MEMORANDUM   October 18, 2021

TO: Anna White
             Executive Director, Multilingual Programs

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

SUBJECT: **DUAL LANGUAGE PROGRAM EVALUATION REPORT 2021**

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 district interim assessments of academic achievement for all students classified as English Learners (EL) who participated in the Dual Language program in 2020–2021. The report also includes performance results for fluent English-speakers enrolled in the Dual Language program.

Key findings include:
- A total of 6,313 EL students participated in the Dual Language program in 2020–2021, and it was offered at 44 campuses.
- Current Dual Language students performed better than other bilingual students in reading and mathematics on the Spanish STAAR 3-8 in 2021. On the English STAAR they were higher in reading than other bilingual students but were lower in mathematics.
- Both groups of bilingual students were lower than the district overall in STAAR reading, but other bilingual students were higher than the district in mathematics.
- Students who used to be in the Dual Language program but who had been reclassified as non-EL did better than the district average in the reading and mathematics tests of the STAAR, and also outperformed those who exited from other bilingual programs.
- On the STAAR EOC, reclassified Dual Language students did better than the district average, and also did better than students who had exited other bilingual programs.
- 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.

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   Dr. Richard Cruz   Dr. Khalilah Campbell

RESEARCH

Educational Program Report

Dual Language Bilingual Program Evaluation Report 2020 – 2021

HISD | Research and Accountability

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Dual-Language Bilingual Program Evaluation 2020–2021

Executive Summary

Program Description

The dual-language bilingual program in the Houston Independent School District (HISD) is intended to facilitate English Learner (EL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELs and native English speakers. The dual-language 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 ELs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through 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 ELs;
- English proficiency among dual-language ELs 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 ELs

Highlights

- There were 6,313 ELs enrolled in the dual-language bilingual program (DL) in 2020–2021, a decrease of 324 from the previous year.

- DL was offered in 44 campuses districtwide (36 elementary campuses, seven secondary, and one K-8 campus). Two campuses that had offered DL in 2019–2020 did not offer it in 2020–2021, but two new DL campuses were added this year.

- Current DL students performed better than did students in other bilingual programs (composed mainly of those in the transitional bilingual program) on STAAR 3–8 Spanish-language assessments in 2021 (+7 percentage points in reading, +4 points in mathematics). Both groups performed better than students classified as alternative bilingual (i.e., students whose teacher is 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 (+7 percentage points) but was lower in mathematics (-2 points). Both groups were higher than those classified as alternative bilingual. All groups were lower than the district in reading, but other bilingual students were higher than the district in mathematics.

- Students who had reclassified as non-EL 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 also did better than those reclassified ELs from other bilingual programs.

- Dual-language students had better STAAR 3-8 performance on the writing, science, and social studies tests than those in other bilingual programs or classified as alternative bilingual.

- On the EOC assessments, reclassified ELs who had been in DL students performed better than reclassified ELs from other bilingual programs, and both groups did better than the district in all content areas. This was true for all subjects.

- On the TELPAS, DL students showed higher levels of English proficiency than either other bilingual students or those considered alternative bilingual in 2nd-grade through 5th-grade. 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 either other bilingual students or non-EL students in terms of their attendance rate.

- Comparison of DL campuses which existed prior to 2013–2014 and those established since that time showed that the original campuses had better performance on TELPAS and Spanish STAAR, but did not show a significant advantage on English STAAR.

Recommendations

1. DL was offered at 44 campuses in 2020–2021, with two new campuses added. The Multilingual Programs Department in collaboration with College and Career Readiness, Counseling and Compliance Departments and Area Offices 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. Area 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. Area 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 English learners (EL). These programs are intended to facilitate ELs' 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).[1] The dual-language program differs from the transitional bilingual program in two ways: in DL, classes are composed of a mix of Spanish-speaking ELs 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 [2] of EL 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, 35 new campuses have been added to supplement 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 been implemented through fifth-grade. Eventually, all elementary DL campuses will offer the program through grade five.

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. 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, 9 DL campuses follow the 80:20 model, while 28 operate under the 50:50 framework (excluding seven programs that operate in secondary level campuses).

Methods

Participants

ELs in the dual-language bilingual program were identified using 2020–2021 PowerSchool Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for ELs 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; 19 percent of ELs served through bilingual programs were served in the dual-language program and 64 percent were served in the transitional program. Total enrollment in the dual-language program decreased by 324 (5 percent) between 2019–2020 and 2020–2021. In 2020–2021, the dual-language bilingual program was offered at

Table 1. Number and Percent of Bilingual EL Students by Program, 2017–2018 to 2019–2020						
Bilingual Program	**Enrolled**			**Percent**		
	2019	**2020**	**2021**	**2019**	**2020**	**2021**
Transitional Bilingual (TBP)	22,825	22,571	20,925	66	64	64
Pre-Exit Bilingual	4,994	3,432	2,278	14	10	7
Dual-Language (DL, Two or One-Way)	6,756	6,637	6,313	19	19	19
Alternative Bilingual (ABP)	n/a	2,110	2,649	n/a	6	8
Cultural Heritage	0	54	0	--	<1	--
Mandarin Bilingual	75	81	96	<1	<1	<1
Arabic Bilingual	88	116	127	<1	<1	<1
French Bilingual (E. White ES)	70	64	70	<1	<1	<1
Other*	13	90	142	<1	<1	<1
Total	**34,821**	**35,155**	**32,600**	*Source: IBM Cognos, Chancery*		

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

36 elementary schools, seven secondary campuses, and one K–8 campus (see **Appendix A** for a complete list, pp. 13-14). The number of campuses offering DL decreased from 57 in 2012–2013 to 44 for the 2020–2021 school year.[3] All DL students with assessment results from 2020–2021 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-EL. 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 ELs. It is important to document that these students are not disadvantaged academically by being in a class with ELs, 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 DL students on the STAAR End-of-Course (EOC) exams. Comparisons were made between DL students, other bilingual students [4], students in an alternative bilingual program (see **Appendix B**, p. 15), 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. Since STAAR results for 2020 are not available, results for 2019 are included for comparison.

TELPAS results are reported for two indicators. The first measure reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. 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 2020 and 2021. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix C** (see p. 16) 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, 2021: Dual-Language Students, Other Bilingual Students, Alternative Bilingual Students, and All Students Districtwide (1st-Administration Only)


Source: Cognos STAAR 7/12/21, PowerSchool
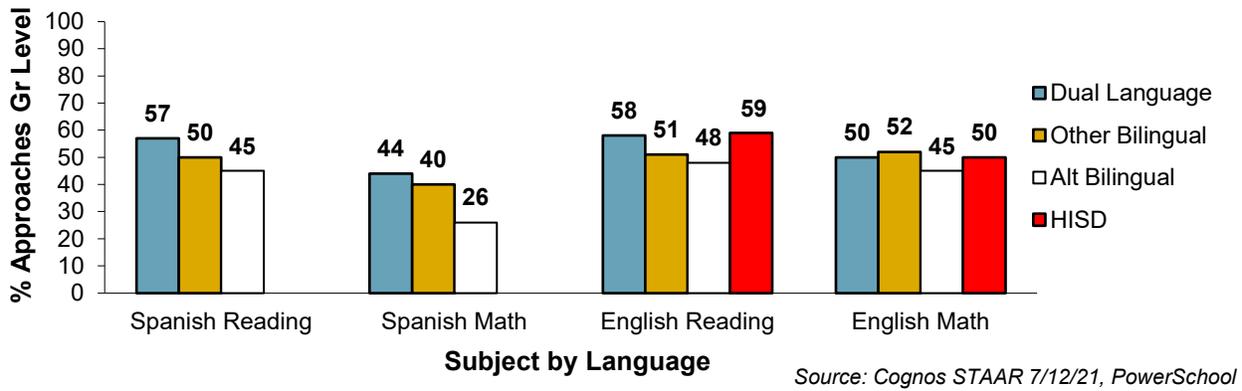
Results

What was the academic performance of ELs 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 2021 (reading and mathematics).

- Results are shown for DL students, those in other bilingual programs, in an alternative bilingual program, and all students districtwide.[5] See **Appendices D** and **E** for further details (see pp. 17–18).

- 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 2018 to 2021.

- Dual-language students decreased by 7 percentage points in reading from 2019, compared to a -9 percentage point loss for other bilingual students and -8 percentage point loss for the district overall. All groups declined in mathematics, with DL students (-25 percentage points) showing a slightly greater decline than other bilingual students (-24 points) or the district overall (-23 points).

Figure 2. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2018, 2019, & 2021: DL Students, Other Bilingual, Alternative Bilingual, and All Students Districtwide (English STAAR, 1st-Administration Only)


Source: STAAR 3-8, Chancery, PowerSchool
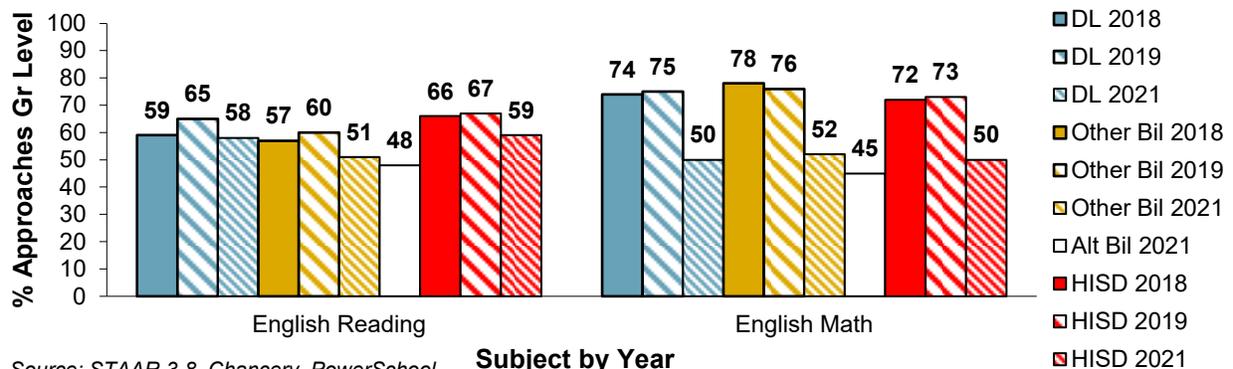
Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading Test, 2021: Reclassified DL Students, Reclassified Students from Other Bilingual Programs, and All Students Districtwide (1st-Administration Only)
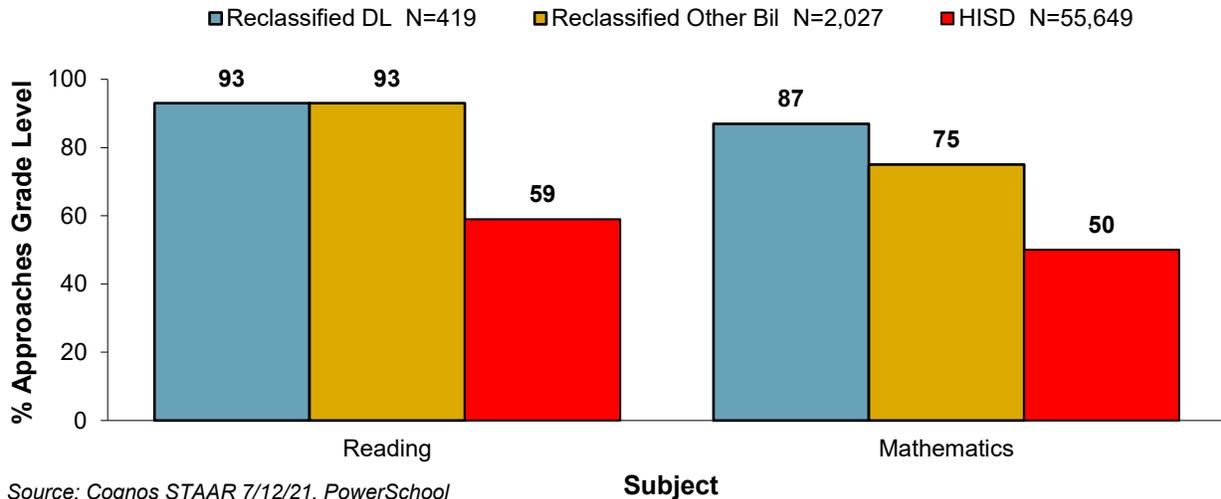
Source: Cognos STAAR 7/12/21, PowerSchool

- STAAR reading and mathematics results for reclassified DL students in 2021 are shown in **Figure 3**. Students reclassified as non-EL 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 students for the 2018 through 2021. The performance of reclassified DL students declined in reading (-3 percentage points) and in mathematics (-9 percentage points) between 2019 and 2021.

- The decreases shown by former DL students were smaller than those for the district in both reading and mathematics. Compared to other reclassified bilingual students, former DL students also had a smaller decrease in mathematics performance and a greater one in reading (see Appendix E, p. 18).

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3-8 Reading and Mathematics Tests, 2018, 2019, & 2021: Exited DL, Other Exited Bilingual Students, and All Students Districtwide (1st-Administration Only)
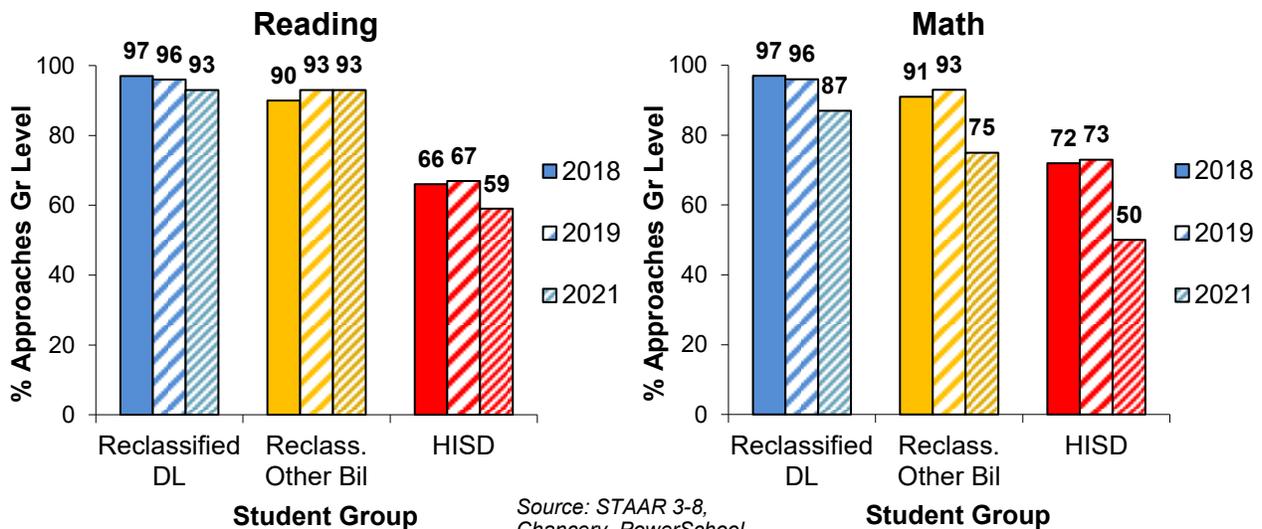
Source: STAAR 3-8, Chancery, PowerSchool

Figure 5. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2019 to 2021

Source: STAAR, Chancery, PowerSchool
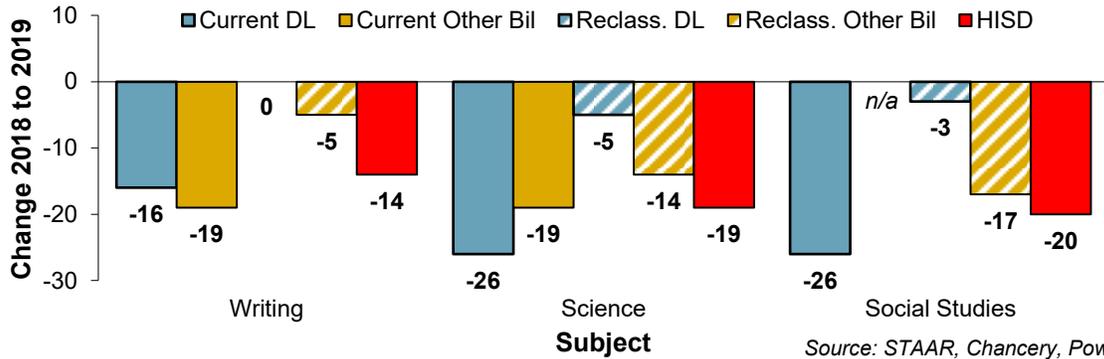
- **Figure 5** (above) shows the change in percentage of students meeting standard between 2019 and 2021 for the remaining STAAR subjects. There was a general decline in passing rates for all groups and all subjects. Reclassified DL students had smaller declines than all other comparison groups, while current DL students had the largest decreases in science and social studies.

- In terms of actual performance level, DL students exceeded other bilingual students in writing, science, and social studies but were lower than the district in all three subjects (see **Appendix F,** p.19).

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 2020–2021 (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 G**, p. 20).

Figure 6. STAAR EOC Percent Met Approaches Grade Level Standard for Monitored and Former DL Students, by Subject, 2021: 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 6/15/21, PowerSchool
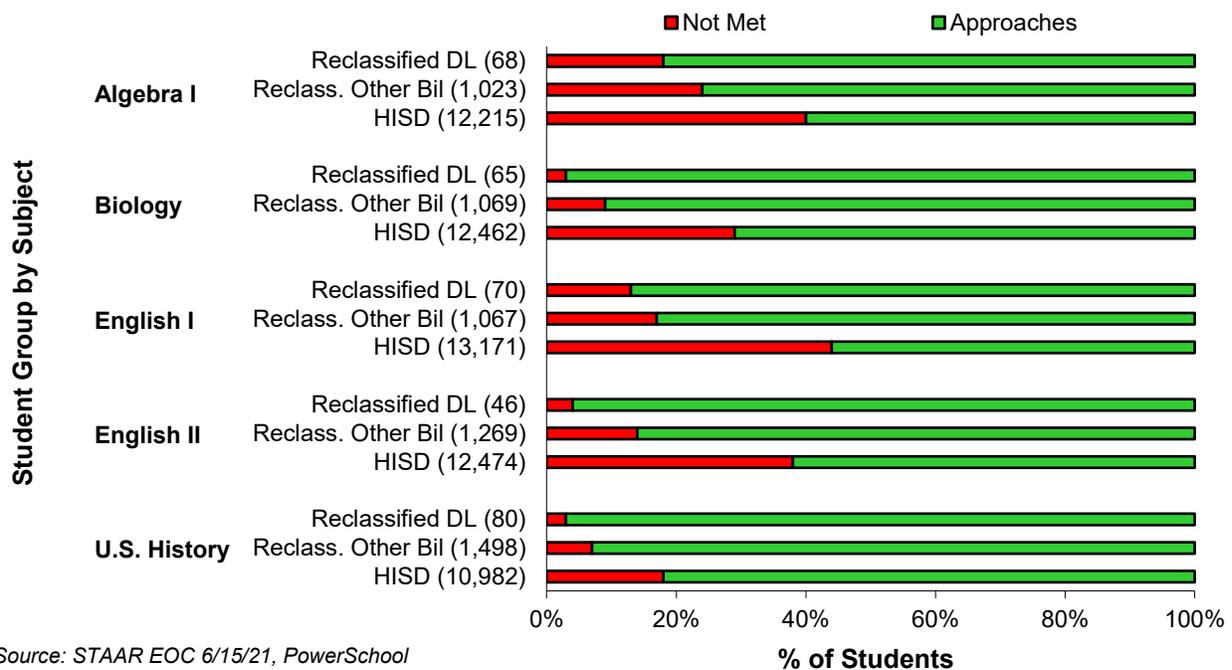
Figure 7. TELPAS Composite Proficiency Ratings for DL, Other Bilingual (OB), and Alternative Bilingual (AB) Students, 2021
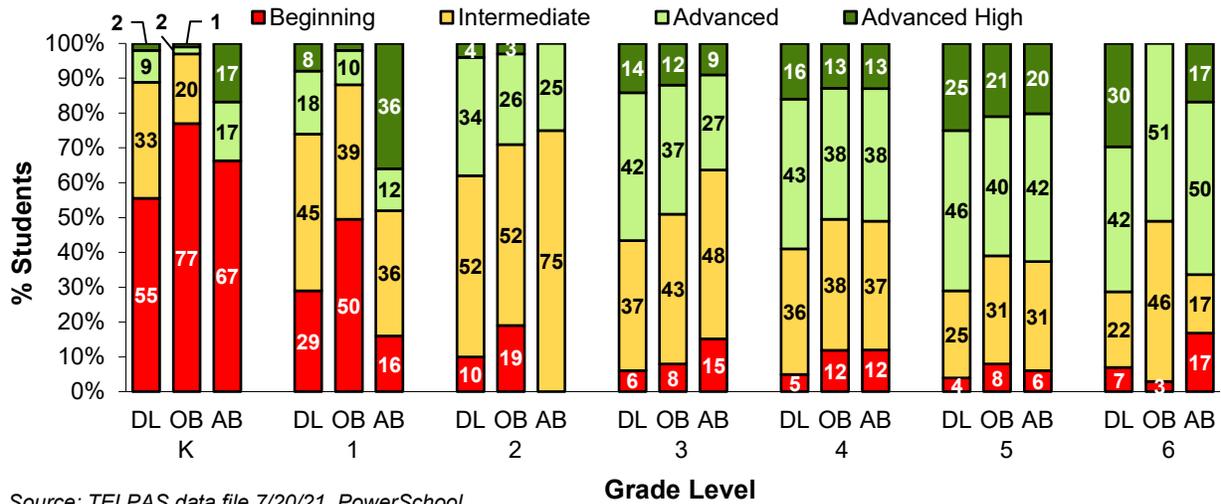
Source: TELPAS data file 7/20/21, PowerSchool

- Reclassified DL students outperformed both the district and other former bilingual students on all tests. The highest passing rates were in Biology and U.S. History, with the lowest rates on Algebra I and English I. Students reclassified from other bilingual programs also outperformed the district.

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

- **Figure 7** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2021. Further details can be found in **Appendices H** and **I** (pp. 21-22).

- English proficiency for DL students improved across grade levels, with 71% or more of students scoring Advanced or better by grade 5 in 2021 (compared to 61% for other bilingual students and 62% for alternative bilingual students). DL students showed higher overall English proficiency than did students in other bilingual programs at all grade levels above first grade.

- **Figure 8** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2020 and 2021. The percentage of students who made gains in English proficiency was equal for DL students than for other bilingual students (38 percent for both).

Figure 8. TELPAS yearly progress for DL, other bilingual, and alternative bilingual students, 2021.
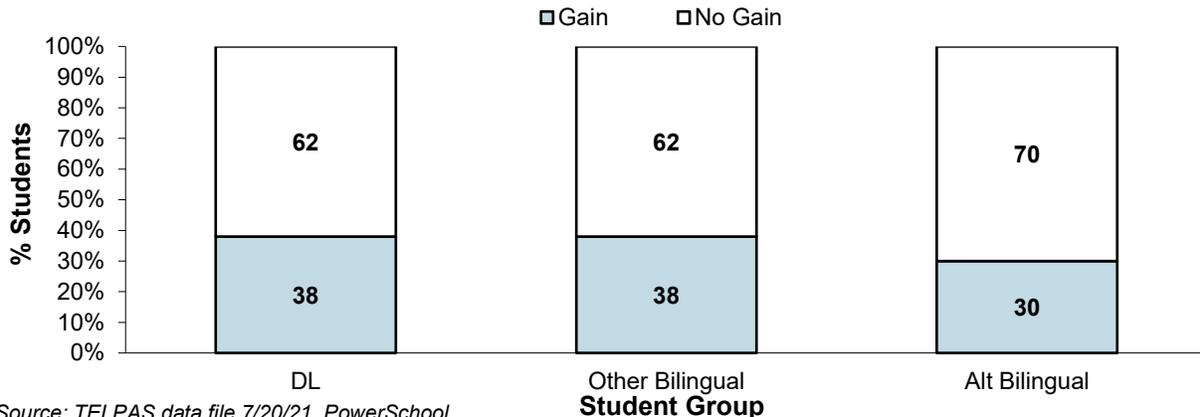
Source: TELPAS data file 7/20/21, PowerSchool

Figure 9. Spanish STAAR Performance of EL and FEP Students in the DLBP Program, 2021: Percent Meeting Approaches Grade Level Standard in Reading and Mathematics
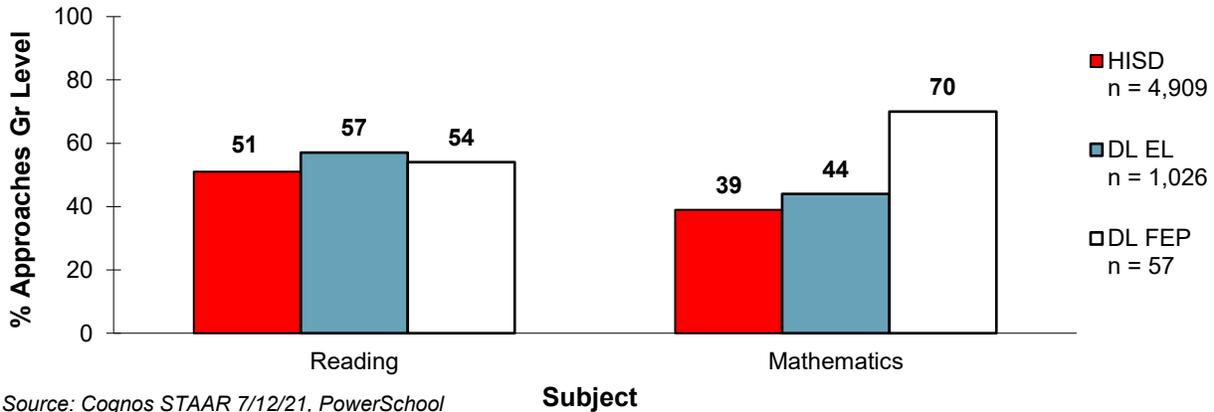
Source: Cognos STAAR 7/12/21, PowerSchool

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 ELs in the program. In this section, data are reported for students with fluent English proficiency (FEP) who participated in the DL program during 2020–2021, as well as those who may have participated previously.

- Spanish-language STAAR results show that fluent English speakers (n = 57) had a lower passing rate than did Spanish-speaking DL students on the reading test (-3 percentage points, see **Figure 9**), but they were much better than DL students in mathematics (+26 points). Passing rates for both FEP and Spanish-speaking DL students were higher than those for all ELs taking the Spanish-language STAAR.

- English STAAR results (see **Figure 10**) show that FEP students (n = 1,281) did better than current DL EL 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 lower than the district in mathematics.

Figure 10. English STAAR Performance of EL and FEP Students in the DLBP Program, 2021: Percent meeting Approaches Grade Level Standard in Reading and Mathematics
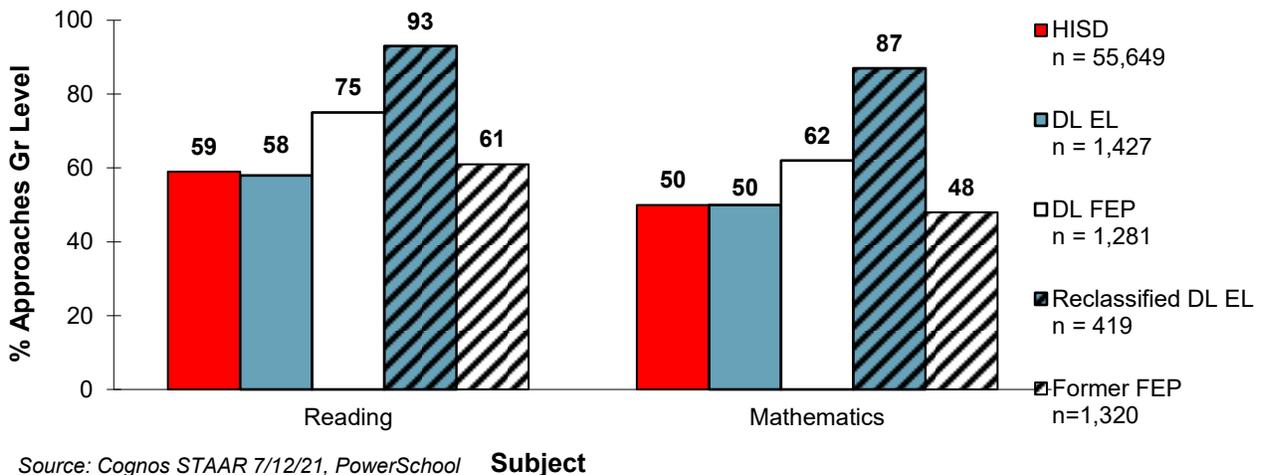
Source: Cognos STAAR 7/12/21, PowerSchool

- Reclassified DL EL 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 2020–2021 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 2020–2021 showed that the average attendance rate for DL students was 95.6%, which did not differ from comparable rates for other bilingual students (95.4%), students considered alternative bilingual (94.6%), or non-EL students in grades PK to 5 (95.4%).

- Student discipline data for 2020–2021 were not available at the time of publication.

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

Data provided by e-TRAIN indicated that 182 staff development training sessions pertaining to dual-language education were coordinated by the Multilingual Programs Department during the 2020–2021 school year. These sessions, summarized in **Appendix J** (pp. 23-24), were attended by a total of 2,517 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 875). A full record of professional development activities can be obtained from the Multilingual Programs Department.

Does student English language proficiency differ for those in the 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** (see p. 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.

- In grade K, the newer DL campuses have a performance advantage over the original DL campuses. However, by second grade through 5th, the original DL campuses show a higher degree of English proficiency (more students at Advanced/Advanced high levels and fewer at Beginning/Intermediate levels), and this advantage was statistically significant (p < .0001).

- **Figure 12** (see p. 11) 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).

Figure 11. TELPAS Composite Proficiency Ratings for Original Versus New DL Campuses, 2021
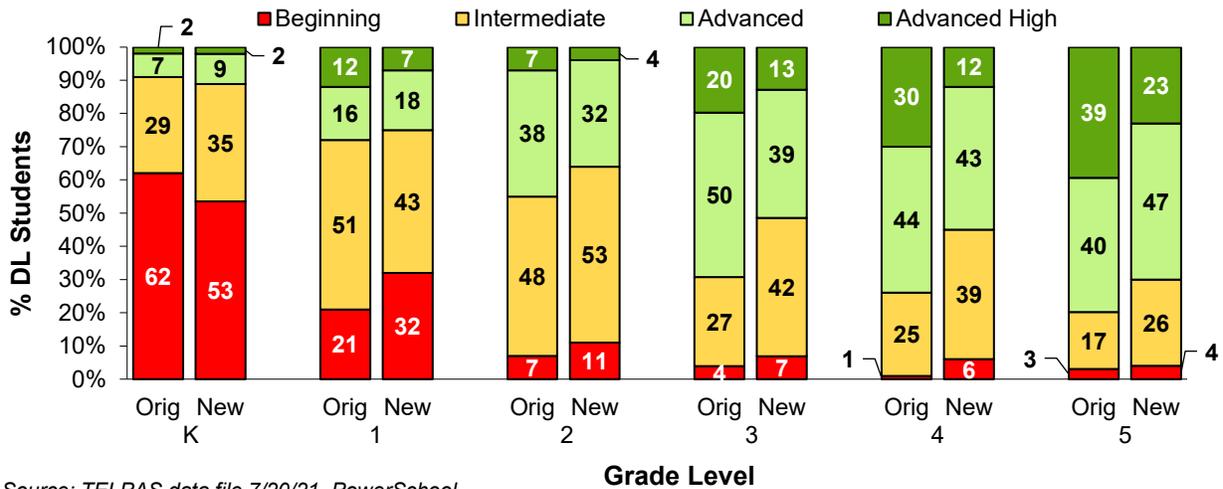
Source: TELPAS data file 7/20/21, PowerSchool

- 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 the Spanish STAAR (p < .0001) but not for the English STAAR (p > .15).

Figure 12. STAAR Reading Performance of Original Versus New DL Campuses, 2021: Percentage Meeting Approaches Grade Level Standard
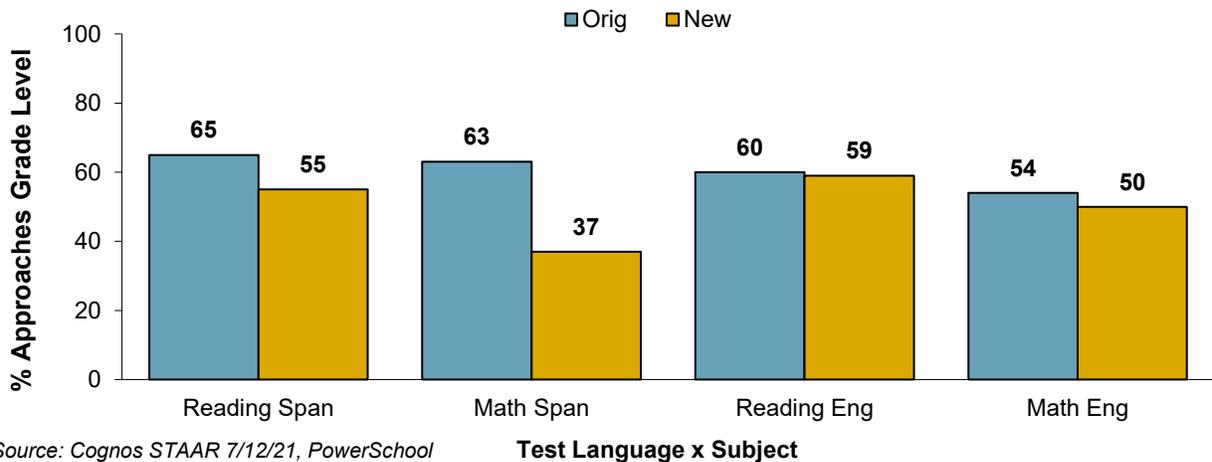
Source: Cognos STAAR 7/12/21, PowerSchool

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 ELs with the support needed to succeed academically. ELs who have participated in DL acquire English-language proficiency while in the programs, and outperform the district average on the STAAR and STAAR EOC assessments once they have successfully met reclassification criteria. Native English speakers (FEPs) involved in the 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 2021. Given the issues surrounding testing in the current school year, as well as those related to in-school versus remote schooling, it is unclear whether these particular findings should merit concern. However, it would be worthwhile 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 ELs achieve their full academic potential.

Endnotes

1. 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 2020–2021). The district also offers a Cultural Heritage Bilingual Program for Vietnamese-speaking ELs at one campus (Park Place ES).

2. 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).

3. Two campuses that had offered DL in 2019-2020 (DeAnda and Sherman ES) changed to Transitional Bilingual for the current year. West Briar MS also stopped offering DL. There were two new DL campuses added (Fondren and Rucker ES).

4. 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 four campus-based programs (Arabic, Mandarin, French, and Vietnamese).

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

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

Campuses Offering Dual-Language Programs (DL), 2020–2021

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	12	14	15	21	14							76	3
DeAnda ES		K, 1, 2, 3, 4	57	46	44	53	42	13	13					268	88
Emerson ES		PK, K, 1, 2, 3, 4	41	71	60	60	60	34	2					328	5
Helms ES		PK, K, 1, 2, 3, 4, 5	19	32	39	26	33	25	26					200	252
Herod ES		K, 1, 2, 3, 4, 5		8	19	18	13	14	11					83	52
Herrera ES	Prior to	K, 1, 2, 3, 4, 5		26	47	52	59	56	18					258	39
Twain ES	2013-14	K, 1, 2, 3, 4, 5		7	4	6	8	11	2					38	94
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	36	30	36	42	36	37	27	10	3	3		260	268
Burbank MS		6, 7, 8								120	123	107		350	1
Meyerland PVA MS		6, 7, 8								19	6	12		37	35
Heights HS		9, 10, 11, 12												0	1
Daily ES		K, 1, 2, 3, 4, 5		20	14	17	20	19	19					109	26
Law ES	2013-14	PK, K, 1, 2, 3, 4, 5	9	12	14	14	19	13	20					101	78
B Reagan Ed Ctr		K, 1, 2, 3, 4, 5		11	43	45	44	61	63					267	17
Ashford ES		PK, K, 1, 2, 3, 4, 5	16	13	14	25	17	14						99	44
Burnet ES		K, 1, 2, 3, 4, 5		44	35	46	42	43	37					247	105
Coop ES		PK, K, 1, 2, 3, 4, 5	39	36	51	41	34	49	50					300	86
Gregg ES	2014-15	PK, K, 1, 2, 3, 4, 5		20	37	21	34	28	29					169	6
Memorial ES		PK, K, 1, 2, 3, 4, 5	8	13	11	11	7	15	13					78	74
Shearn ES		PK, K, 1, 2, 3, 4, 5	29	31	38	31	44	40	24					237	70
Whidby ES		PK, K, 1, 2, 3, 4, 5	3	11	7	9	10	8	5					53	28
Browning ES		PK, K, 1, 2, 3	11	27	30	29	23							120	65
Condit ES		K, 1, 2, 3, 4, 5		8	12	10	10	10	9					59	74
Durham ES		PK, K, 1, 2, 3, 4, 5	21	34	24	25	20	17	17					158	183
Elrod ES		PK, K, 1, 2, 3, 4, 5	22	57	51	61	54	51	54					350	45
Farias ECC		PK	51											51	6
Hobby ES		PK, K, 1, 2, 3, 4	21	27	29	53	2		1					133	79
Laurenzo ECC		PK	46											46	1
Love ES	2015-16	PK, K, 1, 2, 3, 4, 5	16	13	18	17	22	29	18					133	129
Mading ES		PK, K, 1, 2, 3, 4, 5			2	18	10	9	4					43	58
C Martinez ES		PK, K, 1, 2, 3, 4	11	10	10	11	20	12						74	33
Patterson ES		PK, K, 1, 2, 3, 4	49	53	66	54	46	59	37					364	131
Pugh ES		PK, K, 1, 2, 3, 4	13	17	32	18	19	17						116	137
Roosevelt ES		PK, K, 1, 2, 3, 4, 5	11	15	23	25	27	27	11					139	88
Scarborough ES		PK, K, 1, 2, 3, 4	69	42	45	65	60	50	61					392	107
Wainwright ES		PK, K, 1, 2, 3, 4, 5	11	16	27	24	25	28	24					155	95
Hamilton MS		6, 7, 8								1	8			9	27

Source: Multilingual Programs Department, IBM Cognos 5/1/19   * NT students are native English-speakers enrolled in DL

Appendix A (continued)

Campuses Offering Dual-Language Programs (DL), 2020–2021

Campus	Date Started	Grades Served	EL Enrolled 2018-2019											Total EL	# NT[*]
			PK	K	1	2	3	4	5	6	7	8	HS		
Durkee ES	↑	K, 1, 2, 3, 4		48	52	40	38	1	1					180	1
Black MS	2016-17	6, 7								5	10			15	17
Hogg MS	↓	8								1		1		2	55
Fondren ES	↑	PK, K	23	23										46	1
K Smith ES		PK, K	52	66	1	1	1							121	49
Rucker ES	2019-20	PK, K	24	19										43	11
Hartman MS	↓	6, 7								6				6	7

Source: Multilingual Programs Department, IBM Cognos 5/3/21   * NT students are native English-speakers enrolled in DL

Note: Heights HS had no EL students coded as being in the dual-language program, according to the PowerSchool SMS records. Instead it appears that students at that campus were coded as participating in an ESL program. Nevertheless, since there at least one student there coded as being English-speaking participants in DL it is assumed that their EL DL students were coded incorrectly. Rather than alter the official records, it was decided to provide DL enrollment counts based on what was actually recorded in PowerSchool for 2020–2021.

Appendix B

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 EL 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 EL 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 EL students.

Since this is only the second year in which these students have been identified, only assessment or performance data from 2019–2020 and 2020–2021 is available for this subgroup. There is very little data for "reclassified alternative bilingual" students available. There are data for alternative bilingual students who are current ELs, however, and a key question is how those student did compared to dual language or transitional bilingual students.

Appendix C

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. However, 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 in 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 EL 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 EL 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 D

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* 2019 N	Enrollment* 2021 N	Spanish Reading 2019 # Tested	Spanish Reading 2019 % Appr.	Spanish Reading 2021 # Tested	Spanish Reading 2021 % Appr.	Spanish Mathematics 2019 # Tested	Spanish Mathematics 2019 % Appr.	Spanish Mathematics 2021 # Tested	Spanish Mathematics 2021 % Appr.
Dual	3	1,024	913	704	68	500	56	354	65	302	46
Language	4	385	790	242	68	355	50	182	67	391	42
	5	125	596	38	84	171	77	50	86	262	44
	Total	**1,534**	**2,299**	**984**	**68**	**1026**	**57**	**586**	**67**	**955**	**44**
Other	3	3,615	3,190	2,912	69	1,998	52	2,940	72	1,964	46
Bilingual	4	1,990	2,007	1,309	58	1,014	42	1,291	65	981	31
	5	659	906	134	70	234	65	129	49	211	38
	Total	**6,264**	**6,103**	**4,355**	**65**	**3,246**	**50**	**4,360**	**69**	**3,156**	**40**
Alternative	3		451			246	39			221	29
Bilingual	4	**n/a**	812	n/a		132	24	n/a		129	19
	5		1,339			145	74			130	28
	Total		**2,602**			**523**	**45**			**480**	**26**

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

* *Enrollment figures shown in Table 3 include all EL 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 EL 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, French, and Vietnamese bilingual programs, who are all tested in English.*

Appendix E

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

| | | Enrollment | | English Reading | | | | English Mathematics | | | |
| | | | | 2019 | | 2021 | | 2019 | | 2021 | |
Program	Grade	2019 N	2021 N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current DL	3	1024	913	316	75	323	61	665	75	515	43
	4	385	790	142	74	322	52	202	77	291	49
	5	125	596	88	78	355	63	74	88	264	60
	6	149	162	149	49	169	54	149	71	168	74
	7	159	150	159	54	145	59	159	63	143	43
	8	119	123	119	55	113	58	92	84	84	35
	Total	1,961	2,734	973	65	1427	58	1,341	75	1,465	50
Other Bilingual	3	4,363	3,586	1,340	68	1,049	50	1,335	84	1,074	53
	4	3,964	2,833	2,346	61	1,381	47	2,453	73	1,409	48
	5	2,900	1,962	2,609	54	1,351	56	2,642	76	1,380	56
	6	28	61	28	25	39	36	28	68	37	32
	7	4	15	4	*	8	38	4	*	8	13
	8	1	16	0	--	11	45	0	--	11	27
	Total	11,260	8,473	6,327	60	3,839	51	6,462	76	3,919	52
Alternative Bilingual	3		451			160	43			179	41
	4		812			578	42			578	38
	5		1,339			1,022	43			1,032	49
	6	n/a	9	n/a		7	29	n/a		7	43
	7		0			0	--			0	--
	8		0			0	--			0	--
	Total		2,611			1,767	48			1,796	45
Reclassified DL	3	90	52	68	99	42	93	75	100	45	82
	4	132	91	121	94	68	91	127	91	62	81
	5	45	128	45	98	107	98	45	96	95	97
	6	58	124	58	95	102	85	58	97	101	85
	7	62	67	62	98	49	96	58	100	46	93
	8	52	70	51	94	51	94	23	96	19	84
	Total	439	532	405	96	419	93	386	96	368	87
Reclassified Other Bilingual	3	115	36	106	100	27	100	106	99	28	89
	4	417	157	409	98	144	93	411	96	143	78
	5	909	308	904	97	311	96	904	98	309	89
	6	1,131	434	1,124	87	360	90	1,124	92	360	85
	7	1,139	716	1,128	91	512	95	1,057	89	465	72
	8	1,426	1,053	1,421	93	673	90	889	92	413	56
	Total	5,137	2,704	5,092	93	2,027	93	4,491	93	1,718	75
HISD	3	17,058	15,551	12,736	69	9,166	59	13,134	74	9,447	51
	4	17,317	15,715	14,906	68	10,364	56	15,072	70	10,364	56
	5	16,795	15,955	15,933	70	11,095	65	15,986	78	10,983	59
	6	14,025	13,392	13,638	59	8,813	52	13,544	72	8,785	52
	7	13,440	13,488	13,009	68	8,258	60	12,417	69	7,760	41
	8	13,755	14,108	13,303	71	7,953	62	10,592	72	6,193	34
	Total	92,390	88,209	83,525	67	55,649	59	80,745	73	53,532	50

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

Appendix F

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 (2019 and 2021)

Subject & Year	Current DL		Current Other Bil		Current Alt Bil		Reclassified DL		Reclassified Other Bil		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
En Writing 2019	283	57	2,362	52	-	-	182	94	1,536	91	27,921	61
En Writing 2021	459	41	1,406	33	580	30	118	94	665	86	18,861	47
Change		-16		-19		-		0		-5		-14
En Science 2019	227	73	2,681	56	-	-	99	90	2,247	91	29,157	68
En Science 2021	508	47	1,462	37	1,078	37	166	85	947	77	18,815	49
Change		-26		-19		-		-5		-14		-19
En Soc Studies 2019	119	51	0	--	-	-	51	88	1,414	75	13,200	57
En Soc Studies 2021	112	25	10	10	0	-	53	85	661	58	7,732	37
Change		-26		--		-		-3		-17		-20

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

Appendix G

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 (2021 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	12	18	56	82	32	47
	Reclassified Other Bil	1,023	246	24	777	76	380	37
	HISD	12,215	4,893	40	7,322	60	3,384	28
Biology	Reclassified DL	65	2	3	63	97	48	74
	Reclassified Other Bil	1,069	99	9	970	91	702	66
	HISD	12,462	3,603	29	8,859	71	5,412	43
English I	Reclassified DL	70	9	13	61	87	53	76
	Reclassified Other Bil	1,067	184	17	883	83	715	67
	HISD	13,171	5,752	44	7,419	56	5,536	42
English II	Reclassified DL	46	2	4	44	96	40	87
	Reclassified Other Bil	1,269	181	14	1,088	86	926	73
	HISD	12,474	4,724	38	7,750	62	6,191	50
U.S. History	Reclassified DL	80	2	3	78	98	68	85
	Reclassified Other Bil	1,498	101	7	1,397	93	1,053	70
	HISD	10,982	1,957	18	9,025	82	6,494	59

Source: STAAR EOC 6/15/21, PowerSchool   Note: HISD percentages may differ from district EOC report due to rounding error

Note: The Approaches Grade Level Standard is used, but is actually equivalent to the applicable Student Standard for each subject. The Student Standard is the passing standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school career (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard required for most students, but it is nevertheless labeled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

Appendix H

Composite TELPAS Results: Number and Percent of
Students at Each Proficiency Level in 2021, by Grade
Results Shown Separately for DL and Other Bilingual Students

DL Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2020	Composite Score
		N	%	N	%	N	%	N	%		
K	913	505	55	304	33	82	9	22	2	1	1.5
1	948	277	29	426	45	166	18	79	8	15	2.0
2	922	92	10	479	52	311	34	40	4	10	2.3
3	852	51	6	317	37	361	42	123	14	25	2.7
4	735	36	5	262	36	318	43	119	16	23	2.7
5	551	22	4	136	25	254	46	139	25	35	2.9
6	159	11	7	35	22	66	42	47	30	-	2.9
7	141	11	8	25	18	63	45	42	30	-	3.0
8	111	7	6	20	18	57	51	27	24	-	2.9
Total	**5,332**	**1,012**	**19**	**2,004**	**38**	**1,678**	**31**	**638**	**12**	**14**	**2.3**

Other Bilingual Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2020	Composite Score
		N	%	N	%	N	%	N	%		
K	3,421	2,650	77	668	20	75	2	28	1	<1	1.2
1	3,876	1,933	50	1,498	39	373	10	72	2	2	1.6
2	3,609	702	19	1,875	52	923	26	109	3	5	2.1
3	3,167	259	8	1,355	43	1,183	37	370	12	19	2.5
4	2,436	281	12	918	38	931	38	306	13	20	2.5
5	1,619	129	8	495	31	654	40	341	21	33	2.7
6	35	1	3	16	46	18	51	0	0	22	2.6
7	5	0	0	2	40	3	60	0	0	-	2.7
8	8	0	0	5	63	1	13	2	25	*	2.8
Total	**18,176**	**5,955**	**33**	**6,832**	**38**	**4,161**	**23**	**1,228**	**7**	**10**	**2.0**

Alternative Bilingual Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2020	Composite Score
		N	%	N	%	N	%	N	%		
K	6	4	67	0	0	1	17	1	17	-	1.8
1	25	4	16	9	36	3	12	9	36	*	2.6
2	4	*	*	*	*	*	*	*	*	2	*
3	382	59	15	184	48	104	27	35	9	6	2.3
4	634	76	12	237	37	241	38	80	13	8	2.5
5	1,124	66	6	353	31	476	42	229	20	29	2.7
6	6	1	17	1	17	3	50	1	17	-	2.6
7	0	0	--	0	--	0	--	0	--	-	--
8	0	0	--	0	--	0	--	0	--	-	--
Total	**2,181**	**210**	**10**	**787**	**36**	**829**	**38**	**355**	**16**	**16**	**2.6**

Source: TELPAS data file 7/20/21, PowerSchool   ** Indicates fewer than five students tested*

Appendix I

TELPAS Yearly Progress: Number and Percent of
Students Gaining One or More Levels of English Language Proficiency in 2021,
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 2020
	N	N	%	N	%	N	%	N	%	
1	510	198	39	27	5	2	<1	227	45	69
2	506	166	33	19	4	1	<1	186	37	41
3	229	72	31	5	2	0	0	77	34	49
4	224	63	28	1	<1	0	0	64	29	36
5	182	69	38	0	0	0	0	69	38	55
6	46	20	43	0	0	0	0	20	43	-
7	1	*	*	*	*	*	*	*	*	-
8	0	0	-	0	-	0	-	0	-	-
Total	1,698	588	35	52	3	3	<1	643	38	53

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 2020
	N	N	%	N	%	N	%	N	%	
1	2,055	625	30	103	5	2	<1	730	36	45
2	1,863	735	39	94	5	3	<1	832	45	59
3	1,143	415	36	30	3	0	0	445	39	48
4	893	212	24	6	1	0	0	218	24	33
5	669	283	42	9	1	0	0	292	44	54
6	14	1	7	0	0	0	0	1	7	47
7	0	0	-	0	-	0	-	0	-	-
8	2	*	*	*	*	*	*	*	*	*
Total	6,639	2,272	34	242	4	5	<1	2,519	38	48

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 2020
	N	N	%	N	%	N	%	N	%	
1	18	9	50	0	0	0	0	9	50	-
2	1	*	*	*	*	*	*	*	*	84
3	120	31	26	2	2	0	0	33	28	49
4	238	46	19	0	0	0	0	46	19	23
5	345	124	36	5	1	0	0	129	37	52
6	0	0	-	0	-	0	-	0	-	-
7	0	0	-	0	-	0	-	0	-	-
8	0	0	-	0	-	0	-	0	-	-
Total	722	210	29	7	1	0	0	217	30	48

Source: TELPAS data file 7/20/21, PowerSchool   ** Indicates fewer than five students tested*

Appendix J

Summary of Professional Development Training Attended by Teachers in the Dual-language Bilingual Program, 2020–2021

Course Title	Type	Total Attendance	# Sessions
DL Online_1.0 Dual Language NTA Part 1	ONLINE	65	1
DL Online_1.0 Dual Language NTA Part 2	ONLINE	61	1
Construyendo una comun. con una mentalidad de desarrollo matemático para estud. seg. Idioma	VIRT	63	2
DL _DL Writing in Bal Lit Pt 1 PK-1	VIRT	12	4
DL _VIRT_1.2c Biliteracy Development I - Grades 3-5	VIRT	1	1
DL _VIRT_1.4 Dual Language Resources Overview PK-8th	VIRT	76	1
DL _VIRT_1.5 Cross Linguistic Connections & PVR PK-5	VIRT	1	1
DL _VIRT_CLLIF & Language Objectives 3rd-8th	VIRT	27	4
DL _VIRT_Developing Writers	VIRT	66	2
DL _VIRT_DL Oral Language Development PK-1	VIRT	13	2
DL _VIRT_DL Strengthening Bil Wkst PK-1	VIRT	11	2
DL _VIRT_DL Writing in Bal Lit Pt 2 PK-1	VIRT	8	1
DL _VIRT_Shared Rdg/Writing & Lang Obj PK-2nd	VIRT	9	2
DL _VIRT_Toma La Palabra 3rd-5th (PM)	VIRT	15	4
DL _VIRT_Toma La Palabra PK-2nd (AM) - Dictado	VIRT	4	1
DL _VIRT_Toma La Palabra Seven Steps Series (Day 1) 6-8	VIRT	8	1
DL _VIRT_Upper Grades Planning Cohort North/NW Area (3rd-8th)	VIRT	8	1
DL _VIRT_Upper Grades Planning Cohort South Area (3-8)	VIRT	11	1
DL _VIRT_Upper Grades Planning Cohort West Area (3-8)	VIRT	12	1
DL _VIRT_Writing for Academic Purposes 3-5	VIRT	78	4
DL Administrator Boot Camp Elementary (Part 1)	VIRT	6	1
DL Administrator Boot Camp Elementary (Part 2)	VIRT	3	1
DL Online_1.2 Bilit Develop PK-5 Part 2	VIRT	34	1
DL Online_1.2 Bilit Develop PK-5 Part 3	VIRT	35	1
DL Online_1.5a Cross-Ling Conn Part 1	VIRT	42	1
DL Online_1.5a Cross-Ling Conn Part 2	VIRT	38	1
DL Online_1.5b PVR Part 1	VIRT	25	1
DL Online_1.5b PVR Part 2	VIRT	24	1
DL_ Ellevation Strategies: Intro to Dual Language Resources	VIRT	44	4
DL_Nurturing Relationships in a Virtual World PK-1	VIRT	12	1
DL_SPO_Dual Language Essentials - Level 1	VIRT	48	1
DL_VRT_DL Ellevation Webinar Series	VIRT	51	5
DL_VRT_Learning A-Z Webinar Series	VIRT	53	5
DL - 1.3a Language Transfer - PK-5	VIRT	72	2
DL_VIRT_Upper Grades Planning Cohort (3-8)	VIRT	41	4
DL VIRT - 1.5 Cross Linguistic Connections & PVR PK-5	VIRT	9	1
SYM_¡Toma La Palabra!	VIRT	80	8
SYM_¡Toma la Palabra! & Mi Cuaderno de Dictado	VIRT	1	1
SYM_7 pasos para hacer que el aprendizaje sea más accessible por Maestros	VIRT	46	4
SYM_Aprendiendo la Amplitud y Profundidad del Conocimiento	VIRT	1	1
SYM_CLIFF & Language Objectives 3-8	VIRT	22	4

Appendix J (continued)

Summary of Professional Development Training Attended by Teachers in the Dual-language Bilingual Program, 2020–2021

Course Title	Type	Total Attendance	# Sessions
SYM_Descubra Los Nueve Rasgos Del Pensamiento Critico	VIRT	84	4
SYM_How to Best Utilize El Libro de Estrategias de Escritura	VIRT	1	1
SYM_How to Best Utilize El Libro de Estrategias de Lectura	VIRT	4	4
SYM_Imagine Español	VIRT	8	8
SYM_Imagine Espanol and Vocabulary Development	VIRT	98	4
SYM_Mano en Mano - a Systems Approach to Successful & Equity-Centered Dual Language Programs	VIRT	21	2
SYM_Structures and Strategies for Teaching Reading (Spanish)	VIRT	256	14
SYM_Structures and Strategies for Teaching Writing (Spanish)	VIRT	137	11
SYM_Sway Cool: Eleve la voz de los estudiantes en todo el plan de estudios por Maestros	VIRT	10	1
SYM_Using Data to Effectively Leverage Dual-Language Instruction	VIRT	38	3
VIRT_¡Alégrate con Be GLAD!	VIRT	85	6
VIRT_Content, Literacy & Language Integration & Language Objectives	VIRT	38	1
VIRT_Dual Language Curriculum Documents in a Nutshell	VIRT	32	3
VIRT_Glad Academy	VIRT	10	2
VIRT_How to Best Utilize El Libro de Estrategias de Escritura	VIRT	38	3
VIRT_How to Best Utilize El Libro de Estrategias de Lectura	VIRT	5	5
VIRT_How to continue to foster and strengthen true bilingual education during remote learning	VIRT	57	1
VIRT_Most Effective Practice for Admin to serve language learners with Culture&Language	VIRT	25	1
VIRT_Most Effective Practices for teachers to serve language learners with Culture & Language	VIRT	85	11
VIRT_Patterns of Power en Espanol	VIRT	64	2
VIRT_Shared Reading & Writing Activities & Lang Objectives	VIRT	50	2
VIRT_Spanish Math Intervention Focused Kits 4th & 5th Grades	VIRT	41	3
VIRT_Toma La Palabra: Enlazando la oralidad y la lectoescritura durante los tiempos...	VIRT	66	3
What should an admin observe in effective BIL and DL classrooms during remote learning time?	VIRT	28	1
TOTAL		**2,517**	**182**

Source: Multilingual Department, e-TRAIN