



The Dual Language/English as a Second Language (DL/ESL) Department focuses on increasing student achievement by addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs). To accomplish this goal, the DL/ESL department oversees the DL and ESL instructional programs, sheltered instruction, summer programs, parent engagement and education, and campus Language Proficient Assessment Committees (LPACs), which are responsible for (a) identifying and reclassifying EBs and (b) monitoring reclassified EBs.

Key Findings

Implementation

- 51% of district students were EBs (n = 69,780), a two percentage-point increase over two years (2023: 68,751).
- Over half of TWDL campuses had lower percentages of African American (65%) and economically disadvantaged (57%) opt-in students than at the campus overall, though gaps narrowed from 2024.

Stakeholder Feedback

- Overall, DL and ESL staff rated supports, resources, and PD provided by DL and ESL Instructional Specialists as being beneficial and helpful, with ESL staff ratings typically higher than DL staff.
- The majority of DL and ESL staff members rated all resources (87%) and all supports (87%) provided by DL and ESL Instructional Specialists as being very beneficial (Goal: 90%).

Student Outcomes

- EB *TELPAS* composite results for 2025 show a negative trend from 2023 and 2024, with an increase in the percentage of students scoring at the beginning level and a decrease at the higher proficiency levels.
- EB *TELPAS* Domain results show a negative trend compared to 2024 in Speaking, Reading, and Writing with an increase in the number of students at the beginning level and a decrease at the higher levels. The Listening domain had mixed results.
- The DL/ESL Department met their two *TELPAS* level movement goals: 33% of EBs progressed at least one proficiency level, compared to 31% in 2024 (Goal: 33% or higher). In addition, 12% of EBs regressed at least one proficiency level, compared to 16% in 2024 (Goal: 14% or lower).
- EB *TELPAS* regression rates decreased from 2023 and 2024, while progression rates have increased over the same two years.
- With one exception, the proportion of EBs placed at On Grade-Level or Above Grade Level on *i-Ready* increased significantly from BOY to EOY across all grade level groups and subjects.
- EBs that were below grade level at BOY on *i-Ready* were most likely to gain at least one grade-level by EOY.
- Across grade levels and subjects, 48% to 72% of EBs met 100% their typical growth targets on *i-Ready*.
- For *STAAR* mathematics, 42% of EBs in Grades 3-5 and 30% of EBs in Grades 6-8 achieved Meets+ (Goals: 45% and 36%, respectively).
- For *STAAR* reading, 45% of EBs in Grades 3-5 and 41% of EBs in Grades 6-8 achieved Meets+ (Goals: 41% and 46%, respectively).
- *STAAR* and *EOC* EB Meets+ rates from 2024 to 2025 increased for Grades 3-5 (mathematics and reading) and Algebra I, and decreased for Grades 6-8 (mathematics and reading) and English I and II.
- Similar to previous years, EBs achieving the higher proficiency levels on *TELPAS* performed better on *STAAR*/*EOCs* at Meets+.
- Compared to other high school newcomer students in 2025, DIA students performed:
 - generally comparable or higher on attendance, 9th grade on track, *TELPAS* Progression, *Algebra I* *EOC*, and mathematics ACPs, and
 - generally comparable or lower on *TELPAS* Proficiency (at Advanced and Advanced High) and *English I* and *II* *EOCs*.
- 52% of campuses received 4 English Language Proficiency accountability points, the highest number of points possible.
- While EBs are receiving higher rates of offers to participate in magnet programs than their peers, qualified EBs participated in magnet programs at lower rates than NonEBs and monitored students.
- Compared to the state and other large, urban Texas districts in 2025, Dallas ISD EBs:
 - Performed generally comparable or higher on *STAAR* and *EOCs*,
 - Had mixed results for *TELPAS* Progression (combined grades K-2 and 3-12), and
 - Performed generally comparable or lower on *TELPAS* Proficiency (combined grades K-2 and 3-12 at Advanced and Advanced High).



Recommendations

- **Focus recruitment efforts to increase African American and economically disadvantaged opt-in student participation in TWDL programs.**

While recruitment progress was made in 2024, data shows that a majority of TWDL campuses in 2025 still had a lower percentage of African American (65%) and economically disadvantaged (57%) opt-in students participating in TWDL programs compared to the overall campus population. To address this, we recommend that the DL/ESL Department **develop targeted outreach campaigns** to educate parents of African American and economically disadvantaged students about how TWDL program participation can support academic growth and future opportunities for their children. Additionally, the DL/ESL Department should consider **establishing partnerships with community organizations** or utilizing existing partnerships that serve African American and economically disadvantaged families. These partnerships can help facilitate communication and build trust, increasing program awareness and enrollment.

- **Strengthen DL Instructional Specialists supports.**

Although DL and ESL staff generally rated supports, resources, and PD provided by DL and ESL Instructional Specialists as being beneficial and helpful, ESL staff ratings were typically higher than DL staff. To more closely align DL and ESL Instructional Specialist benefits, the DL/ESL Department should consider **collecting staff feedback at regular intervals** throughout the school year instead of relying solely on end-of-year surveys. This could include informal check-ins, focus groups, or dedicated feedback surveys. This will allow specialists to **identify specific gaps** to pinpoint exactly which supports, resources, and professional development topics DL staff find less helpful. Specialists could then **tailor professional development** based on the gaps identified, and could create new resources, offer specialized workshops, or provide one-on-one coaching in areas where DL staff need more assistance.

- **Focus on improving EB English proficiency ratings.**

While the DL/ESL Department met its overall goals for EB proficiency growth on *TELPAS* level movement, there was still an increase in the percentage of EBs scoring at the lowest proficiency level for the composite and all domains. Additionally, results were mixed or lower when comparing Dallas ISD's EBs to the state and other large, urban Texas districts on the higher *TELPAS* proficiency levels and on *TELPAS* progress. To address these issues, the DL/ESL program staff should consider 1) **analyzing the specific subskills** to determine where EB students are scoring at the lower proficiency levels to pinpoint areas of weakness; 2) **developing targeted interventions** designed to support EBs in improving the specific skills identified in the data analysis; and, 3) **monitoring EBs** receiving these interventions through facilitated collaboration among campus-based educators, administrators, parents, and DL/ESL specialists to track their progress. This will allow the DL/ESL program to quickly identify what is working and what needs to be adjusted.