i>	District %	1 Yr Δ %	2 Yr Δ %
EBSPED	5,435	3.7	5,815	4.1	6,584	4.7	13.2	21.1
NonEB SPED	8,337	5.7	8,198	5.7	8,583	6.1	4.7	3.0
All SPED	13,772	9.5	14,013	9.8	15,167	10.8	8.2	10.1
All EB	67,206	46.2	68,368	47.7	68,751	48.8	0.6	2.3
District	145,396	100.0	143,294	100.0	140,850	100.0	-1.7	-3.1

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

Note: Students may be included in more than one category shown. Data do not include early childhood students. 1 Yr Δ % = percent change from 2022 to 2023. 2 Yr Δ % = percent change from 2021 to 2023.

As shown in Table 3, a few differences emerged when comparing EBSPED students to SPED and NonEB SPED students. For instance, a higher rate of EBSPED students were reported to have a learning disability (EBSPED: 40%; SPED: 33%; NonEB SPED: 27%). In addition, a lower rate of EBSPED students were reported to have another health impairment (EBSPED: 9%; SPED: 12%; NonEB SPED: 15%), intellectual disability (EBSPED: 7%; SPED: 10%; NonEB SPED: 12%), or emotional disturbance (EBSPED: 1%; SPED: 4%; NonEB SPED: 5%).

Table 3: 2022-23 Primary Disabilities of Special Education and Dually-Identified Students

Primary Disability	SPED (<i>N</i> = 15,167)		NonEB SPED (<i>N</i> = 8,583)		EBSPED (<i>N</i> = 6,584)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Learning Disability	4,924	32.5	2,276	26.5	2,648	40.2
Autism	3,896	25.7	2,242	26.1	1,654	25.1
Other Health Impairment	1,870	12.3	1,272	14.8	598	9.1
Speech Impairment	1,923	12.7	1,008	11.7	915	13.9
Intellectual Disability	1,442	9.5	985	11.5	457	6.9
Emotional Disturbance	535	3.5	462	5.4	73	1.1
Auditory Impairment	312	2.1	178	2.1	134	2.0
Orthopedic Impairment	125	0.8	77	0.9	48	0.7
Visual Impairment	52	0.3	29	0.3	23	0.3
Traumatic Brain Injury	25	0.2	16	0.2	9	0.1
Other/Missing Data	63	0.4	38	0.4	25	0.4

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

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

Professional Development¹¹

Key Findings from this section:



Almost all EBSPED-related PD participants reported that the PD session(s) met their needs, which met the DL/ESL Department goal of 85 percent.

A total of 326 teachers and two administrators attended one or more of the 15 EBSPED-related PD sessions in 2022-23. While the number of PD session topics varied, districtwide sessions accounted for the most sessions (*n* = 10) followed by campus-based sessions (*n* = 5). Additionally, 96 percent of PD

¹¹ 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.

participants reported that the PD session met their needs, which met the DL/ESL Department's goal of at least 85 percent.

EQ2: What were stakeholder perceptions regarding EBSPEd services and training in 2022-23?^{12,13}

Key Findings from this section:



Sixty-four percent of survey respondents reported that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students, which did not meet the DL/ESL Department's goal of 65 percent.



Most survey respondents (88%) rated the aggregated helpfulness of supports provided by EBSPEd specialists as helpful, which met the DL/ESL Department's goal of 77 percent.

Respondent Characteristics

Most teacher respondents were DL/ESL teachers (71%) and had ESL certifications (57%). The highest frequency of teachers (64%) taught 21 or more EBSPEd students during the 2022-23 school year. In addition, most survey respondents reported that they worked with the EBSPEd instructional specialists at least once (73%). Of those who worked with an instructional specialist, the highest rate of respondents reported that they worked with the specialist more than 10 times (47%).

Differentiated Curriculum and LPAC/ARD Committees

Most survey respondents reported that both DL/ESL teachers (83%) and special education teachers (85%) at their campuses were moderately or completely aware that qualified EBSPEd students should receive both special education services and DL/ESL services, followed by 70 percent for general education teachers.

About two-thirds of respondents indicated that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (64%), which almost met the DL/ESL's goal of 65 percent.

In addition, most respondents had favorable views regarding the collaboration of the LPAC and ARD committees. They reported that the LPAC and ARD committees (a) collaborated frequently or very frequently (67%), (b) were a high or very high priority on their campuses (64%), and (c) were at least moderately effective at collaborating (55%). Half of respondents also indicated that the LPAC and ARD committees were at least moderately important for student success (50%).

¹² Full results by question, respondent type, and response frequency are provided in Appendix E.

¹³ Of the 25 staff members who received an invitation to complete the online survey, 15 (60%) completed at least part of the survey. Results were combined for teachers, administrators, and CICS.

Instructional Specialists Supports

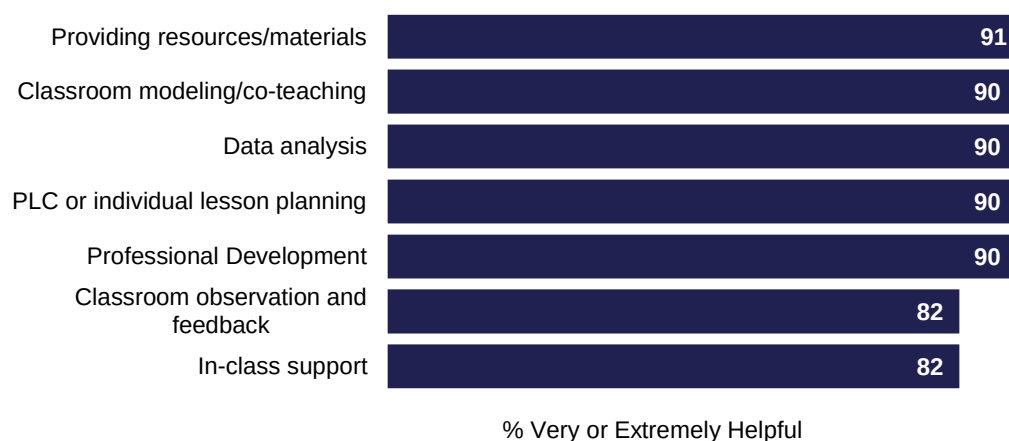
In 2022-23, the DL/ESL Department set a goal that 77 percent of teachers, CICs, and administrators would rate the aggregated helpfulness of all supports provided by the EBSPEd specialists as very or extremely helpful. Overall, the department met the goal (88%).

Regarding the supports that EBSPEd specialists provided teachers, CICs, and administrators in 2022-23, survey respondents most frequently reported that EBSPEd specialists provided PLC/individual lesson planning, resources/materials and in-class support (all 91%). Respondents were positive regarding the support that they received from the EBSPEd specialists. Resources/materials provided by EBSPEd specialists was the highest rated support (91%; Figure 1). The lowest rated supports were classroom observation/feedback and in-class support (both 82%).

Most respondents also reported that resources for classroom implementation (93%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 83%) were very or extremely helpful for impacting student achievement.

Figure 1: 2022-23 EBSPEd Survey – Helpfulness of Supports from EBSPEd Instructional Specialists

Rate how helpful each of the following supports were from your EBSPEd Instructional Specialist(s) in 2022-23.



Source: 2022-23 EBSPEd Survey, administered spring 2023.

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

Professional Development

Seventy-three percent of survey respondents reported that they participated in PD that addressed the needs of EBSPEd students. Additionally, survey respondents' views regarding the helpfulness of the PD opportunities that they received from EBSPEd specialists were very positive. All respondents rated one-on-one professional development, campuswide professional development, and PLCs as very or extremely helpful.

EQ3: What were the assessment outcomes for EBSPED students in 2022-23?

This section includes summaries of academic outcomes for EBSPED students in 2022-23, including *Texas English Language Proficiency Assessment System (TELPAS)*, *TELPAS-Alternative (TELPAS-Alt)*, *Measures of Academic Progress Growth (MAP)*, *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR End-of-Course (EOC)*, and *STAAR Alternate 2*.

TELPAS English Proficiency Ratings,¹⁴ Level Movement,¹⁵ and Trends

Dallas ISD EBSPED Students

Key Findings from this section:



2023 *TELPAS* composite ratings for EBSPED students at all grade levels tended to cluster in the intermediate level of English proficiency. In addition, all grade levels saw increases over one and two years at the beginning level and decreases at the advanced level.



The 2023 DL/ESL Department goal to see a three percentage-point increase in the percentage of EBSPED students who stayed the same or progressed on *TELPAS* composite from 2022 to 2023 was not met (rate decreased by 4 percentage points).

TELPAS ratings. *TELPAS* English proficiency composite rating rates for 2021, 2022, and 2023 by grade level are provided in Appendix F, and composite level movement rates from 2022 to 2023 are provided in Appendix G.

Composite ratings. As shown in Table 4, 2023 *TELPAS* composite ratings for EBSPED students at all grade levels tended to cluster in the intermediate level of English proficiency. Higher rates of students were proficient at the intermediate level in grades six to eight (67%) than those in the lower (i.e., grades K to five; 50%) and higher grades (i.e., grades nine to 12; 63%).

Domain ratings. For domains, EBSPED student rates at the advanced high level were generally highest for the listening (range: 11% to 14%) and reading (range: 6% to 12%) domains. Grade level differences were also most pronounced for the writing domain, with scores for the youngest students clustering more at the beginning proficiency level (67%) than for students at the older grade levels.

TELPAS ratings trends.

Composite rating trends. One- and two-year trends¹⁶ in *TELPAS* composite English proficiency rates for EBSPED students varied (Table 4). Rates ranged from the largest decrease for grades K to five over two years at the intermediate level (-8 percentage points) to the largest increase in grades K to five

¹⁴ For more information about *TELPAS*, see: <https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>.

¹⁵ EBSPED students 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.

¹⁶ One-year trends reflect percentage-point change from 2022 to 2023. Two-year trends reflect percentage-point change from 2021 to 2023.

over two years at the beginning level (+10 percentage points). Overall, all grade levels saw increases over one and two years at the beginning level and decreases at the advanced level.

Domain rating trends. One- and two-year changes in domain proficiency rates for EBSPEd students also varied. Rates ranged from the largest decrease for grades 9 to 12 over two years in writing (advanced high: -19 percentage points) to the largest increase in grades six to eight over one years in writing (beginning: +25 percentage points). Additionally, the largest decreases at the advanced and advanced high levels occurred in the writing domain, which may help explain the changes in the composite.

Table 4: 2023 TELPAS English Proficiency Composite and Domain Ratings: EBSPEL 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															
Grades K to 5	2,049	2,332	2,846	35.0	6.6	10.0	49.8	-4.2	-7.5	13.1	-1.9	-2.3	2.1	-0.5	-0.3
Grades 6 to 8	653	1,149	1,370	11.2	5.6	3.4	66.6	0.6	0.9	20.2	-5.9	-4.6	2.0	-0.3	0.3
Grades 9 to 12	296	680	1,058	9.7	2.9	7.0	63.1	3.4	1.0	23.6	-6.1	-5.1	3.5	-0.3	-2.9
All Grades	2,998	4,161	5,274	23.8	5.2	4.7	56.8	-1.4	-2.7	17.0	-3.4	-1.7	2.4	-0.4	-0.3
Listening															
Grades K to 5	2,142	2,343	2,825	28.6	1.6	6.2	37.3	1.9	-0.4	20.6	-6.1	-5.9	13.5	2.6	0.2
Grades 6 to 8	913	1,218	1,374	5.7	-1.0	-2.2	55.6	9.0	6.9	27.1	-3.6	1.9	11.6	-4.4	-6.5
Grades 9 to 12	539	856	1,057	7.1	-8.7	3.6	41.2	5.7	-3.8	40.8	3.7	0.3	10.9	-0.8	-0.1
All Grades	3,594	4,417	5,256	18.3	-0.9	2.4	42.9	4.4	1.2	26.4	-3.5	-1.9	12.5	0.0	-1.7
Speaking															
Grades K to 5	2,134	2,337	2,817	39.3	5.2	4.8	38.2	-4.4	-5.0	18.5	-0.8	-1.2	4.0	0.0	1.4
Grades 6 to 8	913	1,218	1,374	27.2	1.1	-7.0	52.8	-4.6	-2.0	18.4	2.2	7.6	1.6	1.3	1.4
Grades 9 to 12	539	856	1,057	47.0	3.1	0.8	30.0	-2.7	3.6	20.9	-0.2	-3.0	2.1	-0.1	-1.4
All Grades	3,586	4,411	5,248	37.7	3.9	1.5	40.4	-4.4	-3.2	19.0	0.1	0.9	3.0	0.4	0.8
Reading															
Grades K to 5	2,134	2,357	2,845	54.4	3.5	6.0	30.3	-2.8	-5.3	9.1	-1.2	0.2	6.3	0.5	-0.9
Grades 6 to 8	929	1,233	1,378	29.7	-5.4	-2.3	45.5	0.9	2.2	18.2	4.5	1.9	6.6	0.0	-1.8
Grades 9 to 12	548	864	1,070	14.0	-5.1	-6.1	53.3	-1.4	1.6	20.9	3.0	2.0	11.8	3.4	2.5
All Grades	3,611	4,454	5,293	39.8	-0.5	-0.1	38.9	-1.6	-1.1	13.8	1.1	1.5	7.5	1.0	-0.3
Writing															
Grades K to 5	2,099	2,352	2,845	66.9	8.4	12.2	25.6	-1.0	-5.3	6.4	-4.7	-4.8	1.2	-2.6	-2.1
Grades 6 to 8	791	1,194	1,378	40.6	24.9	22.9	46.7	3.4	4.4	11.8	-18.1	-16.7	0.9	-10.3	-10.6
Grades 9 to 12	433	768	1,070	32.7	23.3	23.5	47.9	10.4	10.0	17.0	-16.3	-14.9	2.4	-17.4	-18.6
All Grades	3,323	4,314	5,293	53.1	15.2	13.2	35.6	2.4	1.1	9.9	-10.3	-8.1	1.4	-7.3	-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, 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.

TELPAS level movement.¹⁷

Composite level movement. As shown in Table 5, between 59 and 65 percent of EBSPED students remained at the same composite proficiency level in 2023. Additionally, EBSPED students in grades 1 to 5 progressed at higher rates (1 to 5: 25%; 6 to 8: 15%; 9 to 12: 14%) and regressed at lower rates (1 to 5: 15%; 6 to 8: 20%; 9 to 12: 21%) than those in the higher grades.

Domain level movement. Across all domains and grades, 35 to 71 percent of EBSPED students remained at the same proficiency level in 2023. For all grade levels overall, EBSPED students in the listening, speaking, and reading domains progressed (range: 22% to 38%) at higher rates than they regressed (range: 12% to 27%).

TELPAS level movement trends.

Composite level movement trends. For one-year trends¹⁸ in *TELPAS* level movement, composite progression rate changes ranged from a five percentage-point decrease (grades K to 5 and 6 to 8) to a four percentage-point decrease (grades 9 to 12). For two-year trends¹⁹ in *TELPAS* level movement, composite progression rate changes ranged from a 10 percentage-point decrease (grades 9 to 12) to a three percentage-point increase (grades 6 to 8). In addition, all grade levels saw regression increased over one and two years.

When looking at the combined rate of students who stayed the same and progressed, 2023 EBSPED students overall did not meet the DL/ESL Department goal of a three percentage-point increase in the percentage of students who stayed the same or progressed on *TELPAS* composite from 2022 to 2023 (rates decreased by 4 percentage points).

Domain level movement trends. From 2022 to 2023, overall progression rates for domains were lower for the listening (-1 percentage point), speaking (-4 percentage points), and writing (-17 percentage points) domains, and regression rates stayed the same or were lower for the listening and reading (both -2 percentage points) domains. From 2021 to 2023, overall progression rates for domains were lower for the listening (-4 percentage points) and writing (-14 percentage points) domains, and regression rates stayed the same or were higher for the listening (+1 percentage point), reading (no change), and writing (+18 percentage points) domains. Additionally, the largest decreases in progression rates occurred in the writing domain, which may help explain the changes in the composite.

¹⁷ 2023 *TELPAS* level movement rates reflect movement from 2022 to 2023.

¹⁸ One-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2021 to 2022 (2022).

¹⁹ 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* Composite and Domain Level Movement: EBSPEd Students

	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	1,467	1,886	2,395	15.4	2.8	2.2	59.4	2.4	0.7	25.2	-5.3	-2.8
Grades 6 to 8	305	796	1,257	19.5	4.5	2.1	65.2	0.8	-4.6	15.3	-5.3	2.5
Grades 9 to 12	125	281	758	20.6	1.4	7.8	65.3	2.3	2.1	14.1	-3.7	-9.9
All Grades	1,897	2,963	4,410	17.5	3.6	3.6	62.1	2.5	1.3	20.5	-6.1	-4.8
Listening												
Grades 1 to 5	1,462	1,877	2,381	25.5	-3.1	2.5	36.7	1.2	-0.4	37.8	1.9	-2.0
Grades 6 to 8	305	796	1,255	19.1	3.2	-3.5	48.6	2.6	6.3	32.3	-5.8	-2.8
Grades 9 to 12	125	281	752	24.7	-8.4	2.3	45.6	2.2	-0.8	29.7	6.2	-1.5
All Grades	1,892	2,954	4,388	23.5	-2.1	0.6	41.6	2.6	3.1	34.8	-0.5	-3.7
Speaking												
Grades 1 to 5	1,461	1,877	2,378	21.9	3.8	-3.4	49.3	0.4	2.5	28.8	-4.2	0.9
Grades 6 to 8	305	796	1,255	24.5	-2.0	-6.6	53.7	4.6	-0.1	21.8	-2.6	6.7
Grades 9 to 12	125	281	752	26.6	2.0	4.2	49.7	2.0	4.1	23.7	-4.1	-8.3
All Grades	1,891	2,954	4,385	23.5	2.5	-2.6	50.6	1.8	2.8	25.9	-4.3	-0.2
Reading												
Grades 1 to 5	1,464	1,881	2,392	11.8	1.0	0.0	56.2	2.2	1.1	32.0	-3.2	-1.1
Grades 6 to 8	304	796	1,256	21.7	-9.8	-6.9	47.9	1.4	-0.5	30.4	8.4	7.4
Grades 9 to 12	125	281	758	16.0	-8.9	-5.6	48.5	2.6	-3.5	35.5	6.3	9.1
All Grades	1,893	2,958	4,406	15.3	-2.4	0.2	52.5	1.3	-1.3	32.1	1.1	1.1
Writing												
Grades 1 to 5	1,462	1,882	2,393	12.0	5.4	3.3	71.0	5.2	6.3	16.9	-10.5	-9.6
Grades 6 to 8	304	796	1,257	45.5	28.9	28.4	45.6	-1.5	-5.1	8.9	-27.4	-23.3
Grades 9 to 12	125	281	758	54.0	30.8	29.2	34.7	-2.0	-4.5	11.3	-28.9	-24.7
All Grades	1,891	2,959	4,408	28.8	17.9	17.7	57.5	-0.5	-3.3	13.7	-17.4	-14.4

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 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 EBSPEd Students²⁰

Key Findings from this section:



In 2023, the rate of EBSPEd students in the Dallas ISD who achieved the higher English proficiency levels (Advanced or Advanced High) on *TELPAS* were (a) lower than the state and all regional comparison group rates for grades three to 12 and (b) mixed for grades K to two.

²⁰ District-level and state-level accountability data for EBSPEd students 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.

TELPAS composite ratings. Table 6 shows the rate of EBSPEd students in the Dallas ISD, the state, and other large, urban Texas districts at each 2023 TELPAS English proficiency level. At the higher English proficiency levels, the Dallas ISD in grades K to two ranged from six percentage points below comparison rates (Advanced, state) to two percentage points above comparison rates (Advanced High, San Antonio and Fort Worth ISDs). Dallas ISD rates in grades three to 12 ranged from eight percentage points below comparison rates (Advanced, state) to the same as comparison rates (Advanced High, El Paso and Fort Worth ISDs).

Table 6: 2023 Dallas ISD and Other Large, Urban Texas Districts EBSPEd TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	673	46.4	43.8	7.6	2.2
El Paso ISD	481	43.5	44.7	8.5	3.3
Fort Worth ISD	606	46.2	44.4	8.6	0.8
Houston ISD	1,050	48.6	43.3	6.9	1.2
San Antonio ISD	252	52.8	41.7	5.2	0.4
Dallas ISD	1,319	51.2	40.0	6.3	2.5
State	31,361	38.8	45.5	12.0	3.8
Grades Three to Twelve					
Austin ISD	1,965	14.1	60.4	22.6	2.8
El Paso ISD	1,371	15.5	58.9	23.2	2.4
Fort Worth ISD	1,801	13.4	61.6	22.6	2.4
Houston ISD	3,112	14.2	57.3	24.3	4.2
San Antonio ISD	891	13.7	58.7	24.0	3.6
Dallas ISD	4,248	16.4	61.8	19.5	2.2
State	98,070	11.1	58.3	27.1	3.6

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.

TELPAS-ALT English Proficiency Ratings,²¹ Level Movement,²² and Trends

Dallas ISD EBSPEd Students

Key Findings from this section:



Twenty percent of EBSPEd students earned the highest proficiency rating (basic fluency) on the 2023 TELPAS-Alt districtwide, which was a decrease over the previous two years.



On the 2023 TELPAS-Alt, 42 percent of students overall progressed to a higher proficiency level, which was lower than the previous two years.

²¹ Typically, grade two to 12 students in the Dallas ISD who were eligible for the STAAR Alt 2 were also eligible for TELPAS-Alt. Students received a composite score if they were assessed and scored in all four domains or if they were scored in at least two domains with an ARD decision to not be evaluated in one or two domains (Texas Education Agency, 2018).

²² EBSPEd students 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 Basic Fluency both years.

TELPAS-Alt composite ratings and trends. *TELPAS-Alt* English proficiency composite rates for 2021, 2022, and 2023 by grade level and composite level movement rates from 2022 to 2023 by grade level are provided in Appendix H.

Overall, 776 EBSPEd students took the *TELPAS-Alt* in 2023. As shown in Tables 7 and 8, 20 percent of students overall earned the highest proficiency rating (basic fluency) on the 2023 *TELPAS-Alt*, with the highest rates in grades six to eight (26%) and nine to 12 (30%) and the lowest rate in grades two to five (9%). In addition, the percentage of EBSPEd students overall who earned the highest proficiency rating decreased by four percentage points over one year and three percentage points over two years.²³

Table 7: 2023 EBSPEd Student *TELPAS-Alt* Lower Composite Proficiency Levels

	Awareness			Imitation			Early Independence		
	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
Grades 2 to 5	16.5	2.5	7.0	21.8	2.3	2.5	28.5	4.3	1.8
Grades 6 to 8	15.6	-2.8	3.9	17.1	5.7	-1.6	18.5	-3.4	3.9
Grades 9 to 12	15.2	2.8	0.7	11.7	-1.8	-0.6	21.6	-1.7	-0.2
All Grades	15.9	1.1	4.3	17.5	2.1	0.5	23.8	0.5	2.0

Source: District *TELPAS-Alt* data files dated 07/12/21, 05/06/22, and 06/20/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: *TELPAS-Alt* ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. For sample sizes, see Appendix H. Percentages may not sum to 100 because of rounding. Because the K to grade one version of *TELPAS* also is a holistically-rated test, EB students in these grades with significant cognitive disabilities continued to participate in *TELPAS*, not *TELPAS-Alt*. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Table 8: 2023 EBSPEd Student *TELPAS-Alt* Higher Composite Proficiency Levels

	Developing Independence			Basic Fluency		
	2023 %	1 Yr Δ %pts	2 Yr Δ %pts	2023 %	1 Yr Δ %pts	2 Yr Δ %pts
Grades 2 to 5	24.1	-1.2	-3.9	9.1	-8.0	-7.4
Grades 6 to 8	22.4	0.0	-3.9	26.3	0.4	-2.4
Grades 9 to 12	21.6	4.0	-3.5	29.9	-3.3	3.6
All Grades	22.9	0.6	-3.7	19.8	-4.4	-3.1

Source: District *TELPAS-Alt* data files dated 07/12/21, 05/06/22, and 06/20/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: See Table 7 for note information.

***TELPAS-Alt* level movement.** 2023 *TELPAS-Alt* proficiency rating movement²⁴ patterns were different across the elementary school, middle school, and high school levels for EBSPEd students (Table 9). Specifically, 42 percent of students overall progressed to a higher proficiency level (grades 3 to 5: 37%; grades 6 to 8: 40%; grades 9 to 12: 48%). In addition, 34 percent of students overall in 2023 remained at the same proficiency rating, with the highest rates in grades three to five (47%).

²³ One-year trends reflect percentage-point change from 2022 to 2023. Two-year trends reflect percentage-point change from 2021 to 2023.

²⁴ 2022 *TELPAS* level movement rates reflect movement from 2021 to 2022.

TELPAS-Alt level movement trends. For one-year trends²⁵ in *TELPAS-Alt* level movement, progression rate changes overall decreased by five percentage-points (range: 10 percentage-point decrease in grades 3 to 5 to a one percentage-point increase in grades 9 to 12). For two-year trends²⁶ in *TELPAS-Alt* level movement, progression rate changes overall decreased by four percentage-points (range: from 11 percentage-point decrease in grades 3 to 5 to a 2 percentage-point increase in grades 9 to 12).

Table 9: 2023 *TELPAS-Alt* Composite Level Movement: EBSPEd Students

	Tested			Regressed			Stayed the Same			Progressed		
	2021	2022	2023	2023	1 Yr Δ	2 Yr Δ	2023	1 Yr Δ	2 Yr Δ	2023	1 Yr Δ	2 Yr Δ
	N	N	N	%	%pts	%pts	%	%pts	%pts	%	%pts	%pts
Grades 3 to 5	145	163	203	15.8	-0.2	-4.2	47.3	9.9	14.9	36.9	-9.7	-10.7
Grades 6 to 8	154	163	188	33.0	9.1	4.4	26.6	-3.5	-2.6	40.4	-5.6	-1.8
Grades 9 to 12	154	158	197	23.9	-4.6	-5.3	27.9	3.2	3.2	48.2	1.4	2.1
All Grades	453	484	588	24.0	1.3	-2.0	34.2	3.4	5.5	41.8	-4.7	-3.5

Source: District *TELPAS-Alt* data files dated 07/12/21, 05/06/22, and 06/20/23. PEIMS demographic data files dated 11/04/20, 11/03/21, and 11/01/22.

Note: *TELPAS-Alt* ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. 2021 level movement data include students who earned a *TELPAS-Alt* proficiency rating in both 2020 and 2021 (data obtained from Voss, 2022). 2022 level movement data include students who earned a *TELPAS-Alt* proficiency rating in both 2021 and 2022 (data obtained from Voss, 2022). 2023 level movement data include students who earned a *TELPAS-Alt* proficiency rating in both 2022 and 2023. Regressed = Student moved down at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Basic Fluency both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2022 to 2023. 2 Yr Δ %pts = percentage-point change from 2021 to 2023.

Dallas ISD vs State and Other Large, Urban Texas District EBSPEd Students

Key Findings from this section:



In 2023, the rate of EBSPEd students in the Dallas ISD who achieved the higher English proficiency levels (Developing Independence or Basic Fluency) on *TELPAS-Alt* were (a) comparable to or higher than the state and most regional comparison group rates for grades three to 12 and (b) were mixed for grade two.

TELPAS-Alt composite ratings. Table 10 shows the rate of EBSPEd students in the Dallas ISD, the state, and other large, urban Texas districts at each 2023 *TELPAS-Alt* English proficiency level. At the higher English proficiency levels, the Dallas ISD in grade two ranged from 12 percentage points below comparison rates (Developing Independence; Fort Worth ISD) to nine percentage points above comparison rates (Basic Fluency, Houston and San Antonio ISD). Dallas ISD rates in grades three to 12 ranged from five percentage points below comparison rates (Developing Independence; Fort Worth ISD) to 14 percentage points above comparison rates (Basic Fluency, El Paso ISD).

²⁵ One-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2021 to 2022 (2022).

²⁶ Two-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2020 to 2021 (2021).

Table 10: 2023 Dallas ISD and Other Large, Urban Texas Districts' TELPAS-Alt Performance

	Tested <i>N</i>	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
Grade Two						
Austin ISD	29	37.9	44.8	10.3	3.4	3.4
El Paso ISD	20	25.0	20.0	45.0	5.0	5.0
Fort Worth ISD	35	17.1	22.9	31.4	20.0	8.6
Houston ISD	79	36.7	29.1	22.8	11.4	0.0
San Antonio ISD	11	27.3	36.4	27.3	9.1	0.0
Dallas ISD	92	21.7	34.8	27.2	7.6	8.7
State	1,641	28.5	31.6	24.7	11.8	3.4
Grades Three to Twelve						
Austin ISD	259	12.4	24.3	24.3	20.1	18.9
El Paso ISD	105	20.0	27.6	21.0	21.9	6.7
Fort Worth ISD	188	12.2	18.1	23.4	29.3	17.0
Houston ISD	469	16.4	18.1	23.9	23.0	18.6
San Antonio ISD	130	18.5	20.8	25.4	18.5	16.9
Dallas ISD	715	16.1	15.7	22.8	24.3	21.1
State	9,699	13.8	18.2	23.1	24.2	20.7

Source: Texasassessment.gov on 05/30/23.

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

MAP Growth

Detailed *MAP Growth* data from BOY to EOY by subject, test language, classification,²⁷ and grade level for 2022 and 2023 are provided in Appendix I.

Key Findings from this section:



For 2023 *MAP BOY* to *EOY* growth quintiles, EBSPED students clustered at the Low quintile on the English mathematics subtest and the English and Spanish reading subtests.



When comparing 2022 *BOY* to *EOY* quintiles with 2023 *BOY* to *EOY* quintiles, with a few exceptions, the rate of EBSPED students in the Low quintile typically trended downward from 2022 to 2023, and the rate of EBSPED students in the High quintile typically trended upward.

BOY to EOY Growth Quintile²⁸

Table 11 shows the 2023 percentages of EBSPED students for each *BOY* to *EOY* growth quintile on the mathematics and reading subtests, as well as one-year trends.

On the mathematics subtest in 2023, *BOY* to *EOY* growth rates for EBSPED students on the English version tended to cluster in the Low quintile at all grade levels (range: 32% to 42%), whereas EBSPED students on the Spanish version clustered in the High quintile (39%). Except for grades six to eight, the rate of EBSPED students in the Low quintile for the English version of the mathematic subtest trended downward from 2022 to 2023 (-2 to -3 percentage points), whereas the rate in the High quintile trended upward (+2 to +10 percentage points). Likewise, for the Spanish version of the mathematic subtest,

²⁷ NonSPED EB students (non-special education students who are Emergent Bilinguals) are provided for reference.

²⁸ *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.

the rate of EBSPED students in the Low quintile trended downward from 2022 to 2023 by 23 percentage points, whereas the rate in the High quintile trended upward by eight percentage points.

On the reading subtest in 2023, BOY to EOY growth rates for EBSPED students on both the English and Spanish versions tended to cluster in the Low quintile at all grade levels (English range: 36% to 50%; Spanish: 43%). The rate of EBSPED students in the Low quintile for the English version of the reading subtest did not show a consistent pattern across grade levels from 2022 to 2023 (range: -24 to +7 percentage points), whereas except for grades six to eight, the rate in the High quintile trended upward (+2 to +8 percentage points). For the Spanish version of the reading subtest, the rate of EBSPED students in the Low quintile trended downward from 2022 to 2023 by one percentage point, whereas the rate in the High quintile either stayed the same or trended upward by two percentage points.

Table 11: 2023 Dallas ISD MAP Mathematics and Reading Growth Quintile for EBSPED students: BOY to EOY by Subject, Test Language, and Grade Level

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	344	35.5	-3.2	15.4	-6.0	14.5	-2.4	15.4	6.9	19.2	4.7
	Spanish	*	*	*	*	*	*	*	*	*	*	*
Grades 2-5	English	1,883	32.4	-2.8	19.5	1.4	14.8	-3.4	14.9	3.0	18.4	1.8
	Spanish	26	23.1	-23.1	3.8	3.8	11.5	3.8	23.1	7.7	38.5	7.7
Grades 6-8	English	1,126	41.5	3.7	16.9	-1.3	14.5	-0.2	10.6	-0.5	16.6	-1.7
	Spanish	*	*	*	*	*	*	*	*	*	*	*
Grades 9	English	251	32.7	-2.3	19.5	2.6	12.4	-5.7	12.0	-4.0	23.5	9.5
	Spanish	*	*	*	*	*	*	*	*	*	*	*
Reading												
Grade 1	English	56	35.7	-23.8	19.6	6.1	23.2	7.0	10.7	8.0	10.7	2.6
	Spanish	272	42.6	-1.4	29.8	-2.2	16.9	2.4	7.7	0.7	2.9	0.4
Grades 2-5	English	366	46.7	1.4	18.3	-0.3	10.4	-2.5	9.3	-0.3	15.3	1.8
	Spanish	1,114	43.3	-1.0	17.5	-2.6	13.9	0.4	11.6	1.2	13.7	2.1
Grades 6-8	English	1,131	49.7	6.7	17.1	-3.1	12.6	-0.6	10.1	-1.1	10.5	-1.9
	Spanish	*	*	*	*	*	*	*	*	*	*	*
Grades 9	English	247	39.3	0.1	20.2	-0.2	10.9	-2.3	12.1	-6.0	17.4	8.3
	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. * = fewer than five students tested in this category. - = no data in this category for at least one of the years.

STAAR and EOC^{29,30}

Rates of students at each performance standard on STAAR subtests and EOCs for 2019, 2021, 2022, and 2023 by subtest, classification,³¹ and grade level are provided in Appendix J.

²⁹ 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/staar/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.

³⁰ 2019 results represent STAAR and EOC administrations occurring during the 2018-19 school year, 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.

³¹ NonSPED EB students are provided for reference.

Dallas ISD EBSPED Students

Key Findings from this section:



In 2023, the rate of EBSPED students at Approaches+ for the mathematics subtests ranged from 44 percent to 52 percent and for the reading subtests ranged from 29 percent to 32 percent.



With a few exceptions, 2023 STAAR and EOC EBSPED student rates were generally higher than the previous two years, particularly at the Approaches+ and Meets+ performance standards. However, these comparisons should be interpreted with caution due to changes made to the STAAR and EOC tests in 2023 by the TEA.

2019, 2021, 2022, and 2023 rates of EBSPED students at Approaches+, Meets+, and Masters on the mathematics- and reading-related STAAR and EOC subtests can be found in Table 12. 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, 2023 rates of all EBSPED students at the Approaches+ standard ranged from 44 percent (Math 6-8) to 52 percent (Algebra I), rates at the Meets+ standard ranged from 13 percent (Math 6-8) to 19 percent (Math 3-5), and rates at the Masters standard ranged from two percent (Math 6-8) to four percent (Math 3-5 and Algebra I).

Reading-related subtests. For reading, 2023 rates of all EBSPED students at the Approaches+ standard ranged from 27 percent (English I and English II) to 32 percent (Reading 6-8), rates at the Meets+ standard ranged from eight percent (English I) to 10 percent (Reading 3-5 and English II), and rates at the Masters standard ranged from three percent (Reading 3-5) to zero percent (English I and English II).

Table 12: 2019, 2021, 2022, and 2023 STAAR and EOC EBSPEL 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	1,439	1,312	1,388	1,627	57.3	36.1	37.6	46.3	17.0	12.2	13.3	18.5	6.2	3.5	4.7	4.2
Math 6-8	1,141	1,027	1,199	1,275	48.8	24.6	32.8	43.5	11.7	5.8	7.1	13.4	2.9	0.6	1.2	2.4
Algebra 1	476	331	500	637	59.0	42.9	45.4	51.6	26.1	13.6	17.0	15.7	12.2	3.3	6.6	3.9
Reading																
Reading 3-5	1,437	1,313	1,386	1,625	45.4	28.5	27.3	29.3	11.9	9.7	11.2	9.5	3.2	3.7	4.5	2.6
Reading 6-8	1,144	1,066	1,248	1,371	34.3	18.6	27.3	32.2	5.2	4.8	7.5	9.1	1.3	1.6	2.9	1.4
English I	725	434	649	785	18.2	10.8	18.2	26.5	5.1	4.4	6.6	8.2	0.1	0.2	0.0	0.3
English II	521	306	427	573	16.3	16.3	16.2	26.5	3.5	7.2	6.3	9.8	0.0	0.0	0.2	0.2

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 previous years should be made with caution.

Dallas ISD vs State and other large, urban Texas district EBSPEd Students

Key Findings from this section:



In 2023, EBSPEd student rates on the STAAR and EOC performance standards were mixed when compared to the state and generally higher than most regional comparison groups.

As shown in Table 13, Dallas ISD EBSPEd students STAAR scores were mixed when compared to the state. Differences between Dallas ISD and state performance standard attainment rates for EBSPEd students ranged from 13 percentage points below state rates (grade 5 mathematics Approaches+ in Spanish) to nine percentage points above state rates (grade 5 mathematics Approaches+ in English). Because few EBSPEd students take the Spanish mathematics exam in the Dallas ISD, those findings should be considered with caution.

Table 13: 2023 Dallas ISD and State EBSPEd STAAR Performance by Subject, Grade Level, and Test Language

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test N	Appr+ %	Meets+ %	Mast %	Tested N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
Mathematics	3	English	552	37.3	15.2	4.0	10,754	40.2	14.3	4.1	-2.9	0.9	-0.1
		Spanish	21	28.6	0.0	0.0	1,327	32.4	7.4	1.3	-3.8	-7.4	-1.3
	5	English	652	62.3	23.3	4.0	12,124	53.6	16.0	3.0	8.7	7.3	1.0
		Spanish	18	27.8	0.0	0.0	512	40.8	7.0	1.4	-13.0	-7.0	-1.4
	8	English	605	45.6	17.9	2.5	10,514	38.6	10.7	1.9	7.0	7.2	0.6
Reading	3	English	248	39.9	14.9	2.8	9,414	35.2	11.9	2.3	4.7	3.0	0.5
		Spanish	325	18.8	5.2	1.5	2,677	21.2	5.8	1.9	-2.4	-0.6	-0.4
	5	English	372	41.9	13.7	3.2	11,359	36.0	11.9	2.6	5.9	1.8	0.6
		Spanish	297	23.2	7.4	2.7	1,280	22.8	6.3	2.0	0.4	1.1	0.7
	8	English	414	38.9	10.6	0.7	10,707	36.4	8.2	1.1	2.5	2.4	-0.4

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 Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Appr+ = Approaches Grade Level or Above. Mast = Masters Grade Level.

Table 14 shows the rate of EBSPEd students in the Dallas ISD, the state, and other large, urban Texas on the mathematics- and reading-related 2023 STAAR and EOC subtests. Dallas ISD EBSPEd students performed generally well on STAAR and EOCs compared to other large, urban Texas ISDs and the state. Of note, at the Masters performance standard, Dallas ISD EBSPEd student scores were comparable or higher than the state and all regional comparison groups. Dallas ISD EBSPEd students in grades three to eight ranged from three percentage points below comparison rates (reading; Approaches+, El Paso ISD) to 18 percentage points above comparison rates (mathematics; Approaches+, San Antonio ISD). Dallas ISD rates on EOCs ranged from five percentage points below comparison rates (English I; Approaches+, Austin ISD) to 23 percentage points above comparison rates (Algebra I, Approaches+, Fort Worth ISD).

**Table 14: 2023 Dallas ISD and Other Large, Urban Texas Districts
EBSPED STAAR and EOC Performance**

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
STAAR Mathematics Grades Three to Eight						
Austin ISD	477	32.8	131	9.0	26	1.8
El Paso ISD	323	34.3	90	9.6	16	1.7
Fort Worth ISD	350	27.5	92	7.2	19	1.5
Houston ISD	756	33.5	222	9.8	55	2.4
San Antonio ISD	156	25.5	42	6.9	4	0.7
Dallas ISD	1,384	43.7	489	15.5	101	3.2
State	26,514	37.8	7,994	11.4	1,807	2.6
STAAR Reading Grades Three to Eight						
Austin ISD	407	28.0	122	8.4	23	1.6
El Paso ISD	313	33.1	83	8.8	15	1.6
Fort Worth ISD	309	24.3	76	6.0	13	1.0
Houston ISD	646	28.3	178	7.8	43	1.9
San Antonio ISD	123	19.9	20	3.2	3	0.5
Dallas ISD	969	29.7	285	8.7	62	1.9
State	22,730	32.0	6,438	9.1	1,278	1.8
Algebra I EOC						
Austin ISD	109	43.3	19	7.5	8	3.2
El Paso ISD	101	52.6	26	13.5	3	1.6
Fort Worth ISD	68	28.1	4	1.7	2	0.8
Houston ISD	213	47.7	53	11.9	14	3.1
San Antonio ISD	50	48.5	10	9.7	4	3.9
Dallas ISD	311	51.0	98	16.1	24	3.9
State	5,612	50.2	1,418	12.7	365	3.3
English I EOC						
Austin ISD	89	29.9	36	12.1	0	0.0
El Paso ISD	77	26.8	17	5.9	0	0.0
Fort Worth ISD	48	16.3	18	6.1	1	0.3
Houston ISD	110	20.1	36	6.6	0	0.0
San Antonio ISD	35	23.3	5	3.3	0	0.0
Dallas ISD	179	24.6	58	8.0	2	0.3
State	3,224	25.4	1,132	8.9	25	0.2
English II EOC						
Austin ISD	53	24.8	12	5.6	0	0.0
El Paso ISD	52	26.4	10	5.1	0	0.0
Fort Worth ISD	43	19.6	13	5.9	0	0.0
Houston ISD	96	23.1	19	4.6	1	0.2
San Antonio ISD	30	22.6	11	8.3	0	0.0
Dallas ISD	119	24.4	47	9.7	1	0.2
State	2,380	25.3	724	7.7	3	0.0

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.

STAAR and EOC Alt 2

Dallas ISD EBSPED Students

Key Findings from this section:



For STAAR and EOC Alt 2, rates of EBSPED students at the Approaches+ performance standard were considerably higher than the standard version on all tests and grade levels and ranged from 88 to 99 percent.

In 2023, as shown in Table 15, 10 percent to 29 percent of students who took STAAR subtests and eight percent to 10 percent of students who took EOCs were administered the *Alt 2* version. Rates of students at the Approaches+ performance standard on the *Alt 2* version ranged from 88 to 89 percent.

When compared to the standard version, rates on the *Alt 2* version were considerably higher on all tests. For example, across all grade levels, *Alt 2* rates were higher by an average of 54 percentage points for mathematics, 61 percentage points for reading, and 56 percentage points for EOCs. Grade 5 STAAR mathematics (30 percentage-point difference) and Algebra I (40 percentage-point difference) had the smallest difference in rates, whereas grade 7 STAAR mathematics (72 percentage-point difference) had the largest difference.

Table 15: 2023 STAAR/EOC and STAAR/EOC Alt 2 for EBSPED Students at Approaches Grade Level or Above by Subject and Grade Level

Grade Level(s)	STAAR/EOC		STAAR/EOC Alt 2		Alt 2 % of Total Test Takers	Total	
	Tested	Appr+	Tested	Appr+		Tested	Appr+
	N	%	N	%		N	%
STAAR Mathematics							
3	484	40.7	90	95.6	15.7	574	49.3
4	522	33.1	83	97.6	13.7	605	42.0
5	621	61.8	83	91.6	11.8	704	65.3
6	514	46.1	70	97.1	12.0	584	52.2
7	165	23.6	67	95.5	28.9	232	44.4
8	596	46.6	67	98.5	10.1	663	51.9
3 to 5	1,627	46.3	256	94.9	13.6	1,883	52.9
6 to 8	1,275	43.5	204	97.1	13.8	1,479	50.8
STAAR Reading							
3	483	29.2	90	85.6	15.7	573	38.0
4	521	23.2	83	92.8	13.7	604	32.8
5	621	34.5	83	90.4	11.8	704	41.1
6	515	30.7	71	91.5	12.1	586	38.1
7	453	27.4	67	92.5	12.9	520	35.8
8	403	39.7	67	97.0	14.3	470	47.9
3 to 5	1,625	29.3	256	89.5	13.6	1,881	37.5
6 to 8	1,371	32.2	205	93.7	13.0	1,576	40.2
STAAR EOCs							
Algebra I (8 to 12)	637	51.6	70	91.4	9.9	707	55.6
English I (9 to 12)	785	26.5	65	92.3	7.6	850	31.5
English II (9 to 12)	573	26.5	59	88.1	9.3	632	32.3

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

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

Dallas ISD vs State and other large, urban Texas district EBSPED Students

Key Findings from this section:



In 2023, the rate of EBSPED students in the Dallas ISD who achieved the highest STAAR/EOC *Alt 2* performance standard (Accomplished) were (a) higher than the state and all regional comparison group rates for STAAR *Alt 2* and (b) were mixed for EOC *Alt 2*.

As shown in Table 16, Dallas ISD EBSPED students performed generally well on the STAAR *Alt 2* compared to the state. For example, rates at the Satisfactory standard were mixed, but rates at the

Accomplished standard were higher than state rates. At the Accomplished standard, Dallas ISD EBSPEd students ranged from one percentage point below the state (grade 3 reading) to nine percentage points above the state (grade 3 mathematics).

Table 16: 2023 Dallas ISD and State EBSPEd STAAR Alt 2 Performance by Subject and Grade Level

Subject	Grade Level(s)	Dallas ISD Performance			State Performance			Dallas ISD - State	
		Test N	Satis %	Accomp %	Test N	Satis %	Accomp %	Satis %	Accomp %
Mathematics	3	93	95.7	34.4	1,737	91.9	25.0	3.8	9.4
	5	90	91.1	43.3	1,322	93.9	35.8	-2.8	7.5
	8	68	97.1	51.5	895	96.9	45.7	0.2	5.8
Reading	3	93	87.1	15.1	1,738	89.7	14.4	-2.6	0.7
	5	90	90.0	31.1	1,322	90.8	28.6	-0.8	2.5
	8	69	95.7	43.5	896	93.5	36.7	2.2	6.8

Source: Texasassessment.gov on 08/14/23.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Both Dallas ISD and state rates were obtained from the same source to compare equivalent groups. Satis = Satisfactory Performance Level. Accomp = Accomplished Performance Level.

Table 17 shows the rate of EBSPEd students in the Dallas ISD, the state, and other large, urban Texas districts at the Satisfactory and Accomplished performance standards on the mathematics- and reading-related 2023 STAAR Alt 2 and EOC Alt 2 subtests. At Accomplished standard, the Dallas ISD in grades three to eight ranged from two percentage points above comparison rates (mathematics; Houston ISD) to 22 percentage points above comparison rates (reading, El Paso ISD). Dallas ISD rates on EOCs ranged from 16 percentage points below comparison rates (English I; Houston ISD) to 31 percentage points above comparison rates (English I, El Paso ISD).

Table 17: 2023 Dallas ISD and Other Large, Urban Texas Districts EBSPE STAAR and EOC Alt 2 Performance

	Satisfactory		Accomplished	
	N	%	N	%
STAAR Mathematics Grades Three to Eight				
Austin ISD	191	94.6	71	35.1
El Paso ISD	81	94.2	23	26.7
Fort Worth ISD	143	95.3	51	34.0
Houston ISD	388	93.9	177	42.9
San Antonio ISD	79	94.0	29	34.5
Dallas ISD	460	95.4	216	44.8
State	7,416	94.6	2,814	35.9
STAAR Reading Grades Three to Eight				
Austin ISD	178	88.6	45	22.4
El Paso ISD	78	90.7	11	12.8
Fort Worth ISD	143	95.3	34	22.7
Houston ISD	374	90.6	122	29.5
San Antonio ISD	79	92.9	21	24.7
Dallas ISD	442	91.3	168	34.7
State	7,151	91.2	2,042	26.0
Algebra I EOC				
Austin ISD	73	93.6	23	29.5
El Paso ISD	21	84.0	4	16.0
Fort Worth ISD	95	94.1	31	30.7
Houston ISD	226	94.2	133	55.4
San Antonio ISD	64	95.5	23	34.3
Dallas ISD	173	88.7	82	42.1
State	5,594	93.0	2,286	38.0
English I EOC				
Austin ISD	74	94.9	23	29.5
El Paso ISD	20	80.0	6	24.0
Fort Worth ISD	91	92.9	38	38.8
Houston ISD	235	96.7	173	71.2
San Antonio ISD	66	100.0	22	33.3
Dallas ISD	172	90.1	105	55.0
State	5,663	93.9	2,849	47.2
English II EOC				
Austin ISD	63	94.0	22	32.8
El Paso ISD	22	84.6	8	30.8
Fort Worth ISD	89	98.9	32	35.6
Houston ISD	233	95.9	137	56.4
San Antonio ISD	48	96.0	25	50.0
Dallas ISD	194	91.9	98	46.4
State	5,469	94.8	2,482	43.0

Source: Texasassessment.gov on 08/14/23.

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. Satisfactory = Satisfactory Performance Level. Accomplished = Accomplished Performance Level.

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APPENDICES



LIST OF APPENDICES

A	Acronum and Abbreviation List	34
B	Methodology.....	35
C	2022-23 EBSPEd Campuses	36
D	2022-23 Characteristics of Emergent Bilinguals, Special Education, Dually-Identified, and District Students	38
E	2022-23 EBSPEd Survey	40
F	2021 to 2023 <i>TELPAS</i> Proficiency Levels for EBSPEd Students by Grade Level	46
G	2022 to 2023 <i>TELPAS</i> Proficiency Rating Movement	48
H	2021 to 2023 <i>TELPAS-Alt</i> Proficiency Levels and Rating Movement by Grade Level.....	51
I	2022 and 2023 <i>MAP</i> Growth Quintile by Program/Classification, Subject, Test Language, and Grade Level.....	54
J	2019, 2021, 2022, and 2023 <i>STAAR</i> and <i>EOC</i> Performance Standard Rates by Program/Classification, Subject, and Grade Level	70

Appendix A

Appendix A: Acronym and Abbreviation List

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

Appendix B: Methodology

Appendix B: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Program Components and People	DL/ESL Department		None	None
-	Budget	Budget Services Department, Special Revenues Department	06/21/23	None	None
1	Student Enrollment and Demographics	Student Information System	11/01/22	Rate of students in the following categories: Sex, ethnicity, special student groups, feeder, disability.	School level, EBSPED classification
2	Professional Development	DL/ESL Department	07/21/23 (data from 07/01/22 to 06/30/22)	Frequency of teachers and administrators per PD sessions and session type. Rate of positive responses on PD survey items.	None
3	EBSPED Staff Perception Survey	E&A Qualtrics survey	05/15/23	Rate of positive responses on survey items.	None
4	TELPAS	TEA	07/19/21 (2020-21) 06/26/22 (2021-22) 06/30/23 (2022-23)	Rate of students achieving (a) each English proficiency rating and (b) each English proficiency level movement.	Grade level, grade, domain/composite, EBSPED classification
4	TELPAS-Alt	TEA	07/06/20 (2019-20) 07/12/21 (2020-21) 05/06/22 (2021-22) 06/22/23 (2022-23)	Rate of students achieving (a) each English proficiency rating and (b) each English proficiency level movement.	Grade level, grade, domain/composite, EBSPED classification
4	MAP Reading & Mathematics	NWEA	06/22/22 (2021-22) 06/26/23 (2022-23)	Rate of students achieving each BOY to EOY growth quintile.	Grade level, grade, test language, EBSPED classification
4	STAAR and STAAR Alt 2 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, EBSPED classification
4	STAAR EOC and STAAR EOC Alt 2 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, EBSPED classification

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

Appendix C

Appendix C, Table 1: 2022-23 EBSPE Campuses

Middle Schools

Ignite Middle School
J.L Long High School
Seagoville Middle School
Anne Richards STEM
Kennedy Curry Middle School

High Schools

Pinkston High School
North Dallas High School
Lincoln High School
Carter High School
Molina High School
Kimball High School

Source: DL/ESL Department, December 2022.

Appendix C, Table 2: 2022-23 EBSPED Request for Assistance Campuses

Elementary Schools

Sylvia Mendez CREW Leadership Academy Central
 Central Elementary School
 Julian T. Saldivar Elementary School
 Frank Guzick Elementary School
 Leonides Gonzalez Cigarroa Elementary School
 Larry G. Smith Elementary School
 Seagoville North Elementary School
 Nathaniel Hawthorne Elementary School
 John Bryan Neely Elementary School
 Gilbert Cuellar Sr. Elementary School
 Nathan Adams Elementary School
 Cesar Chavez Learning Center
 Clinton P. Russell Elementary School
 Victor H. Hexter Elementary School
 Anson Jones Elementary School
 K.B. Polk Center for Academically Talented and Gifted
 Daniel Webster Elementary School

Middle Schools

Thomas J. Rusk Middle School
 Benjamin Franklin International Exploratory Academy
 Sam Tasby Middle School

High Schools

W.W. Samuell High School
 H. Grady Spruce High School
 Woodrow Wilson High School
 James Madison High School
 Wilmer Hutchins High School
 Emmet J. Conrad High School
 Thomas Jefferson High School
 W.T. White High School
 Seagoville High School

Source: DL/ESL Department, December 2022.

Appendix D

Appendix D, Table 1: 2022-23 Emergent Bilingual, Special Education, Dually-Identified, and District Students by Grade Level

Grade Level	EBs (N = 68,751)		NonEBs (N = 72,093)		SPED (N = 15,167)		NonEB SPED (N = 8,583)		EBSPED (N = 6,584)		District (N = 140,850)	
	n	%	n	%	n	%	n	%	n	%	n	%
PK to Grade Five												
PK	4,789	7.0	5,786	8.0	214	1.4	111	1.3	103	1.6	10,576	7.5
K	4,746	6.9	5,070	7.0	771	5.1	408	4.8	363	5.5	9,817	7.0
1	5,274	7.7	5,393	7.5	1,019	6.7	516	6.0	503	7.6	10,667	7.6
2	4,997	7.3	5,372	7.5	1,161	7.7	634	7.4	527	8.0	10,370	7.4
3	5,035	7.3	4,908	6.8	1,297	8.6	700	8.2	597	9.1	9,944	7.1
4	5,132	7.5	4,724	6.6	1,378	9.1	751	8.7	627	9.5	9,856	7.0
5	5,259	7.6	4,616	6.4	1,497	9.9	774	9.0	723	11.0	9,875	7.0
PK to 5	35,232	51.2	35,869	49.8	7,337	48.4	3,894	45.4	3,443	52.3	71,105	50.5
Grades Six to Eight												
6	4,886	7.1	4,198	5.8	1,338	8.8	729	8.5	609	9.2	9,086	6.5
7	4,748	6.9	4,710	6.5	1,263	8.3	724	8.4	539	8.2	9,458	6.7
8	5,074	7.4	4,802	6.7	1,226	8.1	727	8.5	499	7.6	9,876	7.0
6 to 8	14,708	21.4	13,710	19.0	3,827	25.2	2,180	25.4	1,647	25.0	28,420	20.2
Grades Nine to Twelve												
9	6,586	9.6	6,305	8.7	1,313	8.7	787	9.2	526	8.0	12,891	9.2
10	5,241	7.6	6,137	8.5	1,070	7.1	670	7.8	400	6.1	11,378	8.1
11	3,807	5.5	5,180	7.2	813	5.4	507	5.9	306	4.6	8,987	6.4
12	3,177	4.6	4,892	6.8	807	5.3	545	6.3	262	4.0	8,069	5.7
9 to 12	18,811	27.4	22,514	31.2	4,003	26.4	2,509	29.2	1,494	22.7	41,325	29.3
Total and Percent of District Enrollment (N = 140,850)												
PK to 12	68,751	48.8	72,093	51.2	15,167	10.8	8,583	6.1	6,584	4.7	140,850	100.0

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

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

Appendix D, Table 2: 2022-23 Characteristics of Emergent Bilinguals, Special Education, Dually-Identified, and District Students

	EBs (N = 68,751)		NonEBs (N = 72,093)		SPED (N = 15,167)		NonEB SPED (N = 8,583)		EBSPED (N = 6,584)		District (N = 140,850)	
	N	%	n	%	n	%	n	%	n	%	n	%
Sex*												
Male	35,216	51.2	36,446	50.6	10,006	66.0	5,641	65.7	4,365	66.3	71,665	50.9
Female	33,535	48.8	35,642	49.4	5,161	34.0	2,942	34.3	2,219	33.7	69,180	49.1
Race/Ethnicity*												
Hispanic	65,800	95.7	33,901	47.0	10,128	66.8	3,740	43.6	6,388	97.0	99,707	70.8
African American	784	1.1	27,873	38.7	3,885	25.6	3,836	44.7	49	0.7	28,657	20.3
White	733	1.1	6,976	9.7	743	4.9	677	7.9	66	1.0	7,709	5.5
Asian	959	1.4	739	1.0	77	0.5	36	0.4	41	0.6	1,698	1.2
Native American	203	0.3	119	0.2	30	0.2	9	0.1	21	0.3	322	0.2
Pacific Islander	27	0.0	34	0.0	1	0.0	1	0.0	0	0.0	61	0.0
Two or More	179	0.3	2,395	3.3	294	1.9	279	3.3	15	0.2	2,574	1.8
Special Student Groups												
Eco Dis	63,115	91.8	56,206	78.0	13,178	86.9	7,076	82.4	6,102	92.7	119,326	84.7
At-Risk	59,128	86.0	20,479	28.4	10,300	67.9	3,989	46.5	6,311	95.9	79,609	56.5
Homeless	745	1.1	1,844	2.6	261	1.7	198	2.3	63	1.0	2,589	1.8
Feeder												
Adams, B	4,625	6.7	4,174	5.8	881	5.8	494	5.8	387	5.9	8,799	6.2
Adamson	2,433	3.5	1,432	2.0	410	2.7	170	2.0	240	3.6	3,865	2.7
Molina	2,815	4.1	2,131	3.0	607	4.0	287	3.4	320	4.9	4,946	3.5
Hillcrest	2,802	4.1	2,405	3.3	558	3.7	300	3.5	258	3.9	5,210	3.7
Jefferson	5,067	7.4	1,261	1.7	668	4.4	178	2.1	490	7.4	6,328	4.5
Kimball	3,150	4.6	2,641	3.7	739	4.9	448	5.2	291	4.4	5,791	4.1
Lincoln	391	0.6	1,244	1.7	196	1.3	159	1.9	37	0.6	1,635	1.2
Pinkston	2,561	3.7	2,619	3.6	666	4.4	376	4.4	290	4.4	5,180	3.7
Roosevelt	857	1.2	1,368	1.9	248	1.6	198	2.3	50	0.8	2,225	1.6
Samuell	4,420	6.4	2,672	3.7	912	6.0	433	5.1	479	7.3	7,092	5.0
Seagoville	3,392	4.9	3,129	4.3	823	5.4	458	5.4	365	5.5	6,521	4.6
South Oak Cliff	2,072	3.0	3,667	5.1	671	4.4	478	5.6	193	2.9	5,739	4.1
Spruce	3,955	5.8	2,372	3.3	804	5.3	390	4.6	414	6.3	6,327	4.5
Sunset	3,583	5.2	3,252	4.5	675	4.5	333	3.9	342	5.2	6,835	4.9
White	4,896	7.1	3,456	4.8	964	6.4	423	4.9	541	8.2	8,352	5.9
Wilson	1,479	2.2	4,379	6.1	677	4.5	490	5.7	187	2.8	5,858	4.2
Carter	1,092	1.6	2,696	3.7	550	3.6	435	5.1	115	1.7	3,788	2.7
North Dallas	2,107	3.1	2,481	3.4	584	3.9	326	3.8	258	3.9	4,589	3.3
Skyline	4,821	7.0	4,875	6.8	979	6.5	580	6.8	399	6.1	9,696	6.9
Conrad	2,889	4.2	1,301	1.8	360	2.4	146	1.7	214	3.3	4,190	3.0
Madison	634	0.9	1,245	1.7	245	1.6	203	2.4	42	0.6	1,879	1.3
Hospital/Home	0	0.0	40	0.1	13	0.1	13	0.2	0	0.0	40	0.0
Wilmer-Hutchins	968	1.4	1,824	2.5	326	2.1	234	2.7	92	1.4	2,792	2.0
ACE	1,844	2.7	2,149	3.0	386	2.5	226	2.6	160	2.4	3,993	2.8
Trans & Innov	1,588	2.3	2,854	4.0	375	2.5	241	2.8	134	2.0	4,443	3.2
Magnet Schools	1,501	2.2	4,721	6.5	136	0.9	116	1.4	20	0.3	6,222	4.4
Alternative Prog	137	0.2	237	0.3	70	0.5	50	0.6	20	0.3	374	0.3
Single Gender	2,455	3.6	4,153	5.8	595	3.9	360	4.2	235	3.6	6,608	4.7
None	2	0.0	19	0.0	4	0.0	494	5.8	387	5.9	8,799	6.2

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

Note: Eco Dis = Economically disadvantaged. Hospital/Home = Hospital/Homebound. ACE = Accelerating Campus Excellence. Trans & Innov = Transformation and Innovation. Alternative Prog = Alternative Programs. Percentages may not sum to 100 because of rounding. * = Some students did not have a Sex or Race/Ethnicity code, so *ns* may not sum to the total *N*. - = no data in this category.

Appendix E

Appendix E, Table 1: 2022-23 EBSPEd Survey – Respondents by Role

	Respondents (N = 15)	
	n	%
What is your role at the campus?		
Administrator	1	6.7
CICs	0	0.0
Teacher	14	93.3

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

Note: - = no data in this category.

Appendix E, Table 2: 2022-23 EBSPEd Survey – Teacher Characteristics

	Teacher (N = 14)	
	n	%
Which of the following best describes your teaching role in 2022-23?*		
General Education	3	21.4
DL/ESL	10	71.4
Special Education	3	21.4
Other	0	0.0
Which of the of the following certifications do you have as of 2022-23? Check all that apply.*		
Special Education	3	21.4
Bilingual	2	14.3
English as a Second Language	8	57.1
Other	5	35.7
How many EBSPEd (ELSPED) students have you worked with during the 2022-23 school year?		
None	2	14.3
1-5	2	14.3
6-10	0	0.0
11-15	1	7.1
16-20	0	0.0
21 or more	9	64.3
I don't know	0	0.0

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 3: 2022-23 EBSPEd Survey – EBSPEd Professional Development Participation

	Respondents (N = 15)	
	n	%
Did you participate in professional development this year that addressed the needs of EBSPEd (ELSPED) students?		
Yes	11	73.3
No	4	26.7

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 4: 2022-23 EBSPEd Survey – Types of Teachers' Awareness on the Need for EBSPEd Services

Appendix E, Table 4: 2022-23 EBS/ED Survey – Types of Teachers' Awareness on the Need for EBS/ED Services													
	N	Not at all aware		Slightly aware		Somewhat aware		Moderately aware		Completely aware		I don't know	
		n	%	n	%	n	%	n	%	n	%	n	%
At your campus, to what extent were the following types of teachers at your campus aware that qualified EBS/ED (ELSPED) students should receive both special education services and DL/ESL services?													
General Education	15	0	0.0	1	6.7	2	13.3	4	26.7	3	20.0	5	33.3
DL/ESL	15	1	6.7	0	0.0	1	6.7	2	13.3	8	53.3	3	20.0
Special Education	15	0	0.0	0	0.0	2	13.3	3	20.0	8	53.3	2	13.3

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 5: 2022-23 EBSPEd Survey – Effectiveness of Differentiated Dual Language or ESL Curriculum

	Respondents (N = 15)	
	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	26.7
I don't use DL or ESL curriculum	0	0.0
Not at all effective	2	13.3
Slightly effective	2	13.3
Very effective	5	33.3
Extremely effective	2	13.3

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

Appendix E, Table 6: 2022-23 EBSPED Survey – Prioritization of ARD and LPAC Collaboration at Campus

	Respondents (N = 15)	
	n	%
How strongly was the LPAC and ARD collaboration prioritized on your campus in 2022-23 to meet the needs of EBSPED (ELSPED) students?		
Not a priority	0	0.0
Low priority	1	6.7
Medium priority	3	20.0
High priority	2	13.3
Very high priority	5	33.3
I don't know	4	26.7

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

Appendix E, Table 7: 2022-23 EBSPED Survey – Frequency of LPAC and ARD Collaboration

	Respondents (N = 15)	
	n	%
How frequently did LPAC and ARD committees collaborate on your campus in 2022-23 to meet the needs EBSPED (ELSPED) students?		
Never	0	0.0
Rarely	1	6.7
Occasionally	3	20.0
Frequently	4	26.7
Very frequently	4	26.7
I don't know	3	20.0

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 8: 2022-23 EBSPED Survey – Effectiveness of LPAC and ARD Collaboration

	Respondents (N = 15)	
	n	%
How effective were LPAC and ARD committees on your campus in 2022-23 at collaborating to meet the needs of EBSPED (ELSPED) students?		
Not at all effective	0	0.0
A little effective	1	6.7
Somewhat effective	4	26.7
Moderately effective	1	6.7
Extremely effective	5	33.3
I don't know	4	26.7

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

**Appendix E, Table 9: 2022-23 EBSPEd Survey
– Importance of LPAC and ARD Collaboration**

	Respondents (N = 15)	
	n	%
How important was the LPAC and ARD collaboration for student success in 2022-23?		
Not at all important	0	0.0
A little important	2	13.3
Somewhat important	4	26.7
Moderately important	0	0.0
Extremely important	6	40.0
I don't know	3	20.0

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

**Appendix E, Table 10: 2022-23 EBSPEd Survey – Frequency of Interaction
with EBSPEd Instructional Specialists**

	Respondents (N = 15)	
	n	%
How frequently did you interact with EBSPEd (ELSPED) Instructional Specialists in 2022-23?		
I did not work with an EBSPEd (ELSPED) Instructional Specialist	4	26.7
1-3 times	1	6.7
4-6 times	3	20.0
7-10 times	0	0.0
More than 10 times	7	46.7

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

Appendix E, Table 11: 2022-23 EBSPEd Survey – Frequency of Supports Provided by EBSPEd Instructional Specialist(s)

	N	I did not receive this support from an EBSPED instructional specialist		Never		Rarely		Occasionally		Frequently		Very Frequently	
		n	%	n	%	n	%	n	%	n	%	n	%
How frequently were each of the following supports provided by your EBSPED (ELSPED) Instructional Specialist(s) in 2022-23:													
Professional Development	11	1	9.1	0	0.0	0	0.0	1	9.1	5	45.5	4	36.4
In-class support	11	0	0.0	0	0.0	0	0.0	1	9.1	3	27.3	7	63.6
Providing resources/materials	11	0	0.0	0	0.0	0	0.0	1	9.1	2	18.2	8	72.7
Classroom observation and feedback	11	0	0.0	0	0.0	0	0.0	2	18.2	2	18.2	7	63.6
PLC or individual lesson planning	11	0	0.0	0	0.0	1	9.1	0	0.0	3	27.3	7	63.6
Classroom modeling/co-teaching	11	0	0.0	2	18.2	0	0.0	0	0.0	2	18.2	7	63.6
Data analysis	11	0	0.0	2	18.2	0	0.0	0	0.0	6	54.5	3	27.3

Source: 2022-23 EBSPEd Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 12: 2022-23 EBSPED Survey – Helpfulness of EBSPED Instructional Specialists

	Respondents (N = 11)	
	n	%
How helpful were the EBSPED (ELSPED) Instructional Specialists at your campus at supporting your instruction of EBSPED (ELSPED) students in 2022-23?		
I did not work with an EBSPED (ELSPED) Instructional Specialist	0	0.0
Not at all helpful	0	0.0
A little helpful	0	0.0
Very helpful	1	9.1
Extremely helpful	3	27.3

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 13: 2022-23 EBSPED Survey – Helpfulness of Supports from EBSPED Instructional Specialist(s)

Appendix E, Table 10: 2022-23 EBSPED Survey: Helpfulness of Supports from EBSPED Instructional Specialist(s)													
	N	I did not work with an EBSPED Instructional Specialist											
		Instructional Specialist		Not at all helpful		A little helpful		Somewhat helpful		Very helpful		Extremely helpful	
		n	%	n	%	n	%	n	%	n	%	n	%
Rate how helpful each of the following supports were from your EBSPED (ELSPED) Instructional Specialist(s) in 2022-23:													
Professional Development	11	1	9.1	0	0.0	0	0.0	1	9.1	6	54.5	3	27.3
In-class support	11	0	0.0	0	0.0	1	9.1	1	9.1	2	18.2	7	63.6
Providing resources/materials	11	0	0.0	0	0.0	0	0.0	1	9.1	2	18.2	8	72.7
Classroom observation and feedback	11	0	0.0	1	9.1	1	9.1	0	0.0	2	18.2	7	63.6
PLC or individual lesson planning	11	1	9.1	0	0.0	1	9.1	0	0.0	2	18.2	7	63.6
Classroom modeling/co-teaching	11	1	9.1	1	9.1	0	0.0	0	0.0	3	27.3	6	54.5
Data analysis	11	1	9.1	1	9.1	0	0.0	0	0.0	6	54.5	3	27.3

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 14: 2022-23 EBSPED Survey – Helpfulness of Professional Development Provided by EBSPED Instructional Specialist(s)

	N	I did not receive this professional development from an EBSPED instructional specialist									
		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful			
		n	%	n	%	n	%	n	%	n	%
Rate how helpful the following professional development opportunities provided by your EBSPED (ELSPED) instructional specialist(s) were for you in 2022-23?											
Campus-wide professional development	11	3	27.3	0	0.0	0	0.0	3	27.3	5	45.5
PLCs	11	2	18.2	0	0.0	0	0.0	4	36.4	5	45.5
One-on-one	11	1	9.1	0	0.0	0	0.0	3	27.3	7	63.6

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix E, Table 15: 2022-23 EBSPED Survey – Helpfulness of Resources

	N	I did not receive this resource		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful	
		n	%	n	%	n	%	n	%	n	%
Rate how helpful each of the following resources were for impacting student achievement in 2022-23:											
Online Resources – Ellevation, Rosetta Stone, Duolingo, Imagine Learning	15	3	20.0	0	0.0	2	13.3	5	33.3	5	33.3
Supplies & Resources for classroom implementation	15	1	6.7	0	0.0	1	6.7	7	46.7	6	40.0

Source: 2022-23 EBSPED Survey for Dallas ISD teachers, administrators, and CICs, administered spring 2023.

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

Appendix F

Appendix F, Table 1: 2023 *TELPAS* Proficiency Composite Rating Levels for EBSPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2023 <i>TELPAS</i> English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	323	208	64.4	85	26.3	23	7.1	7	2.2
1	469	249	53.1	154	32.8	42	9.0	24	5.1
2	421	147	34.9	253	60.1	19	4.5	2	0.5
3	483	118	24.4	286	59.2	76	15.7	3	0.6
4	526	160	30.4	300	57.0	61	11.6	5	1.0
5	624	115	18.4	339	54.3	151	24.2	19	3.0
6	514	70	13.6	331	64.4	105	20.4	8	1.6
7	452	56	12.4	292	64.6	93	20.6	11	2.4
8	404	27	6.7	289	71.5	79	19.6	9	2.2
9	391	52	13.3	250	63.9	80	20.5	9	2.3
10	304	27	8.9	189	62.2	73	24.0	15	4.9
11	214	13	6.1	131	61.2	62	29.0	8	3.7
12	149	11	7.4	98	65.8	35	23.5	5	3.4
K to 2	1,213	604	49.8	492	40.6	84	6.9	33	2.7
3 to 5	1,633	393	24.1	925	56.6	288	17.6	27	1.7
6 to 8	1,370	153	11.2	912	66.6	277	20.2	28	2.0
9 to 12	1,058	103	9.7	668	63.1	250	23.6	37	3.5
K to 5	2,846	997	35.0	1,417	49.8	372	13.1	60	2.1
6 to 12	2,428	256	10.5	1,580	65.1	527	21.7	65	2.7
All Grades	5,274	1,253	23.8	2,997	56.8	899	17.0	125	2.4

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

Appendix F, Table 2: 2022 *TELPAS* Proficiency Composite Rating Levels for EBSPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2022 <i>TELPAS</i> English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	244	133	54.5	87	35.7	12	4.9	12	4.9
1	364	191	52.5	141	38.7	23	6.3	9	2.5
2	348	95	27.3	216	62.1	35	10.1	2	0.6
3	391	48	12.3	282	72.1	56	14.3	5	1.3
4	471	117	24.8	257	54.6	84	17.8	13	2.8
5	514	78	15.2	277	53.9	139	27.0	20	3.9
6	432	31	7.2	277	64.1	113	26.2	11	2.5
7	374	21	5.6	266	71.1	76	20.3	11	2.9
8	343	12	3.5	215	62.7	111	32.4	5	1.5
9	257	17	6.6	166	64.6	66	25.7	8	3.1
10	171	14	8.2	99	57.9	52	30.4	6	3.5
11	139	6	4.3	80	57.6	48	34.5	5	3.6
12	113	9	8.0	61	54.0	36	31.9	7	6.2
K to 2	956	419	43.8	444	46.4	70	7.3	23	2.4
3 to 5	1,376	243	17.7	816	59.3	279	20.3	38	2.8
6 to 8	1,149	64	5.6	758	66.0	300	26.1	27	2.3
9 to 12	680	46	6.8	406	59.7	202	29.7	26	3.8
K to 5	2,332	662	28.4	1,260	54.0	349	15.0	61	2.6
6 to 12	1,829	110	6.0	1,164	63.6	502	27.4	53	2.9
All Grades	4,161	772	18.6	2,424	58.3	851	20.5	114	2.7

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

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

Appendix F, Table 3: 2021 *TELPAS* Proficiency Composite Rating Levels for EBSPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2021 <i>TELPAS</i> English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	188	125	66.5	50	26.6	9	4.8	4	2.1
1	298	124	41.6	125	41.9	41	13.8	8	2.7
2	300	87	29.0	190	63.3	23	7.7	0	0.0
3	397	67	16.9	255	64.2	60	15.1	15	3.8
4	421	67	15.9	274	65.1	73	17.3	7	1.7
5	445	42	9.4	279	62.7	108	24.3	16	3.6
6	254	22	8.7	170	66.9	57	22.4	5	2.0
7	207	16	7.7	143	69.1	46	22.2	2	1.0
8	192	13	6.8	116	60.4	59	30.7	4	2.1
9	98	2	2.0	73	74.5	18	18.4	5	5.1
10	65	2	3.1	41	63.1	20	30.8	2	3.1
11	73	4	5.5	39	53.4	27	37.0	3	4.1
12	60	0	0.0	31	51.7	20	33.3	9	15.0
K to 2	786	336	42.7	365	46.4	73	9.3	12	1.5
3 to 5	1,263	176	13.9	808	64.0	241	19.1	38	3.0
6 to 8	653	51	7.8	429	65.7	162	24.8	11	1.7
9 to 12	296	8	2.7	184	62.2	85	28.7	19	6.4
K to 5	2,049	512	25.0	1,173	57.2	314	15.3	50	2.4
6 to 12	949	59	6.2	613	64.6	247	26.0	30	3.2
All Grades	2,998	571	19.0	1,786	59.6	561	18.7	80	2.7

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

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

Appendix G

Appendix G, Table 1: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade One to Five EBSPED Students

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													
410	Progressed		Beginning	168	80.0	73	52.5	5	12.5	4	19.0	250	61.0
	125	30.5	Intermediate	37	17.6	62	44.6	26	65.0	7	33.3	132	32.2
			Advanced	3	1.4	2	1.4	6	15.0	3	14.3	14	3.4
	Regressed		Advanced High	2	1.0	2	1.4	3	7.5	7	33.3	14	3.4
	49	12.0	2022 Total	210	100.0	139	100.0	40	100.0	21	100.0	410	100.0
Grade Two													
408	Progressed		Beginning	97	68.8	117	47.6	4	21.1	0	0.0	218	53.4
	133	32.6	Intermediate	42	29.8	113	45.9	10	52.6	0	0.0	165	40.4
			Advanced	2	1.4	15	6.1	4	21.1	2	100.0	23	5.6
	Regressed		Advanced High	0	0.0	1	0.4	1	5.3	0	0.0	2	0.5
	61	15.0	2022 Total	141	100.0	246	100.0	19	100.0	2	100.0	408	100.0
Grade Three													
473	Progressed		Beginning	61	53.5	73	26.1	2	2.6	0	0.0	136	28.8
	126	26.6	Intermediate	53	46.5	201	71.8	48	63.2	1	33.3	303	64.1
			Advanced	0	0.0	6	2.1	26	34.2	0	0.0	32	6.8
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	2	66.7	2	0.4
	59	12.5	2022 Total	114	100.0	280	100.0	76	100.0	3	100.0	473	100.0
Grade Four													
506	Progressed		Beginning	42	27.8	23	7.9	0	0.0	0	0.0	65	12.8
	53	10.5	Intermediate	108	71.5	244	83.6	25	43.1	0	0.0	377	74.5
			Advanced	1	0.7	24	8.2	32	55.2	4	80.0	61	12.1
	Regressed		Advanced High	0	0.0	1	0.3	1	1.7	1	20.0	3	0.6
	135	26.7	2022 Total	151	100.0	292	100.0	58	100.0	5	100.0	506	100.0
Grade Five													
598	Progressed		Beginning	70	63.1	71	22.1	3	2.0	1	5.3	145	24.2
	166	27.8	Intermediate	41	36.9	232	72.3	73	49.7	3	15.8	349	58.4
			Advanced	0	0.0	17	5.3	65	44.2	9	47.4	91	15.2
	Regressed		Advanced High	0	0.0	1	0.3	6	4.1	6	31.6	13	2.2
	65	10.9	2022 Total	111	100.0	321	100.0	147	100.0	19	100.0	598	100.0
Grades One to Two													
818	Progressed		Beginning	265	75.5	190	49.4	9	15.3	4	17.4	468	57.2
	258	31.5	Intermediate	79	22.5	175	45.5	36	61.0	7	30.4	297	36.3
			Advanced	5	1.4	17	4.4	10	16.9	5	21.7	37	4.5
	Regressed		Advanced High	2	0.6	3	0.8	4	6.8	7	30.4	16	2.0
	110	13.4	2022 Total	351	100.0	385	100.0	59	100.0	23	100.0	818	100.0
Grades Three to Five													
1,577	Progressed		Beginning	173	46.0	167	18.7	5	1.8	1	3.7	346	21.9
	345	21.9	Intermediate	202	53.7	677	75.8	146	52.0	4	14.8	1,029	65.3
			Advanced	1	0.3	47	5.3	123	43.8	13	48.1	184	11.7
	Regressed		Advanced High	0	0.0	2	0.2	7	2.5	9	33.3	18	1.1
	259	16.4	2022 Total	376	100.0	893	100.0	281	100.0	27	100.0	1,577	100.0
Grades One to Five													
2,395	Progressed		Beginning	438	60.2	357	27.9	14	4.1	5	10.0	814	34.0
	603	25.2	Intermediate	281	38.7	852	66.7	182	53.5	11	22.0	1,326	55.4
			Advanced	6	0.8	64	5.0	133	39.1	18	36.0	221	9.2
	Regressed		Advanced High	2	0.3	5	0.4	11	3.2	16	32.0	34	1.4
	369	15.4	2022 Total	727	100.0	1,278	100.0	340	100.0	50	100.0	2,395	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 G, Table 2: 2022 to 2023 *TELPAS* Proficiency Composite Rating Movement – Grade Six to Eight EBSPEd Students

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													
492	Progressed		Beginning	35	53.8	39	12.2	0	0.0	0	0.0	74	15.0
	77	15.7	Intermediate	25	38.5	215	67.4	30	30.0	0	0.0	270	54.9
			Advanced	5	7.7	62	19.4	59	59.0	4	50.0	130	26.4
	Regressed		Advanced High	0	0.0	3	0.9	11	11.0	4	50.0	18	3.7
	106	21.5	2022 Total	65	100.0	319	100.0	100	100.0	8	100.0	492	100.0
Grade Seven													
413	Progressed		Beginning	17	37.0	18	6.7	0	0.0	0	0.0	35	8.5
	61	14.8	Intermediate	29	63.0	208	77.0	32	37.2	0	0.0	269	65.1
			Advanced	0	0.0	43	15.9	49	57.0	7	63.6	99	24.0
	Regressed		Advanced High	0	0.0	1	0.4	5	5.8	4	36.4	10	2.4
	78	18.9	2022 Total	46	100.0	270	100.0	86	100.0	11	100.0	413	100.0
Grade Eight													
352	Progressed		Beginning	5	21.7	14	5.6	0	0.0	0	0.0	19	5.4
	54	15.3	Intermediate	18	78.3	198	79.5	32	44.4	0	0.0	248	70.5
			Advanced	0	0.0	37	14.9	34	47.2	3	37.5	74	21.0
	Regressed		Advanced High	0	0.0	0	0.0	6	8.3	5	62.5	11	3.1
	61	17.3	2022 Total	23	100.0	249	100.0	72	100.0	8	100.0	352	100.0
Grades Six to Eight													
1,257	Progressed		Beginning	57	42.5	71	8.5	0	0.0	0	0.0	128	10.2
	192	15.3	Intermediate	72	53.7	621	74.1	94	36.4	0	0.0	787	62.6
			Advanced	5	3.7	142	16.9	142	55.0	14	51.9	303	24.1
	Regressed		Advanced High	0	0.0	4	0.5	22	8.5	13	48.1	39	3.1
	245	19.5	2022 Total	134	100.0	838	100.0	258	100.0	27	100.0	1,257	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 G, Table 3: 2022 to 2023 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve EBSPEL Students (Including Secondary Grade Level Summary)

Students (Including Secondary Grade Level Summary)													
Rated N	Progressed/ Regressed		2022 TELPAS Composite Rating	2023 TELPAS Composite Rating								2023 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%	n	%
Grade Nine													
307	Progressed		Beginning	8	22.2	7	3.6	0	0.0	0	0.0	15	4.9
	33	10.7	Intermediate	28	77.8	142	72.4	20	29.0	0	0.0	190	61.9
			Advanced	0	0.0	47	24.0	47	68.1	4	66.7	98	31.9
	Regressed		Advanced High	0	0.0	0	0.0	2	2.9	2	33.3	4	1.3
	77	25.1	2022 Total	36	100.0	196	100.0	69	100.0	6	100.0	307	100.0
Grade Ten													
206	Progressed		Beginning	4	26.7	6	4.6	0	0.0	0	0.0	10	4.9
	37	18.0	Intermediate	11	73.3	103	79.2	18	37.5	0	0.0	132	64.1
			Advanced	0	0.0	21	16.2	29	60.4	8	61.5	58	28.2
	Regressed		Advanced High	0	0.0	0	0.0	1	2.1	5	38.5	6	2.9
	33	16.0	2022 Total	15	100.0	130	100.0	48	100.0	13	100.0	206	100.0
Grade Eleven													
137	Progressed		Beginning	4	50.0	7	8.5	0	0.0	0	0.0	11	8.0
	24	17.5	Intermediate	3	37.5	60	73.2	12	28.6	0	0.0	75	54.7
			Advanced	1	12.5	15	18.3	26	61.9	3	60.0	45	32.8
	Regressed		Advanced High	0	0.0	0	0.0	4	9.5	2	40.0	6	4.4
	23	16.8	2022 Total	8	100.0	82	100.0	42	100.0	5	100.0	137	100.0
Grade Twelve													
108	Progressed		Beginning	1	25.0	2	2.8	0	0.0	0	0.0	3	2.8
	13	12.0	Intermediate	3	75.0	52	72.2	8	27.6	0	0.0	63	58.3
			Advanced	0	0.0	18	25.0	19	65.5	3	100.0	40	37.0
	Regressed		Advanced High	0	0.0	0	0.0	2	6.9	0	0.0	2	1.9
	23	21.3	2022 Total	4	100.0	72	100.0	29	100.0	3	100.0	108	100.0
Grade Nine to Twelve													
758	Progressed		Beginning	17	27.0	22	4.6	0	0.0	0	0.0	39	5.1
	107	14.1	Intermediate	45	71.4	357	74.4	58	30.9	0	0.0	460	60.7
			Advanced	1	1.6	101	21.0	121	64.4	18	66.7	241	31.8
	Regressed		Advanced High	0	0.0	0	0.0	9	4.8	9	33.3	18	2.4
	156	20.6	2022 Total	63	100.0	480	100.0	188	100.0	27	100.0	758	100.0
All Secondary (Grades Six to Twelve)													
2,015	Progressed		Beginning	74	37.6	93	7.1	0	0.0	0	0.0	167	8.3
	299	14.8	Intermediate	117	59.4	978	74.2	152	34.1	0	0.0	1,247	61.9
			Advanced	6	3.0	243	18.4	263	59.0	32	59.3	544	27.0
	Regressed		Advanced High	0	0.0	4	0.3	31	7.0	22	40.7	57	2.8
	401	19.9	2022 Total	197	100.0	1,318	100.0	446	100.0	54	100.0	2,015	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 H

Appendix H, Table 1: 2023 EBSPEL TELPAS-Alt Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested <i>N</i>	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	86	22.1	32.6	27.9	8.1	9.3
3	89	22.5	23.6	23.6	25.8	4.5
4	83	9.6	18.1	26.5	33.7	12.0
5	82	11.0	12.2	36.6	29.3	11.0
6	73	6.8	20.5	26.0	24.7	21.9
7	67	26.9	14.9	14.9	22.4	20.9
8	65	13.8	15.4	13.8	20.0	36.9
9	69	11.6	18.8	13.0	23.2	33.3
10	57	22.8	8.8	26.3	19.3	22.8
11	56	8.9	10.7	25.0	23.2	32.1
12	49	18.4	6.1	24.5	20.4	30.6
2 to 5	340	16.5	21.8	28.5	24.1	9.1
3 to 5	254	14.6	18.1	28.7	29.5	9.1
6 to 8	205	15.6	17.1	18.5	22.4	26.3
9 to 12	231	15.2	11.7	21.6	21.6	29.9
6 to 12	436	15.4	14.2	20.2	22.0	28.2
2 to 12	776	15.9	17.5	23.8	22.9	19.8

Source: District TELPAS-Alt data file dated 06/22/23. District PEIMS snapshot demographic data file dated 11/03/21.

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

Appendix H, Table 2: 2022 EBSPEL TELPAS-Alt Composite Proficiency Levels by Grade Level

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

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

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

Appendix H, Table 3: 2021 EBSPEd TELPAS-Alt Composite Proficiency Levels by Grade Level

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

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

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

Appendix H, Table 4: 2022 to 2023 EBSPEd TELPAS-Alt Proficiency Rating Movement by Grade Level

Grade Level(s)	Tested N	Regressed %	Same %	Progressed %
K	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	64	12.5	46.9	40.6
4	69	17.4	46.4	36.2
5	70	17.1	48.6	34.3
6	65	56.9	12.3	30.8
7	61	21.3	42.6	36.1
8	62	19.4	25.8	54.8
9	55	18.2	27.3	54.5
10	48	29.2	31.3	39.6
11	48	25.0	25.0	50.0
12	46	23.9	28.3	47.8
3 to 5	203	15.8	47.3	36.9
6 to 8	188	33.0	26.6	40.4
9 to 12	197	23.9	27.9	48.2
6 to 12	385	28.3	27.3	44.4
3 to 12	588	24.0	34.2	41.8

Source: District TELPAS-ALT data files dated 05/06/22 and 06/20/23. PEIMS snapshot demographic data file dated 11/01/22.

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

Appendix H, Table 5: 2021 to 2022 EBSPEL TELPAS-Alt Proficiency Rating Movement by Grade Level

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

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

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

Appendix H, Table 6: 2020 to 2021 EBSPEL TELPAS-Alt Proficiency Rating Movement by Grade Level

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

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

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

Appendix I

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

2023 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,702	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
All Special Education Students						
1	692	33.8	16.2	16.6	13.3	20.1
2	827	30.8	20.2	15.4	15.8	17.8
3	948	29.3	17.2	14.9	14.2	24.4
4	1,049	36.1	18.4	17.3	12.2	16.0
5	1,113	34.6	19.9	16.3	12.8	16.4
6	903	40.4	16.8	13.7	14.3	14.7
7	798	41.7	14.3	16.7	9.6	17.7
8	771	38.4	19.5	13.6	10.5	18.0
9	573	33.2	19.0	15.4	12.2	20.2
2 to 5	3,937	32.9	18.9	16.0	13.6	18.5
6 to 8	2,472	40.2	16.8	14.6	11.6	16.7
NonEB SPED Students						
1	348	32.2	17.0	18.7	11.2	21.0
2	447	31.8	20.1	16.6	15.0	16.6
3	510	29.0	16.7	16.3	11.8	26.3
4	551	37.4	17.1	18.9	11.8	14.9
5	546	35.0	19.8	16.5	11.9	16.8
6	468	35.3	17.5	14.7	15.4	17.1
7	442	41.6	14.9	17.0	10.2	16.3
8	436	40.8	17.9	12.6	11.7	17.0
9	322	33.5	18.6	17.7	12.4	17.7
2 to 5	2,054	33.4	18.4	17.1	12.5	18.6
6 to 8	1,346	39.2	16.8	14.8	12.5	16.8

table continues

Appendix I, Table 1 (continued)

2023 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	4,358	19.8	16.9	16.4	18.1	28.8
2	4,102	20.2	17.8	18.6	19.4	23.9
3	3,942	12.5	13.2	15.8	20.8	37.7
4	4,018	20.5	20.4	17.4	19.2	22.5
5	4,076	27.3	21.0	18.1	17.6	16.0
6	3,784	28.3	17.0	13.6	17.3	23.9
7	3,610	39.4	15.3	15.3	12.5	17.4
8	3,814	33.4	17.9	16.2	12.7	19.9
9	3,197	29.2	16.3	14.9	14.7	24.9
2 to 5	16,138	20.2	18.1	17.5	19.2	24.9
6 to 8	11,208	33.6	16.7	15.1	14.2	20.4
EBSPED Students						
1	344	35.5	15.4	14.5	15.4	19.2
2	380	29.7	20.3	13.9	16.8	19.2
3	438	29.7	17.8	13.2	17.1	22.1
4	498	34.7	19.9	15.5	12.7	17.3
5	567	34.2	19.9	16.0	13.8	16.0
6	435	46.0	16.1	12.6	13.1	12.2
7	356	41.9	13.5	16.3	9.0	19.4
8	335	35.2	21.5	14.9	9.0	19.4
9	251	32.7	19.5	12.4	12.0	23.5
2 to 5	1,883	32.4	19.5	14.8	14.9	18.4
6 to 8	1,126	41.5	16.9	14.5	10.6	16.6

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 I, Table 2: 2023 Spanish MAP Growth Mathematics Growth Quintile by Program/Classification and Grade Level: 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
All Special Education Students						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	7	0.0	0.0	0.0	14.3	85.7
4	7	42.9	14.3	0.0	14.3	28.6
5	12	25.0	0.0	25.0	33.3	16.7
6	-	-	-	-	-	-
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	*	*	*	*	*	*
2 to 5	27	22.2	3.7	11.1	22.2	40.7
6 to 8	*	*	*	*	*	*
NonEB SPED Students						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	*	*	*	*	*	*
9	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	*	*	*	*	*	*

table continues

Appendix I, Table 2 (continued)

		2023 BOY to EOY Spanish MAP Mathematics Growth Quintile				
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	34	5.9	5.9	8.8	23.5	55.9
2	35	11.4	14.3	14.3	8.6	51.4
3	132	9.8	6.1	12.9	14.4	56.8
4	145	12.4	8.3	17.2	14.5	47.6
5	176	14.2	9.1	19.9	13.6	43.2
6	15	6.7	13.3	20.0	13.3	46.7
7	19	26.3	5.3	15.8	15.8	36.8
8	10	20.0	0.0	0.0	10.0	70.0
9	42	14.3	9.5	16.7	14.3	45.2
2 to 5	488	12.3	8.4	16.8	13.7	48.8
6 to 8	44	18.2	6.8	13.6	13.6	47.7
EBSPED Students						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	7	0.0	0.0	0.0	14.3	85.7
4	6	50.0	16.7	0.0	16.7	16.7
5	12	25.0	0.0	25.0	33.3	16.7
6	-	-	-	-	-	-
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	*	*	*	*	*	*
2 to 5	26	23.1	3.8	11.5	23.1	38.5
6 to 8	*	*	*	*	*	*

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 I, Table 3: 2023 English MAP Growth Reading Growth Quintile by Program/Classification and Grade Level: 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
All Special Education Students						
1	390	34.4	19.0	17.7	13.6	15.4
2	504	31.2	19.4	18.8	13.3	17.3
3	594	43.8	12.8	15.7	10.3	17.5
4	638	46.9	18.2	12.4	10.7	11.9
5	655	41.1	14.2	15.1	11.6	18.0
6	884	48.2	16.7	14.8	9.7	10.5
7	810	48.9	15.8	13.0	11.2	11.1
8	787	49.8	16.5	10.3	11.6	11.8
9	544	41.9	18.0	13.4	11.4	15.3
2 to 5	2,391	41.2	16.0	15.3	11.4	16.1
6 to 8	2,481	48.9	16.4	12.8	10.8	11.1
NonEB SPED Students						
1	334	34.1	18.9	16.8	14.1	16.2
2	441	29.5	18.1	20.4	14.3	17.7
3	500	43.6	11.6	16.2	10.8	17.8
4	542	45.4	18.5	12.9	11.4	11.8
5	542	40.6	14.4	16.1	10.9	18.1
6	463	46.9	15.6	16.2	10.2	11.2
7	440	46.6	16.4	12.5	11.6	13.0
8	447	51.5	15.4	9.8	12.5	10.7
9	297	44.1	16.2	15.5	10.8	13.5
2 to 5	2,025	40.2	15.6	16.2	11.8	16.2
6 to 8	1,350	48.3	15.8	12.9	11.4	11.6

table continues

Appendix I, Table 3 (continued)

		2023 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	318	28.0	22.6	20.4	14.2	14.8
2	319	24.1	21.3	13.8	16.0	24.8
3	370	24.1	16.8	18.6	17.8	22.7
4	372	26.1	19.4	16.9	14.5	23.1
5	413	27.4	18.4	16.7	18.4	19.1
6	3,653	37.7	18.7	15.9	13.6	14.1
7	3,479	40.6	18.5	14.2	13.1	13.5
8	3,699	38.7	18.3	16.1	13.2	13.7
9	3,409	39.3	18.0	14.6	13.8	14.2
2 to 5	1,474	25.5	18.9	16.6	16.8	22.3
6 to 8	10,831	38.9	18.5	15.4	13.3	13.8
EBSPED Students						
1	56	35.7	19.6	23.2	10.7	10.7
2	63	42.9	28.6	7.9	6.3	14.3
3	94	44.7	19.1	12.8	7.4	16.0
4	96	55.2	16.7	9.4	6.3	12.5
5	113	43.4	13.3	10.6	15.0	17.7
6	421	49.6	18.1	13.3	9.3	9.7
7	370	51.6	15.1	13.5	10.8	8.9
8	340	47.6	17.9	10.9	10.3	13.2
9	247	39.3	20.2	10.9	12.1	17.4
2 to 5	366	46.7	18.3	10.4	9.3	15.3
6 to 8	1,131	49.7	17.1	12.6	10.1	10.5

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 I, Table 4: 2023 Spanish *MAP Growth* Reading Growth Quintile by Program/Classification and Grade Level: 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	*	*	*	*	*	*
9	-	-	-	-	-	-
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
All Special Education Students						
1	276	42.8	29.3	16.7	8.3	2.9
2	278	50.7	21.9	11.5	9.4	6.5
3	288	31.3	14.9	14.2	16.3	23.3
4	275	45.8	17.1	14.5	9.5	13.1
5	281	46.6	16.0	14.9	11.0	11.4
6	*	*	*	*	*	*
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
2 to 5	1,122	43.5	17.5	13.8	11.6	13.6
6 to 8	*	*	*	*	*	*
NonEB SPED Students						
1	*	*	*	*	*	*
2	5	80.0	20.0	0.0	0.0	0.0
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
2 to 5	8	75.0	12.5	0.0	12.5	0.0
6 to 8	-	-	-	-	-	-

table continues

Appendix I, 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 %
NonSPED EB Students						
1	3,934	19.9	28.1	26.8	16.8	8.5
2	3,570	31.8	23.4	19.7	14.6	10.5
3	3,026	14.2	13.6	16.4	21.8	34.0
4	2,759	21.5	16.2	18.5	21.5	22.3
5	2,636	24.1	19.1	19.0	21.2	16.7
6	8	62.5	12.5	25.0	0.0	0.0
7	7	57.1	28.6	0.0	14.3	0.0
8	*	*	*	*	*	*
9	-	-	-	-	-	-
2 to 5	11,991	23.3	18.3	18.4	19.4	20.5
6 to 8	18	55.6	22.2	11.1	5.6	5.6
EBSPED Students						
1	272	42.6	29.8	16.9	7.7	2.9
2	273	50.2	22.0	11.7	9.5	6.6
3	287	31.0	15.0	14.3	16.4	23.3
4	273	45.8	17.2	14.7	9.2	13.2
5	281	46.6	16.0	14.9	11.0	11.4
6	*	*	*	*	*	*
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
2 to 5	1,114	43.3	17.5	13.9	11.6	13.7
6 to 8	*	*	*	*	*	*

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 I, Table 5: 2022 English MAP Growth Mathematics Growth Quintile by Program/Classification and Grade Level: 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
All Special Education Students						
1	584	42.8	18.7	17.1	9.4	12.0
2	698	44.6	19.2	15.6	11.5	9.2
3	789	34.6	17.0	16.2	13.1	19.1
4	927	35.8	18.1	18.0	11.3	16.7
5	1,000	37.8	18.3	16.6	12.9	14.4
6	878	30.5	19.1	15.5	13.9	21.0
7	827	39.4	18.7	14.1	11.9	15.8
8	725	34.5	16.4	17.8	13.0	18.3
9	569	32.7	18.8	17.0	17.6	13.9
10	383	28.5	19.3	17.2	15.7	19.3
11	281	29.2	23.5	19.9	13.9	13.5
2 to 5	3,414	37.9	18.1	16.7	12.2	15.1
6 to 8	2,430	34.7	18.2	15.7	12.9	18.4
9 to 11	1,233	30.6	20.0	17.8	16.1	15.5
6 to 11	3,663	33.3	18.8	16.4	14.0	17.4
NonEB SPED Students						
1	336	45.8	16.7	17.3	10.1	10.1
2	387	46.3	18.1	15.8	11.6	8.3
3	441	35.8	18.4	15.4	13.4	17.0
4	490	37.3	18.0	16.9	11.4	16.3
5	536	42.0	18.3	13.8	13.2	12.7
6	493	30.6	18.9	16.8	14.0	19.7
7	477	36.1	19.3	14.3	14.5	15.9
8	414	30.4	16.2	18.6	14.5	20.3
9	326	31.0	20.2	16.3	18.7	13.8
10	228	28.9	16.7	18.9	16.2	19.3
11	174	32.8	22.4	18.4	12.1	14.4
2 to 5	1,854	40.2	18.2	15.4	12.5	13.8
6 to 8	1,384	32.4	18.2	16.5	14.3	18.6
9 to 11	728	30.8	19.6	17.6	16.3	15.7
6 to 11	2,112	31.9	18.7	16.9	15.0	17.6

table continues

Appendix I, Table 5 (continued)

2022 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	4,252	28.0	19.9	17.3	14.8	20.0
2	4,258	27.3	20.1	19.7	16.6	16.3
3	4,213	13.3	15.5	17.9	22.4	30.8
4	4,260	18.3	18.4	22.1	18.1	23.1
5	4,288	23.7	22.6	19.6	18.3	15.7
6	3,774	28.4	18.7	17.9	16.3	18.7
7	3,879	38.1	18.2	16.7	12.6	14.4
8	3,920	29.1	21.3	17.1	14.7	17.8
9	3,565	29.2	19.9	17.7	16.0	17.1
10	2,377	31.6	17.3	16.9	15.5	18.8
11	1,695	27.8	19.6	19.2	16.4	16.9
2 to 5	17,019	20.7	19.2	19.9	18.8	21.5
6 to 8	11,573	31.9	19.4	17.2	14.6	16.9
9 to 11	7,637	29.6	19.1	17.8	15.9	17.6
6 to 11	19,210	31.0	19.3	17.5	15.1	17.2
EBSPED Students						
1	248	38.7	21.4	16.9	8.5	14.5
2	311	42.4	20.6	15.4	11.3	10.3
3	348	33.0	15.2	17.2	12.6	21.8
4	437	34.1	18.3	19.2	11.2	17.2
5	464	33.0	18.3	19.8	12.5	16.4
6	385	30.4	19.5	13.8	13.8	22.6
7	350	44.0	18.0	14.0	8.3	15.7
8	311	39.9	16.7	16.7	10.9	15.8
9	243	35.0	16.9	18.1	16.0	14.0
10	155	27.7	23.2	14.8	14.8	19.4
11	107	23.4	25.2	22.4	16.8	12.1
2 to 5	1,560	35.2	18.1	18.2	11.9	16.6
6 to 8	1,046	37.8	18.2	14.7	11.1	18.3
9 to 11	505	30.3	20.6	18.0	15.8	15.2
6 to 11	1,551	35.3	19.0	15.8	12.6	17.3

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

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

Appendix I, Table 6: 2022 Spanish MAP Growth Mathematics Growth Quintile by Program/Classification and Grade Level: 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
All Special Education Students						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	7	57.1	0.0	0.0	14.3	28.6
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	13	46.2	0.0	7.7	15.4	30.8
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
NonEB SPED Students						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

table continues

Appendix I, Table 6 (continued)

		2022 BOY to EOY Spanish MAP Mathematics Growth Quintile				
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	40	32.5	10.0	15.0	15.0	27.5
2	34	17.6	17.6	2.9	17.6	44.1
3	119	15.1	5.9	13.4	11.8	53.8
4	108	12.0	10.2	17.6	15.7	44.4
5	145	17.9	8.3	15.2	17.2	41.4
6	16	12.5	12.5	6.3	18.8	50.0
7	31	22.6	9.7	6.5	16.1	45.2
8	11	27.3	9.1	9.1	27.3	27.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	406	15.5	8.9	14.3	15.3	46.1
6 to 8	58	20.7	10.3	6.9	19.0	43.1
9 to 11	-	-	-	-	-	-
6 to 11	58	20.7	10.3	6.9	19.0	43.1
EBSPED Students						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	7	57.1	0.0	0.0	14.3	28.6
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	13	46.2	0.0	7.7	15.4	30.8
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

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

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

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

2022 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	358	42.7	17.3	19.0	12.6	8.4
2	453	30.2	22.7	17.0	15.0	15.0
3	458	29.5	18.1	15.3	18.8	18.3
4	518	28.2	17.8	17.8	19.9	16.4
5	564	27.0	18.3	17.9	19.0	17.9
6	4,146	30.9	20.7	17.9	15.5	15.0
7	4,280	35.4	19.2	16.5	14.5	14.3
8	4,168	33.1	20.8	17.4	15.0	13.5
9	4,099	34.2	19.7	18.1	15.1	12.9
10	2,809	39.8	19.3	15.0	13.0	13.0
11	2,076	35.3	19.4	18.0	15.8	11.5
2 to 5	1,993	28.6	19.1	17.1	18.3	17.0
6 to 8	12,594	33.2	20.2	17.3	15.0	14.3
9 to 11	8,984	36.2	19.5	17.1	14.6	12.6
6 to 11	21,578	34.4	19.9	17.2	14.8	13.6
All Special Education Students						
1	363	54.0	20.7	9.9	7.7	7.7
2	447	39.6	21.5	15.2	11.0	12.8
3	511	45.4	15.3	12.9	10.8	15.7
4	590	42.0	15.4	13.9	12.4	16.3
5	638	40.8	17.2	13.2	14.6	14.3
6	875	39.4	16.3	14.3	13.9	16.0
7	811	39.8	19.6	13.6	13.7	13.3
8	742	39.9	19.3	14.4	14.2	12.3
9	585	39.1	19.0	14.7	15.0	12.1
10	426	40.4	18.5	16.4	12.0	12.7
11	312	38.5	23.4	17.9	11.9	8.3
2 to 5	2,186	41.9	17.2	13.7	12.4	14.8
6 to 8	2,428	39.7	18.3	14.1	13.9	14.0
9 to 11	1,323	39.4	19.9	16.0	13.3	11.4
6 to 11	3,751	39.6	18.9	14.8	13.7	13.1
NonEB SPED Students						
1	326	53.4	21.5	9.2	8.3	7.7
2	385	38.7	21.0	14.8	11.9	13.5
3	441	43.1	15.9	12.9	11.6	16.6
4	488	42.4	14.3	13.9	13.1	16.2
5	539	40.8	17.1	13.9	14.3	13.9
6	483	38.5	14.3	14.9	15.5	16.8
7	460	35.7	17.8	14.8	16.1	15.7
8	433	37.4	18.7	14.5	16.4	12.9
9	320	39.1	17.8	15.9	12.5	14.7
10	254	38.2	16.5	18.5	12.6	14.2
11	193	40.4	19.2	19.2	11.4	9.8
2 to 5	1,853	41.3	16.9	13.9	12.8	15.1
6 to 8	1,376	37.2	16.9	14.8	16.0	15.2
9 to 11	767	39.1	17.7	17.6	12.3	13.3
6 to 11	2,143	37.9	17.2	15.8	14.7	14.5

table continues

Appendix I, Table 7 (continued)

2022 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested <i>N</i>	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	321	40.8	17.8	19.3	13.7	8.4
2	391	27.9	22.5	16.9	16.6	16.1
3	388	24.0	19.3	15.7	21.1	19.8
4	416	25.2	17.1	18.8	22.6	16.3
5	465	24.1	18.3	19.8	19.6	18.3
6	3,754	29.9	20.9	18.4	15.9	14.9
7	3,929	34.5	19.0	17.0	14.9	14.7
8	3,859	32.3	20.9	17.7	15.4	13.7
9	3,834	33.9	19.6	18.5	14.9	13.1
10	2,637	39.5	19.1	15.1	13.1	13.1
11	1,957	35.3	18.8	18.1	16.0	11.8
2 to 5	1,660	25.2	19.2	17.9	20.0	17.7
6 to 8	11,542	32.3	20.2	17.7	15.4	14.4
9 to 11	8,428	36.0	19.3	17.3	14.6	12.8
6 to 11	19,970	33.8	19.8	17.5	15.0	13.8
EBSPED Students						
1	37	59.5	13.5	16.2	2.7	8.1
2	62	45.2	24.2	17.7	4.8	8.1
3	70	60.0	11.4	12.9	5.7	10.0
4	102	40.2	20.6	13.7	8.8	16.7
5	99	40.4	18.2	9.1	16.2	16.2
6	392	40.6	18.9	13.5	12.0	15.1
7	351	45.3	21.9	12.0	10.5	10.3
8	309	43.4	20.1	14.2	11.0	11.3
9	265	39.2	20.4	13.2	18.1	9.1
10	172	43.6	21.5	13.4	11.0	10.5
11	119	35.3	30.3	16.0	12.6	5.9
2 to 5	333	45.3	18.6	12.9	9.6	13.5
6 to 8	1,052	43.0	20.2	13.2	11.2	12.4
9 to 11	556	39.7	22.8	13.8	14.7	8.8
6 to 11	1,608	41.9	21.1	13.4	12.4	11.1

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

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

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

		2022 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
All Special Education Students						
1	207	44.9	31.4	14.0	6.8	2.9
2	224	53.6	25.0	10.7	6.3	4.5
3	237	33.8	23.2	15.6	11.0	16.5
4	253	48.6	14.6	13.0	12.3	11.5
5	230	40.9	17.8	14.8	12.6	13.9
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	944	44.2	20.0	13.6	10.6	11.7
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
NonEB SPED Students						
1	7	71.4	14.3	0.0	0.0	14.3
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	5	20.0	0.0	20.0	40.0	20.0
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

table continues

Appendix I, Table 8 (continued)

2022 BOY to EOY Spanish MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
NonSPED EB Students						
1	3,821	28.0	29.2	23.4	13.9	5.5
2	3,652	38.4	23.2	17.7	12.0	8.6
3	3,360	13.6	14.0	15.5	20.0	36.9
4	3,177	19.8	15.8	17.5	21.2	25.8
5	2,917	21.2	19.6	20.1	20.5	18.7
6	10	40.0	30.0	20.0	10.0	0.0
7	5	20.0	40.0	20.0	20.0	0.0
8	6	16.7	16.7	16.7	16.7	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	13,106	23.7	18.3	17.6	18.2	22.3
6 to 8	21	28.6	28.6	19.0	14.3	9.5
9 to 11	-	-	-	-	-	-
6 to 11	21	28.6	28.6	19.0	14.3	9.5
EBSPED Students						
1	200	44.0	32.0	14.5	7.0	2.5
2	222	54.1	25.2	10.4	6.3	4.1
3	236	33.9	23.3	15.7	10.6	16.5
4	251	48.6	14.7	13.1	12.0	11.6
5	230	40.9	17.8	14.8	12.6	13.9
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	939	44.3	20.1	13.5	10.4	11.6
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

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

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

Appendix J

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

Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	9,178	69.3	4,774	70.1	4,403	68.4	988	43.8	4,290	73.4	504	46.8	484	40.7
	4	9,123	70.3	4,867	72.7	4,256	67.6	1,074	36.7	4,345	77.5	552	40.0	522	33.1
	5	9,195	80.5	5,049	82.5	4,146	78.0	1,185	58.4	4,428	85.4	564	54.6	621	61.8
	6	8,361	73.7	4,635	73.3	3,724	74.3	1,044	47.2	4,121	76.7	530	48.3	514	46.1
	7	1,861	40.5	1,018	39.9	843	41.3	337	22.0	853	43.0	172	20.3	165	23.6
	8	11,538	74.6	5,922	74.1	5,616	75.0	1,383	46.2	5,326	77.2	787	45.9	596	46.6
	3 to 5	27,496	73.4	14,690	75.2	12,805	71.2	3,247	46.8	13,063	78.8	1,620	47.2	1,627	46.3
	6 to 8	21,760	71.3	11,575	70.8	10,183	71.9	2,764	43.6	10,300	74.2	1,489	43.8	1,275	43.5
Reading	3	9,185	67.5	4,769	63.2	4,415	72.1	991	38.8	4,286	67.0	508	48.0	483	29.2
	4	9,137	69.2	4,876	64.3	4,261	74.8	1,074	34.7	4,355	69.3	553	45.6	521	23.2
	5	9,194	75.8	5,045	73.9	4,149	78.1	1,182	39.4	4,424	79.4	561	44.9	621	34.5
	6	8,365	70.2	4,636	66.6	3,727	74.7	1,048	35.8	4,121	71.1	533	40.7	515	30.7
	7	8,689	71.3	4,504	66.5	4,185	76.4	979	33.8	4,051	70.9	526	39.4	453	27.4
	8	8,790	77.8	4,637	74.1	4,153	81.9	933	42.7	4,234	77.4	530	44.9	403	39.7
	3 to 5	27,516	70.8	14,690	67.2	12,825	75.0	3,247	37.7	13,065	72.0	1,622	46.1	1,625	29.3
	6 to 8	25,844	73.2	13,777	69.1	12,065	77.8	2,960	37.3	12,406	73.2	1,589	41.7	1,371	32.2
STAAR EOC															
Algebra I	8 to 12	13,854	73.1	7,271	72.5	6,583	73.8	1,530	49.3	6,634	74.5	893	47.7	637	51.6
English I	9 to 12	15,323	58.7	8,331	52.3	6,992	66.3	1,733	26.9	7,546	55.0	948	27.2	785	26.5
English II	9 to 12	13,986	63.4	7,202	55.9	6,784	71.3	1,314	26.9	6,629	58.5	741	27.3	573	26.5

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 A/t 2 scores are not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above.

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

Appendix E, Table E1. 2025 STAAR EOC Rates at Meets or Exceeds Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	9,178	41.2	4,774	40.8	4,403	41.6	988	20.5	4,290	43.5	504	24.6	484	16.3
	4	9,123	46.1	4,867	46.9	4,256	45.2	1,074	18.3	4,345	50.8	552	21.9	522	14.6
	5	9,195	50.7	5,049	53.0	4,146	48.0	1,185	22.7	4,428	57.1	564	21.8	621	23.5
	6	8,361	36.9	4,635	35.3	3,724	38.9	1,044	12.5	4,121	38.4	530	14.3	514	10.5
	7	1,861	14.0	1,018	13.2	843	14.9	337	5.3	853	14.8	172	5.8	165	4.8
	8	11,538	41.9	5,922	41.2	5,616	42.7	1,383	16.5	5,326	43.8	787	15.1	596	18.3
	3 to 5	27,496	46.0	14,690	47.0	12,805	44.8	3,247	20.6	13,063	50.6	1,620	22.7	1,627	18.5
	6 to 8	21,760	37.6	11,575	36.4	10,183	39.0	2,764	13.6	10,300	39.2	1,489	13.8	1,275	13.4
Reading	3	9,185	41.7	4,769	36.3	4,415	47.6	991	17.2	4,286	39.1	508	23.2	483	10.8
	4	9,137	42.0	4,876	39.7	4,261	44.6	1,074	12.7	4,355	43.8	553	19.5	521	5.4
	5	9,194	50.3	5,045	46.9	4,149	54.5	1,182	16.7	4,424	51.8	561	21.9	621	11.9
	6	8,365	45.5	4,636	41.0	3,727	51.1	1,048	13.4	4,121	45.2	533	18.8	515	7.8
	7	8,689	45.0	4,504	39.2	4,185	51.3	979	13.3	4,051	42.6	526	17.1	453	8.8
	8	8,790	49.4	4,637	44.0	4,153	55.5	933	14.3	4,234	47.1	530	16.6	403	11.2
	3 to 5	27,516	44.7	14,690	41.0	12,825	48.8	3,247	15.5	13,065	45.0	1,622	21.5	1,625	9.5
	6 to 8	25,844	46.7	13,777	41.4	12,065	52.7	2,960	13.6	12,406	45.0	1,589	17.5	1,371	9.1
STAAR EOC															
Algebra I	8 to 12	13,854	38.0	7,271	36.7	6,583	39.5	1,530	14.1	6,634	38.7	893	13.0	637	15.7
English I	9 to 12	15,323	38.3	8,331	31.7	6,992	46.2	1,733	10.3	7,546	34.2	948	12.1	785	8.2
English II	9 to 12	13,986	42.1	7,202	32.1	6,784	52.8	1,314	11.1	6,629	34.0	741	12.1	573	9.8

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 A/t 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.” Meets+ = Meets Grade Level or Above.

Appendix J, Table 3: 2023 STAAR/EOC Rates at Masters Grade Level Standard by Classification, Subject, and Grade Level

Appendix C, Table C-1: 2023 STAAR EOC Rates at Mastery Grade Level Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %
STAAR															
Mathematics	3	9,178	15.7	4,774	13.6	4,403	18.0	988	7.7	4,290	14.7	504	10.9	484	4.3
	4	9,123	19.5	4,867	19.8	4,256	19.2	1,074	6.6	4,345	21.6	552	8.9	522	4.2
	5	9,195	19.2	5,049	19.2	4,146	19.1	1,185	5.1	4,428	21.3	564	6.0	621	4.2
	6	8,361	12.3	4,635	10.2	3,724	14.9	1,044	3.4	4,121	11.2	530	4.2	514	2.5
	7	1,861	1.6	1,018	1.6	843	1.5	337	1.8	853	1.6	172	2.3	165	1.2
	8	11,538	13.3	5,922	11.6	5,616	15.1	1,383	3.1	5,326	12.7	787	3.6	596	2.5
	3 to 5	27,496	18.1	14,690	17.6	12,805	18.7	3,247	6.4	13,063	19.2	1,620	8.5	1,627	4.2
	6 to 8	21,760	11.9	11,575	10.2	10,183	13.9	2,764	3.0	10,300	11.2	1,489	3.6	1,275	2.4
Reading	3	9,185	18.6	4,769	17.3	4,415	20.0	991	5.7	4,286	19.0	508	9.1	483	2.1
	4	9,137	19.2	4,876	17.8	4,261	20.9	1,074	5.4	4,355	19.7	553	8.7	521	1.9
	5	9,194	25.3	5,045	22.2	4,149	29.1	1,182	4.8	4,424	24.8	561	6.1	621	3.7
	6	8,365	18.3	4,636	14.1	3,727	23.6	1,048	3.5	4,121	15.7	533	5.4	515	1.6
	7	8,689	20.8	4,504	15.1	4,185	27.0	979	4.1	4,051	16.5	526	6.1	453	1.8
	8	8,790	23.2	4,637	18.0	4,153	29.1	933	2.9	4,234	19.6	530	4.5	403	0.7
	3 to 5	27,516	21.0	14,690	19.1	12,825	23.2	3,247	5.3	13,065	21.2	1,622	7.9	1,625	2.6
	6 to 8	25,844	20.8	13,777	15.7	12,065	26.7	2,960	3.5	12,406	17.3	1,589	5.3	1,371	1.4
STAAR EOC															
Algebra I	8 to 12	13,854	18.4	7,271	17.3	6,583	19.6	1,530	4.5	6,634	18.6	893	4.9	637	3.9
English I	9 to 12	15,323	7.4	8,331	4.1	6,992	11.4	1,733	0.5	7,546	4.5	948	0.7	785	0.3
English II	9 to 12	13,986	5.7	7,202	1.9	6,784	9.8	1,314	0.6	6,629	2.0	741	0.9	573	0.2

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 A/t 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.” Masters = Masters Grade Level.

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

		All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
Subject	Grade Level(s)	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	9,362	66.7	4,950	69.3	4,412	63.7	837	33.6	4,555	72.6	442	35.7	395	31.1
	4	9,462	66.5	5,082	69.6	4,380	62.9	985	35.2	4,602	73.1	505	34.3	480	36.3
	5	9,387	75.2	5,189	77.0	4,198	72.9	1,069	44.8	4,676	80.6	556	45.7	513	43.9
	6	8,865	67.8	4,548	67.6	4,317	68.0	997	38.6	4,096	70.8	545	38.7	452	38.5
	7	3,802	34.7	1,970	35.1	1,832	34.3	621	19.0	1,713	37.1	364	16.8	257	22.2
	8	10,729	67.9	5,643	66.4	5,086	69.6	1,113	35.4	5,153	69.6	623	37.2	490	33.1
	3 to 5	28,211	69.4	15,221	72.0	12,990	66.4	2,891	38.3	13,833	75.5	1,503	38.9	1,388	37.6
	6 to 8	23,396	62.5	12,161	61.8	11,235	63.2	2,731	32.8	10,962	65.0	1,532	32.9	1,199	32.8
Reading	3	9,358	66.5	4,950	63.2	4,408	70.1	835	33.1	4,555	66.8	440	43.2	395	21.8
	4	9,457	66.7	5,081	62.0	4,376	72.1	985	33.8	4,601	65.7	505	40.6	480	26.7
	5	9,387	75.6	5,184	74.0	4,203	77.6	1,068	39.5	4,673	78.6	557	46.1	511	32.3
	6	8,882	62.1	4,550	57.2	4,332	67.3	1,000	26.7	4,096	60.9	546	29.7	454	23.1
	7	9,241	71.4	4,886	67.6	4,355	75.7	961	31.4	4,469	71.4	544	34.9	417	26.9
	8	9,136	76.9	4,713	72.2	4,423	82.0	851	38.1	4,336	75.6	474	42.2	377	32.9
	3 to 5	28,202	69.6	15,215	66.5	12,987	73.2	2,888	35.7	13,829	70.4	1,502	43.4	1,386	27.3
	6 to 8	27,259	70.2	14,149	65.8	13,110	75.0	2,812	31.8	12,901	69.5	1,564	35.3	1,248	27.3
STAAR EOC															
Algebra I	8 to 12	13,447	67.3	6,970	67.3	6,476	67.3	1,205	37.8	6,470	68.9	705	32.5	500	45.4
English I	9 to 12	14,934	51.6	7,681	43.6	7,252	60.2	1,523	19.2	7,032	45.9	874	19.9	649	18.2
English II	9 to 12	12,302	58.9	5,968	48.1	6,334	69.1	1,030	20.0	5,541	50.6	603	22.7	427	16.2

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

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

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

Appendix F, Table 6. 2022 STAAR EOC Rates at Meets Grade Level or Above Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	9,362	38.1	4,950	40.2	4,412	35.9	837	15.8	4,555	42.5	442	17.6	395	13.7
	4	9,462	37.4	5,082	39.5	4,380	35.0	985	14.3	4,602	42.3	505	15.4	480	13.1
	5	9,387	47.2	5,189	49.3	4,198	44.6	1,069	16.1	4,676	53.2	556	18.9	513	13.1
	6	8,865	32.6	4,548	31.4	4,317	33.8	997	9.0	4,096	34.1	545	10.8	452	6.9
	7	3,802	8.0	1,970	8.4	1,832	7.6	621	2.4	1,713	9.2	364	1.9	257	3.1
	8	10,729	37.1	5,643	35.6	5,086	38.6	1,113	11.8	5,153	38.1	623	13.6	490	9.4
	3 to 5	28,211	40.9	15,221	43.0	12,990	38.4	2,891	15.4	13,833	46.0	1,503	17.4	1,388	13.3
	6 to 8	23,396	30.6	12,161	29.6	11,235	31.7	2,731	8.6	10,962	32.1	1,532	9.9	1,199	7.1
Reading	3	9,358	40.3	4,950	35.5	4,408	45.7	835	15.2	4,555	38.0	440	22.7	395	6.8
	4	9,457	44.5	5,081	40.1	4,376	49.5	985	17.3	4,601	43.1	505	22.4	480	11.9
	5	9,387	50.2	5,184	46.7	4,203	54.5	1,068	20.3	4,673	50.3	557	26.2	511	13.9
	6	8,882	34.2	4,550	28.9	4,332	39.8	1,000	9.3	4,096	31.4	546	12.1	454	5.9
	7	9,241	46.2	4,886	41.3	4,355	51.8	961	11.9	4,469	44.4	544	14.9	417	7.9
	8	9,136	49.3	4,713	43.2	4,423	55.8	851	12.9	4,336	46.1	474	16.0	377	9.0
	3 to 5	28,202	45.0	15,215	40.9	12,987	49.8	2,888	17.8	13,829	43.8	1,502	23.9	1,386	11.2
	6 to 8	27,259	43.3	14,149	37.9	13,110	49.2	2,812	11.3	12,901	40.9	1,564	14.3	1,248	7.5
STAAR EOC															
Algebra I	8 to 12	13,447	38.8	6,970	38.6	6,476	38.9	1,205	13.4	6,470	40.3	705	10.8	500	17.0
English I	9 to 12	14,934	33.9	7,681	24.9	7,252	43.5	1,523	8.2	7,032	26.6	874	9.4	649	6.6
English II	9 to 12	12,302	42.8	5,968	30.3	6,334	54.6	1,030	9.9	5,541	32.1	603	12.4	427	6.3

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

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

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

Appendix J, Table 6: 2022 STAAR/EOC Rates at Masters Grade Level Standard by Classification, Subject, and Grade Level

Appendix C, Table C-2022 STAAR EOC Rates at Masters Grade Level Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR															
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	837	6.9	4,555	19.6	442	8.1	395	5.6
	4	9,462	18.7	5,082	19.1	4,380	18.2	985	5.8	4,602	20.7	505	7.1	480	4.4
	5	9,387	24.0	5,189	25.6	4,198	22.0	1,069	4.6	4,676	27.9	556	4.9	513	4.3
	6	8,865	11.1	4,548	8.9	4,317	13.3	997	1.9	4,096	9.8	545	2.6	452	1.1
	7	3,802	1.5	1,970	1.4	1,832	1.5	621	0.6	1,713	1.5	364	0.5	257	0.8
	8	10,729	12.4	5,643	11.7	5,086	13.2	1,113	2.2	5,153	12.7	623	2.7	490	1.4
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	2,891	5.7	13,833	22.8	1,503	6.6	1,388	4.7
	6 to 8	23,396	10.1	12,161	9.0	11,235	11.3	2,731	1.7	10,962	9.9	1,532	2.2	1,199	1.2
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	835	7.3	4,555	21.9	440	11.4	395	2.8
	4	9,457	24.4	5,081	22.3	4,376	26.8	985	8.0	4,601	24.1	505	10.9	480	5.0
	5	9,387	29.9	5,184	24.6	4,203	36.4	1,068	9.2	4,673	26.7	557	12.7	511	5.3
	6	8,882	16.4	4,550	11.6	4,332	21.5	1,000	3.7	4,096	12.6	546	5.1	454	2.0
	7	9,241	30.2	4,886	24.6	4,355	36.5	961	6.1	4,469	26.7	544	8.8	417	2.6
	8	9,136	30.0	4,713	24.2	4,423	36.1	851	6.6	4,336	26.0	474	8.4	377	4.2
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	2,888	8.2	13,829	24.2	1,502	11.7	1,386	4.5
	6 to 8	27,259	25.6	14,149	20.3	13,110	31.4	2,812	5.4	12,901	22.0	1,564	7.4	1,248	2.9
STAAR EOC															
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2	1,205	6.1	6,470	25.5	705	5.8	500	6.6
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8	1,523	1.1	7,032	2.2	874	1.8	649	0.0
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1	1,030	0.8	5,541	1.6	603	1.2	427	0.2

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

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

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

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

Appendix B Table 11. 2022 STAAR EOC Results of Grade Level of Above Standard by Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		All EBs		All NonEBs ^a		All SPED		NonSPED EBs		NonEB SPED		EBSPED	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	9,207	57.6	4,982	61.0	4,212	53.5	805	35.4	4,576	63.3	399	35.3	406	35.5
	4	9,154	55.4	5,105	57.6	4,038	52.5	903	26.1	4,668	60.8	466	27.7	437	24.5
	5	9,427	69.9	5,105	73.4	4,310	65.8	1,000	45.6	4,636	76.0	531	44.1	469	47.3
	6	8,687	62.2	4,753	62.0	3,929	62.4	865	32.1	4,373	64.8	485	33.6	380	30.3
	7	3,520	28.7	1,890	28.0	1,626	29.4	549	16.2	1,625	30.3	284	18.3	265	14.0
	8	9,682	54.4	5,139	52.0	4,529	57.0	814	25.3	4,757	54.1	432	24.3	382	26.4
	3 to 5	27,788	61.0	15,192	64.0	12,560	57.4	2,708	36.1	13,880	66.7	1,396	36.1	1,312	36.1
	6 to 8	21,889	53.4	11,782	52.2	10,084	54.7	2,228	25.7	10,755	54.9	1,201	26.6	1,027	24.6
Reading	3	9,190	60.1	4,975	58.9	4,202	61.5	797	32.2	4,571	61.6	393	36.6	404	28.0
	4	9,127	56.8	5,096	56.7	4,020	57.0	903	23.7	4,657	60.4	464	29.5	439	17.5
	5	9,422	73.8	5,106	78.6	4,304	68.1	996	38.1	4,636	82.6	526	37.1	470	39.1
	6	8,652	54.8	4,718	49.9	3,929	60.7	857	18.7	4,343	53.1	482	23.2	375	12.8
	7	8,544	60.8	4,539	55.3	3,997	67.0	756	22.2	4,178	58.5	395	26.6	361	17.5
	8	8,748	67.2	4,360	60.2	4,378	74.2	708	30.1	4,030	63.0	378	33.3	330	26.4
	3 to 5	27,739	63.7	15,177	64.8	12,526	62.3	2,696	31.5	13,864	68.2	1,383	34.4	1,313	28.5
	6 to 8	25,944	61.0	13,617	55.0	12,304	67.6	2,321	23.3	12,551	58.1	1,255	27.3	1,066	18.6
STAAR EOC															
Algebra I	8 to 12	11,035	66.4	5,338	65.5	5,678	67.2	843	37.8	5,007	67.0	512	34.6	331	42.9
English I	9 to 12	11,142	51.9	5,433	42.2	5,683	61.1	1,079	15.2	4,999	44.9	645	18.1	434	10.8
English II	9 to 12	10,473	57.4	4,872	45.1	5,595	68.2	731	18.1	4,566	47.0	425	19.3	306	16.3

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

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

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

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

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

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alt 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.”

Appendix J, Table 9: 2021 STAAR/EOC Rates at Masters Grade Level Standard by Classification, Subject, and Grade Level

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

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

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

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

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

Appendix B, Table B.01: 2020 STAAR EOC Rates at Appropriate Grade Level or Above, Standard by Classification, Category, and Grade Level															
Subject	Grade Level(s)	All District		All ELs		All NonEBs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	10,969	76.5	5,709	78.7	5,196	74.2	1,166	53.7	5,254	80.9	647	51.5	455	53.6
	4	11,666	76.0	5,888	78.6	5,720	73.2	1,259	50.2	5,410	81.4	723	49.9	478	46.9
	5	11,805	88.6	5,985	89.8	5,766	87.4	1,288	69.8	5,479	91.6	731	68.9	506	70.4
	6	10,568	75.0	5,224	73.7	5,090	75.5	1,132	49.1	4,769	76.5	620	50.5	455	43.7
	7	7,168	59.6	3,683	59.8	3,309	57.8	967	45.8	3,326	61.6	548	42.3	357	43.7
	8	10,454	88.0	5,071	86.9	4,733	87.8	884	62.4	4,742	88.7	504	60.1	329	61.4
	3 to 5	34,440	80.5	17,582	82.5	16,682	78.4	3,713	58.1	16,143	84.7	2,101	57.0	1,439	57.3
	6 to 8	28,190	75.9	13,978	74.8	13,132	75.5	2,983	52.0	12,837	77.1	1,672	50.7	1,141	48.8
Reading	3	10,974	71.8	5,708	73.7	5,202	69.9	1,169	48.1	5,254	76.3	651	49.2	454	43.4
	4	11,667	68.6	5,888	67.9	5,721	69.3	1,259	42.3	5,411	70.7	724	44.1	477	35.2
	5	11,805	84.8	5,984	87.3	5,767	82.4	1,289	58.3	5,478	90.1	732	59.2	506	56.9
	6	10,574	58.3	5,224	52.7	5,096	62.5	1,134	34.2	4,771	55.0	624	34.3	453	29.1
	7	9,959	66.1	4,826	60.3	4,647	69.1	995	40.0	4,461	62.6	568	40.3	365	32.9
	8	9,895	79.2	4,623	74.0	4,510	81.5	873	48.2	4,297	76.4	497	48.9	326	42.9
	3 to 5	34,446	75.2	17,580	76.3	16,690	74.0	3,717	49.7	16,143	79.1	2,107	50.9	1,437	45.4
	6 to 8	30,428	67.6	14,673	61.9	14,253	70.7	3,002	40.2	13,529	64.3	1,689	40.6	1,144	34.3
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,197	82.5	5,194	82.8	1,203	55.2	4,721	84.9	668	49.9	476	59.0
English I	9 to 12	15,137	54.8	7,299	44.0	6,666	60.2	1,745	20.9	6,574	46.9	950	19.5	725	18.2
English II	9 to 12	13,342	58.5	5,443	40.9	6,046	65.1	1,356	24.2	4,922	43.5	748	23.9	521	16.3

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 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.

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

		All District		All ELs		All NonEBs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
Subject	Grade Level(s)	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	10,740	43.6	5,646	45.1	5,077	41.9	941	16.7	5,254	47.2	532	16.5	392	16.6
	4	11,408	45.3	5,816	47.1	5,582	43.5	1,004	15.6	5,409	49.7	587	17.2	407	12.8
	5	11,561	56.0	5,913	58.4	5,637	53.5	1,047	24.3	5,478	61.4	604	26.2	435	21.4
	6	10,344	38.5	5,159	36.9	4,977	38.8	910	10.5	4,768	39.2	508	11.6	391	8.4
	7	6,937	21.0	3,621	20.7	3,194	20.4	737	8.0	3,326	21.8	434	8.5	295	7.5
	8	10,262	55.6	5,018	51.1	4,634	56.6	693	21.8	4,742	52.9	406	22.2	276	21.0
	3 to 5	33,709	48.4	17,375	50.3	16,296	46.4	2,992	19.0	16,141	52.9	1,723	20.1	1,234	17.0
	6 to 8	27,543	40.5	13,798	37.8	12,805	40.7	2,340	13.1	12,836	39.8	1,348	13.8	962	11.7
Reading	3	10,745	41.1	5,645	43.0	5,083	39.0	944	12.1	5,254	45.5	536	13.4	391	10.2
	4	11,409	38.2	5,816	37.2	5,583	39.3	1,004	10.6	5,410	39.5	588	13.4	406	6.4
	5	11,561	53.1	5,912	57.7	5,638	48.4	1,048	18.6	5,477	60.8	605	18.7	435	18.6
	6	10,350	26.9	5,159	20.7	4,983	31.8	912	6.1	4,770	22.1	512	7.6	389	3.6
	7	9,728	38.1	4,764	30.1	4,532	42.7	765	7.6	4,461	31.7	454	8.6	303	6.3
	8	9,704	41.7	4,570	31.4	4,411	46.2	683	8.8	4,297	33.0	399	10.5	273	6.2
	3 to 5	33,715	44.2	17,373	46.0	16,304	42.4	2,996	13.9	16,141	48.6	1,729	15.3	1,232	11.9
	6 to 8	29,782	35.4	14,493	27.2	13,926	39.9	2,360	7.4	13,528	28.7	1,365	8.8	965	5.2
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,161	58.9	5,118	61.4	1,049	22.8	4,720	62.0	593	19.4	441	26.1
English I	9 to 12	14,977	37.3	7,261	24.6	6,589	43.8	1,588	5.0	6,572	26.7	874	4.6	689	5.1
English II	9 to 12	13,167	38.9	5,411	20.2	5,964	47.3	1,182	5.3	4,921	21.9	666	6.0	490	3.5

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 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.”

Appendix J, Table 12: 2019 STAAR/EOC Rates at Masters Grade Level Standard by Classification, Subject, and Grade Level

		All District		All ELs		All NonEBs ^a		All SPED		NonSPED ELs		NonEL SPED		ELSPED	
Subject	Grade Level(s)	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR															
Mathematics	3	10,740	20.7	5,646	20.5	5,077	21.0	941	6.3	5,254	21.7	532	7.5	392	4.3
	4	11,408	25.6	5,816	26.5	5,582	24.7	1,004	7.3	5,409	28.1	587	8.3	407	5.7
	5	11,561	34.4	5,913	36.2	5,637	32.6	1,047	11.0	5,478	38.4	604	12.6	435	8.5
	6	10,344	15.9	5,159	14.0	4,977	17.0	910	4.0	4,768	14.9	508	4.3	391	3.1
	7	6,937	4.1	3,621	3.9	3,194	3.9	737	1.2	3,326	4.1	434	1.4	295	1.0
	8	10,262	14.8	5,018	11.8	4,634	15.7	693	4.6	4,742	12.2	406	4.7	276	4.7
	3 to 5	33,709	27.1	17,375	27.9	16,296	26.3	2,992	8.3	16,141	29.5	1,723	9.6	1,234	6.2
	6 to 8	27,543	12.5	13,798	10.5	12,805	13.3	2,340	3.3	12,836	11.1	1,348	3.5	962	2.9
Reading	3	10,745	24.7	5,645	24.9	5,083	24.6	944	5.8	5,254	26.5	536	7.1	391	3.8
	4	11,409	18.6	5,816	17.5	5,583	19.7	1,004	3.9	5,410	18.6	588	5.1	406	2.2
	5	11,561	26.8	5,912	26.8	5,638	26.9	1,048	6.1	5,477	28.6	605	7.8	435	3.7
	6	10,350	11.5	5,159	7.4	4,983	15.0	912	2.6	4,770	7.9	512	3.5	389	0.8
	7	9,728	21.4	4,764	14.8	4,532	24.7	765	3.5	4,461	15.7	454	4.4	303	2.3
	8	9,704	18.2	4,570	10.0	4,411	22.7	683	2.0	4,297	10.6	399	2.8	273	1.1
	3 to 5	33,715	23.4	17,373	23.1	16,304	23.7	2,996	5.3	16,141	24.6	1,729	6.7	1,232	3.2
	6 to 8	29,782	16.9	14,493	10.7	13,926	20.6	2,360	2.8	13,528	11.3	1,365	3.6	965	1.3
STAAR EOC															
Algebra I	8 to 12	11,202	40.7	5,161	35.9	5,118	41.2	1,049	9.7	4,720	38.2	593	7.3	441	12.2
English I	9 to 12	14,977	6.7	7,261	1.5	6,589	10.4	1,588	0.4	6,572	1.6	874	0.6	689	0.1
English II	9 to 12	13,167	4.3	5,411	0.9	5,964	7.2	1,182	0.3	4,921	1.0	666	0.6	490	0.0

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 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.