MEMORANDUM   October 24, 2022

TO: Sonya Monreal
            Executive Director, Multilingual Programs

FROM: Allison Matney, Ed.D.
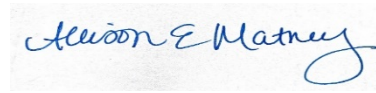   Executive Officer, Research and Accountability

SUBJECT: **DUAL LANGUAGE PROGRAM EVALUATION REPORT 2022**

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing the performance of students who participated in the district's Dual Language Bilingual Program. Included are findings from statewide assessments of academic achievement for all students classified as emergent bilinguals (EBs) who participated in the Dual Language program in 2021–2022. The report also includes performance results for fluent English-speakers enrolled in the Dual Language program.

Key findings include:
- A total of 6,395 EL students participated in the Dual Language program in 2021–2022, and it was offered at 42 campuses.
- Current Dual Language students performed better than other bilingual students in reading and mathematics on the Spanish STAAR 3-8 in 2022. On the English STAAR they were higher in reading than other bilingual students but were lower in mathematics.
- Dual Language students had higher English STAAR passing rates than the district in both reading and mathematics. Other bilingual students had a lower passing rate than the district in reading but were higher in mathematics.
- Students who used to be in the Dual Language program but who had been reclassified as non-EB did better than the district average in the reading and mathematics tests of the STAAR and were equal to those who exited from other bilingual programs in reading.
- On the STAAR EOC, reclassified Dual Language students did better than the district average in all subjects and also did better than students who had exited other bilingual programs in all subjects except U.S. History.
- Dual Language students had higher overall English proficiency as indicated by scores on the TELPAS assessment.
- Finally, English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy, with higher passing rates on both Spanish and English STAAR.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

_____AEM

Attachment

cc: Millard L. House II   Shawn Bird, Ed.D.   Khechara Bradford

RESEARCH

Educational Program Report

Dual Language Bilingual Program Evaluation Report
2021 – 2022

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

2022 Board of Education

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th StreetHouston, Texas 77092-8501

www.HoustonISD.org

DUAL-LANGUAGE BILINGUAL PROGRAM EVALUATION 2021–2022

Executive Summary

Program Description

The dual-language bilingual program in the Houston Independent School District (HISD) is intended to facilitate emergent bilinguals[1] (EBs) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both EBs and native English speakers. The dual-language (DL) program is offered in elementary schools and selected secondary schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to learn Spanish as a second language. Beginning in prekindergarten, the program provides EBs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through English as a Second Language (ESL) methodology. In dual-language programs, the function of the native language is to provide access to the curriculum while the student is acquiring a second language. Instruction in the native language assures that students attain grade level cognitive skills without falling behind academically, and also ensures that English-speaking students are immersed in a foreign language.

The present evaluation of the dual-language bilingual program (DL) addresses the following topics:
- academic progress of dual-language EBs;
- English proficiency among dual-language EBs and Spanish proficiency of native English speakers;
- academic progress of native English-speakers enrolled in the dual-language program; and
- data on school attendance and discipline for dual-language EBs.

Highlights

- There were 6,395 EBs enrolled in the dual-language bilingual program (DL) in 2021–2022, an increase of 82 from the previous year.

- DL was offered in 42 campuses districtwide (35 elementary campuses, five secondary, and two K-8 campuses). Three campuses that had offered DL in 2020–2021 did not offer it in 2021–2022, but one new DL campus was added for the 2021–2022 school year.

- Current DL students performed better than students in other bilingual programs (composed mainly of those in the transitional bilingual program) on STAAR 3–8 Spanish-language assessments in 2022 (+8 percentage points in reading, +5 points in mathematics). Both groups performed better than students classified as alternative bilingual (i.e., students whose teacher was not certified to teach bilingual education).

- On STAAR 3-8 English language assessments, DL students' performance was better than that of other bilingual students in reading (+5 percentage points) but was lower in mathematics (-3 points). Both groups were higher than those classified as alternative bilingual. DL students performed better than the district overall in STAAR reading, and all three bilingual groups were better than the district in mathematics.

- Students who had been reclassified as non-EB and who had previously been in DL did better than the district average on the STAAR 3-8 English reading and mathematics tests. Reclassified DL students had the same passing rate as EBs reclassified from other bilingual programs in STAAR reading, but were slightly better than them in mathematics (+2 percentage points).

- Dual-language students had better performance on STAAR 3-8 science than those in other bilingual programs or classified as alternative bilingual.

- On the EOC assessments, reclassified EBs who had been in DL performed better than reclassified EBs from other bilingual programs in all subjects, except U.S. History. Both groups did better than the district in all content areas.

- On the TELPAS, DL students showed higher levels of English proficiency than either other bilingual students or those considered alternative bilingual. They were equivalent to other bilingual students in terms of yearly progress.

- Fluent English speakers in the DL program showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR assessments.

- DL students did not differ from other bilingual students or non-EB students in terms of their attendance rate. In addition, fewer DL students were subject to disciplinary actions than either non-EB students or those in an alternative bilingual program. DL students did not differ from those in other bilingual programs.

- Comparison of DL campuses which existed prior to 2013–2014 and those established since that time showed that DL students at the original campuses had better performance on TELPAS and STAAR.

Recommendations

1. DL was offered at 42 campuses in 2021–2022, with one new campuses added. The Multilingual Programs Department in collaboration with College and Career Readiness, Counseling and Compliance Departments and Schools Office should identify secondary campuses who can receive elementary dual language students to be able to continue participating in a dual language program through high school.

2. Schools Office administrators and Multilingual Programs Department personnel should continue to ensure that school administrators recruit and hire appropriately certified teachers to teach students in dual language programs.

3. Schools Office Administrators and Multilingual Programs Department should continue to ensure that school administrators follow the approved time allotments for the Dual Language Program as appropriate. In addition, they should continue to make strategic campus visits to provide feedback to campus leadership teams to ensure equitable opportunities for both English Learners and Non-English learners to be successful.

4. Curriculum and Instruction and Multilingual Programs Departments should continue to provide professional development specific to the needs of dual language campuses to continue to strengthen the practices of those implementing the dual language programs.

5. Collaboration between the Curriculum & Development and Multilingual Programs departments that result in curricula to support dual language teachers should continue. Multilingual specialists should provide supplemental supports for dual language teachers and offer supplemental training to support instruction in the native language, as well as in sheltered instruction.

Introduction

Texas requires school districts to provide specialized linguistic programs (Texas Education Code, Chapter 29, Subchapter B 29.051) to meet the needs of students who are emergent bilinguals (EBs). These programs are intended to facilitate EBs' integration into the regular school curriculum and ensure access to equal educational opportunities. The Houston Independent School District (HISD) utilizes two different bilingual education program models: the dual-language bilingual program (DL) and the transitional bilingual program (TBP). The dual-language program differs from the transitional bilingual program in two ways: in DL, classes are composed of a mix of Spanish-speaking EBs as well as native English speakers, and there is a higher percentage of instructional time offered in Spanish. The Spanish-English dual-language program is the focus of this report.

Expansion of the Dual-language Program

In the dual-language program, roughly equal numbers [3] of EB and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. The district is committed to an expansion and alignment of its existing dual-language program. Since the 2011–2012 school year, new campuses have been added to supplement the nine campuses which had been offering DL prior to this. At each of the new DL campuses, only students up to and including grade one were initially enrolled in the program, with higher grades added as students advanced each year. All of the original DL campuses that offered the program in elementary grades did so through fifth grade, although the new guidelines are being implemented at these campuses starting with the lower grades. Thus, at the present time, the DL program includes a mix of campuses that have been offering the program through fifth grade for a number of years, and campuses where the program has not yet or only recently been implemented through fifth-grade. Currently, 25 campuses offer the DL program through fifth-grade, and 13 offer it only through grades four or lower.[2]

Standardization of Curriculum and Guidelines

Besides increasing the number of campuses offering DL, a second major aim of the DL initiative was an alignment of the program's curriculum and guidelines. These changes included a standardization of the time and content allocation that campuses are required to follow (see **Appendix A**, pp. 14-15). DL campuses have the choice of following either a 50:50 or an 80:20 model. In the 80:20 model, students in prekindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in prekindergarten, and this mix persists until at least 5th grade. Currently, 10 DL campuses follow the 80:20 model, while 28 operate under the 50:50 framework (excluding programs that operate only in secondary level campuses).

Methods

Participants

EBs in the dual-language bilingual program were identified using 2021–2022 PowerSchool Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for EBs in the various bilingual programs are shown in **Table 1** (see p. 4). Note that enrollment in DL is substantially lower than enrollment in TBP; 20 percent of EBs served through bilingual programs were served in the dual-language program and 63 percent were served in the transitional program. Total enrollment in the dual-language program increased by 82

Table 1. Number and Percent of Bilingual EB Students by Program, 2019–2020 to 2021–2022						
Bilingual Program	**Enrolled**			**Percent**		
	2020	**2021**	**2021**	**2020**	**2021**	**2021**
Transitional Bilingual	22,571	20,925	20,671	64	64	63
Pre-Exit Bilingual	3,432	2,278	1,932	10	7	6
Dual Language (Two-Way)	6,637	6,313	6,395	19	19	20
Alternative Bilingual	2,110	2,649	3,311	6	8	10
Cultural Heritage	54	0	0	<1	--	--
Mandarin Bilingual	81	96	134	<1	<1	<1
Arabic Bilingual	116	127	165	<1	<1	<1
French Bilingual (M White ES)	64	70	114	<1	<1	<1
Other*	90	142	5	<1	<1	<1
Total	**35,155**	**32,600**	**32,727**	Source: IBM Cognos, Chancery		

* Inappropriate code (EB student listed as served through a bilingual program no longer offered).

(1 percent) between 2020–2021 and 2021–2022. In 2021–2022, the dual-language bilingual program was offered at 35 elementary schools, five secondary campuses, and two K–8 campuses (see **Appendix B** for a complete list, p. 16). The number of campuses offering DL decreased from 57 in 2012–2013 to 42 for the 2021–2022 school year.[4] All DL students with assessment results from 2021–2022 were included in analyses for this report, as were students who had previously been in the program but who had since been reclassified as non-EB. In addition, results for native English-speakers in DL are included. These English-speakers are an integral part of the DL program, as it is assumed that their presence enhances the acquisition of English proficiency for EBs. It is important to document that these students are not disadvantaged academically by being in a class with EBs, and their results are included as well.

Data Collection & Analysis

Results for DL students from the State of Texas Assessments of Academic Readiness grades 3–8 (STAAR 3–8) and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level, as were results for exited (reclassified) DL students on the STAAR End-of-Course (EOC) exams. Comparisons were made between DL students, other bilingual students[5], students in an alternative bilingual program (see **Appendix C**, p. 17), and all students districtwide.

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from Alternate 2 assessments are reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams.

TELPAS results are reported for two indicators. The first measure reflects attainment, i.e., the overall level of English language proficiency exhibited by EBs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS measure reflects progress, i.e., whether students gained one or more levels of English language proficiency between 2021 and 2022. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix D** (see p. 18) provides further details on the assessments analyzed for this report.

Figure 1. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2022: Dual-Language Students, Other Bilingual Students, Alternative Bilingual Students, and All Students Districtwide (1st-Administration Only)

Source: Cognos STAAR 6/22/22, PowerSchool
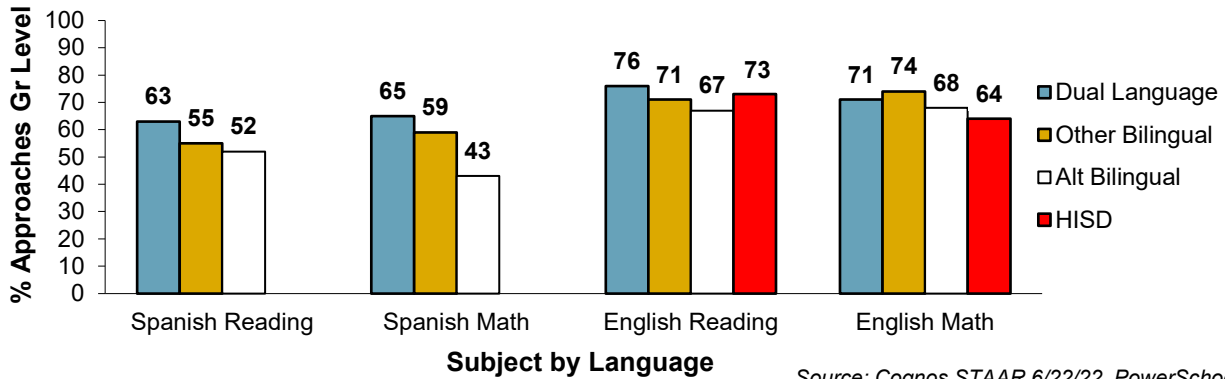
Results

What was the academic performance of EBs in the dual-language program?

STAAR

- **Figure 1** shows the percent of students who met the Approaches Grade Level standard on the Spanish and English language versions of the STAAR 3–8 in 2022 (reading and mathematics).

- Results are shown for DL students, those in other bilingual programs, in an alternative bilingual program, and all students districtwide.[6] See **Appendices E** and **F** for further details (see pp. 19–20).

- DL students had a higher passing rate than other bilingual students in Spanish and English reading and Spanish mathematics, but were lower than other bilingual students in English mathematics.

- **Figure 2** shows English STAAR performance in reading and mathematics for 2019 to 2022.

- Every group showed substantial improvement compared to 2021 in both reading and mathematics. In addition, all groups (except for alternative bilingual students) had passing rates in reading that were higher than pre-COVID levels. While mathematics passing rates were higher than in 2021, no group managed to return to pre-COVID performance levels.

Figure 2. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2019, 2021, & 2022: DL Students, Other Bilingual, Alternative Bilingual, and All Students Districtwide (English STAAR, 1st-Administration Only)

Source: STAAR 3-8, Chancery, PowerSchool
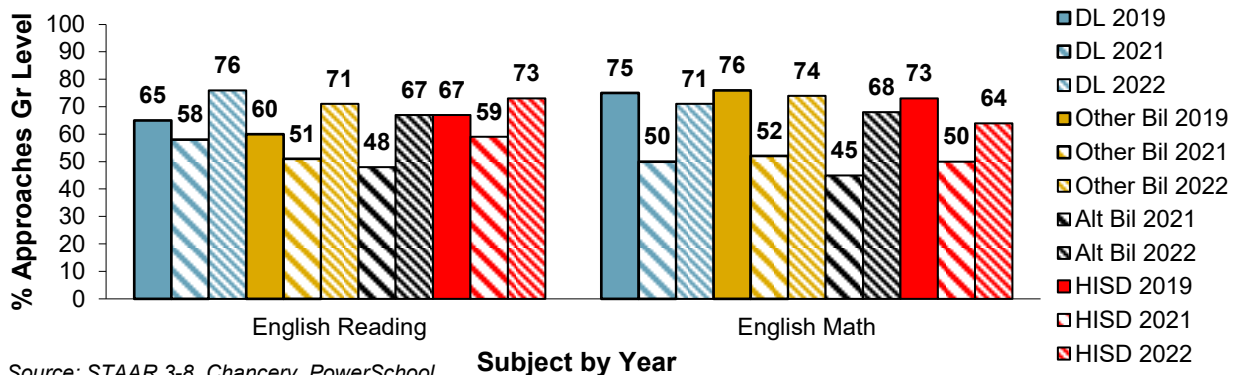
Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading Test, 2022: Reclassified DL Students, Reclassified Students from Other Bilingual Programs, and All Students Districtwide (1st-Administration Only)
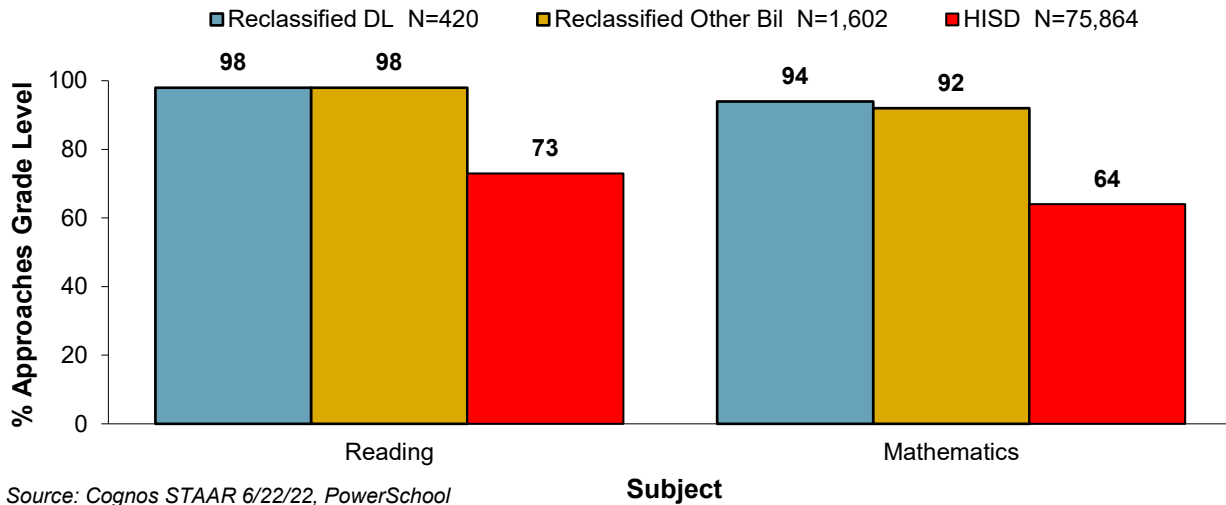
Source: Cognos STAAR 6/22/22, PowerSchool

- STAAR reading and mathematics results for reclassified DL students in 2022 are shown in **Figure 3**. Students reclassified as non-EB who had been in the DL program had higher passing rates than the district, and also exceeded performance of students from other bilingual programs in mathematics.

- **Figure 4** (below) shows the reading and mathematics performance of reclassified DL and other bilingual students for the 2019 through 2022 academic years. The performance of all groups improved in 2022 for both subjects, and reclassified EB students outperformed the district in each year.

- Scores in reading exceeded pre-COVID levels for all three student groups. In mathematics, however, scores remained lower than those observed pre-COVID (see Appendix F, p. 20).

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3-8 Reading and Mathematics Tests, 2019, 2021, & 2022: Exited DL, Other Exited Bilingual Students, and All Students Districtwide (1st-Administration Only)
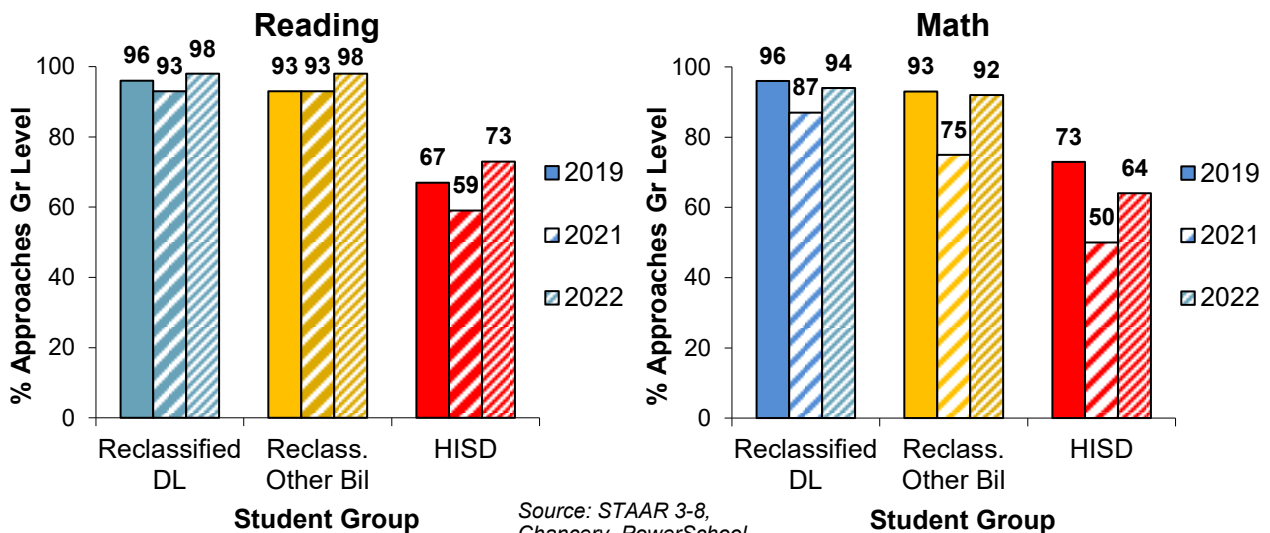
Source: STAAR 3-8, Chancery, PowerSchool

**Figure 5. STAAR Science and Social Studies: Percent of Students Meeting
Approaches Grade Level Standard in 2022**
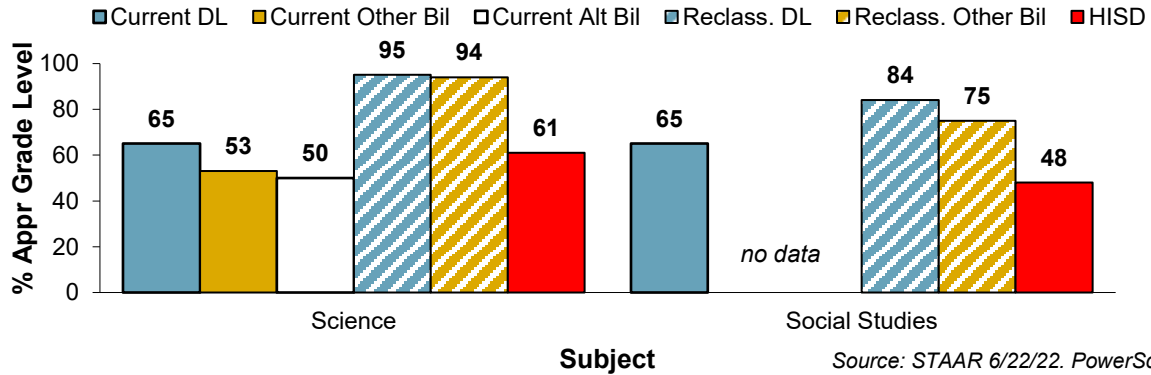
- **Figure 5** (above) shows the percentage of students meeting standard in 2022 for the remaining STAAR subjects. The general trend was the same as for reading and mathematics; lower scores for current EBs compared to the district and higher scores for reclassified EBs.

- In terms of performance level, current and reclassified DL students exceeded other bilingual students in both subjects, and were also higher than the district (see **Appendix G,** p. 21).

STAAR EOC

Figure 6 depicts results for the STAAR EOC assessments. Shown are results for Algebra I, Biology, English I and II, and U.S. History. The figure shows the percentage of students who met the Approaches Grade Level standard for 2021–2022 (dark green). Red indicates the percentage of students who did not meet standard. Figures in parentheses are the number of students tested (see also **Appendix H**, p. 22).

**Figure 6. STAAR EOC Percent Met Approaches Grade Level Standard for Monitored and Former
DL Students, by Subject, 2022: Results are Included for All Reclassified Dual-Language
Students, Reclassified Students From Other Bilingual Programs, and All Students Districtwide
(Spring Administration, All Students Tested Including Retesters)**

Source: STAAR EOC 6/15/22, PowerSchool
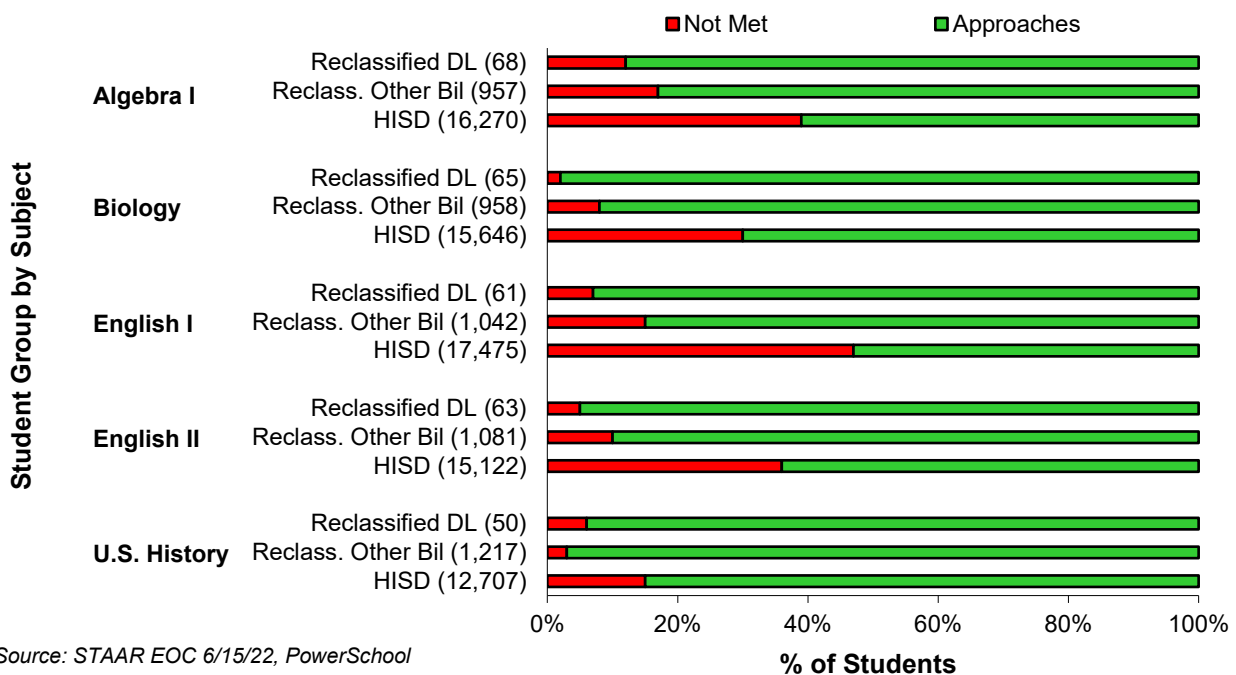
Figure 7. TELPAS Composite Proficiency Ratings for DL, Other Bilingual (OB), and Alternative Bilingual (AB) Students, 2022
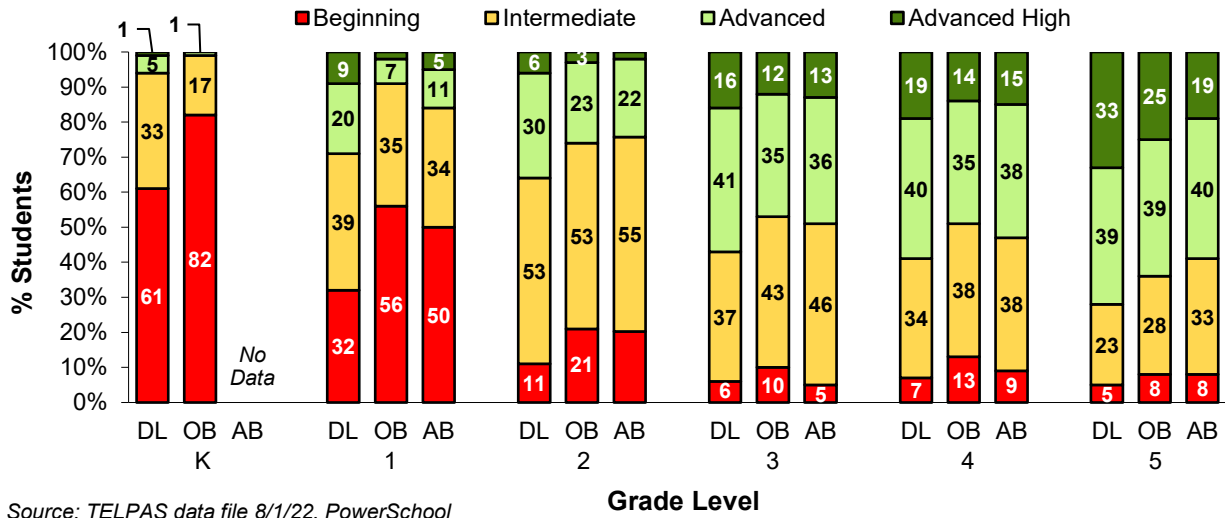
Source: TELPAS data file 8/1/22, PowerSchool

- Reclassified DL students outperformed the district on all tests. The highest passing rates were in Biology and English II, with the lowest rate on Algebra I. Students reclassified from other bilingual programs also outperformed the district, but were lower than DL students in four of five subjects.

What were the levels of English proficiency among EBs in dual-language programs?

- **Figure 7** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2022. Further details can be found in **Appendices I** and **J** (pp. 23-24).

- English proficiency for DL students improved across grade levels, with 72% or more of students scoring Advanced or better by grade 5 in 2022 (compared to 64% for other bilingual students and 59% for alternative bilingual students). DL students showed higher overall English proficiency than students in other bilingual programs at all grade levels.

- **Figure 8** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2021 and 2022. Dual language students showed larger gains in proficiency (46%) than other bilingual students (43%) or the alternative bilingual student group (39%).

Figure 8. TELPAS yearly progress for DL, other bilingual, and alternative bilingual students, 2022.
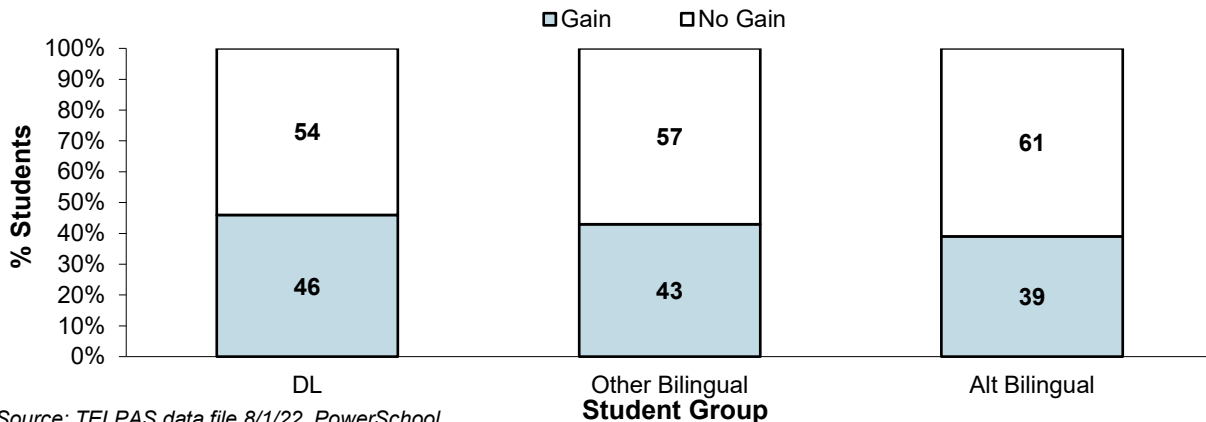
Source: TELPAS data file 8/1/22, PowerSchool

Figure 9. Spanish STAAR Performance of EB and FEP Students in the DLBP Program, 2022: Percent Meeting Approaches Grade Level Standard in Reading and Mathematics
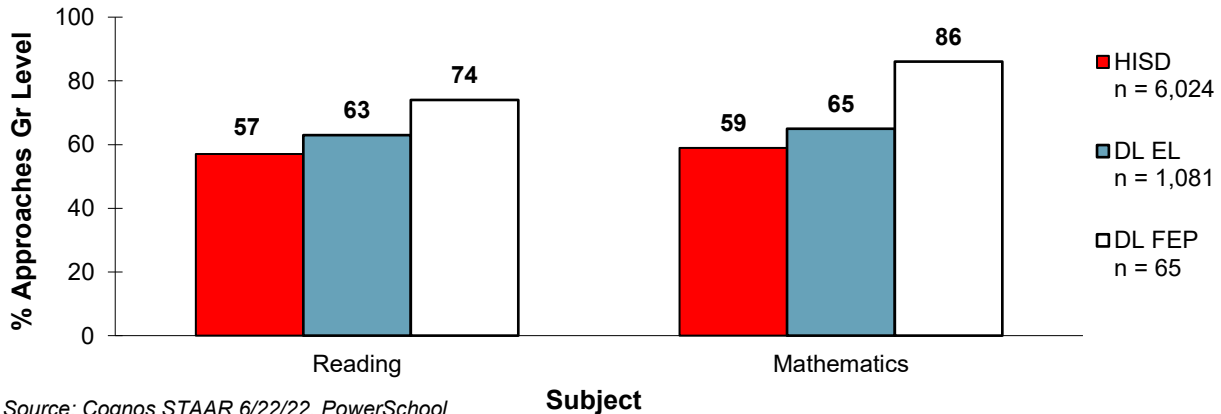
Source: Cognos STAAR 6/22/22, PowerSchool

What was the academic performance of fluent English speakers in the dual-language program?

- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former EBs in the program. In this section, data are reported for students with fluent English proficiency (FEP) who participated in the DL program during 2021–2022, as well as those who may have participated previously.

- Spanish-language STAAR results show that fluent English speakers (n = 65) had a higher passing rate than Spanish-speaking DL students on both the reading test (+11 percentage points, see **Figure 9**) as well as in mathematics (+21 points). Passing rates for both FEP and Spanish-speaking DL students were higher than those for all EBs taking the Spanish-language STAAR.

- English STAAR results (see **Figure 10**) show that FEP students (n = 1,469) did better than current DL EB students in both reading and mathematics.

- Former FEP students and reclassified DL students each had higher passing rates than the district on English STAAR reading, while former FEP students were equal to the district in mathematics.

Figure 10. English STAAR Performance of EB and FEP Students in the DLBP Program, 2022: Percent meeting Approaches Grade Level Standard in Reading and Mathematics
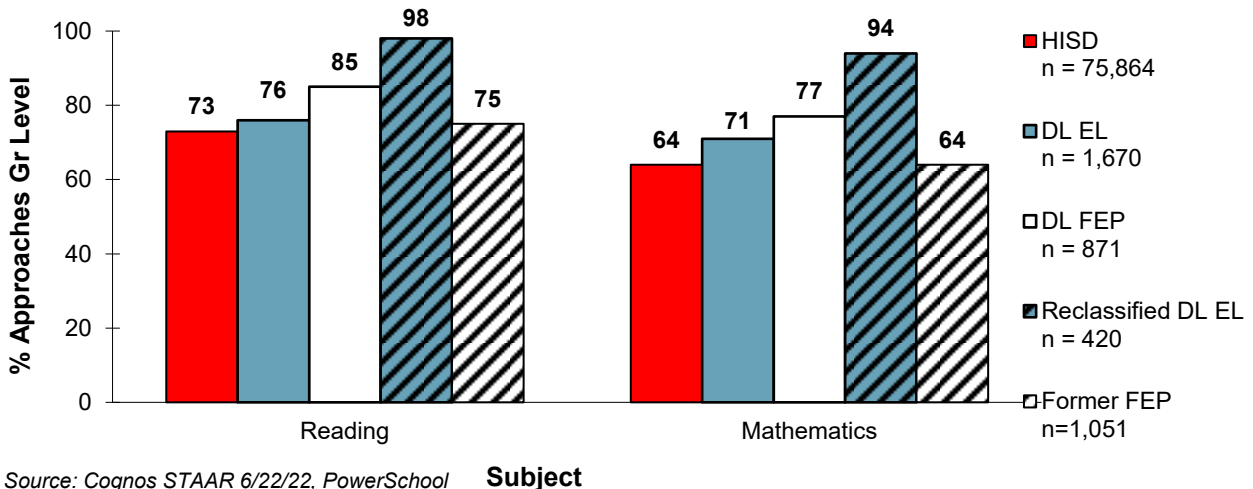
Source: Cognos STAAR 6/22/22, PowerSchool

- Reclassified DL EB students had the highest passing rates of all comparison groups, even higher than that of native English speaking FEP students (both current and former FEPs).

Did dual-language students differ from other students in terms of school attendance/discipline?

District student attendance and discipline data from 2021–2022 were analyzed to determine whether there was any evidence of a difference between the patterns shown by DL students and others in the district.

- Student attendance records for 2021–2022 showed that the average attendance rate for DL students was 93.2%, which did not differ from comparable rates for other bilingual students (93.2%), students considered alternative bilingual (93.9%), or non-EB students in grades PK to 5 (93.4%).

- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (grades PK to 5 only).

- As **Table 2** shows, a total of seven DL students received some type of disciplinary action in 2021–2022, equivalent to only 0.11% of all DL students enrolled in PK-5. Comparable rates for other bilingual students, non-EBs, and those classified as alternative bilingual were also low (0.17%, 0.30%, and 0.81% respectively), but the latter two groups had significantly more students disciplined than did the DL group ($p<.005$ or less).

Table 2. Number and Percent of Students Subject to Disciplinary Actions in 2021–2022

Student Group	Number Enrolled*	Number of Incidents (Duplicated)				Number & Percent of Students (Unduplicated)	
		ISS	OSS	DAEP/JJAEP	Total	# Students	Percent
Dual Language	6,379	1	6	0	7	7	0.11
Non-EBs	53,672	74	178	8	260	162	0.30
Other Bilingual	24,150	10	43	0	53	41	0.17
Alt Bilingual	3,317	21	27	3	51	27	0.81

Includes students enrolled at any point during school year   *Source: PowerSchool*

What were the frequency and scope of professional development activities provided to teachers and staff serving dual-language students?

Staff development training data was not available as of the time of publication of this report, and is therefore not reported. A full record of professional development activities can be obtained from the Multilingual Programs Department.

Does student English language proficiency differ for those in newer program campuses compared to the original dual-language campuses?

The expansion of the DL program began in 2013–2014. Most campuses in the newer cohorts of DL campuses now offer it at the 3rd-grade or higher, and thus have data from the STAAR 3–8 assessment. In addition, all DL campuses have students tested on the TELPAS as early as kindergarten. In this section, performance of students in the established DL campuses is compared to that of students from the newer programs, in order to see whether there are any systematic differences between them in academic achievement or overall English language proficiency.

Figure 11. TELPAS Composite Proficiency Ratings for Original Versus New DL Campuses, 2022
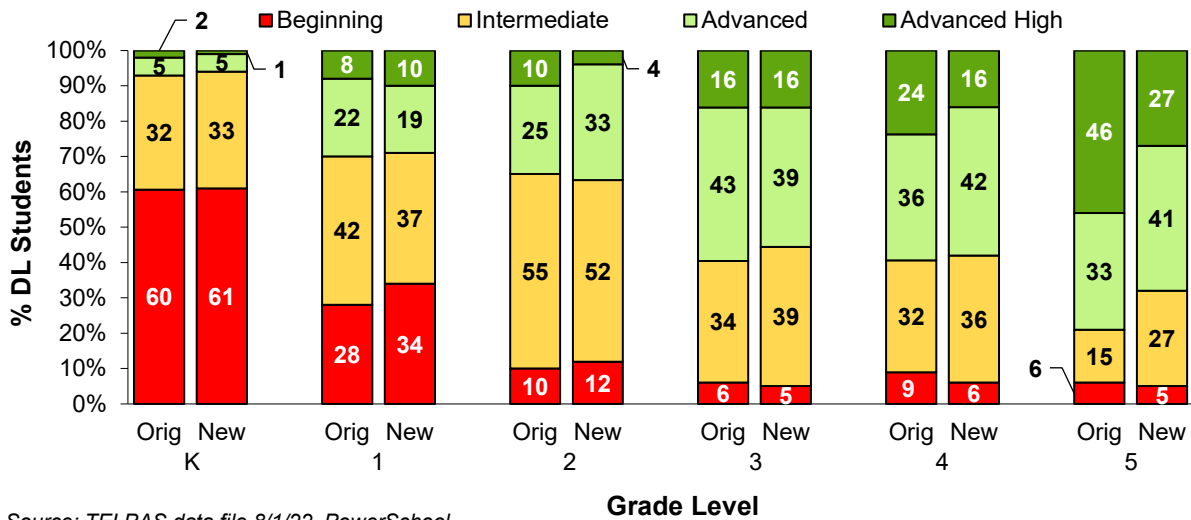
Source: TELPAS data file 8/1/22, PowerSchool

- **Figure 11** shows the TELPAS proficiency ratings for DL students from the original campuses (established prior to 2013–2014) and those from the newer campuses (established 2013–2014 or later). Results are shown for grades K through 5 only.

- While differences between the two groups of campuses were not large, they were consistent. DL students from the original cohort of campuses do slightly better than do those at campuses established in 2013–2014 or later (more students rated Advanced or Advanced High, fewer as Beginning), and this trend was statistically significant (p < .0001).

- **Figure 12** shows STAAR reading results for DL students from the original campuses (established before 2013–2014) and those from the newer campuses (established 2013–2014 or later), On both the Spanish and English-language STAAR, DL students from the original campuses had higher passing rates than did students from the newer DL campuses. This advantage was statistically significant for both the Spanish and English versions (p < .0001).

Figure 12. STAAR Reading Performance of Original Versus New DL Campuses, 2022: Percentage Meeting Approaches Grade Level Standard
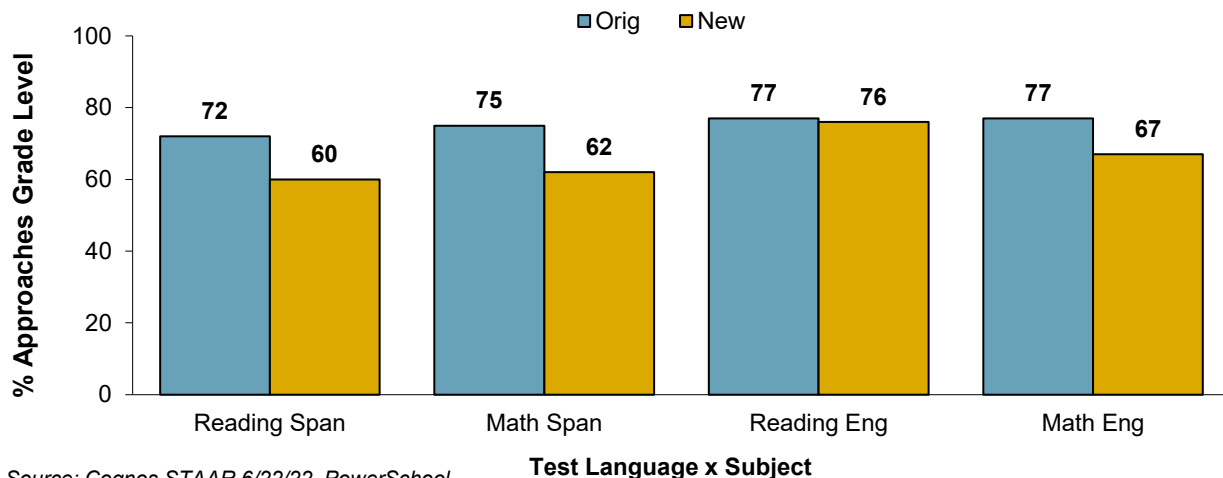
Source: Cognos STAAR 6/22/22, PowerSchool

Discussion

Beginning in 2013–2014, new campuses have been added to the DL program, with the program at these newer campuses phased in starting at lower grade levels. At this point, most of these newer campuses have implemented the DL program through 5th-grade. The evidence reviewed here does indicate that the dual-language program in HISD provides EBs with the support needed to succeed academically. EBs who have participated in DL acquire English-language proficiency while in the programs, and out-perform the district average on the STAAR and STAAR EOC assessments once they have successfully met reclassification criteria. Fluent English speakers (FEPs) involved in the DL program also do well.

There appears to be some evidence that the newer DL campuses differ from the more established campuses, in terms of student TELPAS and STAAR performance. Specifically, the original DL campuses had higher TELPAS scores as well as significantly higher passing rates on the Spanish-language STAAR in 2022, an outcome also reported in 2021. Given the issues surrounding testing in the 2020–2021 school year, as well as those related to in-school versus remote schooling, it was unclear whether these particular findings merited concern. Now that the finding has been replicated, however, it is advisable to monitor the various campuses to ensure that the DL program is being implemented with fidelity. Overall, though, it would appear that the HISD Multilingual Programs Department is fulfilling its mission to ensure that EBs achieve their full academic potential.

Endnotes

1. The current accepted terminology is to refer to "emergent bilingual" students (EB) rather than English learners (EL). Previously used terms which referred to this student group also included English language learners (ELL) and limited English proficient (LEP). All these labels could be used interchangeably but EB is the currently preferred nomenclature.

2. Three other campuses offer what are labeled as "dual-language" programs, but they are not covered in the present report. These include a Mandarin Language Immersion program, an Arabic Immersion program, and a French Dual-Language program at E. White ES. Each of these three programs fall administratively under the Office of Advanced Academics, and not the Multilingual Programs Department, and they do not follow the time and content guidelines specified for Dual-language programs (as outlined in the Multilingual Programs Guidelines for 2021–2022).

3. The dual-language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual-language program requires exactly equal number of students from both language groups (Collier, personal communication).

4. Farias Early Childhood Center, Hogg MS, Meyerland MS, and Heights HS had previously offered the DL program but did not for the current school year. There was one new DL campuses added (Golfcrest ES).

5. The "Other Bilingual" category consists primarily of students in the transitional bilingual program and those in the pre-exit phase. It also includes those students enrolled in the three campus-based programs (Arabic, Mandarin, and French).

6. Note that all districtwide performance data includes results from EBs enrolled in the dual-language programs, as well as all other comparison groups (e.g., monitored and former EBs).

References

U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Retrieved from http://www.no childleftbehind.gov.

U.S. Department of Education. (2015). Every Student Succeeds Act of 2015. Retrieved from https://www.congress.gov/bill/114th-congress/senate-bill/1177/text.

Appendix A

Dual-Language Program Time and Content Allocations, 2021–2022

80/20 DUAL LANGUAGE MODEL PRE-K-GRADE 2		
Grade Percent	**Spanish**	**English**
Pre-K 80/20	Language Arts (Reading/Writing) Mathematics Science Social Studies	Language Arts (Reading/Writing) Ancillary*
K 80/20	Language Arts (Reading/Writing) Mathematics Science Social Studies	Language Arts (Reading/Writing) Ancillary*
1 70/30	Language Arts (Reading/Writing) Mathematics Social Studies	Language Arts (Reading/Writing) Science Ancillary*
2 60/40	Language Arts (Reading/Writing) Science Social Studies	Language Arts (Reading/Writing) Mathematics Ancillary*

50/50 DUAL LANGUAGE MODEL PRE-K-GRADE 2		
Grade Percent	**Spanish**	**English**
Pre-K 50/50	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
K 50/50	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
1 50/50	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
2 50/50	Language Arts (Reading/Writing) Science Social Studies	Language Arts (Reading/Writing) Mathematics Ancillary*

Appendix A (continued)

Dual-Language Program Time and Content Allocations, 2021–2022

80/20 AND 50/50 DUAL LANGUAGE MODEL GRADES 3-5		
Grade	Spanish	English
3	Language Arts (Reading/Writing) Science Social Studies	Language Arts (Reading/Writing) Mathematics Ancillary*
4	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
5	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*

*In accordance with TEC §29.055: "In subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in mainstream classes."

All grades shall be based on student performance in mastery of the grade level objectives for each subject in the target language of instruction, not on language proficiency.

Appendix B

Campuses Offering Dual-Language Programs (DL), 2021–2022

Campus	Date Started	Grades Served	EL Enrolled 2018–2019											Total EL	* # NT
			PK	K	1	2	3	4	5	6	7	8	HS		
Briscoe ES		PK, K, 1, 2, 3, 4	11	13	10	9	16	13						72	9
DeAnda ES		K, 1, 2, 3, 4	47	58	58	42	55	32	1					293	135
Emerson ES		PK, K, 1, 2, 3, 4, 5	39	65	68	55	54	47	26					354	3
Helms ES		PK, K, 1, 2, 3, 4, 5	16	19	36	34	25	33	22					185	247
Herod ES	Prior to	K, 1, 2, 3, 4, 5		9	8	15	15							47	54
Herrera ES	2013-14	K, 1, 2, 3, 4, 5	6	39	30	45	60	53	20					253	45
Twain ES		K, 1, 2, 3, 4, 5		6	6	6	6	6	10					40	101
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	31	37	24	33	40	36	37	19	7	2		266	281
Burbank MS		6, 7, 8								123	123	121		367	1
Daily ES		K, 1, 2, 3, 4, 5		11	25	16	17	25	18					112	18
Law ES	2013-14	PK, K, 1, 2, 3, 4, 5	8	11	16	19	12	19	12					97	56
B Reagan Ed Ctr		K, 1, 2, 3, 4, 5		41	47	48	43	49	37	1				266	15
Ashford ES		PK, K, 1, 2, 3, 4, 5	13	11	9	14	25	17	12					101	39
Burnet ES		K, 1, 2, 3, 4, 5		36	54	29	44	33	42					238	118
Coop ES		PK, K, 1, 2, 3, 4, 5	35	46			37	31						149	60
Gregg ES	2014-15	PK, K, 1, 2, 3, 4, 5	34	19	22	32	18	30	1					156	8
Memorial ES		PK, K, 1, 2, 3, 4, 5	5	7	18	13	12	7	18					80	106
Shearn ES		PK, K, 1, 2, 3, 4, 5	23	22	27	30	27	35	38					202	40
Whidby ES		PK, K, 1, 2, 3, 4, 5	8	8	12	5	10	10	5					58	14
Browning ES		PK, K, 1, 2, 3, 4	38	21	23	31	26	17						156	26
Condit ES		K, 1, 2, 3, 4, 5		4	11	7	11	11	10					54	56
Durham ES		PK, K, 1, 2, 3, 4, 5	18	28	34	15	22	17	13					147	179
Elrod ES		PK, K, 1, 2, 3, 4, 5	30	63	54	59	53	52	52					363	62
Hobby ES		PK, 1, 2, 3, 4	12	36	35	28	52	37						200	9
Laurenzo ECC		PK	43											43	67
Love ES		PK, K, 1, 2, 3, 4, 5	23	18	14	15	14	20	28					132	117
Mading ES	2015-16	1, 2, 3, 4			15	10	1		1					27	31
C Martinez ES		PK, K, 1, 2, 3, 4	8	13	9		11							41	42
Patterson ES		PK, K, 1, 2, 3, 4, 5	64	60	40	58	49	64	54					389	133
Pugh ES		PK, K, 1, 2, 3, 4, 5	14	18	15	30	16	19	19					131	62
Roosevelt ES		PK, K, 1, 2, 3, 4, 5	16	19	14	21	24	24	24					142	64
Scarborough ES		PK, K, 1, 2, 3, 4, 5	53	71	59	49	64	63	57					416	164
Wainwright ES		PK, K, 1, 2, 3, 4, 5	19	16	16	23	20	16						110	31
Hamilton MS		6, 7, 8								15	1	7		23	33
Durkee ES		K, 1, 2, 3		42	67	49	43							201	0
Black MS	2016-17	6, 7, 8								15	6	8		29	37
Fondren ES		PK, K, 1	19	23	25									67	1
K Smith ES		PK, K, 1	74	68	80									222	37
Rucker ES	2019-20	PK, K, 1	39	16	18									73	22
Hartman MS		6, 7								19	6			25	14
Golfcrest ES	2021-22	PK, K	34	34										68	2

Source: Multilingual Programs Department, IBM Cognos 5/31/22   ** NT students are native English-speakers enrolled in DL*

Appendix C

Alternative Bilingual Program

At the start of each school year the district is required by TEA to do an accounting of how many bilingual exceptions are being requested. Regardless of whether a campus is offering a dual language bilingual program, a transitional bilingual program, or some other type of bilingual program, the teacher assigned to each class has to be certified in bilingual education. If they are not, then a bilingual exception has to be requested from TEA (this is simplified for exposition; the exact protocol behind this requirement is explained in a document available at https://tea.texas.gov/sites/default/files/Bilingual%20Education%20Exception%20Scenario%20Chain%202019-2020%20update.pdf). The district is required to provide an accounting of the total number of classrooms, teachers, and students affected by each exception. This process has been in place for many years.

A new requirement as of the 2019–2020 school year is that any EB student so affected by this process (i.e., students in the class with an uncertified teacher) must be specifically identified and tracked separately from every other bilingual student. Note that this scenario has existed in the past as long as bilingual exceptions were needed. However, in previous years, those EB students would simply have been considered to be participating in one of the district's existing bilingual programs. The new requirement specifies that those student must be identified in such a way that they can be followed separately from those taught by bilingual-certified teachers. The term "alternative bilingual" should not be interpreted as referring to any special program offered by the district, but merely as indicating that the bilingual program the student is participating in is being provided by a teacher who is not bilingual certified. A major objective of the present report is to document whether the lack of bilingual certification has a measurable negative impact on EB students.

Since this is only the third year in which these students have been identified, there is little assessment or performance data available for this subgroup, and in particular there is very little data for "reclassified alternative bilingual" students available. There are data for alternative bilingual students who are current EBs, however, and a key question is how those student did compared to dual language or transitional bilingual students.

Appendix D

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and as of 2017 the standards which were in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for districts looking to assess growth in student achievement. It does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021–2022. This means that students taking an EOC for the first time in 2016 had to answer more items correctly to "pass" STAAR EOC exams than in 2015. As was the case with the STAAR 3–8, the planned annual increase in the EOC passing standards was dropped by commissioner's rule effective with the 2016–2017 school year. Thus, passing standards for 2018–2019 are the same as those used in 2015–2016, and will remain the same for the foreseeable future (relabeled as "Approaches Grade Level").

The 2015–2016 academic year also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012–2015. For students who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard. For context, in 2017–2018 only 7.7 percent of EOC results were scored using the older standards. By 2018–2019, this number fell to 0.8 percent, and by 2020–2021 it was 0.01% (9 tests of 61,302 scored).

The TELPAS is an English language proficiency assessment which is administered to all EB students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EB students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

Appendix E

Spanish STAAR Performance of Dual-language and Other Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year

| Program | Grade | Enrollment* | | Spanish Reading | | | | Spanish Mathematics | | | |
| | | 2021 | 2021 | 2021 | | 2021 | | 2021 | | 2021 | |
		N	N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Dual	3	913	922	500	56	515	62	302	46	341	62
Language	4	790	816	355	50	415	61	391	42	423	64
	5	596	557	171	77	151	70	262	44	191	74
	Total	**2,299**	**2,295**	**1,026**	**57**	**1,081**	**63**	**955**	**44**	**955**	**65**
Other	3	3,190	3,137	1,998	52	2,525	60	1,964	46	2,516	62
Bilingual	4	2,007	2,028	1,014	42	1,078	46	981	31	1,012	56
	5	906	980	234	65	280	53	211	38	249	45
	Total	**6,103**	**6,145**	**3,246**	**50**	**3,883**	**55**	**3,156**	**40**	**3,777**	**59**
Alternative	3	451	250	246	39	72	47	221	29	75	64
Bilingual	4	812	935	132	24	188	39	129	19	160	40
	5	1,339	1,795	145	74	238	63	130	28	206	38
	Total	**2,602**	**2,980**	**523**	**45**	**498**	**52**	**480**	**26**	**441**	**43**

Source: STAAR student data files, Chancery, PowerSchool   * Indicates fewer than five students tested

* Enrollment figures shown in Table 3 include all EB students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that EB students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Appendix F

English STAAR Performance of Dual-Language Bilingual Program (DL) Students: Number Tested and Percentage Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year

Program	Grade	Enrollment		English Reading				English Mathematics			
		2021	2021	2021		2021		2021		2021	
		N	N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current DL	3	913	922	323	61	398	77	515	43	572	66
	4	790	816	322	52	400	74	291	49	392	72
	5	596	557	355	63	405	85	264	60	365	79
	6	162	192	169	54	191	62	168	74	191	72
	7	150	143	145	59	143	76	143	43	143	70
	8	123	138	113	58	133	77	84	35	110	68
	Total	2,734	2,768	1,427	58	1,670	76	1,465	50	1,773	71
Other Bilingual	3	3,586	3,604	1,049	50	997	74	1,074	53	1,013	75
	4	2,833	2,786	1,381	47	1,611	69	1,409	48	1,681	73
	5	1,962	1,689	1,351	56	1,340	72	1,380	56	1,385	76
	6	61	171	39	36	167	62	37	32	167	65
	7	15	7	8	38	7	57	8	13	7	57
	8	16	2	11	45	2	50	11	27	2	50
	Total	8,473	8,259	3,839	51	4,124	71	3,919	52	4,255	74
Alternative Bilingual	3	451	250	160	43	175	60	179	41	172	64
	4	812	935	578	42	740	68	578	38	771	64
	5	1,339	1,795	1,022	43	1,537	66	1,032	49	1,569	71
	6	9	67	7	29	67	84	7	43	67	72
	7	0	0	0	--	0	--	0	--	0	--
	8	0	0	0	--	0	--	0	--	0	--
	Total	2,611	3,047	1,767	48	2,519	67	1,796	45	2,579	68
Reclassified DL	3	52	45	42	93	35	100	45	82	43	98
	4	91	46	68	91	44	98	62	81	45	100
	5	128	71	107	98	71	99	95	97	68	97
	6	124	400	102	85	97	98	101	85	96	96
	7	67	110	49	96	109	96	46	93	105	86
	8	70	64	51	94	64	100	19	84	30	93
	Total	532	736	419	93	420	98	368	87	387	94
Reclassified Other Bilingual	3	36	20	27	100	18	100	28	89	18	94
	4	157	41	144	93	40	98	143	78	40	100
	5	308	168	311	96	165	99	309	89	165	98
	6	434	273	360	90	271	97	360	85	271	95
	7	716	435	512	95	429	99	465	72	405	89
	8	1,053	680	673	90	679	97	413	56	413	91
	Total	2,704	1,617	2,027	93	1,602	98	1,718	75	1,312	92
HISD	3	15,551	15,024	9,166	59	11,216	73	9,447	51	11,431	66
	4	15,715	15,158	10,364	56	12,813	72	10,364	56	12,913	65
	5	15,955	15,352	11,095	65	14,011	76	10,983	59	14,027	72
	6	13,392	12,694	8,813	52	12,189	62	8,785	52	12,176	63
	7	13,488	13,190	8,258	60	12,692	75	7,760	41	12,142	54
	8	14,108	13,424	7,953	62	12,943	77	6,193	34	10,702	61
	Total	88,209	84,842	55,649	59	75,864	73	53,532	50	73,391	64

Source: STAAR student data files, Chancery, PowerSchool   ** Indicates fewer than five students tested*

Appendix G

English STAAR Performance of Dual-Language and Other Bilingual Students in Other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2021 and 2022)

Subject & Year	Current DL # Tested	Current DL % Appr.	Current Other Bil # Tested	Current Other Bil % Appr.	Current Alt Bil # Tested	Current Alt Bil % Appr.	Reclassified DL # Tested	Reclassified DL % Appr.	Reclassified Other Bil # Tested	Reclassified Other Bil % Appr.	HISD # Tested	HISD % Appr.
En Writing 2021	459	41	1,406	33	580	30	118	94	665	86	18,861	47
En Writing 2022	-	-	-	-	-	-	-	-	-	-	-	-
Change		-		-		-		-		-		-
En Science 2021	508	47	1,462	37	1,078	37	166	85	947	77	18,815	49
En Science 2022	627	65	1,496	53	1,564	50	128	95	816	94	26,996	61
Change		**+18**		**+16**		**+13**		**+10**		**+17**		**+12**
En Soc Studies 2021	112	25	10	10	0	-	53	85	661	58	7,732	37
En Soc Studies 2022	138	65	2	0	0	-	64	84	677	75	12,952	48
Change		**+40**		**-10**		**-**		**-1**		**+17**		**+11**

Source: STAAR student data files, Chancery, PowerSchool   ** Indicates fewer than five students tested*

Appendix H

STAAR End-of-Course Performance of Reclassified (Monitored and Former) DL Students: Number Tested and Number and Percentage who Met the Approaches or Meets Grade Level Standards (2022 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Reclassified DL	68	8	12	60	88	41	60
	Reclassified Other Bil	957	166	17	791	83	557	58
	HISD	16,270	6,411	39	9,859	61	5,431	33
Biology	Reclassified DL	65	1	2	64	98	59	91
	Reclassified Other Bil	958	80	8	878	92	672	70
	HISD	15,646	4,620	30	11,026	70	6,666	43
English I	Reclassified DL	61	4	7	57	93	52	85
	Reclassified Other Bil	1,042	158	15	884	85	736	71
	HISD	17,475	8,176	47	9,299	53	7,037	40
English II	Reclassified DL	63	3	5	60	95	57	90
	Reclassified Other Bil	1,081	106	10	975	90	838	78
	HISD	15,122	5,413	36	9,709	64	7,610	50
U.S. History	Reclassified DL	50	3	6	47	94	45	90
	Reclassified Other Bil	1,217	37	3	1,180	97	1,024	84
	HISD	12,707	1,938	15	10,769	85	8,199	65

Source: STAAR EOC 6/15/22, PowerSchool   *Note: HISD percentages may differ from district EOC report due to rounding error*

Appendix I

Composite TELPAS Results: Number and Percent of
Students at Each Proficiency Level in 2022, by Grade
Results Shown Separately for DL and Other Bilingual Students

DL Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2021	Composite Score
		N	%	N	%	N	%	N	%		
K	963	584	61	317	33	51	5	11	1	2	1.4
1	970	314	32	376	39	193	20	87	9	8	2.0
2	821	91	11	434	53	245	30	51	6	4	2.3
3	902	51	6	337	37	368	41	146	16	14	2.7
4	802	57	7	273	34	319	40	153	19	16	2.7
5	548	28	5	127	23	212	39	181	33	25	3.0
6	184	5	3	46	25	73	40	60	33	30	3.0
7	141	5	4	22	16	50	35	64	45	30	3.1
8	136	9	7	30	22	48	35	49	36	24	3.0
Total	5,467	1,144	21	1,962	36	1,559	29	802	15	12	2.3

Other Bilingual Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2021	Composite Score
		N	%	N	%	N	%	N	%		
K	3,605	2,948	82	601	17	45	1	11	<1	1	1.2
1	3,623	2,019	56	1,274	35	266	7	64	2	2	1.5
2	3,646	762	21	1,919	53	853	23	112	3	3	2.1
3	3,514	366	10	1,505	43	1,218	35	425	12	12	2.5
4	2,707	341	13	1,042	38	947	35	377	14	13	2.5
5	1,627	135	8	459	28	633	39	400	25	21	2.8
6	166	4	2	51	31	69	42	42	25	0	2.9
7	4	*	*	*	*	*	*	*	*	0	*
8	2	*	*	*	*	*	*	*	*	25	*
Total	18,894	6,575	35	6,856	36	4,032	21	1,431	8	7	2.0

Alternative Bilingual Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2021	Composite Score
		N	%	N	%	N	%	N	%		
K	2	*	*	*	*	*	*	*	*	17	*
1	115	57	50	39	34	13	11	6	5	36	1.6
2	139	28	20	77	55	31	22	3	2	*	2.1
3	241	12	5	110	46	87	36	32	13	9	2.6
4	919	82	9	353	38	350	38	134	15	13	2.6
5	1,751	140	8	584	33	693	40	334	19	20	2.7
6	63	0	0	12	19	26	41	25	40	17	3.2
7	0	0	--	0	--	0	--	0	--	--	--
8	0	0	--	0	--	0	--	0	--	--	--
Total	3,230	320	10	1,176	36	1,200	37	534	17	16	2.6

Source: TELPAS data file 8/1/22, PowerSchool   ** Indicates fewer than five students tested*

Appendix J

TELPAS Yearly Progress: Number and Percent of
Students Gaining One or More Levels of English Language Proficiency in 2022,
by Grade: Results Shown Separately for DL and Other Bilingual Students

DL Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2021
	N	N	%	N	%	N	%	N	%	
1	839	294	35	134	16	23	3	451	54	45
2	762	280	37	58	8	1	<1	339	44	37
3	807	336	42	21	3	0	0	357	44	34
4	709	230	32	11	2	0	0	241	34	29
5	478	247	52	3	1	0	0	250	52	38
6	161	77	48	2	1	0	0	79	49	43
7	121	84	69	0	0	0	0	84	69	*
8	124	57	46	1	1	0	0	58	47	-
Total	4,001	1,605	40	230	6	24	1	1,859	46	38

Other Bilingual Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2021
	N	N	%	N	%	N	%	N	%	
1	3,051	974	32	116	4	8	<1	1,098	36	36
2	3,286	1,420	43	263	8	8	<1	1,691	51	45
3	2,931	1,322	45	77	3	0	0	1,399	48	39
4	2,274	697	31	29	1	0	0	726	32	24
5	1,317	624	47	29	2	0	0	653	50	44
6	125	39	31	2	2	0	0	41	33	7
7	1	*	*	*	*	*	*	*	*	-
8	0	0	-	0	-	0	-	0	-	*
Total	12,985	5,076	39	516	4	16	<1	5,608	43	38

Alternative Bilingual Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2021
	N	N	%	N	%	N	%	N	%	
1	107	39	36	2	2	0	0	41	38	50
2	128	40	31	5	4	0	0	45	35	*
3	213	90	42	7	3	0	0	97	46	28
4	781	245	31	4	1	0	0	249	32	19
5	1,437	578	40	29	2	0	0	607	42	37
6	60	27	45	1	2	0	0	28	47	-
7	0	0	-	0	-	0	-	0	-	-
8	0	0	-	0	-	0	-	0	-	-
Total	2,726	1,019	37	48	2	0	0	1,067	39	30

Source: TELPAS data file 8/1/22, PowerSchool   ** Indicates fewer than five students tested*