



BILINGUAL STUDENTS IN SPECIAL EDUCATION: STRIVING FOR ACADEMIC SUCCESS IN TEXAS PUBLIC SCHOOLS

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Abstract:

All students – whether English language learners, students receiving special education services, or students in on-level classes – deserve access to a high-quality and appropriately-differentiated education. Historically, bilingual education in the United States has evolved significantly, beginning as early as the 1820s with English speakers learning Spanish. In Texas, bilingual education has been formally recognized since 1973, with a strong focus on supporting students with limited English proficiency. Today, Texas public schools educate over 5.5 million students, over 20% of whom are identified as emergent bilinguals. In response to this growing demographic, Texas Senate Bill 560 was recently enacted to improve and expand bilingual education programs. This study examines the academic performance of bilingual students in special populations compared to their on-level peers. It addresses the following research questions: (1) What are the academic achievement trends of bilingual students receiving special education services compared to on-level bilingual students in Texas public schools?, (2) To what extent does bilingual special population student performance on standardized state assessments reflect academic growth compared to their on-level bilingual peers?, and (3) How do stakeholder-driven policies and professional development initiatives influence the long-term academic and postsecondary success of bilingual students in Texas public schools? Guided by the framework of the Every Student Succeeds Act, this study investigates whether the academic outcomes of bilingual special population students align with those of on-level students in Texas public schools. Although findings suggest that bilingual special population students may not outperform on-level peers, they do demonstrate measurable academic growth on state-mandated tests. Furthermore, the results underscore the significant role that instructional practices play in influencing student achievement.

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1. Introduction

The success of every student is the shared goal and responsibility of all education stakeholders, teachers, administrators, and school districts. Whether a student is an English language learner, part of a special population, or on-level, their education is equally important. It is essential that the teacher assigned to each student is properly trained to meet their specific needs. Every student deserves a quality education that supports their path to success.

The term bilingual education in this day in age refers to learning in two languages, which includes the student's primary language and the second language they are learning. In the state of Texas, bilingual education is often associated with Spanish-speaking students learning the English language; this has not always been the case. Dating back to the late 1820s, bilingualism originally referred to English-speaking individuals learning the Spanish language. "[...] *land grant for Nacogdoches schools in 1833, insisting upon "Castilian" Spanish [...] and support rolls for education in that township, making Spanish-Only uncontroversial*" (Blanton, 2004, p. 15). As progression occurred, Anglo Americans would become the majority in the country, changing the laws of how public education would be taught. Education shifted from being Spanish-focused to English only, with bilingual programs evolving into what they are today: Spanish-speaking students learning academic content in English. Bilingual education became a Texas law in 1973, requiring all public elementary schools that serviced twenty or more limited English speakers to be provided with bilingual instruction.

Texas serves more than 5.4 million students, with 21% being identified as emergent bilingual students. As of the 2023-2024 academic school year, that number has since increased to 5.5 million, with 1.2 million classified as emergent bilingual. According to the Texas Education Agency (TEA), the Senate Bill 560 was approved to require a plan of improvement in bilingual education. "*Our goal for Texas is to ensure that schools and staff are properly equipped to support our EB students on an individualized basis, because all students deserve access to the same programs and instruction that could lead to academic success*" (Texas Education Agency, January 2023). As mentioned before, every child deserves the same opportunity across the board to receive quality education. The success rate of bilingual education students in special populations differs from those who are in on-level classes.

2. Statement of the Problem

The success of bilingual students who also receive special education services deserves just as much attention as the success of bilingual students in general education. These students often face multiple layers of challenges, both linguistically and academically, which makes it even more important to ensure they have the support they need to thrive.

Federal and state laws, such as the Individuals with Disabilities Education Act (IDEA) and Title VI of the Civil Rights Act, require that all students, regardless of language background or learning ability, be provided with equal access to a high-quality education. But simply following the law is not enough. Schools must actively work to create environments where bilingual students in special education feel seen, supported, and capable of succeeding. As Zetlin et al. (2011) point out, this requires a structured approach that includes ongoing professional development for educators and systems that promote collaboration across general and special education teams. Teachers need training that helps them understand how to adapt instruction for diverse learners, as well as access to tools that reflect their students' cultural and linguistic backgrounds. Without this, many students may continue to fall through the cracks. School districts play a critical role in making this happen by prioritizing resources, time, and support where they're needed most. Ultimately, the goal for everyone involved – teachers, administrators, policymakers, and families – is to ensure that all students, including those with complex learning needs, are given a fair chance to succeed.

3. Purpose of the Study

Every Student Succeeds Act (ESSA) is a federal mandate designed to ensure equitable, high-quality education for all students while addressing achievement gaps across school districts. For educators in Texas public schools, this means that bilingual students in special populations should demonstrate academic performance on par with their peers in on-level classes, assuming all students are provided with effective, standards-based instruction. ESSA reinforces the responsibility of schools to provide equal access and support to disadvantaged learners, including those receiving special education services.

3.1 Research Questions

This study was guided by the following research questions:

- 1) What are the academic achievement trends of bilingual students receiving special education services compared to on-level bilingual students in Texas public schools?
- 2) To what extent does bilingual special population student performance on standardized assessments (e.g., STAAR, TELPAS) reflect academic growth compared to their on-level bilingual peers?
- 3) How do stakeholder-driven policies and professional development initiatives influence the long-term academic and postsecondary success of bilingual students in Texas public schools?

3.2 Significance of the Study

This study addresses a critical yet often under-examined area in public education – the academic performance and adequate support of bilingual students who also receive special education services. Understanding the achievement trends of this population in

comparison to their on-level bilingual peers is essential for identifying educational disparities and informing more equitable instructional practices. By analyzing student performance on standardized state assessments such as STAAR and TELPAS, this research highlights not only achievement gaps but also growth trajectories, offering a more nuanced perspective on student progress.

Furthermore, this study explores the overall impact of stakeholder-driven policies and professional development initiatives, recognizing the essential role that informed decision-making plays in shaping effective educational environments. As the bilingual student population in Texas continues to grow – driven in part by immigration and migration – it becomes increasingly important for educators, administrators, and policymakers to work collaboratively to ensure that these students are not only meeting academic benchmarks but are also being prepared for long-term success in postsecondary education and the workforce.

The findings from this research provide valuable insights to school districts, educational leaders, and policymakers by identifying actionable strategies that promote academic equity. Ultimately, the study supports the broader goal of ensuring that all students – regardless of language proficiency or learning needs – have the opportunity to thrive and become contributing members of society.

4. Review of the Literature

4.1 Identifying Bilingual Students in Special Populations

Before a student can be placed in special education, schools are required to do a careful evaluation to make sure the student truly needs those services. However, in many schools, this process is not always followed correctly, especially for students who are learning English. There are many cases where students are put into special education not because they have a disability, but because their struggles with English are misunderstood. If a student is not recognized as an English language learner, teachers might think the student has a learning problem when really, they just need support with language. This is a serious issue in schools today. Many educators are concerned about how often bilingual students are placed in special education just because they have trouble speaking or understanding English. For example, imagine a student who is high-functioning on the autism spectrum and also has limited English skills. If teachers do not realize that the student is struggling with language, they might think the student has a more serious learning issue. This could lead to the student being placed in the wrong program, where they may not receive the appropriate help. Klingner and Harry (2006) explain that this kind of mistake often happens because many teachers do not fully understand how language learning works.

That is why it is so important to look at both the student's language and learning needs during the evaluation process. To avoid these mistakes, schools need to make sure the right staff members are involved in testing and evaluating students. Brown (2014) points out that the Connecticut State Department of Education recommends including

English learner specialists at every step of the process. This means bringing in bilingual teachers, interpreters, cultural liaisons, and special education staff. When a team like this works together, they can better understand what the student really needs and make sure they are placed in the right setting with the right support.

4.2 Educational Guidelines for Testing Emergent Bilingual Students in Special Populations

According to the Texas Education Agency (TEA), the Commissioner's Rules concerning the State Plan for Educating Emergent Bilingual Students (Chapter 89, Subchapter BB, §89.1230 [a]-[b]) mandate that school districts must adhere to specific criteria when identifying emergent bilingual students who also have disabilities. These guidelines ensure that emergent bilingual students are not excluded from receiving appropriate language support services due to their disability status. The law emphasizes that eligibility for participation in a bilingual or English as a Second Language (ESL) program cannot be denied based solely on a student's disabling condition (Texas Education Agency, 2023).

In practice, when a student is identified as needing special education services, an Admission, Review, and Dismissal (ARD) committee meeting is convened. This committee – comprising educators, specialists, administrators, the student (when appropriate), and the student's parent or guardian – reviews the student's academic and linguistic needs. The committee is responsible for recommending appropriate instructional strategies, accommodations, and supports that address both the student's disability and language development needs. Importantly, the ARD process ensures that students identified as emergent bilinguals continue to receive language support services alongside their special education programming, aligning with federal mandates under the Individuals with Disabilities Education Act (IDEA) and civil rights laws (U.S. Department of Education, 2015).

This integrated approach supports the development of individualized educational plans (IEPs) that reflect both linguistic and cognitive considerations, promoting equity and access in the educational experience of emergent bilingual students with disabilities.

4.3 Success of Bilingual Students in Special Populations

Ensuring that every child succeeds in the classroom requires dedication and collaboration from all individuals involved in the student's education. In Texas, bilingual students receiving special education services are required by the Texas Education Agency (TEA) to take both the STAAR and TELPAS assessments in order to meet high school graduation requirements. In the past, evidence of success has been limited. Each special education student has unique needs, and their accommodations are tailored to support their individual educational progress. For state assessments, accommodations must be requested by the district testing coordinator, and only those permitted by the Texas Education Agency (TEA) can be applied. As Thurlow and Kopriva state, *"Accessibility and accommodations in assessments now are seen as critical elements of an appropriately designed and*

implemented assessment of student achievement” (Thurlow & Kopriva, 2015, p. 331). A review of statewide STAAR and TELPAS data reveals only a slight margin of growth, highlighting the ongoing need for targeted support and intervention.

The following data present the results of the STAAR (State of Texas Assessments of Academic Readiness) and TELPAS (Texas English Language Proficiency Assessment System). These data track the same group of students over three academic years – 3rd grade in 2022, 4th grade in 2023, and 5th grade in 2024. These years were selected because students begin taking the STAAR assessment in 3rd grade, which is when the Texas Education Agency (TEA) starts formally monitoring academic growth.

This data set follows these students through their early academic journey, providing insight into their progress through 5th grade. For bilingual students, it is likely that they began attending school in their district as early as kindergarten, offering a broader perspective on their learning over time. The TELPAS results reflect each student’s composite score for English language proficiency in the corresponding year. The report does not provide the STAAR Alt or the TELPAS Alt, as these students are a select group whose results coincide with each other due to their being severe and profound. The report also does not provide the STAAR Spanish test, the reason being that if a student is being tested on language proficiency, then why offer the exam in Spanish.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS																				
Summary Report																				
Grade 5 Mathematics																				
Report Date: JULY 2024																				
Date of Testing: SPRING 2024																				
STATEWIDE																				
Administration Summary				Average Scale Score	Number of Students Tested	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category										
Number		Percent	1							2	3	4	Data Analysis and Personal Financial Literacy							
Students Tested	380596	100																		
														Students Not Tested	Absent	1168	0	Other	278	0
Legend								Number of Points Possible												
--- = No Data Reported For Fewer Than Five Students																				
All Students																				
Male	193380	1645	47093	24	146287	76	97024	50	40519	21	3.8	54	11.0	56	5.6	56	3.1	62		
Female	187167	1633	45166	24	142001	76	89293	48	32091	17	3.6	52	10.7	54	5.6	56	3.1	62		
No Information Provided	49	1522	28	57	21	43	12	24	2	2.4	35	7.6	38	4.2	42	2.3	46			
Hispanic/Latino	195449	1615	52435	27	143014	73	84682	43	26330	13	3.5	50	10.2	51	5.3	53	3.0	59		
American Indian or Alaska Native	1085	1636	261	24	824	76	522	48	198	18	3.6	52	10.8	54	5.6	56	3.1	62		
Asian	22328	1799	1546	7	20782	93	18010	81	11822	53	5.1	73	14.9	74	7.4	74	3.7	75		
Black or African American	48498	1578	18418	38	30080	62	15962	33	4522	9	3.0	44	9.1	45	4.8	48	2.7	55		
Native Hawaiian or Other Pacific Islander	654	1636	145	22	509	78	302	46	109	17	3.8	55	10.8	54	5.5	55	3.0	61		
White	98344	1682	15836	16	82508	84	59850	61	26883	27	4.1	58	11.1	60	6.2	62	3.4	67		
Two or More Races	11986	1659	2547	21	9439	79	6438	54	2782	23	3.8	55	12.4	57	5.9	59	3.2	64		
No Information Provided	2252	1548	1099	49	1153	51	563	25	166	7	2.8	40	11.1	41	4.3	43	2.6	52		
Economically Disadvantaged	Yes	234106	1598	72888	31	161218	69	90609	39	26148	11	3.3	48	9.7	49	5.0	50	2.9	57	
No Information Provided	No	146020	1706	19119	13	126901	87	95632	65	46446	32	4.3	61	12.7	63	6.5	65	3.5	69	
Title I, Part A	Participants	274828	1616	76322	28	198506	72	118911	43	38925	14	3.5	50	10.2	51	5.3	53	3.1	62	
No Information Provided	Nonparticipants	105235	1703	15658	15	89577	85	67314	64	33665	32	4.2	60	12.6	63	6.4	64	3.4	69	
Migrant	Yes	951	1584	318	33	633	67	320	34	80	8	3.3	47	9.3	47	4.8	48	2.8	55	
No Information Provided	No	360716	1641	86022	24	274694	76	178275	49	69839	19	3.7	53	10.9	55	5.6	56	3.1	62	
Identified as Emergent Bilingual/English Learner	Yes	198209	1607	5947	31	12982	69	7734	41	2693	14	3.4	49	9.9	50	5.1	51	2.9	59	
Monitored 1st Year, reclassified from EB/EL	Yes	95025	1614	25847	27	69178	73	40841	43	12569	13	3.6	51	10.3	51	5.2	52	2.9	58	
Monitored 2nd Year, reclassified from EB/EL	Yes	1057	1820	48	5	1009	95	913	86	617	58	5.4	77	15.4	77	7.7	77	3.8	76	
Monitored 3rd Year, reclassified from EB/EL	Yes	1205	1815	29	2	1176	98	1056	88	688	57	5.3	76	15.4	77	7.7	77	3.8	79	
Monitored 4th Year, reclassified from EB/EL	Yes	463	1810	27	6	436	94	386	83	254	55	5.2	74	15.0	75	7.6	76	3.9	77	
Former EB/EL (Post Monitoring)	Yes	4025	1744	296	7	3729	93	3034	75	1569	39	4.7	68	13.8	69	6.9	69	3.6	72	
Non-Emergent Bilingual/Non-English Learner	Yes	103	1660	23	22	80	78	55	53	26	25	3.9	56	11.4	57	5.9	59	3.2	65	
No Information Provided	No	277158	1645	65222	24	211936	76	139710	50	56810	20	3.7	53	11.0	55	5.6	57	3.3	67	
Bilingual	Participants	1560	1536	795	51	765	49	334	21	79	5	2.7	38	7.7	39	4.2	42	2.5	49	
ESL	Participants	46086	1629	10601	23	35485	77	21783	47	6871	15	3.7	53	10.7	54	5.4	54	3.0	60	
No Information Provided	Nonparticipants	332466	1642	80649	24	251817	76	164102	49	65640	20	3.7	53	10.9	55	5.6	56	3.1	62	
Special Education	Participants	1536	1536	1037	51	1007	49	444	22	98	5	2.7	39	7.8	39	4.2	42	2.5	49	
No Information Provided	Nonparticipants	271521	1623	7458	27	19693	73	12102	45	4348	16	3.6	52	10.4	52	5.3	53	2.9	59	
Section 504	Participants	351444	1641	83820	24	267624	76	173787	49	88166	19	3.7	53	10.9	55	5.6	56	3.1	62	
No Information Provided	Nonparticipants	2004	1537	1009	50	992	50	440	22	98	5	2.7	39	7.8	39	4.2	42	2.5	49	
Gifted/Talented	Participants	6384	1634	6383	53	33953	48	30983	20	3325	5	2.7	53	11.0	55	5.6	57	3.3	63	
No Information Provided	Nonparticipants	314888	1661	58425	19	256463	81	172990	55	69198	22	3.9	56	11.5	57	5.9	59	3.2	65	
At-Risk	Participants	1772	1535	909	51	863	49	378	21	89	5	2.7	38	7.7	39	4.2	42	2.4	49	
No Information Provided	Nonparticipants	Yes	33848	1619	8410	25	25438	75	14887	44	4686	14	3.5	50	10.3	52	5.4	3.0	61	
Gifted/Talented	Participants	No	344616	1642	82759	24	261854	76	170987	50	67816	20	3.7	53	11.0	55	5.6	3.1	62	
No Information Provided	Nonparticipants	2135	1533	1118	52	1017	48	455	21	110	5	2.6	38	7.6	38	4.2	42	2.4	48	
At-Risk	Participants	43958	1833	748	2	43210	98	40081	91	27268	62	5.3	76	15.9	80	8.0	80	4.0	80	
No Information Provided	Nonparticipants	335971	1614	91148	27	244623	73	146125	43	45319	13	3.5	50	10.2	51	5.3	53	3.0	59	
At-Risk	Participants	Yes	1514	391	59	276	41	123	18	25	4	2.4	35	7.3	37	4.0	40	2.2	54	
No Information Provided	Nonparticipants	188717	1576	70145	37	118572	63	58865	31	15746	8	3.1	45	9.0	45	4.7	47	2.7	54	
At-Risk	Participants	Yes	191260	1703	21788	11	169472	89	127342	67	56840	30	4.3	61	12.7	63	6.5	65	3.5	69
No Information Provided	Nonparticipants	619	1519	354	57	265	43	122	20	26	4	2.4	35	7.3	37	4.0	40	2.2	54	

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STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS																			
Summary Report																			
Grade 5 Reading Language Arts																			
STATEWIDE										Report Date: JULY 2024 Date of Testing: SPRING 2024									
Administration Summary				Number of Students Tested	Average Scale Score	Did Not Meet	Results for Each Reporting Category												
Number		Percent	1				2												
			Reading				Writing												
							Number of Points Possible												
			26				26												
			Avg. # of Points / % Achieved																
--- = No Data Reported For Fewer Than Five Students																			
All Students				375573	1606	81297	22	294276	78	202654	54	107846	29	15.2	59	13.6	52		
Male				191170	1595	45439	24	145731	76	96380	51	50664	27	15.1	58	13.1	50		
Female				194358	1617	36843	19	148515	81	104258	57	57175	31	15.4	59	14.2	55		
No Information Provided				45	1507	15	33	30	67	16	36	7	16	12.4	48	10.9	42		
Hispanic/Latino				188956	1581	47482	25	141474	76	89788	48	42775	23	14.3	55	12.9	49		
American Indian or Alaska Native				1065	1601	227	21	638	79	567	53	289	27	15.1	58	13.5	52		
Asian				22835	1706	1790	8	21045	92	18542	81	13920	61	18.9	73	18.4	71		
Black or African American				48673	1556	15315	31	33358	69	19986	41	8978	18	13.7	53	11.7	45		
Native Hawaiian or Other Pacific Islander				658	1598	134	20	524	80	335	51	176	27	14.7	57	13.6	52		
White				99096	1647	13539	14	85557	86	65173	66	36979	37	16.9	65	14.9	57		
Two or More Races				12087	1638	1888	16	10099	84	7477	62	4398	36	16.4	63	14.7	56		
No Information Provided				2203	1529	822	37	1381	63	786	36	325	15	12.8	49	10.8	42		
Economically Disadvantaged				Yes	228011	1563	65545	29	162466	71	97807	43	43224	19	13.8	53	12.2	47	
				No	147126	1674	16524	11	131602	89	104726	71	64570	44	17.5	67	15.9	61	
No Information Provided				438	1478	228	52	208	48	121	28	52	12	11.5	44	9.1	35		
Title I, Part A				Participants	268884	1581	68302	25	200582	75	128517	48	61777	23	14.4	55	12.8	49	
				Nonparticipants	106204	1670	12751	12	93453	88	73997	70	46010	43	17.4	67	15.8	61	
No Information Provided				485	1452	244	50	241	50	140	29	59	12	11.5	44	9.4	36		
Migrant				Yes	624	1536	321	35	603	65	322	35	125	14	12.5	48	11.5	44	
				No	355933	1607	76092	21	279841	79	193242	54	103212	29	15.3	59	13.7	53	
No Information Provided				18716	1582	4884	26	13832	74	9090	49	4509	24	14.6	56	12.7	49		
Identified as Emergent Bilingual/English Learner				88199	1563	25281	29	62918	71	37972	43	16939	19	13.6	52	12.3	47		
Monitored 1st Year, reclassified from EB/EL				1095	1798	35	3	1060	97	1029	94	864	79	20.7	80	20.5	79		
Monitored 2nd Year, reclassified from EB/EL				1229	1785	24	2	1205	98	1150	94	930	76	20.6	79	20.2	78		
Monitored 3rd Year, reclassified from EB/EL				462	1768	23	5	439	95	402	87	316	68	19.9	78	19.4	75		
Monitored 4th Year, reclassified from EB/EL				4051	1712	204	6	3857	95	3271	81	2154	53	19.2	71	17.9	69		
Former EB/EL (Post Monitoring)				103	1646	20	19	83	81	61	59	42	41	16.1	62	15.4	59		
Non-Emergent Bilingual/Non-English Learner				278935	1617	55116	20	223819	80	158281	57	86397	31	15.7	60	13.9	54		
No Information Provided				1489	1519	594	40	895	60	488	34	204	14	12.6	49	10.4	40		
Bilingual				Yes	39854	1582	9797	25	30057	75	19016	48	9060	25	14.2	55	13.0	50	
				Nonparticipants	333765	1609	70671	21	263094	79	183037	55	98508	30	15.4	59	13.7	53	
No Information Provided				1954	1510	829	42	1125	58	601	31	248	13	12.3	47	10.1	39		
ESL				Participants	27232	1571	7601	28	19631	72	12307	45	5837	21	13.9	54	12.6	48	
				Nonparticipants	348433	1609	72900	21	273533	79	189743	55	107162	29	15.4	59	13.7	53	
No Information Provided				1908	1513	796	42	1112	58	603	32	247	13	12.4	48	10.6	39		
Special Education				Yes	63220	1470	34751	55	28469	45	12523	20	4513	7	11.0	42	8.3	33	
				No	310660	1634	45859	15	264801	85	189587	61	103107	33	16.1	62	14.6	56	
No Information Provided				1693	1515	687	41	1006	59	544	32	226	13	12.5	48	10.3	40		
Section 504				Yes	33755	1582	7590	22	26165	78	16017	47	6946	21	14.7	56	12.7	48	
				No	339776	1609	72828	21	266948	79	186013	55	100642	30	15.3	59	13.8	53	
No Information Provided				2042	1508	879	43	1163	57	624	31	258	13	12.3	47	10.1	39		
Gifted/Talented				Participants	44014	1790	425	1	43869	99	41411	94	33248	79	21.0	80	20.0	77	
				Nonparticipants	330934	1582	80566	24	250368	76	161057	49	74524	23	14.5	56	12.8	49	
No Information Provided				625	1491	306	49	319	51	186	30	77	12	11.8	46	9.5	37		
At-Risk				Yes	162161	1532	64698	36	117463	64	61224	34	23601	13	12.7	49	11.0	42	
				No	192832	1678	16322	8	176510	92	142573	73	83867	43	16.6	61	14.1	62	
No Information Provided				580	1493	277	48	303	62	177	31	78	13	12.0	46	9.6	37		

24070201RLA0500

Elvira Sanatullova-Allison, Matilde Martin, Brenda Martinez, Nailea Ramirez
BILINGUAL STUDENTS IN SPECIAL EDUCATION: STRIVING
FOR ACADEMIC SUCCESS IN TEXAS PUBLIC SCHOOLS

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS										Report Date: AUGUST 2023																	
Summary Report										Date of Testing: SPRING 2023																	
Grade 4 Mathematics																											
STATEWIDE																											
Administration Summary				Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category															
		1										2		3		4											
		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy																			
		12		13		11		4																			
		Points Possible		Avg. # of Points / % Achieved																							
		#		#		#		#		#		#		#		#											
		%		%		%		%		%		%		%		%											
All Students		373988	1558	113815	30	280173	70	174256	47	80936	22	6.9	58	6.6	51	5.7	52	2.6	66								
Male		189269	1571	54075	29	135194	71	94414	50	46916	25	7.2	60	6.8	52	5.9	54	2.6	66								
Female		183701	1544	59337	32	124364	68	79472	43	33883	18	6.6	55	6.4	50	5.5	50	2.6	65								
No Information Provided		1018	1513	403	40	615	60	370	36	137	13	6.2	52	5.7	44	5.0	45	2.5	62								
Hispanic/Latino		190007	1533	65085	34	124922	66	74750	41	30803	16	6.4	52	6.5	47	5.3	48	2.5	63								
American Indian or Alaska Native		1563	1563	280	27	769	73	503	48	222	21	7.1	59	6.8	52	5.8	53	2.6	65								
Asian		21367	1697	2291	11	19076	89	16298	76	11002	51	8.9	74	9.0	69	7.6	69	3.2	80								
Black or African American		47866	1493	22113	54	25753	54	14598	30	5038	11	5.8	48	5.3	72	4.7	57	2.3	57								
Native Hawaiian or Other Pacific Islander		632	1563	176	28	456	72	304	48	135	21	7.1	59	6.7	51	5.8	52	2.6	66								
White		99424	1603	19988	20	79436	80	58691	59	30364	31	7.7	64	7.5	58	6.4	58	2.9	72								
Two or More Races		12052	1579	3175	26	8877	74	6287	52	3199	27	7.2	60	7.0	54	6.0	55	2.7	68								
No Information Provided		1591	1499	707	44	684	56	516	32	173	11	6.0	50	5.4	42	4.8	44	2.4	59								
Economically Disadvantaged		Yes	226307	1518	86996	38	139311	62	82766	37	31000	14	6.3	52	5.9	45	5.1	46	2.4	61							
		No	142301	1622	25011	17	118190	83	89786	63	49135	34	7.9	66	7.9	60	6.6	60	2.9	73							
No Information Provided		4480	1529	1808	40	2872	60	1704	36	801	18	6.3	52	6.0	46	5.3	48	2.5	61								
Title I, Part A		Participants	289160	1536	92235	34	176925	66	116339	41	46289	17	6.6	55	6.2	48	5.4	49	2.5	63							
		Nonparticipants	99439	1616	19604	20	79835	80	60427	61	33663	34	7.8	65	7.7	60	6.5	59	2.9	72							
No Information Provided		5369	1538	1976	37	3413	63	2190	41	884	18	6.3	53	6.4	49	5.4	49	2.5	62								
Migrant		Yes	963	1497	415	43	548	57	299	31	104	11	5.9	49	5.4	42	4.9	44	2.3	58							
		No	355211	1559	107126	30	248085	70	166674	47	77735	22	6.9	58	6.6	51	5.7	52	2.6	66							
No Information Provided		17814	1536	6274	35	11540	65	7283	41	3097	17	6.5	54	6.3	48	5.4	49	2.5	62								
Identified as Emergent Bilingual/English Learner		90243	1532	31554	35	58689	65	36325	40	14474	16	6.5	54	6.1	47	5.3	48	2.5	62								
Monitored 1st Year, reclassified from EB/EL		1298	1742	24	2	1274	98	1186	90	803	62	9.8	81	9.9	76	8.2	74	3.5	87								
Monitored 2nd Year, reclassified from EB/EL		365	1532	30	8	329	92	284	79	205	57	9.4	78	9.4	72	7.8	71	3.3	82								
Monitored 3rd Year, reclassified from EB/EL		4211	1666	427	10	3784	90	3095	73	1814	43	8.8	73	8.6	66	7.2	65	3.1	78								
Monitored 4th Year, reclassified from EB/EL		82	1647	15	18	67	82	55	67	34	41	8.4	70	8.0	62	6.9	63	3.1	77								
Former EB/EL (Post Monitoring)		29	1565	11	38	18	62	15	52	8	28	6.6	55	6.6	51	6.3	57	2.6	65								
Non-Emergent Bilingual/Non-English Learner		270962	1563	78480	29	191482	71	130375	48	62271	27	7.0	58	6.7	52	5.8	54	2.7	69								
No Information Provided		6804	1546	2274	33	4530	67	2941	43	1327	20	6.5	54	6.6	51	5.5	50	2.5	63								
Bilingual		Participants	49237	1546	15172	31	34065	69	21872	44	8906	18	6.8	57	6.4	49	5.5	50	2.6	64							
		Nonparticipants	319170	1560	96583	30	222587	70	150168	47	71044	22	6.9	58	6.6	51	5.7	52	2.6	66							
No Information Provided		5581	1535	2061	37	3521	63	2214	40	886	18	6.4	52	6.2	48	5.3	49	2.5	63								
ESL		Participants	26559	1536	9540	36	17019	64	10810	41	4697	18	6.5	54	6.2	48	5.4	49	2.5	62							
		Nonparticipants	337044	1559	100859	30	236185	70	158769	47	73975	22	6.9	58	6.6	51	5.7	52	2.6	66							
No Information Provided		10385	1555	3416	33	6969	67	4877	45	2264	22	6.6	55	6.6	51	5.7	52	2.5	64								
Special Education		Participants	643131	1453	34622	62	216098	62	216098	38	10769	7	5.0	42	5.3	33	2.5	39	2.0	39							
		No	309661	1577	76542	25	233118	75	159963	52	75388	24	7.3	60	7.0	54	5.9	54	2.7	68							
No Information Provided		78686	1551	2451	31	5445	69	3539	45	1583	20	6.8	56	6.6	51	5.5	50	2.6	65								
Section 504		Yes	32103	1527	11116	35	20987	65	12275	38	4646	14	6.4	53	6.0	47	5.3	48	2.5	62							
		No	328888	1561	98370	30	230512	70	156334	48	73725	22	7.0	58	6.6	51	5.7	52	2.6	66							
No Information Provided		12997	1547	4323	33	8674	67	5647	43	2565	20	6.6	55	6.5	50	5.5	50	2.5	63								
Gifted/Talented		Participants	37429	1765	784	2	36645	98	34057	91	25640	69	10.1	84	10.1	78	8.4	77	3.5	88							
		Nonparticipants	324401	1535	108541	33	215860	67	135611	42	53549	17	6.6	55	6.2	48	5.4	49	2.5	63							
No Information Provided		12158	1522	4490	37	7668	58	4928	38	1747	12	6.2	42	5.9	47	5.2	44	2.4	47								
At-Risk		Yes	177738	1494	81747	46	95991	54	52149	29	18651	10	5.8	48	5.3	41	4.8	44	2.3	57							
		No	187339	1617	29852	16	157487	84	117938	63	60044	32	7.9	66	7.8	60	6.5	59	2.9	73							
No Information Provided		8911	1579	2216	25	6695	75	4709	53	2241	25	7.2	60	7.2	55	6.0	54	2.7	68								

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Grade 5
STATEWIDE

Texas English Language Proficiency Assessment System
Summary Report
All Students

Report Date: JULY 2024
Date of Testing: SEPTEMBER 2024

Proficiency Levels	TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating														
	Number of Students Receiving a Composite Rating		106500	100	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level								
	Number of Students Not Receiving a Composite Rating		316	0																	
	Total Documents Submitted		106816	100			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	106500	10	28	38	23	2.7	97169	43122	44	2070	2	24	0	45216	47						
Male	55212	11	29	38	22	2.7	50329	22199	44	1035	1	12	0	23827	46						
Female	51266	9	28	39	25	2.8	46841	20923	45	1035	2	13	0	21971	47						
No Information Provided	22	77	14	5	5	1.5	0	---	---	---	---	---	---	---							
Hispanic/Latino	90916	10	30	39	21	2.7	83587	35614	43	1683	2	16	0	37312	45						
Am. Indian or Alaska Native	265	11	29	37	23	2.7	254	100	39	4	0	0	104	41							
Asian	8264	5	16	34	45	3.1	7415	4413	60	223	3	0	4636	63							
Black or African American	2151	6	20	44	31	2.9	1926	1005	52	49	3	0	1054	55							
Native Hawaiian/Pacific Islander	103	2	2	40	20	2.8	93	100	1	1	44	47									
White	3474	10	22	37	31	2.9	3026	1553	51	90	3	9	0	1652	55						
Two or More Races	468	16	21	34	30	2.8	394	204	52	12	3	0	216	55							
No Information Provided	839	42	21	27	11	2.1	474	190	40	8	2	0	198	42							
Economically Disadvantaged	Yes	88177	9	30	39	21	2.7	82342	35096	43	1681	2	16	0	36793	45					
No Information Provided	No	17337	11	19	34	36	2.9	14824	8026	54	389	3	8	0	8423	57					
Title I, Part A	Participants	386	85	11	4	1	1.3	3	---	---	---	---	---	---							
No Information Provided	Nonparticipants	92041	10	30	39	21	2.7	84511	36280	43	1755	2	17	0	38052	45					
Migrant	Yes	14020	5	20	37	38	3.0	12955	6842	54	315	2	7	0	7164	57					
No Information Provided	No	439	83	12	5	1	1.3	3	---	---	---	---	---	---							
Identified as Emergent Bilingual/English Learner	Yes	590	12	33	39	16	2.6	519	214	41	11	2	0	225	43						
Monitored 1st year, reclassified from EB/EL	No	101884	10	28	39	23	2.7	93544	41514	44	1965	2	22	0	43501	47					
Monitored 2nd year, reclassified from EB/EL	Yes	21	4026	20	26	3	3.06	1396	45	94	21										
Monitored 3rd year, reclassified from EB/EL	No	0	---	---	---	---	---	---	---	---	---	---	---	---							
Monitored 4th year, reclassified from EB/EL	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---							
Former EB/EL (Post Monitoring)	No	0	---	---	---	---	---	---	---	---	---	---	---	---							
Non-Emergent Bilingual/Non-English Learner	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided	No	0	---	---	---	---	---	---	---	---	---	---	---	---							
Bilingual	Participants	50011	13	29	37	21	2.6	45359	19744	44	898	2	10	0	20652	46					
No Information Provided	Nonparticipants	56054	7	28	40	25	2.8	51689	23331	45	1169	2	14	0	24514	47					
ESL	Participants	27797	6	25	40	29	2.9	25417	12233	48	665	3	11	0	12899	51					
No Information Provided	Nonparticipants	78079	11	29	38	21	2.7	71507	30792	43	1404	2	12	0	32208	45					
Special Education	Participants	624	55	21	17	7	1.8	245	107	44	1	0	1	0	109	44					
No Information Provided	Yes	14352	12	53	29	6	2.2	13781	4991	36	195	1	5	0	5186	38					
Section 504	No	91295	9	25	40	26	2.8	83194	38055	46	1869	2	24	0	39948	48					
No Information Provided	Yes	853	66	19	10	5	1.6	194	76	39	6	3	0	82	42						
Gifted/Talented	Participants	4614	3	34	47	17	2.8	4532	1807	40	81	2	1	0	1689	42					
No Information Provided	Yes	100966	10	28	38	24	2.7	92382	41221	45	1984	2	23	0	43228	47					
At-Risk	Participants	920	63	20	13	4	1.6	245	94	38	5	2	0	99	40						
No Information Provided	Nonparticipants	8132	0	9	32	59	3.5	8049	5068	63	192	2	2	0	5262	65					
Years in U.S.	Participants	97763	10	30	39	20	2.7	89107	38048	43	1877	2	22	0	39947	45					
Schools	Nonparticipants	809	82	13	5	1	1.3	13	6	1	8	1	3	0	374	44					
Four	Participants	103529	9	29	39	24	2.7	95984	42617	44	2034	2	23	0	44674	47					
No Information Provided	No	2551	43	22	23	12	2.1	1182	505	43	36	3	1	0	542	46					
Five	Participants	7119	68	19	8	4	1.5	701	276	39	28	4	1	0	305	44					
Six or More	Nonparticipants	4293	38	35	17	10	2.0	4442	1855	42	263	6	17	0	2135	48					
No Information Provided	Three	4509	19	37	28	16	2.4	4289	1989	46	160	4	3	0	2152	50					
Four	Participants	8219	4	31	40	25	2.8	7976	3695	45	169	2	7	0	3774	47					
Five	Participants	74954	3	27	43	27	2.9	73640	33108	45	1341	2	2	0	34451	47					
Six or More	Participants	5338	5	43	39	13	2.6	5172	1861	36	93	2	0	0	1954	38					
No Information Provided	No	1449	23	26	33	18	2.5	949	428	45	16	2	1	0	445	47					

--- = No Data Reported For Fewer Than Five Students

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24070301AL050

BILINGUAL STUDENTS IN SPECIAL EDUCATION: STRIVING FOR ACADEMIC SUCCESS IN TEXAS PUBLIC SCHOOLS

Grade 4		Texas English Language Proficiency Assessment System																Report Date: JULY 2023							
STATEWIDE		Summary Report																Date of Testing: SPRING 2023							
		Listening				Speaking				Reading				Writing											
Proficiency Levels		#	Stdt	BEG	INT	ADV	AH	#	Stdt	BEG	INT	ADV	AH	#	Stdt	BEG	INT	ADV	AH	#	Stdt	BEG	INT	ADV	AH
BEG = Beginning		Number of Students Rated				Number of Students Rated				Number of Students Rated				Number of Students Rated				Number of Students Rated							
INT = Intermediate		Students Absent				Students Absent				Students Absent				Students Absent				Students Absent							
ADV = Advanced		Not Rated: EC				Not Rated: EC				Not Rated: EC				Not Rated: EC				Not Rated: EC							
AH = Advanced High		Not Rated: ARD Decision				Not Rated: ARD Decision				Not Rated: ARD Decision				Not Rated: ARD Decision				Not Rated: ARD Decision							
		Other Students Not Rated				Other Students Not Rated				Other Students Not Rated				Other Students Not Rated				Other Students Not Rated							
		Total Documents Submitted				Total Documents Submitted				Total Documents Submitted				Total Documents Submitted				Total Documents Submitted							
		101659	16	25	34	25	101649	17	32	40	10	101693	14	32	22	32	101692	23	41	31	5				
All Students		101659	16	25	34	25	101649	17	32	40	10	101693	14	32	22	32	101692	23	41	31	5				
Male		52494	17	25	33	24	52487	18	33	39	10	52504	16	33	21	31	52503	26	43	27	3				
Female		49008	15	26	35	25	49005	16	31	42	11	49032	12	31	24	33	49032	19	40	35	6				
No Information Provided		157	31	28	23	18	157	31	28	33	8	157	24	36	14	25	157	39	39	19	3				
Hispanic/Latino		87136	16	26	34	23	87127	18	33	39	9	87163	15	34	22	30	87162	24	42	29	4				
Am. Indian or Alaska Native		269	12	25	40	24	269	16	33	41	11	269	12	29	29	30	269	22	44	30	4				
Asian		8080	11	17	34	38	8079	11	25	47	17	8086	8	20	19	53	8086	11	34	43	12				
Black or African American		2052	10	22	36	31	2052	11	26	48	15	2054	10	28	21	41	2054	15	43	36	6				
Native Hawaiian/Pacific Islander		105	19	33	30	17	105	20	33	42	5	105	16	36	16	31	105	15	51	30	4				
White		3287	16	21	33	29	3287	16	27	43	15	3286	13	28	21	37	3286	20	40	34	6				
Two or More Races		446	19	19	33	29	446	18	25	46	11	446	16	29	19	37	446	23	39	32	6				
No Information Provided		284	37	23	25	14	284	32	30	31	7	284	28	35	14	23	284	44	35	19	2				
Economically Disadvantaged		Yes 83470	16	27	34	23	83464	18	33	40	9	83490	14	34	23	30	83490	24	43	30	4				
		No 17065	14	19	33	34	17061	15	27	43	16	17080	11	25	20	44	17079	18	36	37	8				
Title I, Part A		Yes 1124	39	21	25	16	1124	29	29	36	6	1123	28	35	14	22	1123	41	33	22	4				
		No 8568	16	26	34	24	85650	18	33	39	9	85676	14	33	22	30	85678	24	42	30	4				
Migrant		Yes 15163	13	21	34	32	15161	12	26	45	16	15178	11	27	21	41	15175	18	39	36	8				
		No 838	39	19	23	18	838	34	24	32	10	839	30	31	13	26	839	42	31	24	3				
Identified as Emergent Bilingual/English Learner		Yes 101659	16	25	34	25	101649	17	32	40	10	101693	14	32	22	32	101692	23	41	31	5				
		No 0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Former EB/EL (Post Monitoring)		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
No Information Provided		0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---				
Bilingual		Yes 54662	18	26	33	23	54657	18	33	39	9	54661	15	33	22	30	54661	26	40	29	4				
		No 46390	13	25	36	27	46385	16	31	41	12	46423	12	31	22	35	46422	19	43	33	5				
ESL		Yes 507	36	22	24	18	507	31	25	33	11	509	30	30	14	27	509	42	30	24	4				
		No 26957	12	24	35	28	26952	14	30	43	13	26977	12	30	22	37	26976	18	43	33	6				
Special Education		Yes 74202	17	26	34	24	74197	18	33	39	9	74216	14	33	22	30	74216	25	41	30	4				
		No 500	50	18	20	11	500	44	25	24	6	500	42	31	14	13	500	57	25	16	1				
Section 504		Yes 12281	29	38	25	8	12271	24	39	31	6	12284	32	46	13	9	12283	51	39	9	1				
		No 87650	14	24	35	27	87650	16	31	42	11	87676	11	30	23	31	87676	19	42	34	5				
Gifted/Talented		Yes 1728	24	22	32	23	1728	25	32	34	9	1733	21	32	19	29	1733	30	38	27	4				
		No 4527	12	32	38	18	4527	14	36	41	9	4533	15	43	22	19	4533	28	51	19	2				
At-Risk		Yes 94008	16	25	34	25	94000	17	32	40	10	94018	14	32	22	33	94017	22	41	31	5				
		No 3132	26	24	29	21	3132	26	31	34	9	3142	23	31	18	27	3142	33	36	27	4				
Years in U.S. Schools		One 6791	1	7	28	63	6791	6	22	52	20	6790	1	9	15	75	6790	3	28	52	18				
		Two 92538	17	27	34	22	92528	18	33	40	10	92566	15	34	23	29	92565	24	43	29	4				
		Three 2330	26	24	31	19	2330	26	32	34	9	2337	23	34	18	25	2337	33	39	25	3				
		Four 98838	15	26	34	25	98829	17	32	41	10	98869	13	32	22	32	98868	22	42	31	5				
		Five 2338	42	21	22	14	2337	40	29	26	5	2340	31	36	14	19	2340	49	31	18	3				
		Six or More 483	48	20	19	13	483	42	28	24	6	484	38	34	11	18	484	51	31	16	1				
		No Information Provided 5142	68	15	11	6	5140	59	23	15	4	5141	60	35	7	9	5141	71	19	9	1				
		2452	51	21	17	11	2452	42	30	23	5	2457	37	38	10	15	2457	57	28	14	2				
		Three 8018	14	26	34	26	8018	16	31	41	12	8020	13	33	22	33	8020	22	41	32	5				
		Four 76195	10	26	37	27	76189	13	33	43	11	76213	10	31	24	35	76212	17	43	34	5				
		Five 4731	15	35	34	16	4731	17	42	38	7	4736	18	43	21	18	4736	30	48	20	2				
		Six or More 401	13	31	38	18	401	19	38	37	6	401	13	38	22	27	401	23	47	25	4				
		No Information Provided 2920	20	26	32	22	2920	24	33	35	9	2925	17	33	22	28	2925	27	40	29	4				

--- = No Data Reported For Fewer Than Five Students

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23070301AL040

--- = No Data Reported For Fewer Than Five Students

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23070301AL0400

Grade 4
STATEWIDE

Texas English Language Proficiency Assessment System
Summary Report
All Students

Report Date: JULY 2023
Date of Testing: SPRING 2023

Proficiency Levels		TELPAS Composite Rating					Yearly Progress in TELPAS Composite Rating										
		Number	Percent	Average Score													
BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High		Number of Students Receiving a Composite Rating	101633	100													
		Number of Students Not Receiving a Composite Rating	206	0													
		Total Documents Submitted	101639	100													
		# Stdt	BEG	INT	ADV	AH											
All Students		101633	11	36	39	14	2.5										
Male		52472	13	37	38	13	2.5										
Female		49004	10	34	41	15	2.6										
No Information Provided		157	24	39	28	11	2.2										
Hispanic/Latino		87114	12	37	39	12	2.5										
Am. Indian or Alaska Native		269	9	33	45	14	2.6										
Asian		8078	7	21	43	29	2.9										
Black or African American		2051	7	29	44	20	2.7										
Native Hawaiian/Pacific Islander		105	13	38	39	10	2.4										
White		3287	12	28	42	18	2.6										
Two or More Races		446	14	28	39	18	2.6										
No Information Provided		283	30	34	26	10	2.1										
Economically Disadvantaged		Yes	83449	11	38	39	12	2.5									
No Information Provided		No	17062	11	26	41	23	2.7									
Title I, Part A		Participants	85637	11	37	39	13	2.5									
Nonparticipants		15159	9	28	41	22	2.7										
No Information Provided		837	33	28	25	14	2.2										
Migrant		Yes	591	16	40	36	8	2.4									
No Information Provided		No	98575	11	35	39	14	2.5									
Identified as Emergent Bilingual/English Learner		2467	19	35	34	13	2.4										
Monitored 1st Year, reclassified from EB/EL		101633	11	36	39	14	2.5										
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---										
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---										
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---										
Former EB/EL (Post Monitoring)		0	---	---	---	---	---										
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---										
No Information Provided		0	---	---	---	---	---										
Bilingual		Participants	54639	13	36	38	13	2.5									
Nonparticipants		46388	9	35	41	16	2.6										
No Information Provided		606	31	29	26	15	2.2										
ESL		Participants	26958	6	33	42	17	2.6									
Nonparticipants		74178	12	37	38	13	2.5										
No Information Provided		497	47	26	20	8	1.9										
Special Education		Yes	12293	22	57	19	3	2.0									
No Information Provided		No	87813	10	33	42	16	2.6									
Section 504		Yes	1727	21	32	35	13	2.4									
No Information Provided		No	4528	7	49	37	6	2.4									
Gifted/Talented		Yes	93974	11	35	39	15	2.5									
No Information Provided		No	3131	22	33	33	12	2.3									
Participants		6789	1	12	44	43	3.2										
Nonparticipants		92514	12	37	39	12	2.5										
No Information Provided		2330	21	35	33	11	2.4										
At-Risk		Yes	98820	11	36	40	14	2.5									
No Information Provided		No	2331	37	32	23	8	2.0									
Years in U.S. Schools		One	482	41	32	18	9	1.9									
Two		5132	62	23	12	4	1.6										
Three		4253	43	32	18	6	1.9										
Four		8012	9	36	38	16	2.6										
Five		76188	6	35	43	16	2.6										
Six or More		4733	10	51	33	6	2.3										
No Information Provided		401	9	45	35	10	2.4										
		2514	16	36	37	11	2.4										


Progress Not Applicable

--- = No Data Reported For Fewer Than Five Students

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23070301AL0400


BILINGUAL STUDENTS IN SPECIAL EDUCATION: STRIVING FOR ACADEMIC SUCCESS IN TEXAS PUBLIC SCHOOLS

<div>  <div> Grade 3 STATEWIDE </div> </div>	<div> Texas English Language Proficiency Assessment System Summary Report All Students </div>																									
	Listening												Speaking													
	Number of Students Rated	98822	Percent	100	Number of Students Rated	98817	Percent	100	Number of Students Rated	98876	Percent	100	Number of Students Rated	98876	Percent	100	Number of Students Rated	98876	Percent	100	Number of Students Rated	98862	Percent	100		
Proficiency Levels	Not Rated: EC	118	0		Not Rated: EC	118	0		Not Rated: EC	109	0		Not Rated: EC	109	0		Not Rated: EC	139	0		Not Rated: EC	139	0			
BEG = Beginning	Not Rated: EC	24	0		Not Rated: EC	24	0		Not Rated: EC	37	0		Not Rated: EC	37	0		Not Rated: EC	43	0		Not Rated: EC	43	0			
INT = Intermediate	Not Rated: ARD Decision	45	0		Not Rated: ARD Decision	45	0		Not Rated: ARD Decision	36	0		Not Rated: ARD Decision	36	0		Not Rated: ARD Decision	36	0		Not Rated: ARD Decision	36	0			
ADV = Advanced	Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0			
AH = Advanced High	Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0		Other Students Not Rated	47	0			
All Students	Total Documents Submitted	99056	100		Total Documents Submitted	99055	100		Total Documents Submitted	99056	100		Total Documents Submitted	99056	100		Total Documents Submitted	99056	100		Total Documents Submitted	99056	100			
Male	# Stdt	BEG	INT	ADV	AH <th># Stdt</th> <td>BEG</td> <td>INT</td> <td>ADV</td> <td>AH<th># Stdt</th><td>BEG</td><td>INT</td><td>ADV</td><td>AH<th># Stdt</th><td>BEG</td><td>INT</td><td>ADV</td><td>AH<th># Stdt</th><td>BEG</td><td>INT</td><td>ADV</td><td>AH</td></td></td></td>	# Stdt	BEG	INT	ADV	AH <th># Stdt</th> <td>BEG</td> <td>INT</td> <td>ADV</td> <td>AH<th># Stdt</th><td>BEG</td><td>INT</td><td>ADV</td><td>AH<th># Stdt</th><td>BEG</td><td>INT</td><td>ADV</td><td>AH</td></td></td>	# Stdt	BEG	INT	ADV	AH <th># Stdt</th> <td>BEG</td> <td>INT</td> <td>ADV</td> <td>AH<th># Stdt</th><td>BEG</td><td>INT</td><td>ADV</td><td>AH</td></td>	# Stdt	BEG	INT	ADV	AH <th># Stdt</th> <td>BEG</td> <td>INT</td> <td>ADV</td> <td>AH</td>	# Stdt	BEG	INT	ADV	AH	
Female	98822	4	11	33	52	98817	14	49	21	5	98876	22	33	23	24	98876	19	36	29	17	98862	19	36	29	17	
No Information Provided	50963	5	12	33	51	50960	15	50	29	6	50976	22	33	23	23	50714	22	36	27	14	50709	22	36	27	14	
Hispanic/Latino	47709	4	10	32	54	47707	12	47	34	7	47746	19	32	23	26	47512	16	33	31	20	47512	16	33	31	20	
Am. Indian or Alaska Native	150	21	17	26	36	150	39	35	23	3	154	32	31	23	23	136	36	26	29	9	136	36	26	29	9	
Asian	84649	4	11	34	54	84644	14	50	25	6	84697	24	33	24	25	84374	21	36	28	15	84374	21	36	28	15	
Black or African American	257	2	9	36	53	257	12	46	37	5	257	19	32	25	25	259	19	36	28	15	259	19	36	28	15	
Native Hawaiian/Pacific Islander	7782	3		22	69	7782	10	40	30	11	7782	8	20	25	27	7700	7	23	35	15	7700	7	23	35	15	
White	2045	2	7	30	61	2045	9	46	37	8	2045	12	25	27	36	2040	9	29	33	28	2040	9	29	33	28	
Two or More Races	112	2	13	38	47	112	16	51	26	7	112	18	38	25	19	110	15	35	34	17	110	15	35	34	17	
Economically Disadvantaged	3026	4	9	28	59	3026	11	42	37	9	3030	15	28	26	34	2996	13	29	33	25	2996	13	29	33	25	
No Information Provided	504	6	9	24	62	404	14	39	36	10	405	16	23	24	37	399	14	28	29	29	399	14	28	29	29	
Identified as Emergent Bilingual/English Learner	547	18	15	29	38	547	29	49	18	3	548	35	32	16	18	448	32	31	25	11	448	32	31	25	11	
Monitored 1st Year, reclassified from EB/EL	Yes	80953	4	11	34	51	80950	14	50	30	6	80988	21	34	23	22	80720	20	36	29	15	80720	20	36	29	15
Monitored 2nd Year, reclassified from EB/EL	No	17290	5	8	25	61	17276	12	41	17	10	17298	15	24	24	37	17112	14	27	31	27	17112	14	27	31	27
Monitored 3rd Year, reclassified from EB/EL	No Information Provided	589	20	17	29	34	589	33	45	17	4	590	35	34	14	17	530	35	30	24	12	530	35	30	24	12
Monitored 4th Year, reclassified from EB/EL	Participants	86082	4	11	34	51	86077	14	50	30	6	86124	21	34	23	22	85728	20	36	29	15	85728	20	36	29	15
Former EB/EL (Post Monitoring)	Nonparticipants	11873	3	8	25	64	11873	9	41	39	12	11884	12	24	25	40	11857	10	28	33	29	11857	10	28	33	29
Non-emergent Bilingual/Non-English Learner	No Information Provided	867	15	14	28	867	27	40	22	8	868	30	37	27	18	25	787	27	38	26	19	787	27	38	26	19
No Information Provided	Yes	584	6	13	36	45	584	16	57	22	5	583	29	39	20	13	581	25	42	25	9	581	25	42	25	9
Identified as Emergent Bilingual/English Learner	No	93794	4	11	33	53	93789	13	49	32	6	93845	20	32	23	24	93513	19	35	29	17	93513	19	35	29	17
Monitored 1st Year, reclassified from EB/EL	No Information Provided	4444	11	14	31	44	4444	21	47	27	6	4448	28	31	19	22	4268	27	33	24	15	4268	27	33	24	15
Monitored 2nd Year, reclassified from EB/EL	Yes	98822	4	11	33	52	98817	14	49	31	6	98876	20	32	23	24	98362	19	35	29	17	98362	19	35	29	17
Monitored 3rd Year, reclassified from EB/EL	No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Monitored 4th Year, reclassified from EB/EL	No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Former EB/EL (Post Monitoring)	No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-emergent Bilingual/Non-English Learner	No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bilingual	Participants	56421	5	12	33	49	56417	15	49	30	6	56447	23	34	22	21	56173	23	35	28	14	56173	23	35	28	14
ESL	Nonparticipants	41426	2	12	32	57	41426	32	48	18	7	41455	32	48	18	34	41286	14	34	31	24	41286	14	34	31	24
Special Education	No Information Provided	975	14	16	29	40	975	28	42	24	6	974	30	31	17	22	903	26	29	27	18	903	26	29	27	18
Gifted/Talented	Participants	24800	2	8	31	60	24800	11	46	35	8	24816	15	28	25	32	24695	11	33	32	23	24695	11	33	32	23
At-Risk	Nonparticipants	72978	5	12	33	50	72973	14	50	30	6	73016	22	34	23	22	72718	21	35	28	15	72718	21	35	28	15
Years in U.S.	No Information Provided	1044	23	18	26	26	1044	35	41	19	4	1044	39	44	14	13	949	42	28	21	9	949	42	28	21	9
Schools	Yes	10372	5	23	43	29	10369	20	55	22	3	10379	41	41	11	7	10349	41	40	14	4	10349	41	40	14	4
U.S. Schools	No	85558	4	9	31	55	85556	13	48	33	7	85604	18	31	25	26	85241	16	34	31	18	85241	16	34	31	18
Gifted/Talented	No Information Provided	2892	11	14	31	44	2892	21	46	28	6	2893	27	31	19	23	2772	27	31	25	17	2772	27	31	25	17
At-Risk	Participants	5749	0	1	12	86	5749	46	14	57	448	2	41	35	66	5732	3	19	34	44	5732	3	19	34	44	
U.S. Schools	Nonparticipants	89125	4	11	34	51	89120	14	50	31	6	89176	21	34	23	22	88878	20	36	29	15	88878	20	36	29	15
Gifted/Talented	No Information Provided	3948	13	16	32	39	3948	23	47	25	5	3952	31	32	18	19	3746	30	34	23	13	3746	30	34	23	13
At-Risk	Yes	96295	4	11	33	53	96290	13	49	32	6	96345	20	32	23	24	96027	19	35	29	17	96027	19	35	29	17
U.S. Schools	No	1711	17	16	26	42	1711	27	47	21	3	1710	32	31	18	20	1644	36	30	23	11	1644	36	30	23	11
Gifted/Talented	No Information Provided	816	29	19	26	26	816	44	39	14	8	821	44	40	11	13	809	45	27	20	9	809	45	27	20	9
Years in U.S.	One	4285	44	28	14	13	4284	56	33	9	1	4293	57	29	7	6	4057	70	18	8	4	4057	70	18	8	4
U.S. Schools	Two	3274	9	19	30	43	3273	19	48	28	5	3274	29	31	19	21	3248	29	35	24	13	3248	29	35	24	13
Three	79573	2	9	33	55	79570	11	49	33	7	79601	17	32	24	26	79458	16	35	31	18	79458	16	35	31	18	
Four	4553	2	14	42	41	4553	15	45	28	4	4553	15	45	28	4	4524	14	45	24	8	4524	14	45	24	8	
Five	360	1	9	35	56	360	14	57	26	3	360	18	33	25	24	356	13	42	31	14	356	13	42	31	14	
Six or More	108	0	9	32	58	108	12	57	24	6	109	17	40	20	22	108	19	34	32	14	108	19	34	32	14	
No Information Provided	6669	5	10	33	52	6669	16	52	28	4	6678	20	32	23	25	6599	18	35	30	17	6599	18	35	30	17	

--- = No Data Reported For Fewer Than Five Students

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22050301AL03N



TELPAS
Texas English Language Proficiency Assessment System

Grade 3

STATEWIDE

Texas English Language Proficiency Assessment System
Summary Report
All Students

Report Date: MAY 2022
Date of Testing: SPRING 2022

		TELPAS Composite Rating						Yearly Progress in TELPAS Composite Rating																					
		Number		Percent				# of Matched Students		Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level													
		98031		99																									
		Number of Students Not Receiving a Composite Rating		1199		1																							
		Total Documents Submitted		99230		100																							
		#	%	BEG	INT	ADV	AH			#	%	#	%	#	%	#	%												
All Students		98031	6	37	42	15	2.7	80334	34202	43	1880	2	2	0	36084	45													
Male		50566	7	39	40	13	2.6	41341	17233	42	983	2	1	0	18217	44													
Female		47336	5	35	43	17	2.7	38942	16948	44	897	2	1	0	17846	46													
No Information Provided		129	36	36	29	12	2.3	61	41	0	0	0	0	0	21	3													
Hispanic/Latino		84105	6	39	41	13	2.6	69664	29183	42	1587	2	2	0	30772	44													
Am. Indian or Alaska Native		257	4	38	42	16	2.7	217	90	41	6	3	0	0	96	44													
Asian		7667	3	18	45	33	3.1	5746	2857	50	159	3	0	0	3016	52													
Black or African American		2034	3	46	47	25	2.9	1651	735	45	29	2	0	0	764	46													
Native Hawaiian/Pacific Islander		110	4	46	41	9	2.7	95	27	28	1	1	0	0	28	29													
White		2984	5	27	43	25	2.9	2377	1061	45	82	3	0	0	1143	48													
Two or More Races		397	7	26	40	27	2.9	315	142	45	13	4	0	0	155	49													
No Information Provided		477	21	35	35	9	2.3	269	107	40	3	1	0	0	110	41													
Economically Disadvantaged	Yes	80481	6	40	41	13	2.6	67263	27927	42	1535	2	2	0	29464	44													
	No	17030	6	25	43	26	2.9	12799	6171	48	340	3	0	0	6511	51													
No Information Provided		520	22	40	28	11	2.3	272	104	38	5	2	0	0	109	40													
Title I, Part A	Participants	85477	6	39	41	13	2.6	70788	29558	42	1631	2	2	0	31191	44													
	Nonparticipants	11772	3	24	24	29	3.0	9131	4458	49	233	3	0	0	4691	51													
No Information Provided		762	17	30	33	19	2.5	415	186	4	16	4	0	0	202	49													
Migrant	Yes	577	9	49	36	7	2.4	444	164	37	10	2	0	0	174	39													
	No	93215	6	37	42	15	2.7	77030	32807	43	1802	2	2	0	34611	45													
No Information Provided		4239	13	37	36	14	2.5	2860	1231	43	68	2	0	0	1299	45													
Identified as Emergent Bilingual/English Learner	Monitored 1st Year, reclassified from EB/EL	98031	6	37	42	15	2.7	80334	34202	43	1880	2	2	0	36084	45													
	Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---													
	Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---													
	Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---													
	Former EB/EL (Post Monitoring)	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---													
	Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---													
No Information Provided		0	---	---	---	---	---	0	---	---	---	---	---	---	---	---													
Bilingual	Participants	56049	7	40	40	13	2.6	46316	20164	44	1150	2	2	0	21316	46													
	Nonparticipants	41098	4	34	34	44	2.8	33525	13832	41	719	1	0	0	14351	42													
No Information Provided		884	16	34	34	16	2.5	493	208	42	11	2	0	0	217	44													
ESL	Participants	24574	3	31	45	21	2.9	20307	8548	42	415	2	0	0	8963	44													
	Nonparticipants	72523	7	39	41	13	2.6	59552	25457	43	1455	2	2	0	26914	45													
No Information Provided		934	27	37	37	9	2.2	475	197	41	10	1	0	0	207	45													
Special Education	Yes	10332	11	62	24	4	2.2	8851	2692	33	101	1	0	0	2993	34													
	No	84948	5	34	44	17	2.7	69600	30468	44	1729	2	2	0	32199	46													
No Information Provided		2751	14	35	36	15	2.5	1983	842	45	50	3	0	0	892	47													
Gifted/Talented	Participants	5733	0	11	11	44	3.3	5149	2886	56	205	4	1	0	3392	60													
	Nonparticipants	88583	6	39	42	14	2.6	72802	30320	42	1623	2	1	0	31944	44													
No Information Provided		3715	15	39	35	11	2.4	2384	996	42	52	2	0	0	1048	44													
At-Risk	Yes	95730	6	37	42	15	2.7	79252	33787	43	1862	2	2	0	35651	45													
	No	1623	20	35	35	9	2.4	814	325	40	14	2	0	0	339	42													
No Information Provided		978	32	38	38	22	7	21	268	96	34	4	1	0	94	36													
Years in U.S.	One	4029	52	32	12	4	1.7	399	162	41	13	3	0	0	175	44													
	Two	3233	12	41	35	12	2.5	2385	1130	47	92	4	1	0	1223	51													
Schools	79246	4	36	44	17	2.7	68235	29391	43	1631	2	1	0	31023	45														
	4526	53	36	51	36	51	3.6	3811	1378	51	1	1	0	1429	37														
	Five	354	3	42	45	11	2.7	299	105	35	3	1	0	0	108	36													
	Six or More	105	2	41	49	9	2.7	92	42	46	1	1	0	0	43	47													
No Information Provided		6538	7	37	42	14	2.7	5113	1994	39	89	2	0	0	2083	41													

--- = No Data Reported For Fewer Than Five Students

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The data above show that ESL, Bilingual, and SPED students demonstrate only slight increments in academic growth. The graphs are based on publicly available testing results from the Texas Education Agency, covering combined data from Texas school districts between 2022 and 2024.

5. Implications

All stakeholders – including policymakers, school board members, administrators, and teachers – must work collaboratively to develop effective strategies that support the success of bilingual students. When policymakers prioritize these students by analyzing data and making informed investments, school districts are better positioned to restructure educational approaches that meet their unique needs. With the continued growth of the bilingual population due to immigration, it is essential that Texas remains committed to ongoing professional development for educators and schools. As more bilingual students graduate from high school, their potential to pursue higher education increases. Ultimately, society will depend on these individuals to contribute meaningfully in various roles, whether as engineers, nurses, or other professionals, including future educators. The ultimate goal of their education is to empower them to become valuable contributors to society. According to the Higher Ed Immigration Portal, *“First and second-generation individuals comprise 31% of all students enrolled in higher education, a growing figure that underscores the importance of immigrant-origin students in the classroom and our workforce”* (2024). This percentage is on the rise.

6. Findings and Discussion

6.1 Academic Success of Bilingual Students

The academic success of bilingual students is influenced by multiple interconnected factors, with teacher preparedness and ongoing professional development playing a central role. Teachers who are well-equipped to understand the linguistic, cultural, and educational backgrounds of their students are more effective in delivering instruction that supports both language acquisition and academic achievement. Professional development tailored to bilingual and special population instruction is essential, particularly in diverse classrooms where students come from varying educational and linguistic backgrounds (García & Kleifgen, 2018).

According to the Texas Education Agency (2023), under Chapter 89, Subchapter BB, bilingual education must be implemented as a full-time instructional model that incorporates both English and the student's primary language. This dual-language approach not only supports content comprehension but also fosters cultural identity and belonging. Allowing students to access learning through their native language bridges the gap between novice and proficient English proficiency, promoting greater engagement and long-term success.

Research supports the value of flexible bilingual pedagogies such as translanguaging, which allow students to move fluidly between languages in order to make sense of content and express their identities. As Sayer (2013) notes, *“Translanguaging through Tex-Mex enables the teacher and students to create discursive spaces that allow them to engage with the social meanings in school from their position as bilingual Latinos”* (p. 63). This approach legitimizes the use of multiple languages in the classroom and affirms students’ cultural identities, reinforcing both language and academic development (Creese & Blackledge, 2010).

Data from the Texas English Language Proficiency Assessment System (TELPAS) and the State of Texas Assessment of Academic Readiness (STAAR) over a three-year span show consistent academic growth among bilingual students in special populations. Although progress may be gradual, the data indicate positive trends toward meeting state performance standards. Additionally, demographic research highlights a 222% increase in the Latino population in Texas between 1970 and 2009, underscoring the growing need for effective bilingual instructional programs (López, McEneaney, & Nieswandt, 2015).

These findings suggest that with sustained professional development, culturally responsive instruction, and policy support, bilingual students (including those in special populations) can achieve meaningful academic growth and succeed within the Texas public education system.

6.2 Classroom Instruction of Bilingual Students

TEA’s Bilingual Education Exception Scenario Chain is a great resource to view the flow chart of whether or not a school must offer bilingual education or just ESL. As you view the chart, one can come to understand the chain of the types of bilingual programs a district must offer, along with the quality teacher each program requires. *“Successful RTI implementation is dependent on a teacher’s preparation and development to implement the dynamic relationship of student assessment, intervention, monitoring, and decision making”* (Hurlbut & Tunks, 2016, p. 26). Response to Intervention can be effective, but there is a reason some students require an IEP. Individualized Education Plans ensure tailored, one-on-one support when accommodations call for it – just as bilingual programs provide dual-language instruction. When combined, these programs form a strong foundation for student success.

Instruction in the classroom must be flexible. Teachers often need to step back and work with the end goal in mind – sometimes using a backwards design approach to reach desired outcomes. Communication is essential. As Palmer et al. (2014) state, *“Monolingual or sequentially bilingual teachers can learn some of these skills from their bilingual students”* (p. 769). By observing how bilingual students engage, teachers can adapt and restructure classroom interactions, learning from their students in the process. Often, without realizing it, students help guide teachers in how best to meet their needs. For this reason, Ortiz et al. (2020) express, *“They urge educators to advocate on behalf of EBs and their parents to eliminate deficit orientations, to provide access to equitable learning opportunities, and to*

ensure that EBs with disabilities reach their maximum potential" (p. 248). A teacher knows their students better than anyone else. This is why teachers are able to adapt their instructional delivery to their students' needs. It is imperative that communication between a teacher, student, and parent be clear so that the teacher can continue to serve the student based on their needs and express their professional opinion on ARDs, RTI, or any other meetings where they are representing their student. Districts must continue to support their teachers through professional development, conferences and any other means necessary to provide the best education to their students. Bilingual students still account for school accountability measures as they are required to take the STAAR.

6.3 Bilingual Education Students versus General Education Students

Teaching bilingual students, especially those in special populations, differs significantly from teaching native English-speaking students. While being bilingual has advantages, learning English can be a long and challenging process, in particular for students with no prior exposure to the language. It is similar to teaching a young child how to communicate from scratch. As these students learn English, they may face emotional and academic struggles.

According to the data provided by *Excelencia* in Education (2025), in Texas, for example, the graduation rate for Latino/a students in four-year institutions is significantly lower than that of their White counterparts, with a gap of about 10-13 percentage points. Specifically, Latino/a students at four-year institutions have a six-year graduation rate of 52% compared to 65% for White students. At two-year institutions, the gap is smaller, but still exists, with a 3-year graduation rate of 33% for Latino/a students compared to 38% for White students.

These statistics point to broader educational gaps. Bilingual students in special programs often face added challenges, some due to the difficulty of learning the language, others due to a lack of support or motivation. While research shows that students learn best in their native language, those who are motivated and supported can make meaningful progress, especially on standardized assessments such as STAAR and TELPAS.

7. Conclusion

It is an exciting yet challenging time in education. P-12 classrooms across the United States are becoming increasingly diverse with growing numbers of students whose primary languages are other than English. In fact, English language learners (ELLs), including bilingual students with special needs, are the fastest growing demographic in public schools today, both in the country overall and in the state of Texas, particularly. Federal and state accountability policies and regulations apply to all students. To adequately and appropriately support ELLs in learning both academic content and English simultaneously, all educators need to view themselves as language teachers and

try to build a solid foundation for effective instruction, grounded in understanding first and second language acquisition and applying best practices.

Teaching is a profession guided by setting goals, informed by tracking progress, and centered on student success. The fact that a student is bilingual and part of a special population should not lower teachers' academic expectations or the rigor of their classroom instruction. While lessons may need to be modified or scaffolded to meet specific student needs, the level of academic challenge should remain high – adapted to match the individual student level, not reduced.

Fundamentally, all education stakeholders must work together to make informed decisions in order to provide an equitable and excellent education to all students, regardless of their linguistic, cultural, ethnic, or socio-economic backgrounds. The ultimate goal is for every student – including bilingual students in special education – to meet standards on state-mandated tests like STAAR and TELPAS, graduate, and thrive as contributing citizens. Current data show that these students are indeed learning, with growth and passing rates serving as key indicators of progress.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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