



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. 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: 95%*).

Stakeholder Feedback

- Most surveyed staff (78%) who worked with an EBSPED instructional specialist reported that the differentiated DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students (*Goal: 79%; Almost Met*).
- Over half of staff (63%) rated the aggregated supports provided by EBSPED specialists as beneficial (*Goal: 89%; Not Met*).

Student Outcomes

TELPAS

- EBSPED student *TELPAS* composite results for 2026 were mixed compared to 2024 and 2025, with a decrease in the percentage of students scoring at the intermediate and advanced high proficiency levels and an increase at the advanced proficiency level.
- EBSPED student *TELPAS* Domain results for 2026 were also mixed compared to 2025.
- The DL/ESL Department did not meet their *TELPAS* level movement goal: 23% of EBSPED students progressed at least one proficiency level, compared to 27% in 2025 (*Goal: 27% or higher*).
- EBSPED student regression rates increased since 2025, while progression rates decreased. Trends were mixed from 2024.

TELPAS Alt

- EBSPED students showed a relatively even distribution across proficiency ratings on the 2026 *TELPAS Alt*, with each proficiency rating around 20%. These results were mixed when compared to 2024 and 2025.
- 43% of EBSPED students progressed to a higher proficiency level on the 2026 *TELPAS Alt*, which was an increase over the previous two years.

i-Ready

- The proportion of EBSPED students placed at On Grade-Level or Above Grade Level increased significantly from BOY to EOY across all grade level groups and subjects, though 2025 to 2026 EOY results were mixed.
- Across grade levels and subjects, 40% to 59% of EBSPED students met 100% of their typical growth targets in 2026, which was generally lower than 2025 (range: 46% to 71%).
- While all grade levels and subjects began the year below 24% On-Grade Level proficiency, EBSPED students made multi-fold gains by EOY.
- Across subjects, almost half or more of EBSPED students starting below grade level made meaningful progress by EOY.

STAAR/EOC

- EBSPED student rates at Approaches+ were higher on the STAAR mathematics than reading.
- STAAR and EOC EBSPED student Approaches+ rates from 2025 to 2026 stayed the same or increased across grade groupings and subjects, with the exception of Grades 3-5 mathematics.

STAAR/EOC Alt 2

- For 2026 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 91% to 94%.



State/Other Large, Urban Texas Districts

- Compared to the state and other large, urban Texas districts in 2026, Dallas ISD EBSPED students:
 - Performed generally comparable or higher on *TELPAS* Progress (combined grades K-2 and 3-12), *TELPAS* Alt Proficiency (combined grades 2 and 3-12 at Developing Independence and Basic Fluency), *TELPAS* Alt Progress, *STAAR*, *EOCs*, and *STAAR* Alt 2,
 - Had mixed results for *TELPAS* Proficiency (combined grades K-2 and 3-12 at Advanced and Advanced High) and *EOC* Alt 2.

Recommendations

- **Focus on improving EBSPED student English proficiency ratings.**

Overall, the DL/ESL Department did not meet its goal for EBSPED student level movement on *TELPAS*, with the percentage of EBSPED students progressing at least one proficiency level falling to 23% in 2026 from 27% in 2025. Trends from 2024 and 2025 were mixed for *TELPAS* and *TELPAS* Alt composite and *TELPAS* domain proficiency ratings. Additionally, *TELPAS* proficiency results were mixed when comparing Dallas ISD's EBSPED students to the state and other large, urban Texas districts. To address these issues, the DL/ESL program staff should consider 1) **analyzing the specific domains and subskills** that are contributing toward EBSPED students not progressing to the highest proficiency levels; 2) **leveraging EBSPED instructional specialists** to help support teachers with embedded EBSPED differentiation and other supports designed to improve the specific skills identified; and, 3) **monitoring EBSPED students** through facilitated collaboration among educators, administrators, parents, and EBSPED specialists to track their progress.

- **Collaboratively work to increase response rate for EBSPED Instructional Specialist Survey.**

Of the 41 staff members who received an invitation to complete the EBSPED Instructional Specialist Survey, only 19 (46%) provided substantive feedback. Although staff perceptions of the instructional specialists were generally positive, the less-than-ideal sample size increases the **risk of response bias**. In order to get robust perception data, staff from Program Evaluation and the DL/ESL Departments should work together to **communicate to survey participants**, before and during the survey administration window, the importance and benefit of staff survey participation.