



EXECUTIVE SUMMARY

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

Thus, the Dual Language/English as a Second Language (DL/ESL) Department began collaborating with the Reading/Language Arts, Social Studies, and SPED Departments at the end of the 2017-18 school year to provide services for district EBSPED students. The purpose of this collaboration was to (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).

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the EBSPED program in meeting the needs of EBSPED students in the Dallas ISD.²

Program Description

The EBSPED program aimed to support and assist EBSPED students and their teachers.³ Because EB and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EBSPED students continued to be an important focus for the district in 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 campuses⁴ were targeted for extra EBSPED support because they had either:

- high numbers of enrolled EBSPED students, or

- 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).

Program Staff and Funding

To meet the linguistic and special education needs of EBSPED students at the 11 campuses, \$1,927,104 in Title I funds were used to support multi-departmental leadership and provide 18 Instructional Specialists⁵ at these campuses.⁶

EVALUATION QUESTIONS/OUTCOMES

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

Students Served

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 ($N = 140,850$).

The distribution of students in most grades was comparable across all EB and SPED classifications. The percentage of EBSPED students by grade level ranged from two percent to 11 percent. Overall, the number of EBSPED students increased over the last two years (+21 percentage points).⁷

Professional Development

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 ($n = 5$).

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

¹ To align with state terminology changes made in the 2020-21 school year, Emergent Bilinguals has replaced the term English learners (ELs).

² This executive summary was adapted from Voss (2022).

³ For the evaluation of programs for district EBs and SPED students, see Voss (2023) and Sands (2023), respectively.

⁴ For a complete list of EBSPED supported campuses, see Appendix A of the full report (Voss, 2023).

⁵ The 18 EBSPED Instructional Specialists assisted campuses to plan and implement services designed to meet the needs of EBSPED students at all grade levels.

⁶ In addition to the 18 EBSPED Instructional Specialists funded through Title I, four EBSPED Instructional Specialists were funded through Title III.

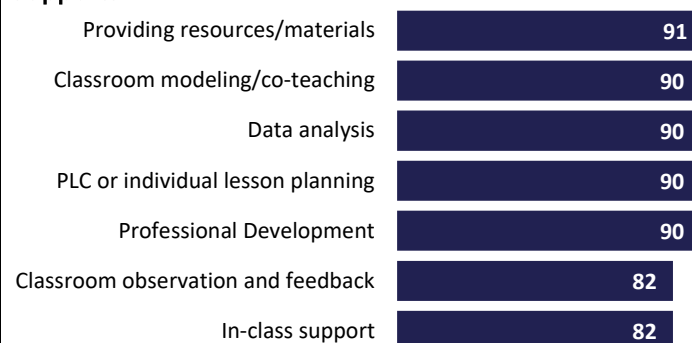
⁷ Additional student characteristics information can be found in the full report (Voss, 2023).

EQ2: What were stakeholder perceptions regarding EBSPED services and training in 2022-23?

Key findings from the 2022-23 EBSPED survey ($N = 25$; 60% response rate) include:

- Most staff members who worked with an EBSPED instructional specialist in 2022-23 reported that they participated in PD that addressed the needs of EBSPED students (73%).
- Most respondents indicated that the differentiated DL 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.
- Respondents reported that the Language Proficiency Assessment Committee (LPAC) and Admission, Review, and Dismissal (ARD) committees:
 - collaborated frequently or very frequently (67%),
 - were a high or very high priority on their campuses (64%),
 - were at least moderately effective at collaborating (55%), and
 - were at least moderately important for student success (50%).
- The highest rate of respondents (47%) reported working with an EBSPED specialist more than 10 times.
- Respondents most frequently reported that EBSPED specialists provided PLC/individual lesson planning, resources/materials and in-class support (all 91%).
- All respondents rated one-on-one professional development, campus-wide professional development, and PLCs as very or extremely helpful.
- Most respondents reported that supplies and resources for classroom implementation (93%) and online resources (e.g., Ellevation, Rosetta Stone, Duolingo, Imagine Learning; 83%) were very or extremely helpful.
- Most respondents rated the supports they received from an EBSPED specialist as very or extremely helpful (range: 82% to 91%; Figure 1).

Figure 1: 2022-23 EBSPED Survey - Helpfulness of Supports



% Very or Extremely Helpful

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

Note: Full note information can be found in the full report (Voss, 2023). PLC = Professional Learning Community.

- Eighty-eight percent of respondents rated the aggregated helpfulness of all supports as very or extremely helpful, which met the goal of 77 percent.

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

Texas English Language Proficiency Assessment System (TELPAS)

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

- 2023 *TELPAS* composite ratings for EBSPED students at all grade levels tended to cluster in the intermediate level of English proficiency.
 - One- and two-year trends for *TELPAS* composite ratings varied. The largest decrease was in grades K to five over two years at the intermediate level (-8 percentage points), and the largest increase was in grades K to five over two years at the beginning level (+10 percentage points).
- For 2023 *TELPAS* level movement⁸, 59 to 65 percent of EBSPED students remained at the same proficiency level. Additionally, EBSPED students in grades one to five 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.

⁸ 2023 *TELPAS* level movement rates reflect movement from 2022 to 2023.

- One- and two-year trends for TELPAS level movement⁹ varied. Progression rate changes ranged from a 10 percentage-point decrease (two years; grades 9 to 12) to a three percentage-point increase (two years; grades 6 to 8).

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. 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) were mixed for grades K to two.

TELPAS-Alternate (TELPAS-Alt)

EBSPEd students. Overall, 776 EBSPEd students took the TELPAS-Alt in 2023.

- Twenty percent of students earned the highest proficiency rating (basic fluency) on the 2023 TELPAS-Alt districtwide, a decrease of four percentage-points over one year and three percentage-points over two years.
- 2023 TELPAS-Alt proficiency rating movement¹⁰ patterns were different across the elementary, middle, and high school levels.
 - Forty-two percent of students overall progressed to a higher proficiency level and about a third remained at the same proficiency level. One- and two-year trends were mixed.

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. 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.

Measures of Academic Progress Growth (MAP)

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

- EBSPEd students on the English version tended to cluster in the Low quintile at all grade levels (32% to 42%).
- EBSPEd students on the Spanish version tended to cluster in the High quintile (39%).

- From 2022 to 2023, one-year changes ranged from a 23 percent decrease (grades two to five, Spanish, Low quintile) to a 10 percent increase (grade 9, English, High quintile).

For 2023 MAP reading BOY to EOY growth quintiles:

- EBSPEd students on the English and Spanish versions tended to cluster in the Low quintile at all grade levels (English: 36% to 50%; Spanish: 43%).
- From 2022 to 2023, one-year changes ranged from a 24 percent decrease (grade one, English, Low quintile) to an eight percent increase (grade one and grade 9, English, High quintile).

STAAR/End-Of-Course (EOCs)¹¹

- 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).
- 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 1: 2023 STAAR and EOC EBSPEd Ratings by Subject, Performance Standard, and Grade Level Grouping

	Tested	Approaches+	Meets+	Masters
Grade Level	N	%	%	%
Mathematics				
Math 3-5	1,627	46.3	18.5	4.2
Math 6-8	1,275	43.5	13.4	2.4
Algebra 1	637	51.6	15.7	3.9
Reading				
Reading 3-5	1,625	29.3	9.5	2.6
Reading 6-8	1,371	32.2	9.1	1.4
English I	785	26.5	8.2	0.3
English II	573	26.5	9.8	0.2

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

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

⁹ One-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2021 to 2022 (2022). Two-year trends reflect level movement change from 2022 to 2023 (2023) as compared to level movement change from 2020 to 2021 (2021).

¹⁰ 2023 TELPAS level movement rates reflect movement from 2022 to 2023.

¹¹ STAAR and EOC performance standards include Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters)

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. District performance level rates of EBSPEd students on STAAR and EOCs were generally comparable or higher when compared to the state and most other Texas large, urban district rates.

STAAR Alternate 2 (Alt 2)

In 2023, 10 to 29 percent of students who took STAAR subtests and eight 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.

Dallas ISD EBSPEd students vs State and other large, urban Texas districts. 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.

RECOMMENDATIONS

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 (rates 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 ratings 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.

REFERENCES

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