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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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Keywords: English language learners, bilingual education, special education, academic achievement, standardized assessments, professional development

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 highfunctioning 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.

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Female		187167 49	1633 1522	45166 28	24 57	142001 21	76 43	89293 12	48 24	32091	17 4	3.6 2.4	52 35	10.7 7.6	54 38	5.6 4.2	56 42	3.1 2.3	62 46
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Administration Summary	8									- 1	1		2		3	,	4	ı
Number Percent students Tested 381003 100 students Not Tested	381003 100 E 1 1 1 1 1 1 1 1 1			Meet		sec					Matter Ene		Force, M and Er		Earth and	d Space	Organis Enviror	
	₩	Scale		-		acl				e l								
Other	₽	Average		ğ		Approache		Meets		Masters				mber of Po	ints Possible			
otal Documents Submitted 382548 100	뷭	era		품		₽		ŝ		g l			9		13		1	2
= No Data Reported For Fewer Than Five Students	2	₹	#	%	#	%	#	%	#	%	#	%	# Avg	.#of Point %	s / % Achiev	ed %	#	%
	381003	3689	163547	43	217456	57	100168	26	41189	11	2.8	55	4.0	45	6.3	49	6.3	53
Male	193773	3721	78689	41	115084	59	56387	29	24469	13	2.8	55	4.2	47	6.5	50	6.4	54
	187184	3657	84826	45	102358	55	43777	23	16719	9	2.8	55	3.8	43	6.2	47	6.2	52
No Information Provided Hispanic/Latino	46 194333	3302 3590	96859	70 50	97474	30 50	37207	19	12425	6	2.3	46 52	3.0	34 42	4.3 5.8	33 45	4.9 5.9	41 49
American Indian or Alaska Native	1080	3680	444	41	636	59	258	24	101	9	2.6	55	4.0	44	6.3	49	6.3	53
Asian	22825	4061	4471	20	18354	80	12021	53	6625	29	3.3	66	5.1	57	8.1	62	7.9	66
	48700	3491	28507	59	20193	41	6870	14	2150	4	2.4	48	3.4	38	5.4	42	5.5	45
Native Hawaiian or Other Pacific Islander White	656 99068	3636 3888	300 27285	46 28	356 71783	54 72	125 39371	19 40	53 17910	8 18	2.6 3.1	52 62	3.9 4.6	44 51	6.2 7.3	48 56	6.0 7.2	50 60
White Two or More Races	12085	3888	4198	28 35	71783	65	4071	34	1/910	18 15	3.1 2.9	59	4.6	51 48	6.8	53	6.9	58
No Information Provided	2256	3394	1483	66	773	34	245	11	78	3	2.3	46	3.2	36	4.8	37	5.1	43
Economically Disadvantaged Yes 2	233034	3546	124876	54	108158	46	38697	17	12235	5	2.5	50	3.6	41	5.6	43	5.7	47
	147494	3918	38309	26	109185	74	61440	42	28948 6	20	3.1	63	4.7 2.9	52	7.4	57	7.4	61
Title I, Part A Participants 2	475 274116	3218 3613	362 132765	76 48	113 141351	24 52	31 57665	21	20881	8	1.9 2.6	39 53	3.8	32 43	3.9 6.0	30 46	4.5 6.0	38 50
	106356	3888	30386	29	75970	71	42463	40	20299	19	3.1	62	4.6	51	7.3	56	7.2	60
No Information Provided	531	3239	396	75	135	25	40	8	9	2	2.0	40	2.9	32	4.1	31	4.6	38
Migrant Yes	960	3494	569	59	391	41	133	14	41	4	2.5	50	3.5	39	5.4	41	5.3	44
No Information Provided	361090 18953	3695 3592	153434 9544	42 50	207656 9409	58 50	96121 3914	27 21	39638 1510	11 8	2.8 2.6	55 52	4.1 3.8	45 42	6.4 5.8	49 45	6.4 5.9	53 49
Identified as Emergent Bilingual/English Learner	93647	3535	51150	55	42497	45	14960	16	4648	5	2.5	50	3.6	40	5.6	43	5.6	47
Monitored 1st Year, reclassified from EB/EL	1094	4188	127	12	967	88	700	64	376	34	3.4	68	5.4	61	8.8	68	8.5	71
Monitored 2nd Year, reclassified from EB/EL	1228	4174	124	10	1104	90	756	62	404	33	3.4	68	5.4	59	8.8	68	8.5	71
Monitored 3rd Year, reclassified from EB/EL Monitored 4th Year, reclassified from EB/EL	461 4061	4103 3989	78 806	17 20	383 3255	83 80	247 1796	54 44	130 859	28 21	3.3 3.1	65 63	5.2 4.8	58 53	8.2 8.0	63 61	8.2 7.7	68 64
Monitored 4th Year, reclassified from EB/EL Former EB/EL (Post Monitoring)	102	3742	42	41	3255 60	59	27	26	17	17	2.6	53	4.8	48	6.5	50	6.5	54
	278877	3734	110201	40	168676	60	81523	29	34711	12	2.8	57	4.2	46	6.5	50	6.5	55
No Information Provided	1533	3396	1019	66	514	34	159	10	44	3	2.3	46	3.2	36	4.8	37	5.1	43
	44788 334198	3579 3706	22897 139283	51	21891 194915	49	8237	18 27	2730 38404	6	2.6	52 56	3.7 4.1	41 45	5.8	44 49	5.8	49 53
Nonparticipants 3 No Information Provided	2017	3706	139283	42 68	194915 650	58 32	91727 204	10	38404 55	11 3	2.8 2.3	56 45	4.1 3.2	45 36	6.4 4.8	49 37	6.4 5.0	53 42
	27270	3561	14314	52	12956	48	4985	18	1742	6	2.6	51	3.7	41	5.7	44	5.8	48
	351731	3701	147871	42	203860	58	94990	27	39398	11	2.8	55	4.1	45	6.4	49	6.4	53
No Information Provided Special Education Yes	2002 63803	3373 3332	1362 45709	68 72	640 18094	32 28	193 5890	10 9	49 2080	3	2.3	45 43	3.2	35 36	4.7	36 35	5.0 4.7	42 40
	315435	3763	116647	37	198788	63	94107	30	39062	12	2.1	43 58	4.2	47	6.7	52	6.7	56
No Information Provided	1765	3364	1191	67	574	33	171	10	47	3	2.2	44	3.2	35	4.7	36	5.0	41
Section 504 Yes	33904	3677	14630	43	19274	57	8165	24	3063	9	2.8	56	4.0	45	6.1	47	6.4	53
	344971	3692	147461	43	197510	57	91795	27	38069	11	2.8	55	4.0	45	6.4	49	6.3	53
No Information Provided Gifted/Talented Participants	2128 44683	3356 4291	1456 3096	68 7	672 41587	32 93	208 31326	10 70	57 18691	42	2.2 3.7	45 74	3.2 5.8	35 64	4.7 9.1	36 70	4.9 8.9	74
	335649	3610	159959	48	175690	52	68789	20	22484	7	2.6	53	3.8	42	6.0	46	6.0	50
No Information Provided	671	3256	492	73	179	27	53	8	14	2	2.0	40	3.0	33	4.1	32	4.7	39
	187472	3458	115739	62	71733	38	21804	12	6434	3	2.4	48	3.4	38	5.2	40	5.3	44
No 1	192912 619	3915 3273	47364 444	25 72	145548 175	75 28	78315 49	41 8	34745 10	18 2	3.1 2.1	62 41	4.6 3.0	52 33	7.5 4.2	57 32	7.4 4.8	62 40

★ STAAR	STATEWIDE	TATI	E OF	TEX	(AS		Sun	MEN nmary 4 Ma	/ Rep	ort		EMIC	REAL	JINES:	S			AUGUST 2 SPRING 20	
Administration Su														Results	for Each R	Reporting Cat	egory		
Administration St		Tested										1		2		3		4	
Students Tested Students Not Tested Absent	373988 100 1045 0	Students	Scale Score		Not Meet		Approaches				_	Nume Represer and Relation	ntations d	Comput and Alg Relation	ebraic	Geomet Measure		Data Ar and Pe Finar Liter	rsonal icial
Other	279 0	rof			ĕ		8 S		ss.		Masters				Points F	Possible			
otal Documents Submitted	375312 100	출	Tag		ᆵ		<u>a</u>		Meets		as	12		13		11		4	
Legend		Number	Average			L .		L								s / % Achieve			
= No Data Reported For Fewer	Than Five Students	373988		# 443945	%	# 200472	<u>%</u>	474050	%	# 00000	%	# 60	%	#	% 51	# 67	%	#	% 66
All Students Male		189269	1558 1571	113815 54075	30 29	260173 135194	70 71	174256 94414	47 50	80936 46916	22	6.9 7.2	58 60	6.6	51 52	5.7 5.9	52 54	2.6 2.6	66
Female No Information Provided		183701 1018	1544 1513	59337 403	32 40	124364 615	68 60	79472 370	43 36	33883 137	18 13	6.6 6.2	55 52	6.4 5.7	50 44	5.5 5.0	50 45	2.6 2.5	65 62
Hispanic/Latino		190007	1533	65085	34	124922	66	77479	41	30803	16	6.5	54	6.2	47	5.3	48	2.5	63
American Indian or Alaska Native		1049	1563	280	27	769	73	503	48	222	21	7.1	59	6.8	52	5.8	53	2.6	65
Asian		21367 47866	1697 1493	2291 22113	11 46	19076 25753	89 54	16298 14198	76 30	11002 5038	51 11	8.9 5.8	74 48	9.0 5.3	69 41	7.6 4.7	69 43	3.2 2.3	80 57
Black or African American Native Hawaiian or Other Pacific Is	lander	632	1563	176	28	456	72	304	48	135	21	7.1	59	6.7	51	5.8	52	2.5	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	6267	52	3199	27	7.2	60	7.0	54	6.0	55	2.7	68
No Information Provided Economically Disadvantaged	Yes	1591 226307	1499 1518	707 86996	44 38	884 139311	56 62	516 82766	32 37	173 31000	11	6.0	50 52	5.4 5.8	42 45	4.8 5.1	44 46	2.4	59 61
	No No Information Provided	143201 4480	1622 1529	25011 1808	17 40	118190 2672	83 60	89786 1704	63 38	49135 801	34 18	7.9 6.3	66 52	7.9 6.0	60 46	6.6 5.3	60 48	2.4 2.9 2.5	73 61
Title I, Part A	Participants	269160	1536	92235	34	176925	66	111639	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 Yes	5389 963	1538 1497	1976 415	37 43	3413 548	63 57	2190 299	41 31	984 104	18	6.3 5.9	53 49	6.4 5.4	49 42	5.4 4.9	49 44	2.5	62 58
Migrant	No No Information Provided	355211 17814	1559 1536	107126 6274	30 35	248085 11540	70 65	166674 7283	47 41	77735 3097	22 17	6.9 6.5	58 54	6.6 6.3	51 48	5.7 5.4	52 49	2.3 2.6 2.5	66 62
Identified as Emergent Bilingual/E		90243	1536	31554	35	58689	65	36325	40	14474	16	6.5	54	6.1	47	5.3	48	2.5	62
Monitored 1st Year, reclassified fro		1298	1742	24	2	1274	98	1166	90	803	62	9.8	81	9.9	76	8.2	74	3.5	87
Monitored 2nd Year, reclassified fr	om EB/EL	359	1722	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 Monitored 4th Year, reclassified from Monitored 4th Year, reclassified from 1997.		4211 82	1666 1647	427 15	10 18	3784 67	90 82	3095 55	73 67	1814 34	43 41	8.8 8.4	73 70	8.6 8.0	66 62	7.2 6.9	65 63	3.1 3.1	78 77
Monitored 4th Year, reclassified fro Former EB/EL (Post Monitoring)	JIII EB/EL	29	1565	15	38	18	62	15	52	8	28	6.6	70 55	6.6	51	6.3	57	2.6	65
Non-Emergent Bilingual/Non-Engli	sh Learner	270962	1563	79480	29	191482	71	130375	48	62271	23	7.0	58	6.7	52	5.8	52	2.7	66
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 Nonparticipants	49237 319170 5581	1546 1560 1535	15172 96583 2060	31 30 37	34065 222587 3521	69 70 63	21872 150168 2216	44 47 40	8906 71044 986	18 22 18	6.8 6.9 6.2	57 58 52	6.4 6.6 6.3	49 51 49	5.5 5.7 5.4	50 52 49	2.6 2.6 2.5	64 66 61
ESL	No Information Provided Participants	26559	1535	9540	36	17019	64	10810	40	4697	18	6.5	52	6.2	49	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	4677	45	2264	22	6.6	55	6.6	51	5.7	52	2.5	64
Special Education	Yes No	56431 309661	1453 1577	34822 76542	62 25	21609 233119	38 75	10754 159963	19 52	3965 75388	7 24	5.0 7.3	42 60	4.3 7.0	33 54	4.3 5.9	39 54	2.0 2.7	50 68
	No Information Provided	7896	1577	2451	31	5445	69	3539	52 45	1583	20	6.8	56	6.6	54 51	5.5	54 50	2.7	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	98376	30	230512	70	156334	48	73725	22	7.0	58	6.7	51	5.7	52	2.6	66
Gifted/Talented	No Information Provided Participants	12997 37429	1547 1765	4323 784	33	8674 36645	67 98	5647 34057	43 91	2565 25640	20 69	6.6 10.1	55 84	6.5 10.1	50 78	5.5 8.4	50 77	2.5 3.5	63 88
Gitted/ i diented	Nonparticipants	37429	1535	108541	33	215860	98 67	135611	91 42	53549	17	6.6	55	6.2	78 48	5.4	49	2.5	63
	No Information Provided	12158	1522	4490	37	7668	63	4588	38	1747	14	6.2	52	6.1	47	5.2	47	2.4	61
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 No Information Provided	187339 8911	1617 1579	29852 2216	16 25	157487 6695	84 75	117398 4709	63 53	60044 2241	32 25	7.9 7.2	66 60	7.8 7.2	60 55	6.5 6.0	59 54	2.9 2.7	73 68
	rvo iniormación Provided	0911	15/9	2216	25	0695	/5	4/09	- 53	2241	25	7.2	60	7.2	55	6.0	34	2.7	- 68

★ STAAR						Sum	mary ading	Rej	ort			EADINE	_00		Date: AUGUST 202
STATEWIDE														Dute of Tes	ang. or king 202
Administration Summary	_										Re	sults for Each F	Reporting Categ	ory]
Number Percent	Tested									ı				2	
tudents Tested 365035 100	ıt I	Score									Read	dina	Wri	iting	
tudents Not Tested	Students	Scale S		Not Meet		sec						-		-	
Absent 994 0	₩			<u>5</u>		Approaches				2					_
Other 348 0 otal Documents Submitted 366377 100	Pe	age		Z B O		Ē	'	Meets		Masters	2	Points 6	Possible	26	-
Legend	Number	Average			_							Avg. # of Point	ts / % Achieved		1
= No Data Reported For Fewer Than Five Students	365035	1536	# 81384	% 22	# 283651	% 78	# 172182	% 47	# 78196	% 21	14.3	% 55	11.7	% 45	-
All Students Male	365035 185114	1536 1525	81384 46332	22	283651 138782	78 75	172182 81928	47	78196 36053	21 19	14.3	55 54	11.7	45	1
emale	178917	1548	34739	19	144178	81	89861	50	41992	23	14.6	56	12.3	47	
No Information Provided	1004 180192	1501 1510	313 47790	27	691 132402	69 73	393 71474	39 40	151 27664	15 15	13.0 13.3	50 51	10.4	40 42	1
American Indian or Alaska Native	1029	1535	219	21	810	79	486	47	211	21	14.4	55	11.6	44	
Asian	21729	1647	1870	9	19859	91	16309	75	10588	49	17.8	69	16.0	62	
Black or African American Native Hawaijan or Other Pacific Islander	47886 634	1489 1535	15371 128	32 20	32515 506	68 80	16054 298	34 47	5881 136	12 21	12.7 14.1	49 54	9.7 11.9	37 46	
White	99895	1579	13507	14	86388	86	60246	60	30128	30	15.9	61	13.4	51	
Two or More Races	12119	1567	1975	16	10144	84	6768	56	3390	28	15.4	59	12.9	49	
No Information Provided Economically Disadvantaged Yes	1551 217166	1489 1495	524 64396	34	1027 152770	66 70	547 76704	35 35	198 27166	13 13	12.7 12.8	49 49	9.9	38	1
No No	143510	1599	15734	11	127776	89	93611	65	50126	35	16.5	64	14.2	55	
No Information Provided	4359	1521	1254	29	3105 191907	71	1867	43	904	21	13.8	53	11.1	43	4
Fitte I, Part A Participants Nonparticipants	259553 100197	1513 1596	67646 12459	26 12	191907 87738	74 88	105806 63796	41 64	42160 34863	16 35	13.5 16.3	52 63	10.9 14.1	42 54	
No Information Provided	5285	1536	1279	24	4006	76	2580	49	1173	22	14.4	56	11.6	45	1
Migrant Yes	908 346570	1464 1537	344 76691	38 22	564 269879	62 78	221 164020	24 47	70 74686	8 22	11.4 14.3	44 55	9.1 11.8	35 45	
No No Information Provided	17557	1537 1526	76691 4349	22 25	13208	78 75	164020 7941	47 45	74686 3440	22	14.3 14.0	55 54	11.8	45 43	
dentified as Emergent Bilingual/English Learner	80216	1493	24658	31	55558	69	27989	35	9757	12	12.5	48	10.2	39	1
Monitored 1st Year, reclassified from EB/EL Monitored 2nd Year, reclassified from EB/EL	1315 357	1702 1680	7 22	1 6	1308 335	99 94	1221 298	93 83	835 216	63 61	19.9 18.9	77 73	18.2 17.5	70 67	
Monitored 2nd Year, reclassified from EB/EL Monitored 3rd Year, reclassified from EB/EL	4225	1628	229	5	3996	95	3098	73	1711	40	17.1	66	15.7	60	
Monitored 4th Year, reclassified from EB/EL	83	1614	11	13	72	87	53	64	36	43	16.7	64	14.8	57	
Former EB/EL (Post Monitoring) Non-Emergent Bilingual/Non-English Learner	29 272085	1537 1546	55122	28 20	21 216963	72 80	13 135985	45 50	63927	24 23	14.1 14.7	54 56	12.1 12.1	46 46	
No Information Provided	6725	1552	1327	20	5398	80	3525	52	1707	25	14.9	57	12.3	47	
Bilingual Participants	40142	1507	10970	27	29172	73	15526	39	5842	15	13.0	50	10.8	42	1
Nonparticipants No Information Provided	319402 5491	1540 1536	69098 1316	22 24	250304 4175	78 76	154017 2639	48 48	71131 1223	22	14.4 14.4	55 55	11.9 11.6	46 45	
ESL Participants	26606	1500	8012	30	18594	70	9916	37	3763	14	12.8	49	10.5	40	1
Nonparticipants	328595	1538	71332	22	257263	78	157013	48	71665	22	14.4	55	11.8	45	
No Information Provided Special Education Yes	9834 55477	1559 1424	2040 29401	21 53	7794 26076	79 47	5253 9258	53 17	2768 3013	28 5	15.0 10.4	58 40	12.6 7.3	48 28	+
No	301816	1557	50453	17	251363	83	158969	53	73351	24	15.0	58	12.5	48	
No Information Provided	7742	1547	1530	20	6212	80	3955	51	1832	24	14.7	56	12.2	47	1
Section 504 Yes	31680 320552	1501 1539	8281 70254	26 22	23399 250298	74 78	11315 154546	36 48	3882 71318	12 22	13.2 14.4	51 55	10.2 11.9	39 46	
No Information Provided	12803	1542	2849	22	9954	78	6321	49	2996	23	14.5	56	12.0	46	
Gifted/Talented Participants	37119	1711	453	1	36666	99	33968	92	24848	67	20.2	78	18.4	71	
Nonparticipants No Information Provided	315980 11936	1516 1518	77911 3020	25 25	238069 8916	75 75	132995 5219	42 44	51297 2051	16 17	13.6 13.7	52 53	11.0	42 43	
At-Risk Yes	167861	1466	62183	37	105678	63	44146	26	13759	8	11.7	45	9.0	35	1
No No Information Provided	188331 8843	1597 1577	17839 1362	9 15	170492 7481	91 85	122715 5321	65 60	61755 2682	33 30	16.5 15.8	63 61	14.1 13.3	54 51	

STAR State of Texas Assessments of Academic Readiness	STATEW	IDE						ade	mary 3 Ma III Stu	the	natio	s					Report Dat Date of Te		JUNE 2022 SPRING 20	
Administratio	n Summary														Result	s for Each R	eporting Cat			
	Number Per	rcent	Tested										Numerical Re	presentations	Computa	tions and	Geome		Data Analysis	
tudents Tested	364687	100	P S	2									and Rela		Algebraic R	elationships	Measur	rement	Financial	
tudents Not Tested			of Students	ွင့																
Absent	954	0	Stric	Scale		Mee		thes												
Other	341	0		တို		ž N		Approach		99		2				Number of I	tems Tested			
otal Documents Submitted	365982	100	ē	/erage		P		<u>ā</u>		Meets		Masters		1	1		7	,		i
Legend		.	Number	Ave	-	<u>"</u>	#	- %	#	- %	#	~ %	#	%	# A		s / % Correc	t %	#	%
= No Data Reported For Fer All Students	wer Than Five Students	8	364687	1440	108765	30	255922	70	152198	42	75264	21	5.9	74	7.9	% 61	3.7	53	2.2	54
Male			184797	1450	52304	28	132493	72	81863	44	42113	23	6.1	76	8.1	62	3.8	54	2.2	55
Female			179213	1431	56202	31	123011	69	70102	39	33025	18	5.8	73	7.7	59	3.6	52	2.1	53
No Information Provided Hispanic/Latino			677 182750	1414 1416	259 62674	38 34	418 120076	62 66	233 64383	34 35	126 27703	19 15	5.7 5.7	71 71	7.4	57 57	3.4	48 50	2.0	51 51
Hispanic/Latino American Indian or Alaska Nat	ive		1025	1440	299	29	726	71	420	41	208	20	6.0	75	7.4	61	3.5	53	2.0	55
Asian			19827	1564	2005	10	17822	90	14319	72	9696	49	6.9	87	10.1	78	4.9	70	2.7	66
Black or African American			46574	1376	21366	46	25208	54	11825	25	4721	10	5.2	64	6.6	51	3.0	43	1.8	46
Native Hawaiian or Other Pacit White	fic Islander		618 99860	1435 1489	181 18371	29 18	437 81489	71 82	248 54723	40 55	118 29471	19 30	5.8 6.5	73 82	7.8 8.8	60 68	3.7 4.1	53 59	2.1	53 61
Write Two or More Races			11713	1464	2920	25	8793	75	5571	48	3000	26	6.2	78	8.3	64	3.9	56	2.4 2.3	58
No Information Provided			2320	1399	949	41	1371	59	709	31	347	15	5.5	68	7.1	54	3.2	46	2.0	50
Economically Disadvantaged		Yes	217294	1401	83260	38	134034	62	68126	31	28037	13	5.5	69	7.1	55	3.3	47	2.0	49
	No Information Pro	No ovided	145011 2382	1501 1383	24431 1074	17 45	120580 1308	83 55	83403 669	58 28	46931 296	32 12	6.6 5.3	82 66	9.0 6.8	70 52	4.3 3.1	61	2.5 1.9	62 47
Title I, Part A		ipants	265568	1420	89890	34	175678	66	96836	36	43386	16	5.7	72	7.5	58	3.5	50	2.1	52
	Nonpartio		94254	1499	17249	18	77005	82	53456	57	30926	33	6.5	82	9.0	69	4.2	60	2.5	62
M'4	No Information Pro	ovided Yes	4865 953	1430 1378	1626 420	33 44	3239 533	67 56	1906 241	39 25	952 91	20	5.8 5.3	73 66	7.8 6.6	60 51	3.5	50 44	2.1	52 46
Migrant		No	339395	1441	100647	30	238748	70	142094	42	70106	21	6.0	74	7.9	61	3.7	53	1.9 2.2	54
	No Information Pro	ovided	24339	1437	7698	32	16641	68	9863	41	5067	21	5.9	74	7.9	60	3.6	51	2.1	53
Identified as Emergent Bilingu			83510	1416	28814	35	54696	65	29763	36	13038	16	5.7	71	7.5	57	3.6	51	2.0	50
Monitored 1st Year, reclassifie Monitored 2nd Year, reclassifi			264 4421	1596 1534	13 435	5 10	251 3986	95 90	208 2918	79 66	149 1669	56 38	7.1 6.9	89 86	10.7 9.7	82 75	5.1 4.7	73 67	2.9 2.5	73 63
Monitored 2nd Tear, reclassifie Monitored 3rd Year, reclassifie			44	1438	14	32	30	68	18	41	11	25	5.8	73	7.5	58	3.7	53	2.0	49
Monitored 4th Year, reclassifie	d from EB/EL		14	1506	5	36	9	64	8	57	6	43	6.1	76	8.9	68	4.3	61	2.4	59
Former EB/EL (Post Monitorin			23	1428	77093	35	15	65	10	43 43	50204	17	5.9	74 75	8.1	63	3.5	50 53	1.7	43 55
Non-Emergent Bilingual/Non-E No Information Provided	inglish Learner		269902 6509	1447 1414	2383	29 37	192809 4126	71 63	116983 2290	43 35	59304 1083	22 17	6.0 5.7	75 71	8.0 7.4	62 57	3.7 3.3	53 47	2.2	55 51
Bilingual		cipants	47725	1427	14888	31	32837	69	18355	38	8136	17	5.8	72	7.7	59	3.7	53	2.1	51
	Nonpartic		309691	1443	91167	29	218524	71	131333	42	65942	21	6.0	75	7.9	61	3.7	53	2.2	55
ESL	No Information Pro	ovided cinants	7271 24709	1411	2710 8293	37	4561 16416	63 66	2510 9479	35 38	1186 4538	16 18	5.6 5.7	70 72	7.4 7.6	57 59	3.3	47 51	2.0	50 52
EGL	Nonpartio		332687	1442	97711	29	234976	71	140255	42	69564	21	6.0	75	7.6	61	3.6	53	2.1	52 55
	No Information Pro		7291	1408	2761	38	4530	62	2464	34	1162	16	5.6	70	7.3	56	3.3	47	2.0	50
Special Education		Yes No	48137	1336	28613	59	19524	41	8812	18	3807	8	4.6	58	5.7	44	2.6	37	1.7	42
	No Information Pro		301479 15071	1457 1445	75822 4330	25 29	225657 10741	75 71	136996 6390	45 42	68257 3200	23 21	6.2 6.0	77 75	8.2 8.1	63 62	3.9 3.7	55 53	2.2	56 54
Gifted/Talented	Partic	ipants	30416	1628	640	2	29776	98	26694	88	19946	66	7.5	93	11.1	85	5.4	77	3.0	75
	Nonpartio		312719	1424	100510	32	212209	68	117822	38	51810	17	5.8	73	7.6	59	3.5	51	2.1	52
	No Information Pro	ovided Yes	21552 177784	1416	7615	35 41	13937	65	7682	36	3508	16	5.7	71 67	7.5 6.9	58 53	3.4	49 46	2.0 1,9	50 48
At-Risk		No No	177784 170167	1390 1489	73518 31474	18	104266 138693	59 82	50033 93364	28 55	19730 50418	11 30	5.4 6.5	81	6.9 8.9	53 68	3.2 4.2	46 59	1.9 2.4	48 61
	No Information Pro	ovided	16736	1483	3773	23	12963	77	8801	53	5116	31	6.3	79	8.7	67	4.0	57	2.4	59

STAR State of Texas Acasements of Academic Readiness STATEWIDE						Grad	mary de 3 l	Read	ding					Report Date: Date of Testing	JUNE 20 3: SPRING	
					1				1			R	esults for Each F	Reporting Categor	у	
Administration Summary												ı		2	3	1
Number Percent tudents Tested 350421 100 tudents Not Tested	Students Tested	Score		*		w					Understanding	Across Genres		nalysis of Literary	Understandin Informatio	
Absent 1061 0	Stu	Scale		Meet		ë				_						
Other 322 0	ar of	Š		Š		Approaches		ş		sters				Items Tested		
otal Documents Submitted 351804 100	Number	Average	l	품	1	Αpi		Meets		ž		5		15	1-	4
Legend = No Data Reported For Fewer Than Five Students	ž	À	#	- %	#	%	#	- %	#	- %	#	%	Avg. # of Iten	ns / % Correct %	#	%
All Students	350421	1462	79888	23	270533	77	181822	52	108981	31	4.2	83	10.4	69	8.5	61
Male	177907	1454	44038	25	133869	75	88736	50	52639	30	4.1	83	10.2	68	8.4	60
Female No Information Provided	171843 671	1471 1447	35675 175	21 26	136168 496	79 74	92761 325	54 48	56137 205	33 31	4.2 4.1	84 82	10.6 10.0	71 67	8.7 8.2	62 59
No Information Provided Hispanic/Latino	168655	1447	175 44794	26	123861	74	76276	48	40887	24	4.1	82	9.9	66	8.2	59
American Indian or Alaska Native	990	1460	220	22	770	78	514	52	295	30	4.2	83	10.4	69	8.5	61
Asian	19883	1550	1851	9	18032	91	14967	75	10888	55	4.5	91	12.2	81	10.2	73
Black or African American	46571 612	1410	16169 152	35 25	30402 460	65 75	17578 291	38 48	9208 162	20 26	3.9	78 83	9.1 10.1	61 67	7.5 8.2	54 59
Native Hawaiian or Other Pacific Islander White	99720	1509	13916	25 14	85804	75 86	64292	48 64	162 42509	26 43	4.1 4.5	83 90	10.1	76	8.2 9.4	67
Two or More Races	11706	1491	2072	18	9634	82	6958	59	4491	38	4.4	88	11.0	73	9.0	65
No Information Provided	2284	1424	714	31	1570	69	946	41	541	24	3.9	78	9.5	64	7.8	55
Economically Disadvantaged Yes No	204218 143843	1422 1521	61745 17349	30 12	142473 126494	70 88	83716 97196	41 68	42996 65478	21 46	3.9 4.5	79 90	9.5 11.6	64 78	7.7 9.7	55 69
No Information Provided	2360	1521	794	12 34	1566	66	9/196	39	507	46 21	4.5 3.8	90 76	9.2	61	7.6	54
Title I, Part A Participants	251613	1442	66154	26	185459	74	116663	46	64914	26	4.0	81	10.0	67	8.1	58
Nonparticipants No Information Provided	93987	1517	12575	13	81412	87	62571	67	42424	45 34	4.5 4.2	89	11.5	77 69	9.6	69
Migrant Yes	4821 877	1466 1390	1159 332	24 38	3662 545	76 62	2588 270	54 31	1643 114	34 13	3.7	83 73	10.4	69 59	8.6 7.2	61 51
No	326298	1462	74423	23	251875	77	168928	52	100822	31	4.2	83	10.4	69	8.5	61
No Information Provided	23246	1472	5133	22	18113	78	12624	54	8045	35	4.2	84	10.5	70	8.7	62
Identified as Emergent Bilingual/English Learner	69352 263	1422 1595	20478	30	48874 254	70 97	28700 229	41 87	14540 182	21 69	3.8 4.7	75 94	9.6 13.1	64 87	7.9 11.1	56 79
Monitored 1st Year, reclassified from EB/EL Monitored 2nd Year, reclassified from EB/EL	263 4415	1595	272	3 6	4143	97	3310	75	182 2180	49	4.7	94	13.1	87	11.1	79
Monitored 3rd Year, reclassified from EB/EL	45	1448	13	29	32	71	19	42	14	31	3.8	77	10.1	67	8.2	59
Monitored 4th Year, reclassified from EB/EL	14	1490	3	21	11	79	8	57	7	50	4.4	87	10.9	72	9.2	66
Former EB/EL (Post Monitoring) Non-Emergent Bilingual/Non-English Learner	22 269819	1474 1471	4 57536	18 21	18 212283	82 79	12 146210	55 54	8 89988	36 33	4.2 4.3	84 85	10.8 10.6	72 70	8.5 8.7	61 62
Non-Emergent Bilingual/Non-English Learner No Information Provided	6491	14/1	1573	21	4918	79	3334	54	2062	33	4.3 4.2	83	10.6	68	8.7	60
Bilingual Participants	34166	1440	8706	25	25460	75	15780	46	8408	25	3.9	77	10.1	67	8.2	58
Nonparticipants	309014	1465	69293	22	239721	78	162463	53	98399	32	4.2	84	10.4	70	8.6	61
No Information Provided ESL Participants	7241 24629	1451	1889 7017	26 28	5352 17612	74	3579 10754	49 44	2174 5753	30 23	4.1 3.9	82 78	10.1	67 65	8.3 8.1	59 58
Nonparticipants	318577	1465	7017	28	247603	78	167539	53	101072	32	4.2	84	10.5	70	8.6	61
No Information Provided	7215	1450	1897	26	5318	74	3529	49	2156	30	4.1	81	10.1	67	8.3	59
Special Education Yes	46866	1354	23957	51	22909	49	10984	23	5508	12	3.3	66	7.6	51	6.6	47
No No Information Provided	289389 14166	1478 1485	53340 2591	18 18	236049 11575	82 82	162645 8193	56 58	98250 5223	34 37	4.3 4.3	86 86	10.8 10.9	72 73	8.8	63 64
Gifted/Talented Participants	29263	1629	403	1	28860	99	26973	92	22523	77	4.8	96	13.6	91	11.5	82
Nonparticipants	300726	1447	74376	25	226350	75	144668	48	80443	27	4.1	82	10.1	67	8.3	59
No Information Provided At-Rick Yes	20432 163723	1452	5109	25 34	15323 108012	75 66	10181 57293	50 35	6015 26952	29	4.1 3.8	82	10.1	68	8.4 7.4	60 53
At-Risk Yes	163723 170030	1403	55711 21708	34 13	108012	66 87	57293 113350	35 67	26952 74166	16 44	3.8 4.5	76 90	9.1	60 77	7.4 9.5	53 68
No Information Provided	16668	1519	2469	15	14199	85	11179	67	7863	47	4.4	89	11.5	77	9.6	68

* TELPAS STATEWIDE						5	All S	Stude	Repo ents	огτ						Report D Date of T	ate: esting:	JULY 20 SPRING)24 3 2024	
			Listening					Speaking					Reading					Writing		
Proficiency Levels				Number					Number					Number					Number	
	Number of Students A		s Rated	106555 105	100	Number of Students		s Rated	106546 105	100	Number of Students /		Rated	106609 98	100	Number of Students		s Rated	106605 98	10
INT = Intermediate	Not Rated	: EC		5	ő	Not Rated	: EC		5	ŏ	Not Rated	: ARD De		31	ŏ	Not Rated	i: EC		5	
ADV = Advanced	Not Rated Other Stud			45 26	0	Not Rated Other Stu			51 26	0	Other Stud	dents Not	Rated	26	0	Not Rated	i: ARD De dents No		32 25	
	Total Docu			106736	100	Total Doc			106733	100	Total Docu	uments Su	bmitted	106764	100			ubmitted		1
	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	Al
	55247	13 14	19 19	29 28	38 39	106546 55242	19 19	31	39 40	11	106609 55267	8 9	25 26	25 25	42	106605 55263	19 22	31	34	1
	51286	13	19	31	38	51282	19	30	39	11	51320	7	24	25 25	43	51320	16	28	37	2
lo Information Provided	22	82	9	9	0	22	73	9	14	5	22	41	55	0	5	22	82	9	5	
	90973	13 14	20	30 31	36	90966	20	32	39	9	91005	8	27	26	39	91002	20	32	34	1.
m. Indian or Alaska Native	286 8264	14 9	16 11	24	39 56	286 8262	19 11	31 22	39 46	11 22	285 8265	8	26 13	22 17	45 65	285 8265	20 9	30 21	33 39	3
Black or African American	2152	9	15	29	47	2152	11	26	48	16	2155	5	18	24	53	2155	12	31	40	1
lative Hawaiian/Pacific Islander	103	10	26	29	35	103	17	28	44	12	103	2	31	31	36	103	8	36	42	1
Vhite wo or More Races	3470 468	13 21	17 14	27 22	43 44	3470 468	15 21	24 24	43 40	18 16	3482 469	8 11	21 24	23 16	48 49	3482 469	17 22	28 27	36 30	1 2
wo or More Races lo Information Provided	468 839	21 44	14 14	22	44 21	468 839	21 47	24 26	40 23	16 4	469 845	11 27	24 32	16 19	49 22	469 844	22 51	27	30 20	2
conomically Yes	88823	13	20	30	36	88815	19	32	39	9	88866	8	27	26	39	88863	19	32	34	1
	17344	13	13	25	49	17343	17	23	42	18	17355	7	18	20	54	17354	16	24	36	2
itle I, Part A Participants	92093	88 14	20	30	37	388 92086	85 20	32	5 39	9	388 92138	9	41 26	25	40	388 92134	91 20	32	34	1
Nonparticipants	14021	8	14	28	50	14019	11	22	46	21	14030	4	18	23	55	14030	11	27	38	2
No Information Provided	441	88	8	4	1	441	83	10	6	1	441	53	40	5	2	441	89	8	3	
fligrant Yes	592 101934	15 13	19 19	34 30	32 39	592 101925	24 19	30 31	38 40	9	592 101979	10	30 25	27 25	32 42	592 101976	24 19	33	34 35	
No Information Provided	4029	13 25	19 18	26	39	101925 4029	19 28	27	40 35	11	4038	14	25 29	25 23	42 34	4037	19 30	28	35 29	1
dentified as Emergent Bilingual/English Learner 1	106555	13	19	29	38	106546	19	31	39	11	106609	8	25	25	42	106605	19	31	34	1
Monitored 1st Year, reclassified from EB/EL	0					0		-			0					0		-	-	-
Monitored 2nd Year, reclassified from EB/EL 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)	ō					0					0					ō				-
Ion-Emergent Bilingual/Non-English Learner	0					0		-		-	0					0		-	-	-
lo Information Provided Bilingual Participants	50050	16	20	29	36	50048	21	31	38	9	50055	10	27	25	39	50055	23	30	33	1
	56069	10	19	30	41	56062	17	30	41	12	56115	6	24	26	44	56112	15	32	36	1
No Information Provided	436	66	13	12	9	436	66	15	17	3	439	40	39	10	12	438	71	15	11	
	27811 78118	9 14	17 20	30 29	43 37	27806 78114	15 20	28 32	43 39	15 9	27816 78164	6	22 26	25 25	48 40	27816 78160	14 21	31 31	37 34	18
Nonparticipants No Information Provided	626	14 61	13	13	13	626	63	32 16	18	3	629	34	26 38	25 12	40 15	629	21 64	18	14	1
special Education Yes	14341	17	35	30	17	14332	23	38	33	5	14362	15	47	24	14	14358	38	43	16	
	91358	12	17	29	42	91358	18	30	41	12	91385	7	22	25	46	91385	16	29	38	1
No Information Provided Section 504 Yes	856 4615	70 4	13 22	9 36	38	856 4615	70 14	33	13 43	10	862 4621	42	40 28	33	9 35	862 4621	75 13	15 45	33	
	101017	13	19	29	39	101008	19	31	40	11	101058	8	25	25	42	101055	19	30	35	1
No Information Provided	923	67	14	11	9	923	67	16	14	3	930	40	40	10	10	929	72	16	9	
Gifted/Talented Participants	8135	.1	4	15	80	8135	6	21	50	22	8135	0	3	11	86	8135	1	13	42	4
Nonparticipants No Information Provided	97813	14 85	20 9	31	35	97804 607	20 82	32 11	39 6	10	97864 610	9 50	27 42	26 5	38	97860 610	20 88	33	34	1:
	103570	12	19	30	39	103561	18	31	40	11	103617	8	25	25	42	103613	18	31	35	10
No	2563	47	14	18	21	2563	48	22	23	6	2568	25	35	17	23	2568	51	21	20	
No Information Provided Years in One	7134	88 75	12	7	6	422 7134	85 69	18	11	1 2	424 7137	53 41	41 45	5 7	7	424 7137	91 79	12	7	
l.S. Two	4918	47	23	15	15	4917	42	30	23	5	4921	25	43	14	18	4922	54	25	15	
ichools Three	4515	25	26	23	26	4515	27	33	31	9	4520	15	35	20	29	4520	35	30	24	1
Four	8226	8	20	32	41	8224	15	31	42	11	8231	5	24	26	45	8231	14	33	36	1
Five Six or More	74969 5336	5 8	18 28	32 35	44 29	74964 5335	13 19	31 37	44 37	12 7	74995 5345	4 8	21 34	27 30	48 28	74991 5345	10 20	32 43	39 29	1
No Information Provided	1457	27	17	26	31	1457	32	28	31	9	1460	15	31	21	33	1459	31	27	31	1

* TELPAS STATEWID	Е					Su	All S	ary F Stude	Repo	ort						Report Date: JULY 2024 Date of Testing: SPRING 2024
		TELPAS	Composit	e Rating Number	D			Ye	arly Pro	gress in	TELPAS	Compos	ite Rati	ng		
Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High	Number of Stud Composite Rati Number of Stud a Composite Ra Total Documen	ng lents Not l ating	Receiving	106500 316 106816	100 0	Average Score	# of Matched Students	Student: Progre On Profici- Lev	ssed e ency	Student Progre Tw Profici Leve	ssed o ency	Students Progre Thre Proficie Leve	ssed ee ency	Student Progre At Leas Profici Lev	ssed t One ency	
	# Stdt	BEG	INT	ADV	AH			#	%	#	%	#	%	#	%	
All Students Male	106500 55212	10	28 29	38 38	23	2.7	97169 50328	43122 22199	44	2070 1035	2	24 11	0	45216 23245	47 46	
Female	51266	9	28	39	25	2.8	46841	20923	45	1035	2	13	o	21971	47	
No Information Provided	22	77	14	5	5	1.5	0									
Hispanic/Latino Am. Indian or Alaska Native	90916 285	10 11	30 29	39 37	21 23	2.7 2.7	83587 254	35614 100	43 39	1683	2	15 0	0	37312 104	45 41	
Asian	8264	5	16	34	45	3.1	7415	4413	60	223	3	0	0	4636	63	
Black or African American	2151	6	20	44	31	2.9	1926	1005	52	49	3	0	0	1054	55	
Native Hawaiian/Pacific Islander White	103 3474	2 10	38 22	40 37	20 31	2.8	93 3026	43 1553	46 51	1 90	1	0 9	0	44 1652	47 55	
Two or More Races	468	16	21	34	30	2.8	394	204	52	12	3	0	0	216	55	
No Information Provided	839	42	21	27	11	2.1	474	190	40	8	2	ō	0	198	42	
Economically Yes	88777	9	30	39	21	2.7	82342	35096	43	1681	2	16	0	36793	45	
Disadvantaged No No Information Provided	17337 386	11 85	19 11	34 4	36 1	2.9	14824	8026	54	389	3	8	0	8423	57	
Title I, Part A Participants	92041	10	30	39	21	2.7	84511	36280	43	1755	2	17	0	38052	45	
Nonparticipants	14020	5	20	37	38	3.0	12655	6842	54	315	2	7	0	7164	57	
No Information Provided Migrant Yes	439 590	83 12	12 33	5 39	16	2.6	519	214	41	11	2	0	0	225	43	
migrant res No	101884	10	28	39	23	2.7	93544	41514	44	1965	2	22	0	43501	47	
No Information Provided	4026	21	25	33	20	2.5	3106	1394	45	94	3	2	ō	1490	48	
Identified as Emergent Bilingual/English Learner Monitored 1st Year, reclassified from EB/EL	106500	10	28	38	23	2.7	97169	43122	44	2070	2	24	0	45216	47	
Monitored 1st Year, reclassified from EB/EL 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) Non-Emergent Bilingual/Non-English Learner	0					=	0	_								
No Information Provided	0						ō									
Bilingual Participants	50011	13	29	37	21	2.6	45359	19744	44	898	2	10	0	20652	46	
Nonparticipants No Information Provided	56054 435	7 61	28 19	40 13	25 6	2.8	51689 121	23331 47	45 39	1169	2	14	0	24514 50	47 41	
ESL Participants	27797	6	25	40	29	2.9	25417	12223	48	665	3	11	0	12899	51	
Nonparticipants	78079	11	29	38	21	2.7	71507	30792	43	1404	2	12	0	32208	45	
No Information Provided Special Education Yes	624 14352	55 12	21 53	17 29	7 6	1.8	245 13781	107 4991	44 36	1 195	0	0	0	109 5186	44 38	
Special Education res	91295	9	25	40	26	2.8	83194	38055	46	1869	2	24	0	39948	48	
No Information Provided	853	66	19	10	5	1.6	194	76	39	6	3	0	ō	82	42	
Section 504 Yes	4614	3	34	47	17	2.8	4532	1807	40	81	2	1	0	1889	42	
No No Information Provided	100966 920	10 63	28 20	38 13	24 4	2.7 1.6	92392 245	41221 94	45 38	1984 5	2	23 0	0	43228 99	47 40	
Gifted/Talented Participants	8132	0	9	32	59	3.5	8049	5068	63	192	2	2	0	5262	65	
Nonparticipants	97763	10	30	39	20	2.7	89107	38048	43	1877	2	22	0	39947	45	
No Information Provided At-Risk Yes	605 103529	82 9	13 29	5 39	24	2.7	95984	42617	46 44	2034	8	23	0	44674	54 47	
At-RISK Yes No	2551	43	29	23	12	2.7	1182	505	44	36	3	1	0	542	46	
No Information Provided	420	85	10	4	0	1.3	3									
Years in One	7119	69 38	19 35	8	4	1.5	701	276	39	28 263	4 6	1	0	305 2135	44 48	
U.S. Two Schools Three	4913 4509	38 19	35 37	17 28	10 16	2.0	4442 4289	1855 1989	42 46	263 160	6 4	17 3	0	2135 2152	48 50	
Four	8218	4	31	40	25	2.8	7976	3605	45	169	2	0	0	3774	47	
Five	74954	3	27	43	27	2.9	73640	33108	45	1341	2	2	0	34451	47	
Six or More No Information Provided	5338 1449	5	43 26	39 33	13 18	2.6	5172 949	1861 428	36 45	93 16	2	0	0	1954 445	38 47	
						2.5		428	45	16	- 2		U	445		

* TELPAS STATEWIDI	Е					S	All :	nary Stud	Repo ents	rt						Report D Date of T	ate: esting:	JULY 20 SPRING	023 5 2023	
Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced AH = Advanced High	Number of Students Not Rated Not Rated Other Stu	of Student Absent d: EC d: ARD De	ecision	Number 101659 72 6 34 18	Percent 100 0 0 0	Number of Students Not Rated Not Rated Other Stu	f Student Absent f: EC f: ARD De	ecision	Number 101649 72 6 42 18	Percent 100 0 0 0	Number o Students a Not Rated Other Stu	f Students Absent : ARD De	cision	Number 101693 63 31 13	100 0 0	Number of Students of Not Rated Not Rated Other Stu	Absent I: EC I: ARD De	ecision	Number 101692 63 3 30 13	Percen 100 0 0
An - Advanced High	Total Doc	uments S	ubmitted	101789	100		uments S	ubmitted	101787	100	Total Doc					Total Doc	uments S	ubmitted	101801	100
	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH
All Students Male	101659 52494	16 17	25 25	34	25 24	101649 52487	17	32	40 39	10 10	101693 52504	14 16	32	22	32	101692 52503	23 26	41	31 27	5
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 Native Hawaiian/Pacific Islander	2052 105	10 19	22 33	36 30	31 17	2052 105	11 20	26 33	48 42	15 5	2054 105	10 16	28 36	21 16	41 31	2054 105	15 15	43 51	36 30	6
Native Hawaiian/Pacific Islander White	3287	19 16	21	30	29	3287	16	27	42	15	3286	16	28	16 21	31	3286	15 20	40	30	4 6
rvnite Two or More Races	446	19	19	33	29	446	18	25	46	11	446	16	28 29	19	37	3286 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 Yes	83470	16	27	34	23	83464	18	33	40	9	83490	14	34	23	30	83490	24	43	30	4
Disadvantaged No.	17065	14	19	33	34	17061	15	27	43	16	17080	11	25	20	44	17079	18	36	37	8
No Information Provided	1124	39	21	25	16	1124	29	29	36	6	1123	28	35	14	22	1123	41	33	22	4
Title I, Part A Participants	85658	16	26	34	24	85650	18	33	39	9	85676	14	33	22	30	85678	24	42	30	4
Nonparticipants	15163	13	21	34 23	32	15161	12	26	45	16	15178	11 30	27	21	41	15175	18 42	39 31	36 24	8
No Information Provided Wigrant Yes	838 591	39 18	19 29	36	18 17	838 591	34 21	37	32	10 9	839 593	19	31 36	21	26 24	839 593	31	42	25	3
wigrant res	98601	16	29	34	25	98591	17	32	40	10	98627	14	32	22	32	98626	23	42	31	5
No Information Provided	2467	23	24	31	22	2467	23	32	36	10	2473	21	33	18	28	2473	31	38	27	4
dentified as Emergent Bilingual/English Learner	101659	16	25	34	25	101649	17	32	40	10	101693	14	32	22	32	101692	23	41	31	5
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			- 1		0		-		-
Monitored 4th Year, reclassified from EB/EL Former EB/EL (Post Monitoring)	0		_			0		=			0					0		=	-	=
Former EB/EL (Post Monitoring) Non-Emergent Bilingual/Non-English Learner	"		_			0		=			0					0		-		
No Information Provided	0	_	_			0					0					0		_		_
Bilingual Participants	54662	18	26	33	23	54657	18	33	39	9	54661	15	33	22	30	54661	26	40	29	4
Nonparticipants	46390	13	25	36	27	46385	16	31	41	12	46423	12	31	22	35	46422	19	43	33	5
No Information Provided	607	36	22	24	18	607	31	25	33	11	609	30	30	14	27	609	42	30	24	4
ESL Participants	26957	12	24	35	28	26952	14	30	43	13	26977	12	30	22	37	26976	18	43	33	6
Nonparticipants	74202	17	26	34	24	74197	18	33	39	9	74216	14	33	22	30	74216	25	41	30	4
No Information Provided Special Education Yes	500 12281	50 29	18 38	20 25	11	500 12271	24	25 39	24 31	6	500 12284	42 32	31 46	14	13	500 12283	57 51	25 39	16 9	1
Special Education Yes No	87650	14	24	35	27	87650	16	39	42	6 11	87676	11	30	23	35	87676	19	42	34	5
No Information Provided	1728	24	22	32	23	1728	25	32	34	9	1733	21	32	19	29	1733	30	38	27	4
Section 504 Yes	4527	12	32	38	18	4527	14	36	41	9	4533	15	43	22	19	4533	28	51	19	2
No	94000	16	25	34	25	93990	17	32	40	10	94018	14	32	22	33	94017	22	41	31	5
No Information Provided	3132	26	24	29	21	3132	26	31	34	9	3142	23	31	18	27	3142	33	36	27	4
Gifted/Talented Participants	6791	1	7	28	63	6791	6	22	52	20	6790	1	9	15	75	6790	3	28	52	18
Nonparticipants	92538	17	27	34	22	92528	18	33	40	10 9	92566	15	34	23	29 25	92565	24	43	29 25	4
No Information Provided At-Risk Yes	2330 98838	25 15	24	31 34	19 25	2330 98829	25 17	32	34 41	10	2337 98869	23 13	34 32	18 22	32	2337 98868	33 22	39 42	31	5
AL-RISK 168 No	2338	42	20	22	14	2337	40	29	26	5	2340	31	36	14	19	2340	49	31	18	3
No Information Provided	483	48	20	19	13	483	42	28	24	6	484	38	34	11	18	484	51	31	16	1
Years in One	5142	68	15	11	6	5140	59	23	15	4	5141	50	35	7	9	5141	71	19	9	1
J.S. Two	4252	51	21	17	11	4252	42	30	23	5	4257	37	38	10	15	4257	57	28	14	2
Schools 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	4729	18	37	38	7	4736	17	43	21	18	4736	30	48	20	2
Six or More	401 2920	13	31	38	18	401 2920	19	38	37	6	401 2925	13 17	38	22	27 28	401 2925	23	47	25	4
No Information Provided	2920	20	: 20	32	22	2920	24	: 33	: 35	9	2925	17	33	. 22	28	2925	21	: 40	: 29	4

* TELPAS STATEWID	Е					31	nary Report Students	Report Date: JULY 2023 Date of Testing: SPRING 2023
		TELPAS (Composi			_	Yearly Progress in TELPAS Composite Rating	
Proficiency Levels	Number of Stude	ents Rece	iving a	Number	Percent	7		
BEG = Beginning INT = Intermediate	Composite Ratir	ng		101633	100	Score		
INT = Intermediate	Number of Stude a Composite Ra		Receiving	206	0	e S		
ADV = Advanced AH = Advanced High] E		
	Total Document	s Submitte BEG	INT	101839 ADV	100 AH	Average		
All Students	101633	11	36	39	14	2.5	i	
Male Female	52472 49004	13	37 34	38	13 15	2.5		
-emaie No Information Provided	49004 157	10 24	34	41 26	11	2.0		
lispanic/Latino	87114	12	37	39	12	2.5		
Am. Indian or Alaska Native Asian	269 8078	9 7	33 21	45 43	14 29	2.6		
Black or African American	2051	7	29	44	20	2.7		
Native Hawaiian/Pacific Islander	105	13	38	39	10	2.4		
White Two or More Races	3287 446	12 14	28 28	42 39	18 18	2.6		
No Information Provided	283	30	34	26	10	2.1		
Economically Yes Disadvantaged No	83449 17062	11 11	38 26	39 41	12 23	2.5		
No Information Provided	11062	31	30	29	10	2.7	Progress Not Applicable	
Title I, Part A Participants	85637	11	37	39	13	2.5		
Nonparticipants No Information Provided	15159 837	9 33	28 28	41 25	22 14	2.7		
Migrant Yes	591	16	40	36	8	2.4		
No	98575	11 19	35	39	14	2.5		
No Information Provided dentified as Emergent Bilingual/English Learner	2467 101633	11	35 36	34	13 14	2.4		
Monitored 1st Year, reclassified from EB/EL	0							
Monitored 2nd Year, reclassified from EB/EL Monitored 3rd Year, reclassified from EB/EL	0			- 1		-		
Nonitored 3rd Year, reclassified from EB/EL Monitored 4th Year, reclassified from EB/EL	0		=	=		=		
Former EB/EL (Post Monitoring)	0							
Non-Emergent Bilingual/Non-English Learner No Information Provided	0			-				
Bilingual Participants	54639	13	36	38	13	2.5		
Nonparticipants	46388	9	35	41	16	2.6		
No Information Provided Participants	606 26958	31 8	29 33	26 42	15 17	2.2		
Nonparticipants	74178	12	37	38	13	2.5		
No Information Provided Special Education Yes	497 12293	47 22	26 57	20 19	3	1.9		
Special Education Yes No	87613	10	33	19 42	16	2.6		
No Information Provided	1727	21	32	35	13	2.4		
Section 504 Yes	4528 93974	7 11	49 35	37 39	6 15	2.4		
No Information Provided	3131	22	33	33	12	2.3		
Gifted/Talented Participants	6789	1	12	44 39	43 12	3.2		
Nonparticipants No Information Provided	92514 2330	12 21	37 35	39	12 11	2.5		
t-Risk Yes	98820	11	36	40	14	2.5		
No No Information Provided	2331 482	37 41	32 32	23 18	8	1.9		
ears in No Information Provided	5132	62	23	18	4	1.6		
I.S. Two	4253	43	32	18	6	1.9		
chools Three Four	8012 76188	9	36 35	38 43	16 16	2.6		
Five	4733	10	51	33	6	2.3		
Six or More	401	9	45	35	10	2.4		
No Information Provided	2914	16	36	37	11	1 2.4		

Texas English Language Proficiency Assessment System STATEWI	ЭE					S		nary l Stude		ort						Report D Date of T		MAY 20: SPRING		
			Listening					Speaking					Reading					Writing		
Proficiency Levels BEG = Beginning	Students Not Rate	d: EC		98822 118 24 45	100 0 0	Students Not Rated			98817 118 24 49	100 0 0	Students Not Rated	f Students Absent d: ARD De dents Not	cision	98876 109 37 36	100 0 0 0	Not Rated	f Student i: EC i: ARD De		98362 139 43	Perce 10
			45 47	0		d: ARD De		49	0	Other Stu	dents Not	Rated	36	0						
	AH = Advanced High Total Documents Submitted # Stdt BEG INT	99056	100		uments S	ubmitted	99055	100		uments S		99058	100		uments S		98544	10		
				ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH	# Stdt	BEG	INT	ADV	AH
All Students Male	98822 50963	5	11	33	52 51	98817 50960	14 15	49 50	31 29	6	98876 50976	20	32	23 23	24	98362 50714	19 22	35 36	29 27	17
Female	47709	4	10	32	54	47707	12	47	34	7	47746	19	32	23	26	47512	16	33	31	20
No Information Provided	150	21	17	26	36	150	39	35	23	3	154	32	31	13	23	136	36	26	29	g
Hispanic/Latino	84649	4	11	34	50	84644	14	50	30	6	84697	22	34	23	22	84374	21	36	28	15
Am. Indian or Alaska Native	257	2	9	36	53	257	12	46	37	5	257	19	32	25	25	259	19	36	28	17
Asian Black or African American	7782 2045	3 2	6	22	69 61	7782 2045	10 9	40	40 37	11	7782 2045	8	20 25	25	47	7700 2040	7 9	23	35	35
Black or African American Native Hawaiian/Pacific Islander	2045	2 2	13	30 38	61 47	2045	9 16	46 51	37 26	8 7	112	12 18	25 38	27 25	36 19	2040	9 15	29 35	33 34	28 17
White	3026	4	9	28	47 59	3026	11	42	37	9	3030	15	38 26	25 26	34	2996	13	29	33	25
Two or More Races	404	6	9	24	62	404	14	39	36	10	405	16	23	24	37	399	14	28	29	29
No Information Provided	547	18	15	29	38	547	29	49	18	3	548	35	32	16	18	484	32	31	25	11
	s 80953	4	11	34	51	80950	14	50	30	6	80988	21	34	23	22	80720	20	36	29	15
	lo 17280	5	8	25	61	17278	12	41	37	10	17298	15	24	24	37	17112	14	27	31	27
No Information Provid Title I, Part A Participar		20	17	29 34	34 51	589 86077	33 14	45 50	17 30	6	590 86124	35 21	34 34	14 23	17 22	530 85728	35 20	30 36	24	12
Title I, Part A Participar Nonparticipar		3	8	25	64	11873	9	41	39	12	11884	12	24	25	40	11837	10	28	33	29
No Information Provid		15	14	28	43	867	27	40	26	8	868	30	27	18	25	797	27	26	28	19
	s 584	6	13	36	45	584	16	57	22	5	583	29	39	20	13	581	25	42	25	9
	lo 93794	4	11	33	53	93789	13	49	32	6	93845	20	32	23	24	93513	19	35	29	17
No Information Provid		11	14	31	44	4444	21	47	27	6	4448	28	31	19	22	4268	27	33	24	15
Identified as Emergent Bilingual/English Learn		4	11	33	52	98817	14	49	31	6	98876	20	32	23	24	98362	19	35	29	17
Monitored 1st Year, reclassified from EB/EL Monitored 2nd Year, reclassified from EB/EL	0	-	-			0			-	-	0					0				
Monitored 2nd Year, reclassified from EB/EL Monitored 3rd Year, reclassified from EB/EL	0	_				0	_		_		0					0				_
Monitored 4th Year, reclassified from EB/EL	ŏ					o					l ŏ					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 Participar		5	12	33	49	56417	15	49	30	6	56447	23	34	22	21	56173	23	35	28	14
Nonparticipar No Information Provid		14	9 16	32 29	57 40	41425 975	12 28	48 42	33 24	7	41455 974	16 30	30 31	24 17	29 22	41286 903	14 26	34 29	31 27	21 18
ESL Participar		2	8	31	60	24800	11	46	35	8	24816	15	28	25	32	24695	11	33	32	23
Nonparticipar		5	12	33	50	72973	14	50	30	6	73016	22	34	23	22	72718	21	35	28	15
No Information Provid	d 1044	23	18	26	32	1044	35	41	19	4	1044	39	34	14	13	949	42	28	21	9
	s 10372	5	23	43	29	10369	20	55	22	3	10379	41	41	11	7	10349	41	40	14	4
	lo 85558	11	9	31	55	85556	13	48	33	7	85604	18	31	25	26	85241	16	34	31	18
No Information Provid Gifted/Talented Participar		11	14	31 12	44 86	2892 5749	21 4	46 35	28 46	14	2893 5748	27	31 11	19 21	23 65	2772 5738	27 3	31 18	25 34	17 44
Gifted/Talented Participar Nonparticipar		4	11	12 34	51	89120	14	50	46 31	14	89176	21	11 34	21	22	88878	20	18 36	34 29	15
No Information Provid		13	16	32	39	3948	23	47	25	5	3952	31	32	18	19	3746	30	34	23	13
	96295	4	11	33	53	96290	13	49	32	6	96345	20	32	23	24	96027	19	35	29	17
ı	lo 1711	17	16	26	42	1711	27	47	21	4	1710	32	31	18	20	1644	36	30	23	11
No Information Provid		29	19	26	26	816	44	39	14	3	821	47	30	11	13	691	45	27	20	9
Years in O		44	28	14	13	4284	56	33	9	1	4293	57	29	7	6	4057	70	18	8	4
U.S. To Schools Thr		9 2	19 9	30	43 55	3273 79570	19 11	48 49	28 33	5 7	3274 79601	29 17	31 32	19 24	21 26	3248 79458	29 16	35 35	24 31	13
Schools Inf		2	14	42	42	4553	15	55	26	4	4561	28	42	19	11	4536	24	44	24	8
FI		1	9	35	56	360	14	57	26	3	360	18	33	25	24	356	13	42	31	14
Six or Mo	e 108	o	9	32	58	108	12	57	24	6	109	17	40	20	22	108	19	34	32	14
No Information Provid	d 6669	5	10	33	52	6669	16	52	28	4	6678	20	32	23	25	6599	18	35	30	17

TELPAS Texas English Language Proficiency Assessment System STATEWIDE								ary F Stude		σrι						Report Date: MAY 2022 Date of Testing: SPRING 2022
	TELPAS Composite Rating						Yearly Progress in TELPAS Co							ng		
BEG = Beginning INT = Intermediate	Number of Students Receiving a Composite Rating Number of Students Not Receiving a Composite Rating			98031	Percent 99 1	Score	Matched	Students Who Progressed One Proficiency		Students Who Progressed Two Proficiency		Students Who Progressed Three Proficiency		Students Progre At Leas Proficie	ssed One ency	
ADV = Advanced AH = Advanced High	Total Documents Submitted # Stdt BEG INT			99230 ADV	100 AH	Average	# of Matcl Students	Level # %		Levels		Levels		Level # %		
All Students	98031	6 6	37	42	15	2.7	80334	34202	43	1880	76	2	70	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	23	36	29	12	2.3	51	21	41	0	0	0	0	21	41	
Hispanic/Latino Am. Indian or Alaska Native	84105 257	6	39 38	41 42	13 16	2.6	69664 217	29183 90	42 41	1587	2	2	0	30772 96	44	
Am. Indian or Alaska Native	7667	3	38 18	42 45	16 33	3.1	5746	2857	41 50	159	3	0	0	3016	52	
Black or African American	2034	3	26	45	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	ő	ő	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 Yes	80481	6	40	41	13	2.6	67263	27927	42	1535	2	2	0	29464	44	
Disadvantaged 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 No Information Provided	11772 782	3 17	24 30	44 33	29 19	3.0	9131 415	4458 186	49 45	233	3	0	0	4691 202	51 49	
Migrant Yes	577	9	49	36	7	2.4	415	164	37	10	2	0	0	174	39	
wigrant 7es 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	
dentified as Emergent Bilingual/English Learner	98031	6	37	42	15	2.7	80334	34202	43	1880	2	2	0	36084	45	
Monitored 1st Year, reclassified from EB/EL	0					-	0					-				
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) Non-Emergent Bilingual/Non-English Learner	0					=	0					_				
Non-Emergent Bilingual/Non-English Learner 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	44	18	2.8	33525	13832	41	719	2	0	0	14551	43	
No Information Provided	884	16	34	34	16	2.5	493	206	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 Special Education Yes	934 10332	27	37 62	27	9	2.2	475 8851	197 2892	41 33	101	2	0	0	207 2993	34	
Special Education Yes	10332 84948	11 5	62 34	24 44	17	2.2	69600	30468	33 44	1729	1 2	2	0	2993 32199	34 46	
No Information Provided	2751	14	35	36	15	2.5	1883	842	45	50	3	0	0	892	46	
Gifted/Talented Participants	5733	0	11	44	44	3.3	5148	2886	56	205	4	1	0	3092	60	
Nonparticipants	88583	6	39	42	14	2.6	72802	30320	42	1623	2	1	ō	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	678	32	38	22	7	2.1	268	90	34	4	1	0	0	94	35	
Years in One	4029	52	32	12	4	1.7	399	162	41	13	3	0	0	175	44	
U.S. Two Schools Three	3233 79246	12	41 36	35 44	12 17	2.5	2385 68235	1130 29391	47 43	92 1631	4 2	1 1	0	1223 31023	51 45	
Four	79246 4526	5	53	36	6	2.7	3811	1378	36	51	1	0	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	ő	2083	41	

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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