



The Special Education for Emergent Bilinguals (EBSPED) Program aimed to support and assist EBSPED students and their teachers. 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 2024-25. The Dual Language/English as a Second Language (DL/ESL) Department collaborated with the Reading/Language Arts, Social Studies, and SPED Departments to provide services for EBSPED students.

Key Findings

Implementation

- Nearly all EBSPED-related PD participants (98%) reported that the PD session(s) met their needs (Goal: 93%).

Stakeholder Feedback

- Most surveyed staff (79%) who worked with an EBSPED instructional specialist in 2024-25 reported that the differentiated DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students (Goal: 65%; Met).
- The majority of respondents (87%) rated the aggregated supports provided by EBSPED specialists in 2024-25 as helpful (Goal: 92%; Almost Met).

Student Outcomes

- TELPAS composite scores for EBSPED students improved in 2025, with more students reaching higher proficiency levels.
- TELPAS domain results for Listening, Speaking, and Reading improved, while Writing showed mixed results.
- The DL/ESL Department surpassed its TELPAS goal, with 27% of EBSPED students advancing at least one TELPAS proficiency level in 2025, up from 24% in 2024 (Goal: 26% or higher).
- Since 2023, EBSPED students have increased their TELPAS progression rates and decreased their regression rates.
- EBSPED students continue to struggle with the highest proficiency level (basic fluency) on the 2025 TELPAS Alt, with only a 19% attainment rate—a decrease over the last two years.
- Over 40% of EBSPED students progressed to a higher proficiency level on the 2025 TELPAS Alt, a rate consistent with or better than the last two years.
- On *i-Ready*, with one exception, EBSPED students' on-grade-level or above placement increased significantly from the beginning to the end of the year across all grade levels and subjects.
- EBSPED students who started the year below grade level on *i-Ready* were most likely to gain at least one grade level by the end of the year.
- Across all graded levels and subjects, 46% to 71% of EBSPED students met 100% of their typical growth targets on *i-Ready*.
- EBSPED students performed better on the STAAR mathematics tests than on reading, although STAAR reading has shown significant gains over the last two years.
- Approaches+ rates for EBSPED students were mixed across STAAR EOC subjects.
- On the 2025 STAAR and EOC Alt 2 tests, EBSPED students' Approaches+ rates were significantly higher than on the standard versions, ranging from 88% to 97%.
- Compared to other Texas districts, Dallas ISD EBSPED students - performed comparably or higher on TELPAS Progress, TELPAS Alt Proficiency and Progress, STAAR, EOCs, and STAAR Alt 2; and had mixed results on TELPAS Proficiency and EOC Alt 2.

Recommendations

- Focus on improving EBSPED student English proficiency ratings and assessment outcomes.**

While the DL/ESL Department met its overall goal for EBSPED student proficiency growth on TELPAS, attainment of the highest proficiency level on the TELPAS Alt decreased from 2024. Additionally, results were mixed when compared to the state and other large, urban Texas districts on the higher TELPAS proficiency levels and on EOC Alt 2 subtests. To address these issues, the DL/ESL program staff should consider 1) analyzing the specific subskills where EBSPED students are not progressing to the highest proficiency levels or showing progress on academic assessments; 2) developing targeted interventions to support embedded EBSPED differentiation designed to improve the specific skills identified in the data analysis; and, 3) monitoring EBSPED students receiving these interventions through facilitated collaboration among educators, administrators, parents, and EBSPED specialists to track their progress.