MEMORANDUM   August 16, 2016

TO: Board Members

FROM: Kenneth Huewitt
             Interim Superintendent of Schools

SUBJECT: **2016 TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
             SYSTEM (TELPAS) RESULTS**

CONTACT: Carla Stevens, 713-556-6700

Attached is a copy of Texas English Language Proficiency Assessment System (TELPAS) Report for the 2015–2016 school year. All English Language Learner (ELL) students enrolled in the Houston Independent School District in grades K–12 are assessed with the TELPAS in the spring of each year, in accordance with federal and state requirements. The report includes grade level and overall results at the district level, as well as campus-level summary tables.

Key findings include:
- A total of 57,458 ELL students participated in TELPAS testing in 2015–2016.
- The percentage of students tested on the TELPAS is 27 percent for HISD compared to 17 percent for the state.
- Districtwide, ELL student proficiency on the TELPAS was slightly lower than in the previous year, and was lower than that of the state overall.
- Overall proficiency of ELL students in the district has declined over the past two years, and this is true for all four language domains (listening, speaking, writing, and reading).
- The percentage of ELL students showing improvement in English language proficiency also decreased slightly compared to 2015, and district performance overall slightly below that of the state.

Administrative Response to 2015-2016 TELPAS Results

All English Language Learners are expected to grow at least one level annually in the areas of listening, speaking, reading, and writing, as measured through TELPAS. Data will be used to classify campuses into tiers in order to identify those that need extra support and guidance in developing action plans and activities to improve the percentage of ELLs making one level of progress and of those rated as Advanced High in English proficiency. All campuses will receive customized support at least three times a year to ensure the progress monitoring of all enrolled ELLs. Based on historical data, campuses will be assigned a consistent, yet differentiated support system to focus on ELL instruction and progress throughout the year.

The prescribed support plan for campuses, based on data, will include:
- Principal and campus leader(s) attendance at district ELL programming overview and progress monitoring (offered multiple times during the year);
- Principal and campus leader(s) attendance at district intervention assistance team (IAT) process and admission, review, dismissal/individualized education program (ARD/IEP) committee staff development;
- Assignment of a campus leader as Language Proficiency Assessment Committee (LPAC) Administrator, who will attend three days of LPAC training (beginning, middle, and end-of-year, i.e. BOY/MOY/EOY) annually;

- Campus principal and/or LPAC Administrator presence and input during ELL Focus Meetings as part of BOY/MOY/EOY;
- Campus goal setting for ELLs for inclusion in campus improvement plan;
- ELL progress monitoring (in both languages/English) at least twice prior to the official TELPAS window;
- Campus writing plan that includes content, narrative, past event samples for ELLs throughout the year so that writing is connected to instruction and is aligned to the TELPAS writing portfolio;
- Principal/LPAC administrator attendance at quarterly district meetings; and
- Teacher attendance at professional development focused on the TELPAS proficiency level descriptors of each language domain.

Structured supports and processes will also be put in place at secondary schools to accelerate the academic and language learning of newcomer and immigrant students. These include targeted staff development, instructional resources to facilitate differentiation, and systems to monitor the progress of students.

Continued collaboration with the Elementary and Secondary Curriculum Departments will result in additional differentiated documents that will provide instructional guidance on supporting ELLs linguistically across content areas. At the secondary level, an English for speakers of other languages (ESOL) curriculum and supplemental documents (for Advanced and Advanced High ELLs) have been created and are ready to be used by teachers. A curriculum that targets the needs of ELLs at the Beginning and Intermediate level will be developed during the 2016-2017 school year. The English as a second language (ESL) elementary curriculum is aligned to the district balanced literacy methodology.

Multilingual Programs will collaborate with Student Assessment to help improve the TELPAS monitoring process so that state assessment guidelines for monitoring TELPAS reading administration are followed. Additionally, a system to monitor the number and performance of TELPAS raters on state training/calibration activities will be a priority.

The Multilingual Programs and Special Education departments will collaborate in supporting campuses to use of universal design for learning (UDL) strategies and instructional/linguistic accommodations.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.

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Attachment

cc: Superintendent's Direct Reports   School Support Officers
    Chief School Officers   Principals
    Gracie Guerrero

RESEARCH

Educational Program Report

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM

TELPAS REPORT

2015 – 2016

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) 2015–2016

Introduction

The No Child Left Behind (NCLB) Act of 2001 introduced the requirement that states assess the academic performance of all students annually, including the English Language Learner (ELL) student group. An important provision of NCLB was the requirement that states report data annually concerning the progress of ELL students in acquiring English language proficiency. In response to this, the Texas Education Agency (TEA) developed the Texas English Language Proficiency Assessment System (TELPAS), which provides a comprehensive measure of English language proficiency.

Under TELPAS, ELL students in kindergarten through twelfth grade are assessed in four language domains: listening, speaking, reading, and writing. The proficiency scores in each domain are used to calculate an overall composite score. The calculation is weighted with 50% of the composite score being derived from reading performance, 30% from writing, and 10% each from listening and speaking. The composite score, as well as each domain score, indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High (see **Appendix A**, p. 10). All ELL students in grades K–12, including those with parental waivers, are required to be assessed through TELPAS until they have been reclassified as non-ELL (unless ARD exempted or due to extenuating circumstances). Details on the design of the TELPAS can be found in **Appendix B** (p. 12).

Use of TELPAS Scores

TELPAS scores are currently used for three main purposes. First, TELPAS reading and writing scores are two criteria used to determine whether an ELL student can exit from special language programs. Second, student performance on the TELPAS reading assessment is one of the criteria (among many) that determine whether a student can be granted an exemption from statewide STAAR testing. For specific information regarding exemption rules, refer to the Texas Administrative Code (TAC), Chapter 101, Subchapter AA. Third, TELPAS proficiency levels partially determine which growth plan a student is put into for purposes of calculating the ELL Progress measure for state accountability.

Under NCLB, TELPAS was used to determine whether districts receiving Title III funds were meeting federally mandated Annual Measurable Achievement Objectives (AMAO) regarding English proficiency for ELLs. The Every Student Succeeds Act of 2015 (ESSA) has eliminated the AMAOs, but added a requirement that state accountability systems include data on improvements in English language proficiency for ELLs, at both the district and campus levels. While it has not yet been determined exactly how this provision will be implemented within Texas, it seems likely that TELPAS performance will be involved.

TELPAS Composite Ratings

TELPAS composite ratings indicate ELL students' overall level of English language proficiency (Appendix B, p. 12). To be included in composite calculations, a student must have a proficiency score in each of the four language domains. Composite scores range from 1.0 to 4.0 and are converted to composite ratings according to the values shown in **Table 1** (see p. 2).

Table 1. Translation of TELPAS Composite Scores Into TELPAS Composite Ratings

Composite Score (New)	TELPAS Composite Rating
1.0–1.4	Beginning
1.5–2.4	Intermediate
2.5–3.4	Advanced
3.5–4.0	Advanced High

TELPAS Administration

Both the written and holistic components of the TELPAS are administered in the same testing window during the spring of each school year. While the two assessments are administered separately, they are reported on a single TELPAS answer document. For 2016, the testing window was March 7 to April 16, 2016.

Participants

All students in grades K–12 who the district reports as English Language Learners (ELL) are required to participate in TELPAS. A total of 57,458 ELL students in HISD took the TELPAS during the 2015–2016 school year, an increase of 1,374 from 2014–2015. **Table 2** provides basic demographic information for these students (only cases for whom information was available are included, thus counts may total less than 57,458).[1]

- Male TELPAS participants outnumbered females, 52% vs. 48%.

- 90% of TELPAS participants were Hispanic, and 88% were coded as economically disadvantaged.

- 90% of the students tested were served through either a bilingual or ESL program, while 8% had a parental waiver for exclusion from any specialized linguistic services.

- 26% of TELPAS participants had been enrolled in U.S. schools for at least five years. First year students made up 22%.[2]

Table 2. Demographic Information for TELPAS participants, 2016

Gender	N	%	Language Program	N	%
Female	27,403	48	Bilingual	34,105	59
Male	30,055	52	ESL	17,584	31
Ethnicity			Waived	4,567	8
American Indian	88	<1	No information provided	1,202	2
Asian	1,865	3	**Years in US Schools***		
African American	1,125	2	1st year	10,986	22
Hispanic	51,981	90	2	10,260	21
Pacific Islander/Hawaiian	26	<1	3	8,765	18
White	1,246	2	4	6,417	13
Two or more	51	<1	5	4,661	9
No Information	1,076	2	6+	8,747	17
Economically Disadvantaged					
Yes	50,454	88			
No	7,004	12			

Source: TELPAS data file 5/25/16   ** Applicable for grades 1-12 only*

Table 3. TELPAS Yearly Progress, 2015-2016: Number and Percent Gaining Proficiency Levels*										
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2015
	N	N	%	N	%	N	%	N	%	
1	7,752	3,188	41	669	9	113	1	3,970	51	50
2	7,575	3,441	45	957	13	112	1	4,510	60	63
3	7,503	3,869	52	236	3	7	<1	4,112	55	54
4	6,151	3,000	49	148	2	5	<1	3,153	51	53
5	4,610	2,582	56	148	3	4	<1	2,734	59	60
6	2,524	978	39	49	2	0	0	1,027	41	38
7	2,125	913	43	24	1	1	<1	938	44	45
8	1,966	828	42	31	2	0	0	859	44	52
9	1,809	674	37	39	2	0	0	713	39	43
10	1,175	527	45	37	3	0	0	564	48	49
11	833	444	53	21	3	0	0	465	56	54
12	795	417	52	21	3	0	0	438	55	48
Total	44,818	20,861	47	2,380	5	242	1	23,483	52	53

Source: TELPAS data file 5/25/16   * Progress is not assessed for students in kindergarten

Results

TELPAS Yearly Progress

One of the main goals of the district's programs for ELL students is to ensure that they increase their English language proficiency over time. The first analysis deals specifically with this indicator by measuring the percentage of ELLs who made at least one level of progress on the TELPAS between 2014–2015 and 2015–2016. The students included in this cohort analysis are those who took the TELPAS in both years. In total, this cohort is comprised of 44,818 ELL students, as presented in **Table 3**.

- Fifty-two percent of ELL students in grades K–12 gained at least one proficiency level between 2015 and 2016.

- The percentage of ELLs making gains was slightly lower than in the previous year (53 percent).

- Grades 2, 4 and 5, as well as grades 7 through 10, showed declines in the percentage of students making progress compared to the previous year, with the remaining five grades increasing.

Figure 1 shows TELPAS yearly progress for 2009 through 2016. The percentage of ELL students showing annual progress has varied over this time period, with a high of 67 percent in 2011. The decline in progress starting in 2014 can be attributed to more rigorous scoring standards (**Appendix C**, p. 14).

Figure 1: ELL student TELPAS yearly progress, 2009 through 2016
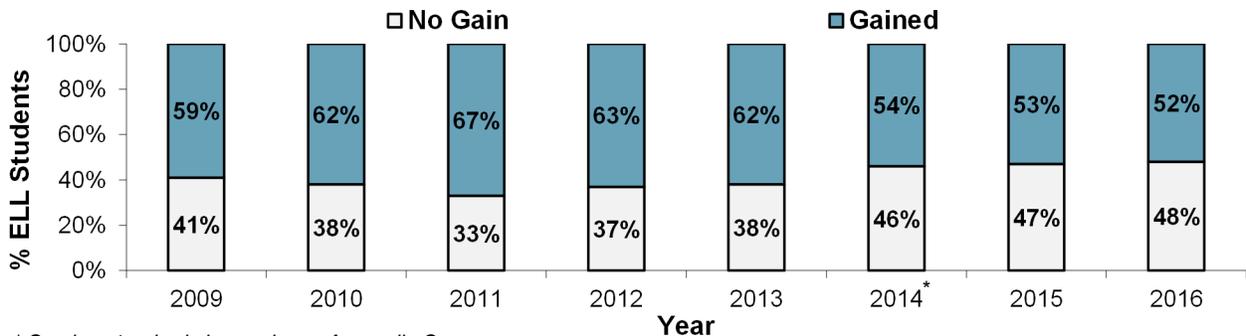
* Scoring standard changed, see Appendix C   Source: TELPAS

Table 4. HISD TELPAS Results: Number and Percent at Each Proficiency Level, 2016

| Grade	Number Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2015	Composite Score
	N	N	%	N	%	N	%	N	%		
K	7,541	5,730	76	1,086	14	496	7	229	3	3	1.4
1	8,395	3,517	42	3,078	37	1,201	14	599	7	8	1.9
2	8,100	1,260	16	3,293	41	2,352	29	1,195	15	16	2.3
3	7,958	764	10	2,228	28	2,772	35	2,194	28	28	2.7
4	6,564	448	7	1,638	25	2,624	40	1,854	28	30	2.8
5	4,997	312	6	880	18	1,975	40	1,830	37	38	2.9
6	2,900	267	9	688	24	1,279	44	666	23	23	2.7
7	2,534	255	10	563	22	1,089	43	627	25	25	2.7
8	2,437	273	11	568	23	1,054	43	542	22	28	2.6
9	2,522	465	18	657	26	959	38	441	17	21	2.4
10	1,501	166	11	416	28	552	37	367	24	25	2.6
11	1,014	43	4	235	23	400	39	336	33	33	2.8
12	995	82	8	237	24	388	39	288	29	26	2.7
Total	**57,458**	**13,582**	**24**	**15,567**	**27**	**17,141**	**30**	**11,168**	**19**	**20**	**2.4**

Source: TELPAS data file 5/25/16

TELPAS Proficiency

The second indicator the district focuses on is the overall level of English proficiency for ELLs. A cross-sectional examination of TELPAS performance data is presented in **Table 4** (above). The number of ELL students tested and the number and percent at each proficiency level is presented by grade level. As indicated earlier, there were 57,458 students who took the TELPAS in 2015–2016.

- 19% of ELL students had TELPAS composite ratings of Advanced High in 2015–2016.

- This was one percentage point lower than the figure obtained in 2015.

Figure 2 shows the attainment data for grades kindergarten through six as a chart, illustrating the gain in English language proficiency typically observed as ELL students advance in grade level.

Figure 2: TELPAS proficiency ratings for ELL students in 2016, grades K through 6
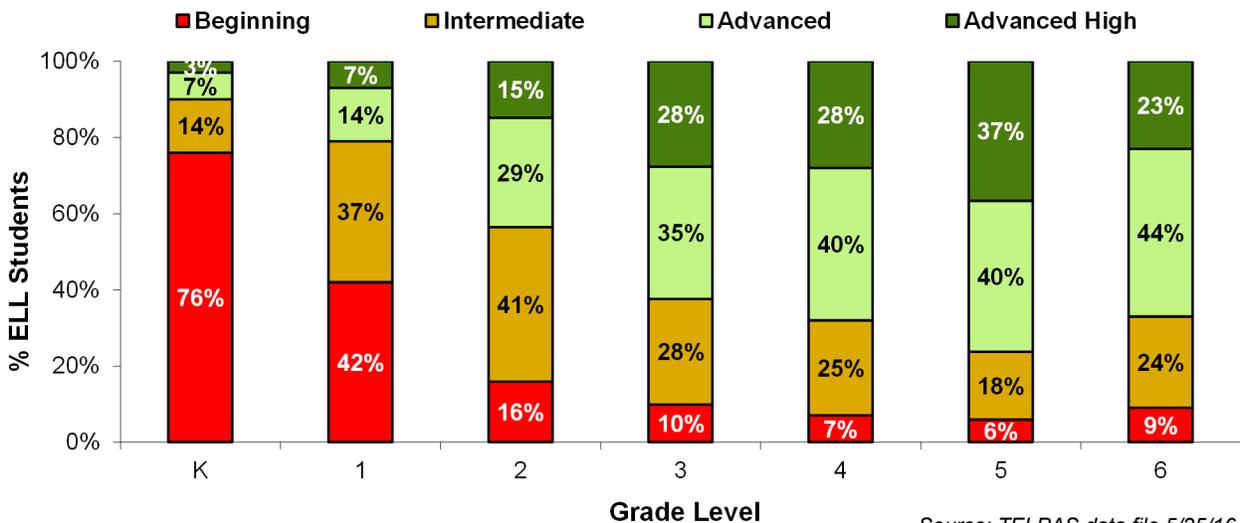

Source: TELPAS data file 5/25/16

Figure 3: ELL student TELPAS proficiency ratings, 2008 through 2016

Scoring standard changed, see Appendix C

Source: TELPAS
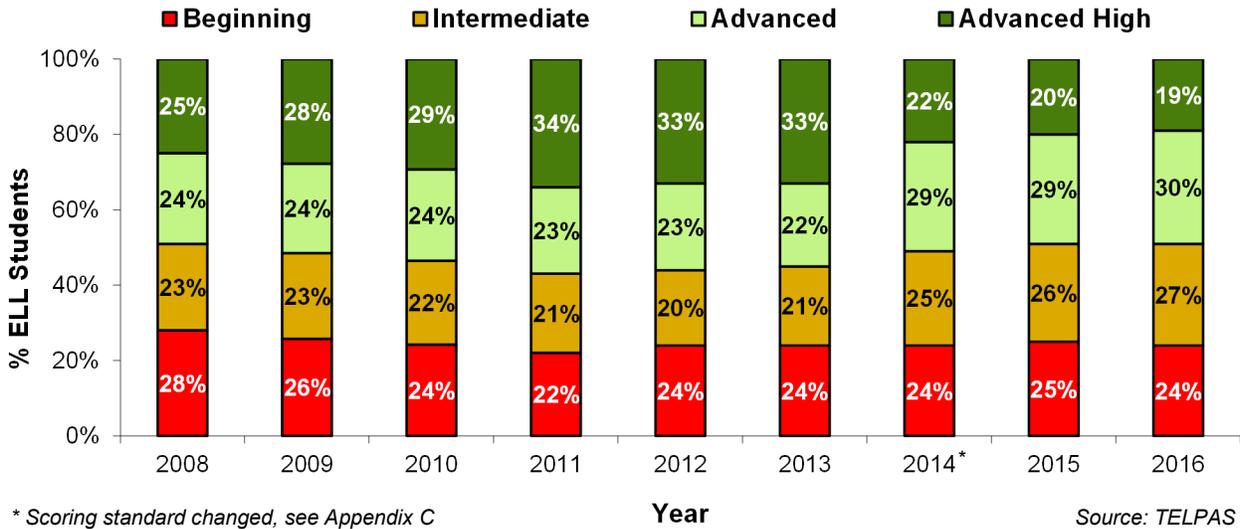
Figure 3 (above) shows TELPAS attainment for the period 2008 through 2016. The percentage of ELL students scoring at the Advanced High level increased from 25% to 33% through 2013, but has declined in the most recent three years after more rigorous scoring standards were introduced.

TELPAS Yearly Progress: HISD Compared to Statewide Results

In 2015–2016, twenty-seven percent of students in the district were tested on the TELPAS (compared to 17% statewide; see **Appendix D**, p. 15). A comparison of state versus district ELL student progress toward English language proficiency is provided in **Figure 4**. This figure reflects ELL student growth based on composite TELPAS scores and includes a grade-level breakdown of the percentage of ELL students who gained at least one level of proficiency in 2016. Data for the state were obtained from the TEA website, and HISD figures are the same ones previously reported in Table 3.[3] More detailed data including the exact numbers of students in the relevant cohorts are included in **Appendix E** (p. 16).

- Fewer district students made gains in English proficiency (52%) than statewide (53%).

- The district exceeded state performance in five grade levels, and was lower in six.

Figure 4: HISD ELL student TELPAS yearly progress in 2016 compared to statewide data, by grade level

Source: TELPAS data file 5/25/2016, TEA
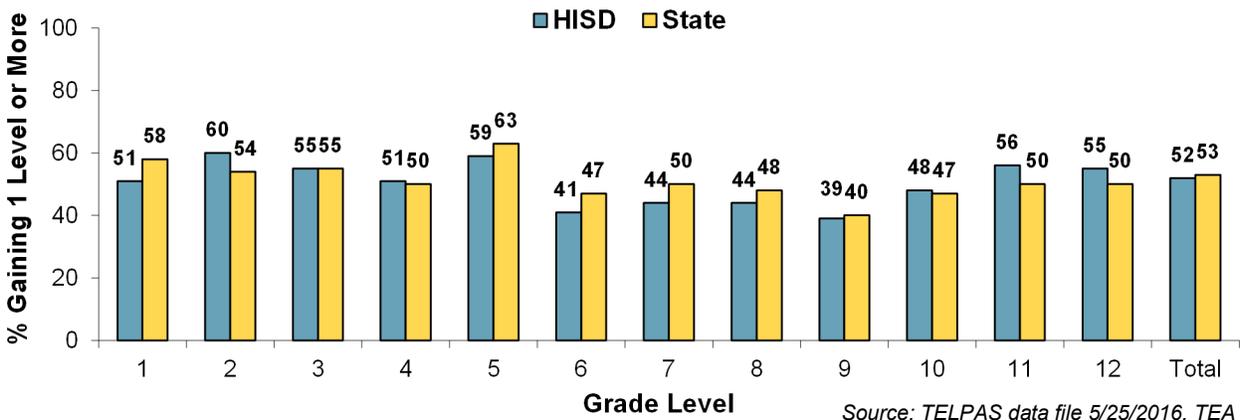
Figure 5: HISD student TELPAS proficiency in 2016 compared to statewide data, by grade level

Source: TELPAS data file 5/25/2016, TEA
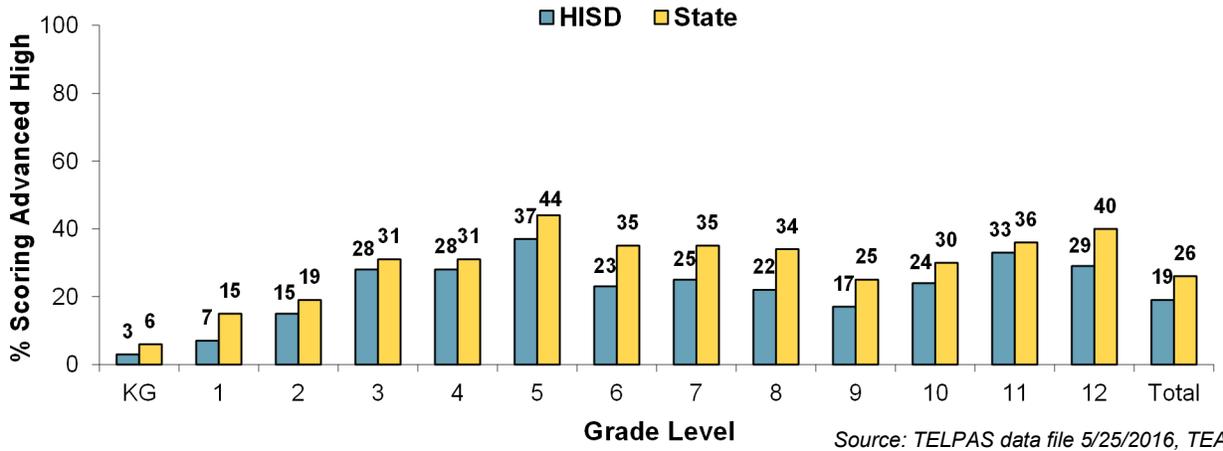
TELPAS Proficiency: HISD Compared to Statewide Results

District versus statewide TELPAS overall composite rating results are presented in **Figure 5**. Specifically, this figure shows a grade-level breakdown of the percentage of ELL students who achieved a TELPAS rating of Advanced High in 2016. Data for the state were obtained from the TEA website, and HISD figures are the same ones previously reported in Table 4. More detailed data including the exact numbers of students in the relevant cohorts are included in **Appendix F** (p. 17).

- State performance exceeded that of the district by seven percentage points, and attainment levels were higher for the state at each grade level.

- District versus statewide TELPAS overall yearly progress and composite rating results for the period 2008 through 2016 are presented in **Figure 6a** and **6b**.

- On yearly progress, the district usually has been lower than the state, but has sometimes exceeded state levels (Figure 6a), while overall proficiency has remained lower than that of the state (Figure 6b).

Figure 6: HISD yearly progress and overall proficiency compared to statewide data, 2008 to 2016

Scoring standard changed, see Appendix C
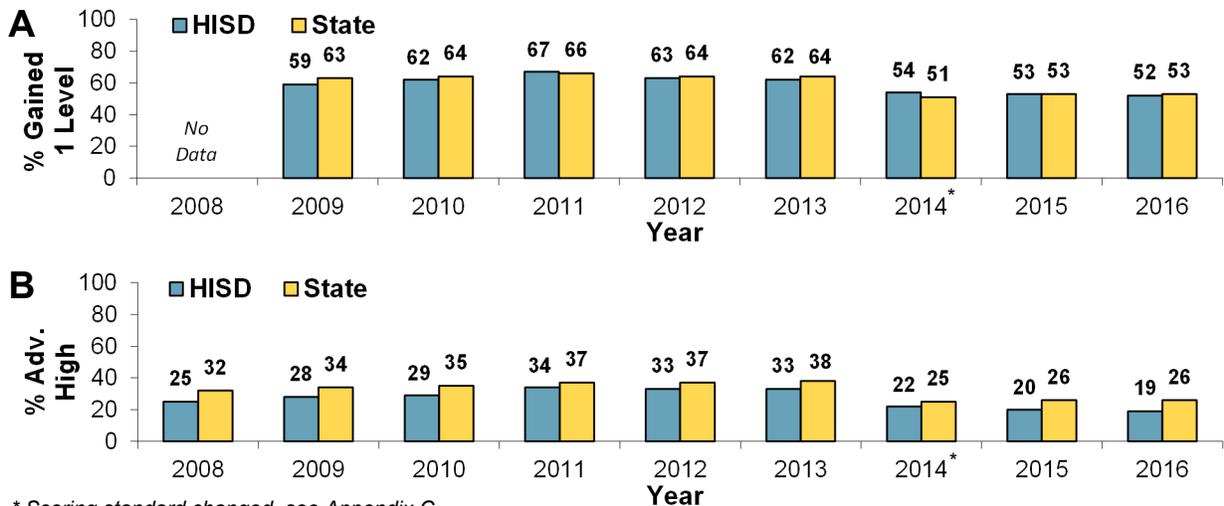
Figure 7: Immigrant student enrollment in HISD for 2013 through 2016

Source: HISD Cognos Data Warehouse
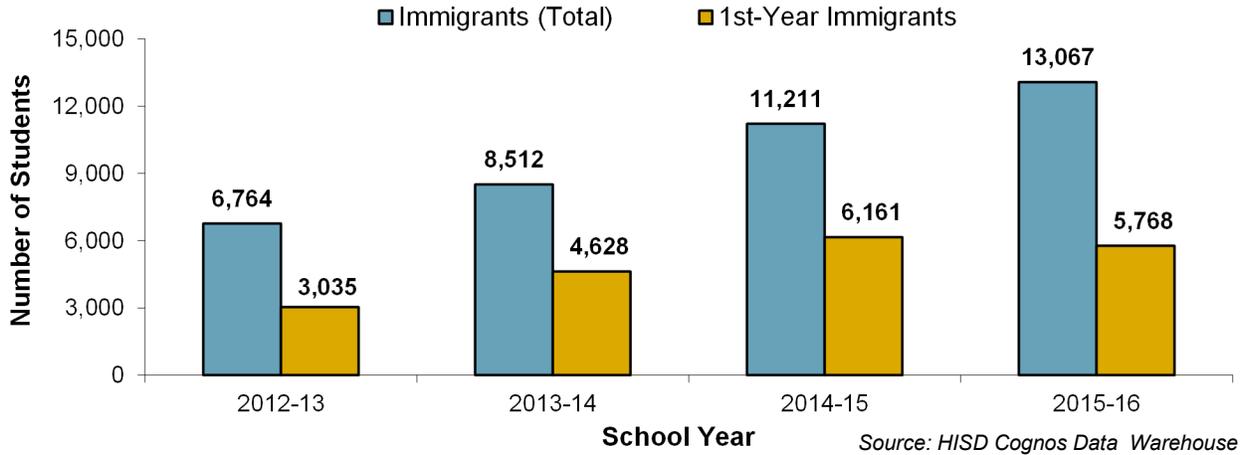
TELPAS Proficiency and Program Status

The percentage of district students scoring Advanced High on the TELPAS has declined by three percentage points since 2014 (see Figure 3, p. 5). One question that should be addressed is whether this trend applies to students from only certain programs, or whether it is more widely observed. For example, the district has experienced a large increase in the number of immigrant students enrolled over the last four years (see **Figure 7**). This influx may have been a contributing factor to the decline in TELPAS performance. In this section, the percentage of students scoring Advanced High on the TELPAS over three years is compared for the following groups of students: Immigrants, non-immigrants, newcomers (i.e., first-year immigrants), students with parental denials/waivers, students in the transition and dual language bilingual programs, pre-exit students, and ESL students. Note that more detailed analyses of TELPAS performance of these programs can be obtained from program evaluation reports available through the Research and Accountability department.

- As **Figure 8** shows, TELPAS performance has shown a decline since 2014 for nearly all of the student groups being considered. The only student group not showing this pattern consists of students in the transitional bilingual program (see **Appendix G** for details, p. 18).

Figure 8: Percentage of students in various programs scoring Advanced High, 2014 through 2016

Source: TELPAS , HISD Cognos Data Warehouse
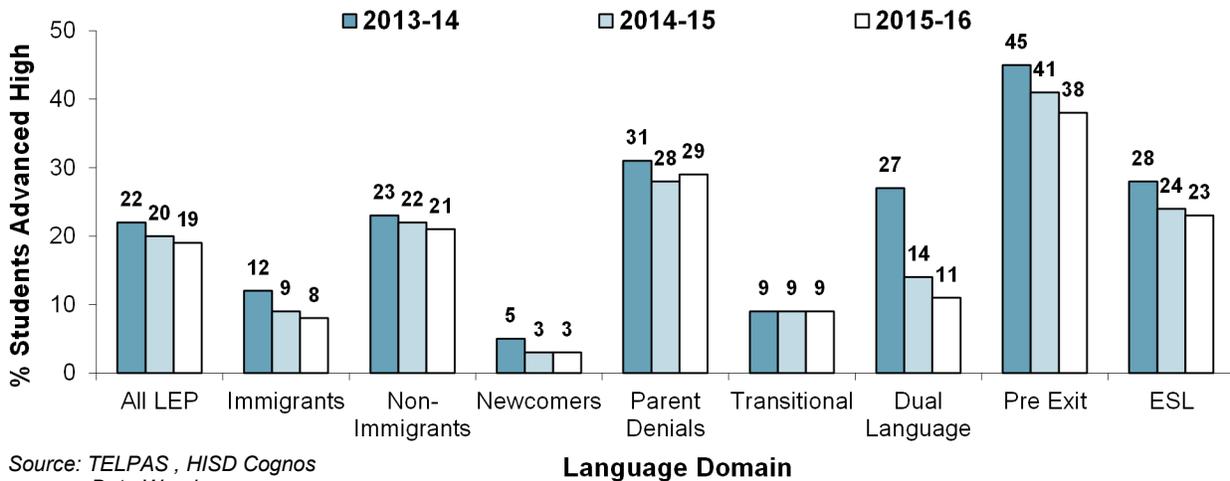
Figure 9: Percentage of students scoring Advanced High in each language domain, 2014 through 2016

Source: TELPAS data file 5/25/2016
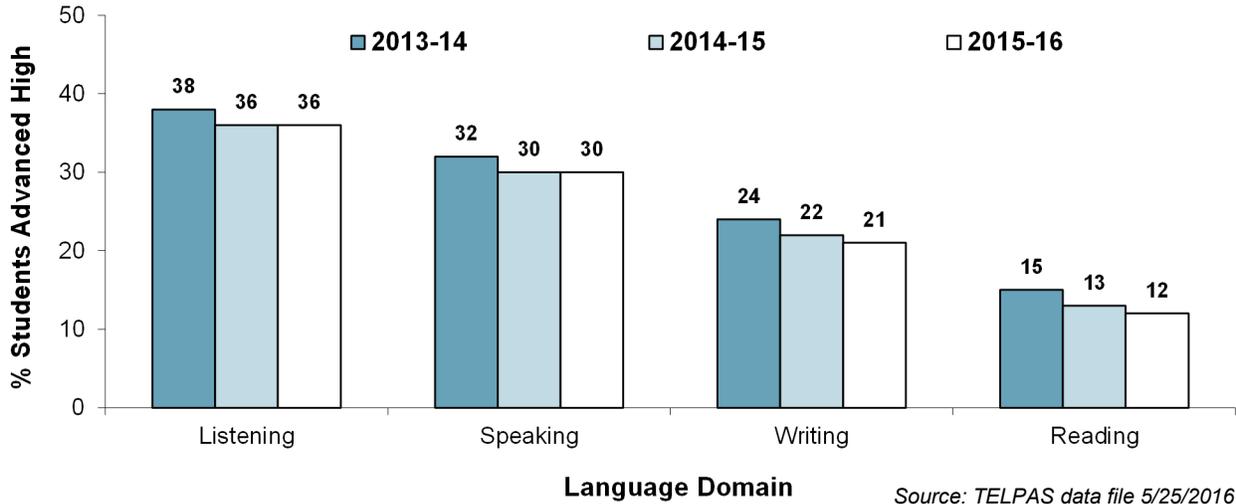
TELPAS Proficiency for the Four Language Domains

- As previously stated, the percentage of students scoring Advanced High on TELPAS has declined since 2014. But this reflects the composite rating, i.e. the combined results for all language domains. How would results change if individual language domains were analyzed separately?

- **Figure 9** shows the percentage of students scoring Advanced High in each language domain (listening, speaking, writing, and reading) between the years 2014 and 2016.

- As can be seen, the decline in performance is not limited to any one domain. Instead, all four language domains show declines over this time period, with listening and speaking remaining stable the past two years.

The remaining pages contain summary data at the district and campus levels. Campus-level results are organized by school office and alphabetically.

ENDNOTES

[1] While 57,458 students had complete TELPAS scores, there were a further 1,250 who did not receive a composite rating because one or more of their language domain scores were missing. This represents 2.1% of the total number of TELPAS answer documents submitted.

[2] The TELPAS Years in U.S. Schools indicator is used for TELPAS reporting, STAAR assessment decisions, as well as for defining accountability measures. The number of years enrollment in U.S. schools starts with grade 1, or the first school year thereafter if students begin in U.S. schools after grade 1. Beginning with the 2013–2014 school year, a student needs to have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. Prior to 2014, a student could have counted as being enrolled in U.S. schools for a year even if they had actually been in school for only a few days.

[3] While it is useful to know how the district ELL students perform on the TELPAS compared to the State overall, there are two caveats that should be considered before drawing conclusion as to the relative effectiveness of district special language programs. First, TELPAS performance reveals only the English proficiency of current ELL students. True success of any program needs to consider the long-term academic performance of ELLs after they have exited ELL status. The evaluation reports for the district's special language programs provide ample evidence that exited ELLs do at least as well as, and usually better than, average district performance. This cannot be seen by focusing only on TELPAS performance of current ELLs. Secondly, HISD has more ELL students enrolled in bilingual programs than in ESL programs. At the state level, the opposite is true; the majority of ELLs in Texas are in ESL programs. There is a sizeable body of research illustrating that ESL programs may lead to larger initial gains in English proficiency than do bilingual programs. However, in the long run, both the research literature, as well our own district results, show that bilingual programs lead to more success for former ELLs. Each of these points is discussed in detail in the district's *2016 Bilingual And English as a Second Language Program Evaluation Report*, which is available from the Research and Accountability Department as well as on the Department's website.

APPENDIX A

Proficiency Level Descriptors

In TELPAS, the English proficiency of ELL students is characterized as falling into one of four levels: Beginning, Intermediate, Advanced, or Advanced High. Each proficiency level marks a stage of second language development. Students proceed from one level to the next regardless of the age at which they began to learn English. These proficiency levels are identified in both the national standards for teaching English as a second language and in the Texas English Language Proficiency Standards (ELPS, see TAC § 74.3.4). TELPAS proficiency level descriptors are summarized on the next page, and can also be downloaded at http://www.tea.state.tx.us/student.assessment/ell/telpas/.

Appendix A (continued)

Proficiency Level Descriptors

Grade & Domain	Beginning	Intermediate	Advanced	Advanced High
K-12 Listening	Little or no ability to understand spoken English used in academic and social settings.	Able to understand simple, high-frequency spoken English used in routine academic and social settings.	Able to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Able to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
K-12 Speaking	Little or no ability to speak English in academic and social settings.	Able to speak in a simple manner using English commonly heard in routine academic and social settings.	Able to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Able to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
K-1 Writing	Little or no ability to use the English language to build foundational writing skills.	Limited ability to use the English language to build foundational writing skills.	Able to use the English language to build, with second language acquisition support, foundational writing skills.	Able to use the English language to build, with minimal second language acquisition support, foundational writing skills.
2-12 Writing	Lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
K-1 Reading	Little or no ability to use the English language to build foundational reading skills.	Limited ability to use the English language to build foundational reading skills.	Able to use the English language, with second language acquisition support, to build foundational reading skills.	Able to use the English language, with minimal second language acquisition support, to build foundational reading skills.
2-12 Reading	Little or no ability to read and understand English used in academic and social contexts.	Able to read and understand simple, high-frequency English used in routine academic and social contexts.	Able to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Able to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.

Appendix B

TELPAS Assessment Design

TELPAS Reading [1]

The TELPAS reading assessment is a multiple-choice assessment given to all current ELL students in grades 2–12. Administration is done online in almost all cases, although a handful of students (<0.1%) take a pencil-and-paper version. There is a different version of the TELPAS-Reading for each of the following grade clusters: Grade 2, Grade 3, Grades 4–5, Grades 6–7, Grades 8–9, and Grades 10–12. However, it should be understood that these various test versions only reflect age-appropriate test development, not grade-level expectations.

Like the State Assessment of Academic Readiness (STAAR), the TELPAS reading is a criterion-referenced test. The test is linked to STAAR in that reading skills on both instruments are aligned with reading objectives as established in the state's curriculum, the Texas Essential Knowledge and Skills (TEKS). However, the TELPAS reading is unique in that students' reading skills are assessed according to four distinct proficiency levels. Test questions become progressively more difficult as a student's proficiency increases, and the assessment locates the highest level of proficiency at which a student successfully functions. Because successful performance on the TELPAS reading is determined by annual progress rather than a pass/fail score, ELL students are expected to make gains in English reading proficiency each school year.

TELPAS Holistic Assessments

The TELPAS holistic assessments are observational checklists drawing upon language acquisition research, research-based standards, the experience of education practitioners and observational assessment processes used in other states. These checklists are designed to holistically rate each ELL student's English language proficiency based on classroom observations and daily interactions. The holistic assessments are designed to capture an overall level of English language proficiency, and do not assess isolated skills.

While the TELPAS reading (multiple-choice version) assesses ELL students in the reading domain in grades 2–12, the holistic assessments are used to assess ELL students in the other grades and domains.
- TELPAS Reading (K–1)
- TELPAS Writing, Listening & Speaking (K–12)

Teachers who are designated by the district as official raters of ELL students' English language proficiency receive annual training in each language domain assessed, as well as in the holistic assessment administrative procedures. Training for all raters must be specific to the grade or grade clusters for which they will be responsible. Raters must be teachers who hold valid education credentials such as teacher certificates or permits, and they must have the student in their class and be knowledgeable about that student's ability to use English in instructional settings. A significant change to the rater-training procedure for 2016 was that the testing of a teacher's accuracy in rating various student TELPAS writing, listening and speaking samples (a procedure known as "calibration") needed to be done in a monitored setting.

APPENDIX B (CONTINUED)

TELPAS Assessment Design

The holistic assessments are aligned with the STAAR and TAKS to the extent that the checklist is completed based on classroom observations of ELL student performance on TEKS-based objectives. While there is no explicit alignment between the TELPAS holistic assessments and the STAAR or TAKS, they each reference TEKS criterion and, in this way, are related.

[1] The TELPAS reading assessment discussed in this section refers only to the multiple-choice, written version which is administered to ELL students in grades 2 through 12. ELL students in grades K and 1 also have an assessment that is referred to as "TELPAS reading", but it is based on teacher's holistic ratings. For ease of explication, the holistically rated sections of the TELPAS are all discussed in a separate section below.

APPENDIX C

Changes to TELPAS in 2014

There were three critical changes to TELPAS for 2013–2014 that affected the obtained student performance levels. The most significant change was that the cutpoints on the TELPAS reading assessment (grades 2–12) were adjusted to make it more challenging. The table below summarizes the cutscores that were used to define Intermediate, Advanced, and Advanced High performance on the reading portion of the TELPAS in 2014 through 2016. Also included for comparison are the corresponding cutscores used in the previous years. Note that in all cases, a student now has to obtain a higher score in order to receive a given performance rating. This change was made because as the more difficult STAAR assessment has replaced TAKS, a trend developed whereby ELLs may be rated as Advanced High on the TELPAS, but yet fail the STAAR reading test (which is one of the criteria used to exit a student from ELL status). Since it makes little sense to have a system where an ELL student is judged to be English proficient according to TELPAS, but cannot pass the STAAR reading test, the cutscores on the TELPAS were adjusted to bring them more into alignment with performance levels based on ELL STAAR performance.

The second modification to TELPAS for 2014 was to change the weights given to the four language domains in determining the TELPAS composite rating. Previously the weights for the reading/writing/listening/speaking domains were 75/15/5/5. Beginning in 2014, these were changed to 50/30/10/10. Finally, a third change to TELPAS for 2014 involved some minor adjustment of the ranges used to define the composite rating levels. Together, these changes have lead to declines in overall TELPAS performance, as illustrated in **Figures 1** and **3**.

	Cutscores Employed in TELPAS Reading Test: Comparison of Current (2014 or Later) and Old (pre-2014) Standards					
TELPAS Reading	**Intermediate**		**Advanced**		**Advanced High**	
	Current	**Old**	**Current**	**Old**	**Current**	**Old**
Grade 2	579	551	645	615	701	670
Grade 3	620	597	674	648	732	699
Grades 4-5	643	610	698	668	766	718
Grades 6-7	652	613	712	674	783	731
Grades 8-9	661	633	720	681	796	738
Grades 10-12	680	644	737	704	815	757

Appendix D

Percentage of Enrolled Students Tested on TELPAS, 2008 to 2016
(Data for District and State Compared)
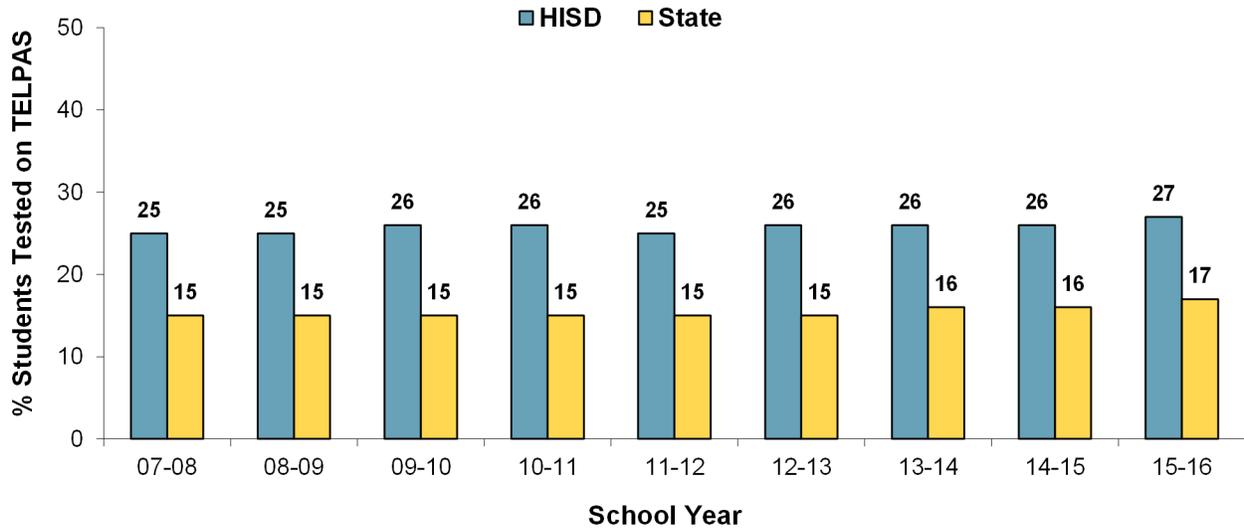
Source: State data comes from TELPAS summary reports, and AEIS and TAPR report enrollment figures.
HISD data comes from PEIMS (fall snapshot) and TELPAS summary reports.

Appendix E

State and District Yearly Progress in TELPAS Composite Ratings, 2015 to 2016
(Data for 2015 Highlighted in Green)

Grade Level	District State	Cohort N	Gained 1 N	Gained 1 %	Gained 2 N	Gained 2 %	Gained 3 N	Gained 3 %	Gained at Least 1 N	Gained at Least 1 %	Gained 2015
1	HISD	7,752	3,188	41	669	9	113	1	3,970	51	50
	Texas	106,374	48,162	45	12,100	11	1,916	2	62,178	58	57
2	HISD	7,575	3,441	45	957	13	112	1	4,510	60	63
	Texas	104,690	47,240	45	8,177	8	627	1	56,044	54	55
3	HISD	7,503	3,869	52	236	3	7	<1	4,112	55	54
	Texas	101,193	53,219	53	2,586	3	35	<1	55,840	55	54
4	HISD	6,151	3,000	49	148	2	5	<1	3,153	51	53
	Texas	88,686	43,241	49	1,213	1	19	<1	44,473	50	49
5	HISD	4,610	2,582	56	148	3	4	<1	2,734	59	60
	Texas	76,781	46,372	60	1,633	2	29	<1	48,034	63	62
6	HISD	2,524	978	39	49	2	0	0	1,027	41	38
	Texas	60,202	27,520	46	502	1	4	<1	28,026	47	45
7	HISD	2,125	913	43	24	1	1	<1	938	44	45
	Texas	47,908	23,443	49	572	1	2	<1	24,017	50	51
8	HISD	1,966	828	42	31	2	0	0	859	44	52
	Texas	39,410	18,577	47	421	1	2	<1	19,000	48	49
9	HISD	1,809	674	37	39	2	0	0	713	39	43
	Texas	33,276	13,100	39	362	1	1	<1	13,463	40	41
10	HISD	1,175	527	45	37	3	0	0	564	48	49
	Texas	25,380	11,520	45	327	1	5	<1	11,852	47	44
11	HISD	833	444	53	21	3	0	0	465	56	54
	Texas	17,738	8,607	49	207	1	1	<1	8,815	50	48
12	HISD	795	417	52	21	3	0	0	438	55	48
	Texas	14,357	7,003	49	134	1	0	0	7,137	50	50
Total	HISD	44,818	20,805	47	2,377	5	242	1	23,424	52	53
	Texas	715,995	348,004	49	28,234	4	2,641	<1	378,879	53	53

Source: TELPAS data file 5/25/16, TEA summary report for 2016

Appendix F

State and District Composite TELPAS Ratings, Spring 2016
(Data for 2015 Highlighted in Green)

Grade Level	District State	Number Tested N	Beginning %	Intermediate %	Advanced %	Advanced High %	Advanced High 2015	Average Composite Score %
K	HISD	7,541	76	14	7	3	3	1.4
	Texas	102,778	58	23	13	6	6	1.7
1	HISD	8,395	42	37	14	7	8	1.9
	Texas	114,193	28	34	22	15	15	2.2
2	HISD	8,100	16	41	29	15	16	2.3
	Texas	111,301	12	37	33	19	20	2.5
3	HISD	7,958	10	28	35	28	28	2.7
	Texas	107,216	7	24	37	31	31	2.8
4	HISD	6,564	7	25	40	28	30	2.8
	Texas	94,455	5	21	42	31	31	2.9
5	HISD	4,997	6	18	40	37	38	2.9
	Texas	82,183	4	14	39	44	43	3.1
6	HISD	2,900	9	24	44	23	23	2.7
	Texas	65,594	4	16	45	35	34	3.0
7	HISD	2,534	10	22	43	25	25	2.7
	Texas	53,501	5	15	45	35	35	3.0
8	HISD	2,437	11	23	43	22	28	2.6
	Texas	44,757	5	16	45	34	34	2.9
9	HISD	2,522	18	26	38	17	21	2.4
	Texas	42,842	9	22	43	25	26	2.7
10	HISD	1,501	11	28	37	24	25	2.6
	Texas	29,763	5	20	45	30	29	2.9
11	HISD	1,014	4	23	39	33	33	2.8
	Texas	20,333	2	16	45	36	35	3.0
12	HISD	995	8	24	39	29	26	2.7
	Texas	15,696	2	14	45	40	40	3.1
Total	**HISD**	**57,458**	**24**	**27**	**30**	**19**	**20**	**2.4**
	Texas	**884,612**	**15**	**23**	**35**	**26**	**26**	**2.6**

Source: TELPAS data file 5/25/16, TEA summary report for 2016

Appendix G

Number of Students from Various Programs Tested on TELPAS, 2014 through 2016
(Compare With Figure 8)

Program/Student Group	2014	2015	2016
All ELLs	54,584	56,084	57,458
Immigrants (Yrs 1-3)	5,419	7,468	8,721
Newcomers (Yr 1 immigrants)	2,602	3,929	3,263
Non-Immigrants	49,165	48,616	48,737
Parent Denials	6,129	5,470	4,412
Transitional Bilingual	24,193	22,281	20,623
Dual Language Bilingual	1,587	3,072	4,731
Pre-Exit Bilingual	6,820	7,696	7,741
ESL	15,244	16,803	19,037

Districtwide
TELPAS Performance
Spring 2016

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Texas English Language Proficiency Assessment System (TELPAS)
2016 Assessment Report

Houston Independent School District

Yearly Progress in TELPAS Composite Rating†

Grade	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	7,752	3,188	41	669	9	113	1	3,970	51
2	7,575	3,441	45	957	13	112	1	4,510	60
3	7,503	3,869	52	236	3	7	0	4,112	55
4	6,151	3,000	49	148	2	5	0	3,153	51
5	4,610	2,582	56	148	3	4	0	2,734	59
6	2,524	978	39	49	2	0	0	1,027	41
7	2,125	913	43	24	1	1	0	938	44
8	1,966	828	42	31	2	0	0	859	44
9	1,809	674	37	39	2	0	0	713	39
10	1,175	527	45	37	3	0	0	564	48
11	833	444	53	21	3	0	0	465	56
12	795	417	52	21	3	0	0	438	55
Total	44,818	20,861	47	2,380	5	242	1	23,483	52

* Less than 5 students tested

TELPAS Composite Rating

Grade	Number of Students	Beginning		Intermediate		Advanced		Advanced High		Average Composite Score
	N	N	%	N	%	N	%	N	%	
K	7,541	5,730	76	1,086	14	496	7	229	3	1.4
1	8,395	3,517	42	3,078	37	1,201	14	599	7	1.9
2	8,100	1,260	16	3,293	41	2,352	29	1,195	15	2.3
3	7,958	764	10	2,228	28	2,772	35	2,194	28	2.7
4	6,564	448	7	1,638	25	2,624	40	1,854	28	2.8
5	4,997	312	6	880	18	1,975	40	1,830	37	2.9
6	2,900	267	9	688	24	1,279	44	666	23	2.7
7	2,534	255	10	563	22	1,089	43	627	25	2.7
8	2,437	273	11	568	23	1,054	43	542	22	2.6
9	2,522	465	18	657	26	959	38	441	17	2.4
10	1,501	166	11	416	28	552	37	367	24	2.6
11	1,014	43	4	235	23	400	39	336	33	2.8
12	995	82	8	237	24	388	39	288	29	2.7
Total	57,458	13,582	24	15,567	27	17,141	30	11,168	19	2.4

Source: TELPAS data file 5/6/16

Texas English Language Proficiency Assessment System (TELPAS)
2016 Assessment Report

TELPAS Individual Language Domains

Grade	Listening Beginning N	%	Intermediate N	%	Advanced N	%	Advanced High N	%	Speaking Beginning N	%	Intermediate N	%	Advanced N	%	Advanced High N	%	Reading Beginning N	%	Intermediate N	%	Advanced N	%	Advanced High N	%	Writing Beginning N	%	Intermediate N	%	Advanced N	%	Advanced High N	%
K	4,557	60	1,990	26	749	10	307	4	5,072	67	1,613	21	636	8	280	4	5,860	77	986	13	491	6	240	3	6,063	80	912	12	403	5	185	2
1	1,861	22	3,851	46	1,902	23	829	10	2,773	33	3,350	40	1,613	19	701	8	3,676	44	2,956	35	1,138	14	639	8	4,301	51	2,748	33	913	11	460	5
2	696	9	2,483	30	2,803	34	2,171	27	1,242	15	2,823	35	2,462	30	1,622	20	1,870	23	3,404	42	1,815	22	1,066	13	1,877	23	3,206	39	1,970	24	1,070	13
3	407	5	1,224	15	2,672	33	3,706	46	602	8	1,779	22	2,776	35	2,850	36	1,500	19	2,311	29	2,323	29	1,871	23	1,015	13	2,546	32	2,526	32	1,889	24
4	301	5	778	12	1,620	24	3,923	59	385	6	1,056	16	2,002	30	3,174	48	1,037	16	2,113	32	2,373	36	1,072	16	595	9	1,695	26	2,218	34	2,091	32
5	250	5	540	11	1,127	22	3,119	62	330	7	697	14	1,375	27	2,630	52	564	11	1,273	25	2,119	42	1,078	21	434	9	1,048	21	1,634	33	1,894	38
6	232	8	419	14	792	27	1,488	51	292	10	463	16	825	28	1,351	46	536	18	1,148	39	1,084	37	176	6	313	11	645	22	991	34	964	33
7	233	9	424	16	705	27	1,233	48	309	12	446	17	744	29	1,093	42	496	19	811	31	1,070	41	225	9	317	12	562	22	895	35	787	31
8	234	9	383	16	686	28	1,167	47	312	13	416	17	665	27	1,076	44	537	22	970	39	810	32	176	7	297	12	515	21	799	33	845	34
9	395	15	513	20	655	25	1,046	40	511	20	474	18	637	24	986	38	849	33	917	35	689	27	144	6	467	18	616	24	770	30	722	28
10	109	7	359	23	355	23	715	46	191	12	349	23	337	22	660	43	377	25	492	32	538	35	118	8	140	9	420	27	453	30	517	34
11	36	3	174	17	270	26	561	54	56	5	190	18	278	27	517	50	164	16	326	31	447	43	107	10	46	4	244	24	324	31	415	40
12	68	7	172	17	301	29	501	48	99	10	196	19	280	27	467	45	200	20	314	31	395	39	104	10	73	7	265	26	327	32	367	36
Total	9,379	16	13,310	23	14,637	25	20,766	36	12,174	21	13,852	24	14,630	25	17,407	30	17,666	30	18,021	31	15,292	26	7,016	12	15,938	28	15,422	27	14,223	25	12,206	21

* Less than 5 students tested

Source: TELPAS data file 5/25/16