

MEMORANDUM

September 30, 2022

TO: Board Members

FROM: Millard L. House II
Superintendent of Schools

SUBJECT: **2022 TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) RESULTS**

CONTACT: Allison Matney, Ed.D., 713-556-6700

Attached is a copy of Texas English Language Proficiency Assessment System (TELPAS) Report for the 2021–2022 school year. All Emergent Bilingual (EB) 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 60,040 EB students participated in TELPAS testing in 2021–2022 and received composite ratings.
- Districtwide, EL student proficiency on the TELPAS was higher than in the previous year (13 percent Advanced High versus 11 percent in 2020–2021) and remained lower than that of the state overall.
- Overall proficiency of EL students in the district improved in two language domains (speaking and writing), while scores declined in listening and reading.
- The percentage of EL students showing improvement in English language proficiency in 2022 increased from 2021, and district performance was ahead of that of the state (41 percent made progress versus 38 percent for the state), and the district was superior at ten grade levels, with lower performance only in first grade.

Administrative Response to 2022 TELPAS Results

All students identified as Emergent Bilingual (EBs) 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 to identify those that need targeted support and guidance in developing action plans and activities to improve the percentage of EBs making one level of progress. Based on historical data, campuses will be assigned a consistent, yet differentiated support system to focus on EB instruction and progress throughout the year.

The prescribed support plan for campuses, based on data, will include the following:

- Principal appointed Language Proficiency Assessment Committee (LPAC) Administrator, who will attend at minimum three days of required LPAC training (beginning, middle, and end-of-year, i.e., BOY/MOY/EOY) annually;
- Campus principal and/or LPAC Administrator presence and input during EB Focused Meetings at select high priority campuses.
- Principal appointed Sheltered Instruction Coach for campuses reporting ESL waivers and/or bilingual exceptions to ensure support for teachers serving EBs while seeking an English as a Second Language (ESL) certification;

- The Multilingual Team will provide targeted professional development through Content Based Language Instruction Academy (CBLIA) to select teachers on ESL waivers, Bilingual exceptions, and/or who serve a high population of Emergent Bilingual students at high priority campuses.
- Tutors, outreach workers, and mentors will be deployed to select campuses to support teachers with small group instruction targeting English language development through content-based language instruction.
- Multilingual team will provide professional development to all district staff surrounding best practices for our students who are identified as a student with a disability and Emergent Bilingual.
- Opportunities for teachers on waivers to participate in a training which includes preparation materials to prepare for the TeXes ESL Supplemental #154 state assessment;
- Development of EB instructional plan to be used as part of the school improvement plan;
- Access to three English Language Development benchmark assessments using the Summit K-12 platform to progress monitor English language proficiency of EBs;
- Multilingual Programs team will analyze EB data from district-wide assessments to share with campus administrators, so they know how to make strategic instructional decisions; and
- Structured supports and processes will also be put in place at secondary schools to accelerate the academic and language learning of newcomer, immigrant students and long-term Emergent Bilinguals. This includes targeted staff development, instructional resources to facilitate differentiation, and systems to monitor the progress of students. Multilingual, Special Education, Gifted and Talented, Curriculum and the Interventions Office will continue to collaborate to ensure the language needs of all EBs are met.

Should you have any further questions, please contact Allison Matney in Research and Accountability at (713) 556-6700.

 MLH

Attachment

cc: Superintendent's Direct Reports
Assistant Superintendents
Sonya Monreal
School Support Officers
Principals



RESEARCH

Educational Program Report

TEXAS ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT SYSTEM

TELPAS REPORT

2021 – 2022



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TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) 2021–2022

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 Emergent Bilingual (EB) student group. An important provision of NCLB (and continued under ESSA, the Every Student Succeeds Act of 2015) was the requirement that states report data annually concerning the progress of EB 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, EB 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, which is simply the average of the domain scores.¹ The composite score, as well as each domain score, indicate where EB students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High (see **Appendix A**, pp. 12–13). All EB students in grades K–12, including those with parental waivers, are required to be assessed through TELPAS until they have been reclassified as non-EB (unless Admission, Review, & Dismissal (ARD) exempted because of Special Education status² or due to extenuating circumstances). Details on the design of the TELPAS can be found in **Appendix B** (pp. 14–15).

Use of TELPAS Scores

TELPAS scores are used for three main purposes. First, TELPAS listening, speaking, reading, and writing scores are used to help monitor student progress in learning English, and are among the criteria used to determine whether an EB student can be reclassified as non-EB. Second, TELPAS proficiency levels and growth are used in a variety of federal and state accountability calculations. Third, student performance on the TELPAS reading assessment is one of the criteria that determine whether a student can be granted an exemption from statewide State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) testing on the English I assessment. For specific information regarding exemption rules, refer to the Texas Administrative Code, 19 TAC § 101.1007.

TELPAS ratings are included in state accountability ratings under the “Closing the Gaps” domain. Specifically, the percentage of EB students who improved their English proficiency level from one year to the next (i.e., Yearly Progress, see below) is reported at both the campus and district level. TELPAS results are also used in Results Driven Accountability (RDA). RDA (formerly PBMAS) is a reporting system used in Texas to satisfy certain state and federal statutory requirements, and reports results at the district level only. Under a section that includes performance indicators for Bilingual Education/ESL students, TELPAS is used in the calculation of two indicators relating to English-language proficiency.

TELPAS Composite Ratings

TELPAS composite ratings indicate EB students’ overall level of English language proficiency (Appendix B, pp. 14–15). To receive a composite rating, a student must have a proficiency score in each of the four language domains unless exempted due to ARD decisions.³ Composite scores range from 1.0 to 4.0 and are converted to composite ratings according to the protocol shown in **Table 1** (p. 2).

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

TELPAS Composite Rating	Composite Score Conversion Rule
Advanced High	Composite score 3.5 or higher AND minimum proficiency level of Advanced in all domains
Advanced	Composite score 2.5 or higher AND minimum proficiency of Intermediate in all domains AND minimum proficiency of Advanced in at least half of domains assessed
Intermediate	Composite score 1.5 or higher AND minimum proficiency of Intermediate in at least half of domains assessed
Beginning	Any student whose composite score fails to meet the requirements for an Intermediate rating

TELPAS Administration

The four language domains in TELPAS are assessed via a combination of holistic teacher ratings and item-based standardized online tests, which all occur within the same testing window during the spring of each school year. For 2022, the testing window was February 21 to April 1, 2022. For grades K–1, all four language domains are assessed holistically. For grades 2–12, only writing is assessed holistically, with reading, listening, and speaking assessed via online tests.

Impact of COVID-19 on TELPAS Assessment

The COVID-19 pandemic impacted the district's TELPAS administration for two school years. Firstly, in 2020 the district switched to remote learning only in the middle of the TELPAS testing window. As a result, the overall TELPAS participation rate went from 98 percent (2016 through 2019) to just 33 percent. In addition, for the 2020–2021 school year, a substantial number of district students opted to learn remotely from home as the COVID outbreak continued. Since most TELPAS testing had to occur in-person in a supervised environment, this presented many logistical difficulties. Accordingly the testing window was extended to May 28 to offset this and allow more students to complete TELPAS testing. While participation did improve to 81 percent in 2021, this was still well below historical levels. For the 2022 TELPAS assessment year, participation rate improved to 94 percent. However, given the discrepancy between 2021 participation rate and the those observed historically, comparison of present year results with those from 2021 should be made with some degree of caution.

Participants

All students in grades K–12 who the district reports as Emergent Bilinguals (EB) are required to participate in TELPAS. A total of 60,040 EB students in the Houston Independent School District (HISD) took TELPAS during the 2021–2022 school year and received a composite rating. **Table 2** (p. 3) provides basic demographic information for these students (only cases for whom information was available are included, thus counts may total less than 60,040).⁴

- Male TELPAS participants outnumbered females, 51% versus 48%. Ninety percent of TELPAS participants were Hispanic, with Asians (4%) forming the second largest group.
- Ninety-two percent of TELPAS participants were considered economically disadvantaged.
- Eighty-one percent of the students tested were served through either a bilingual or ESL program, while 19% either had a parental waiver for exclusion from any specialized linguistic services or program information was missing.
- Forty-one percent of TELPAS participants had been enrolled in U.S. schools for at least five years. First year students accounted for 17% percent of TELPAS testers.⁵

Table 2. Demographic Information for TELPAS Participants, 2022

Gender	N	%	Language Program	N	%
Female	29,013	48	Bilingual	24,662	41
Male	30,742	51	ESL	24,114	40
No Information	285	<1	Waived/No Information	11,264	19
Ethnicity			Years in US Schools*		
American Indian	75	<1	1st Year	9,125	17
Asian	2,268	4	2	6,497	12
African American	1,002	2	3	8,270	16
Hispanic	54,269	90	4	7,296	14
Pacific Islander/Hawaiian	12	<1	5	5,909	11
White	1,397	2	6+	115,977	30
Two or more	7	<1	No Information	846	2
No Information	1,010	2			
Economically Disadvantaged			<i>* Excludes students in KG</i>		
Yes	55,290	92			
No	4,625	8			
No Information	77	<1			

Source: Cognos TELPAS data file 8/1/22

Results

TELPAS Yearly Progress

One of the main goals of the district's programs for EB students is to ensure that they increase their English language proficiency over time. With TELPAS this is done by measuring the percentage of EBs who made at least one level of progress on the TELPAS from the prior testing year to the current testing year (yearly progress). The students included in this cohort analysis are those with TELPAS scores in both 2022 and 2021. In total, this cohort is comprised of 41,106 EB students, as presented in **Table 3**.

- Forty-one percent of EB students in grades 1–12 gained at least one proficiency level between 2021 and 2022.
- The percentage of EBs making gains (41 percent) was higher than in the previous year (34 percent in 2021), and was also higher than the value observed in 2019 (38 percent, pre-COVID year).

Table 3. TELPAS Yearly Progress, 2021-2022: Number and Percent Gaining Proficiency Levels*

Grade Level	Cohort Size N	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2021
		N	%	N	%	N	%	N	%	
1	5,160	1,824	35	401	8	72	1	2,297	45	41
2	5,315	2,127	40	371	7	12	<1	2,510	47	41
3	5,260	2,291	44	148	3	0	0	2,439	46	37
4	5,309	1,654	31	61	1	0	0	1,715	32	24
5	4,978	2,218	45	107	2	0	0	2,325	47	40
6	3,368	1,059	31	36	1	0	0	1,095	33	23
7	2,754	1,215	44	59	2	0	0	1,274	46	22
8	2,411	908	38	49	2	0	0	957	40	24
9	2,532	686	27	34	1	2	<1	722	29	18
10	1,659	577	35	33	2	0	0	610	37	26
11	1,412	476	34	30	2	0	0	506	36	30
12	948	314	33	12	1	0	0	326	34	24
Total	41,106	15,349	37	1,341	3	86	<1	16,776	41	34

Source: TELPAS data files 8/1/22 and 7/20/21

* Progress is not assessed for students in kindergarten

Figure 1: EB student TELPAS yearly progress, 2012 through 2022

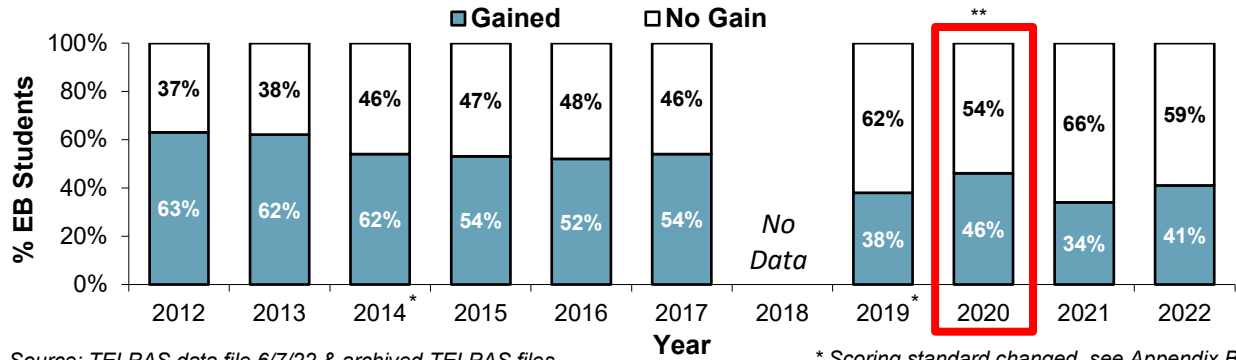


Figure 1 shows TELPAS yearly progress for 2012 through 2022. The percentage of EB students showing annual progress has varied over this time period, with a high of 63 percent in 2012. Note the declines in progress starting in 2014, and again in 2019; these can be attributed to more rigorous scoring standards (2014) and a series of changes to TELPAS in 2019 (Appendix B, pp. 14-15).

TELPAS Proficiency

The second indicator the district focuses on is the overall level of English proficiency for EBs. A cross-sectional examination of TELPAS performance data is presented in **Table 4**. The number of EB students tested and the number and percent at each proficiency level are presented by grade level. As indicated earlier, there were 60,040 students who received composite ratings on the TELPAS in 2021–2022.

- Thirteen percent of EB students had TELPAS composite ratings of Advanced High in 2021–2022, an increase from the previous year's level of 11 percent. This was also identical to the value observed in 2019 (last testing year prior to COVID).
- Most grades showed improvement from the previous year in the percentage of students scoring Advanced High, the only exceptions being grade 9 (slight decline) and kindergarten (no change).

Table 4. HISD TELPAS Results: Number and Percent at Each Proficiency Level, 2022

Grade	Number Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2021	Composite Score
		N	%	N	%	N	%	N	%		
K	6,100	4,258	70	1,351	22	355	6	136	2	2	1.4
1	6,213	2,784	45	2,205	35	816	13	408	7	6	1.7
2	5,999	1,103	18	3,033	51	1,581	26	282	5	4	2.2
3	6,375	600	9	2,604	41	2,291	36	880	14	12	2.5
4	6,467	706	11	2,380	37	2,372	37	1,009	16	14	2.5
5	6,258	505	8	1,831	29	2,456	39	1,466	23	21	2.8
6	4,440	309	7	1,569	35	1,801	41	761	17	13	2.7
7	4,210	297	7	1,322	31	1,669	40	922	22	11	2.8
8	3,950	376	10	1,343	34	1,554	39	677	17	12	2.7
9	4,208	672	16	1,732	41	1,295	31	509	12	13	2.4
10	2,424	248	10	926	38	837	35	413	17	11	2.6
11	2,096	225	11	812	39	722	34	337	16	14	2.6
12	1,300	61	5	513	39	520	40	206	16	15	2.7
Total	60,040	12,144	20	21,621	36	18,269	30	8,006	13	11	2.4

Source: TELPAS data file 8/1/22 and 7/20/21

Figure 2: TELPAS Proficiency Ratings for EB Students in 2022, Grades K Through 6

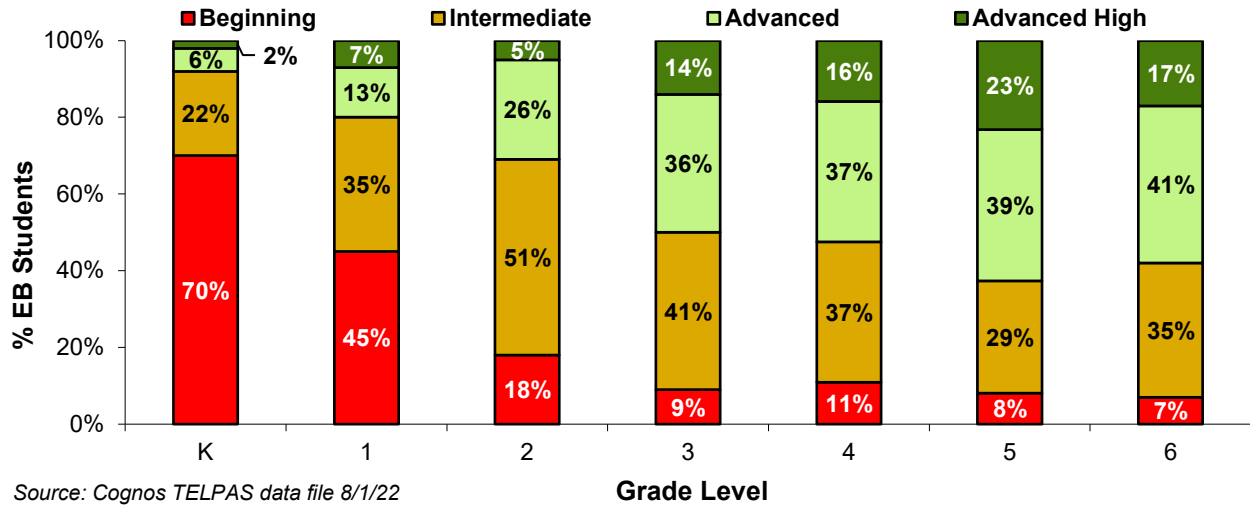


Figure 2 shows the 2022 attainment data for grades kindergarten through six, illustrating the gain in English language proficiency typically observed as EB students advance in grade level.

Figure 3 (below) shows TELPAS attainment for the period 2012 through 2022. One thing to note is that the distribution of proficiency levels was altered following the changes implemented in the TELPAS assessment in 2014 and 2018. Specifically, there are now fewer students receiving ratings at the extremes (Beginning or Advanced High) and more receiving ratings in the middle (Intermediate or Advanced).

TELPAS Yearly Progress: HISD Compared to Statewide Results

A comparison of state versus district EB student progress toward English language proficiency is provided in **Figure 4** (see p. 6). This figure reflects EB student growth based on composite TELPAS scores and includes a grade-level breakdown of the percentage of EB students who gained at least one level of proficiency in 2022. Data for the state were obtained from the Texas eMetric website (<https://txreports.emetric.net>), and HISD figures are the same ones previously reported in Table 3. More detailed data including the exact numbers of students in the relevant cohorts are included in **Appendix C** (p. 16).⁶

Figure 3: EB Student TELPAS Proficiency Ratings, 2012 Through 2022

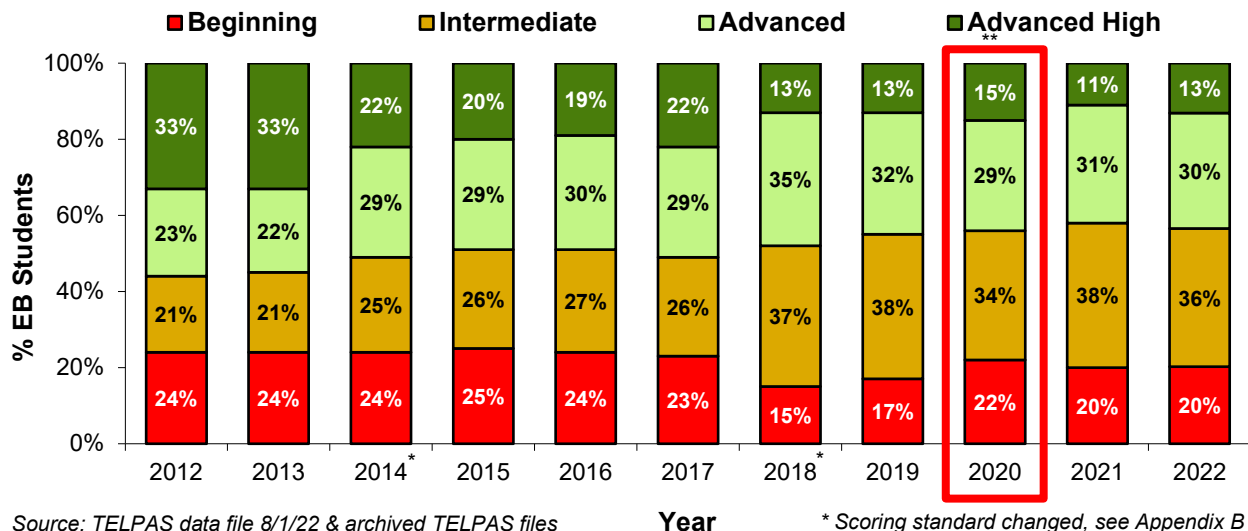
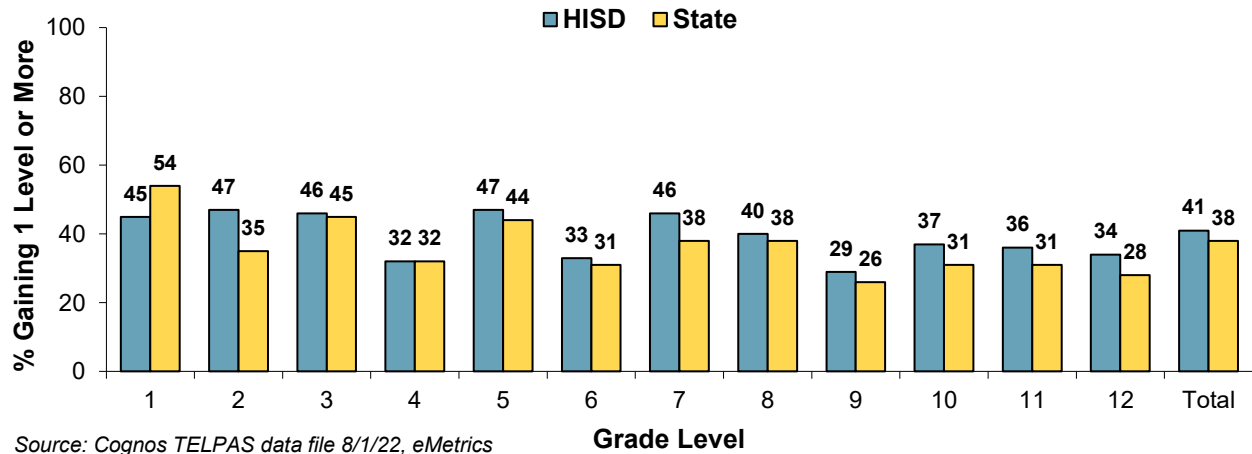


Figure 4: HISD EB Student TELPAS Yearly Progress in 2022 Compared to Statewide Data, by Grade Level



- More district students made gains in English proficiency (41%) than statewide (38%).
- The district exceeded state performance in ten grade levels, and was lower in only one, with the district and state showing equivalent performance in 4th-grade.

TELPAS Proficiency: HISD Compared to Statewide Results

District versus statewide TELPAS overall composite rating results are presented in **Figure 5** (below). Specifically, this figure shows a grade-level breakdown of the percentage of EB students who achieved a TELPAS rating of Advanced High (AH) in 2022. Data for the state were obtained from the Texas eMetric 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 D** (p. 17).

- State AH proficiency exceeded that of the district by three percentage points. Attainment levels were higher for the state in seven grade levels while the district had higher rates in three grade levels.
- District versus statewide TELPAS overall composite rating and yearly progress results for the period 2012 through 2022 are presented in **Figure 6a** and **6b** (see p. 7).

Figure 5: HISD Student TELPAS Proficiency in 2022 Compared to Statewide Data, by Grade Level

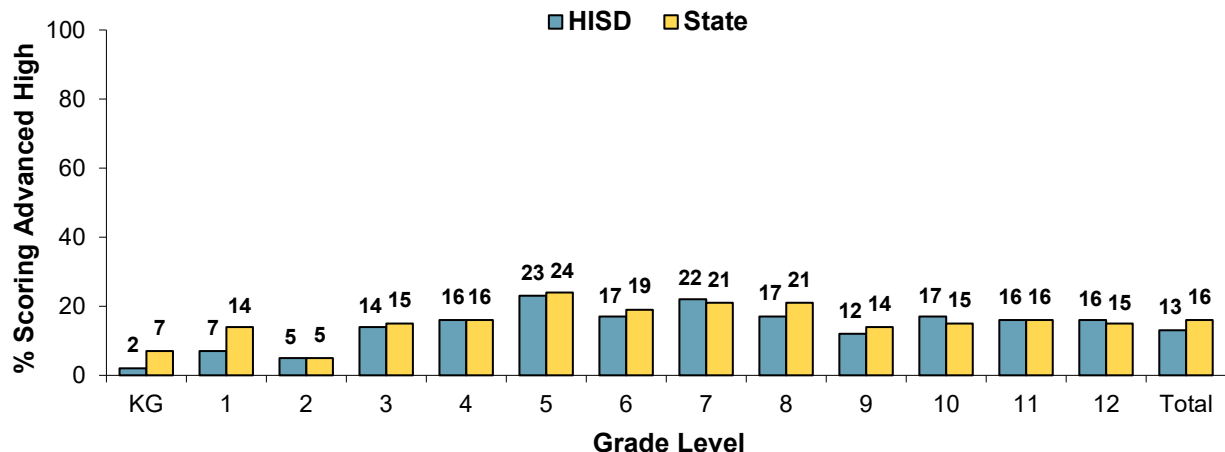
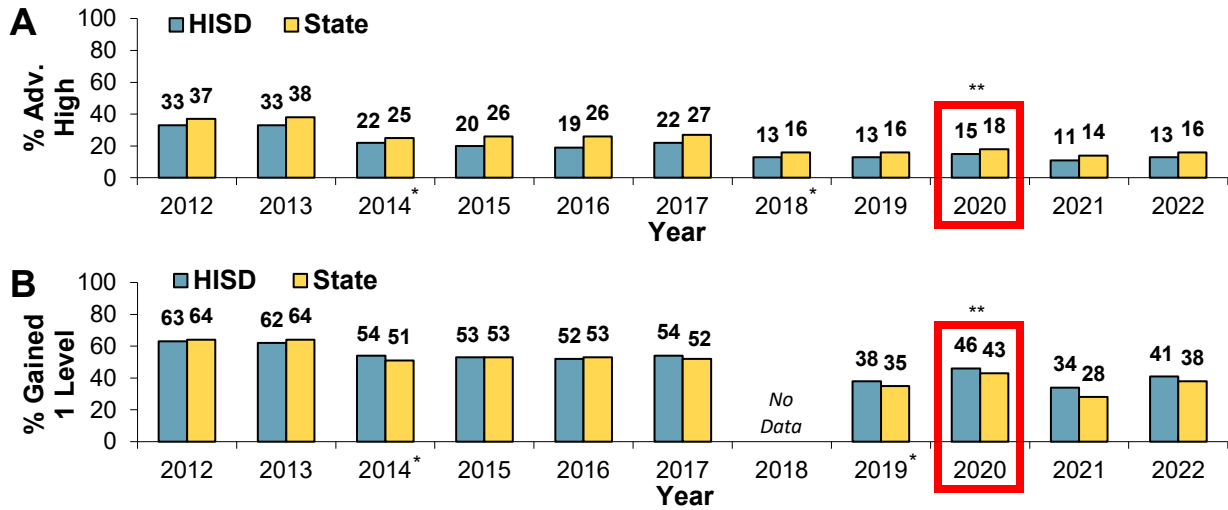


Figure 6: HISD Yearly Progress and Advanced High Proficiency Versus State Data, 2012 to 2022



Source: archived TELPAS files, TEA, eMetrics

* Scoring standard changed, see Appendix C

** Low TELPAS participation rate in 2020

- Overall proficiency has remained lower than that of the state (Figure 6a), and the performance gap was the same in 2022 as it has been since 2018 (-3 percentage points). Both the district and state showed higher rates of EB progress in TELPAS in 2022 (compared to both 2021 and 2019) and the district's performance has been higher than that for the state since 2017.

TELPAS Proficiency for the Four Language Domains

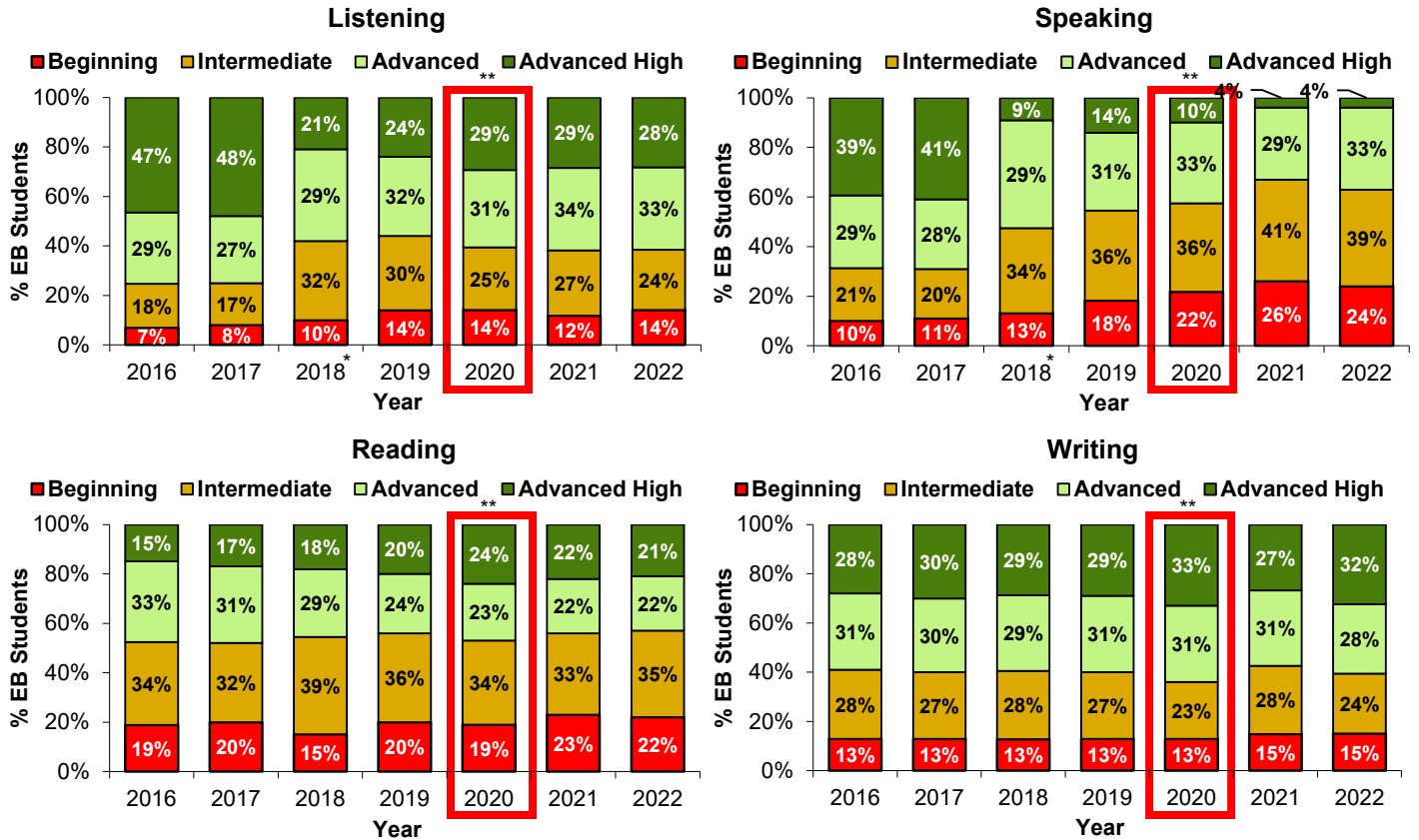
The listening and speaking domains for grades 2 through 12 were assessed via online testing starting in 2018, whereas previously these had always been assessed by holistic ratings from teachers. This section provides further details from the implementation of this protocol, including a comparison of trends over time for all four language domains.

- Figure 7** (see p. 8) shows TELPAS proficiency ratings for each language domain for the period 2016 through 2022.
- Listening (top left) and speaking (top right) show a definite change in ratings distributions following the introduction of online assessment for those domains in 2018. Specifically, there are now fewer EBs scoring Advanced High in these domains and more scoring Beginning or Intermediate.
- For reading (lower left) and writing (lower right) there has been no such decline in performance, as scoring of these domains has remained the same over this time period. In 2022, listening and reading showed declines in performance compared to 2021 while speaking and writing scores improved slightly.

TELPAS Proficiency and Program Status

Figure 8 (see p. 8) compares the four-year performance of the following groups of EB students: immigrants, non-immigrants, newcomers (i.e., first-year immigrants), students with parental denials/waivers, students in the transitional and dual language bilingual programs, students in the pre-exit phase of the transitional bilingual program, and English as a Second Language (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.

Figure 7: EB Student TELPAS Proficiency Ratings for Each Language Domain, 2016 Through 2022 (Grades 2–12 Only)



Source: archived TELPAS data files

* New online assessment

** Low TELPAS participation rate in 2020

- As Figure 8 shows, TELPAS performance was higher in 2022 compared to 2021, for nearly all groups of EB students. Only immigrant students (including newcomers) and those in the transitional bilingual program did not improve in 2022 (see **Appendix E** for student counts, p. 18).

Figure 8: Percentage of Students in Various Programs Scoring Advanced High, 2019 Through 2022

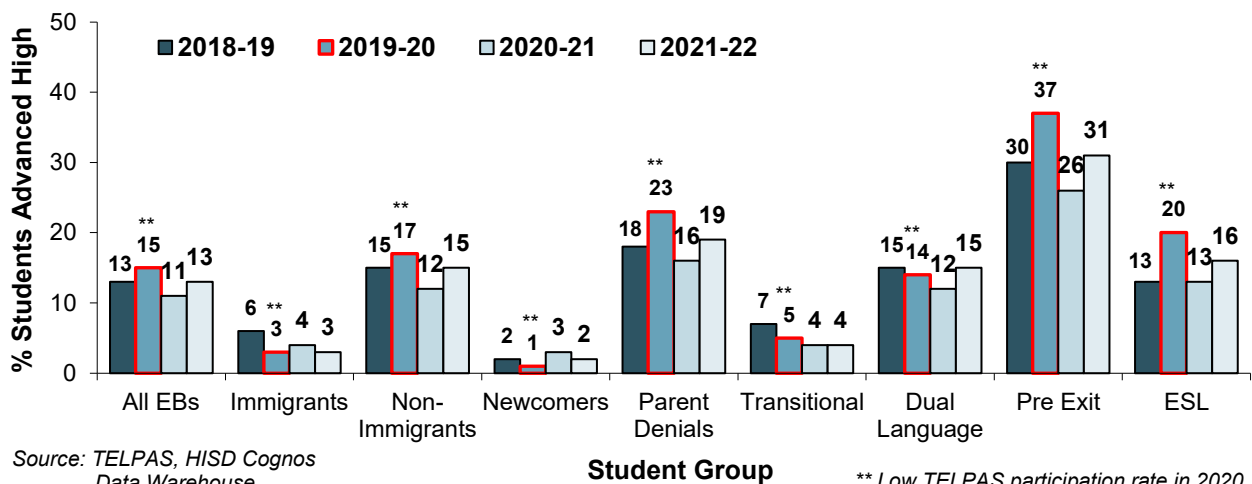


Table 5. HISD 2022 TELPAS Performance by Campus/Grade Level and Percent of Economically Disadvantaged Students

School/Grade Level	Campus % Econ Disadvantage	% Advanced/Advanced High	% Gained
Elementary (KG-5)	High Poverty (n=34,005)	35	42
	Low Poverty (n=2,225)	64	55
Middle (6-8)	High Poverty (n=11,288)	57	38
	Low Poverty (n=604)	84	56
High (9-12)	High Poverty (n=9,520)	48	33
	Low Poverty (n=508)	58	34

Poverty indicated by Economically Disadvantaged status, fall 2021 PEIMS

TELPAS and Student Subgroups

The final set of analyses summarize TELPAS performance in relation to three prominent factors. Specifically, whether TELPAS results were affected by student economic status, home language, or number of years in U.S. schools. Data for each of these is shown separately.

- **Table 5** (above) shows TELPAS performance for EB students who attended campuses rated either high in poverty (60% or more students economically disadvantaged based on fall 2021 PEIMS snapshot) or low in poverty (50% or less economically disadvantaged).
- Students at campuses with a higher rate of poverty had lower overall TELPAS proficiency and showed lower rates of yearly progress, and this was true at all school/grade levels. These differences were smallest for students in high school.
- **Table 6** shows TELPAS performance for students based on their home language and school/grade level. EB students at all school levels had lower rates of progress if they were Spanish-speaking than if they had some other home language.
- Spanish speaking EBs in elementary school showed lower overall English proficiency than those with some other language, but this difference was mostly absent at other school levels.

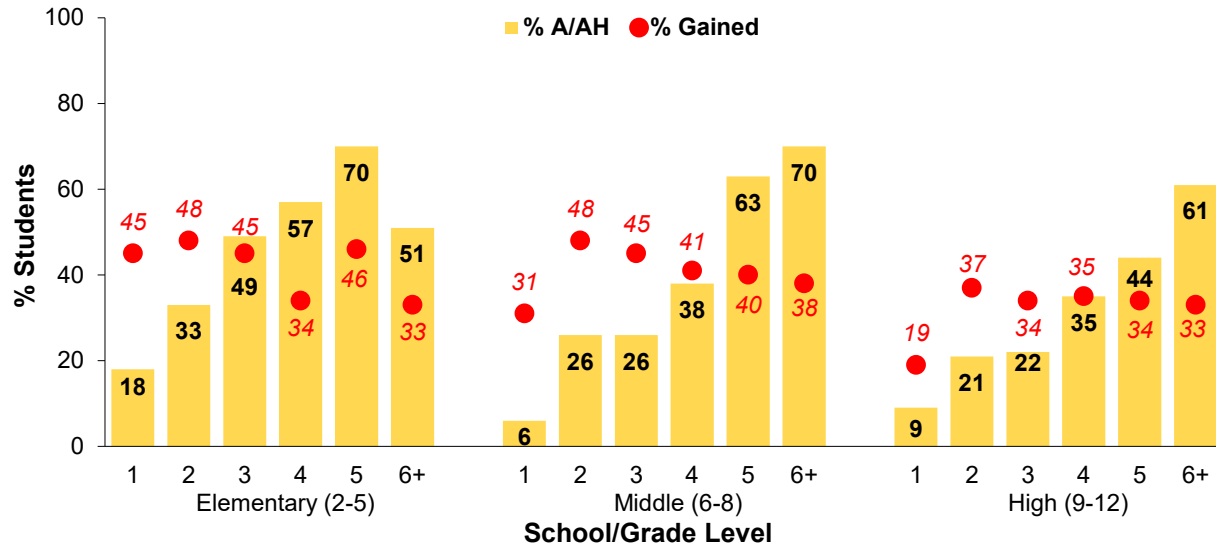
Table 6. HISD 2022 TELPAS Performance by Campus/Grade Level and Student Home Language

School/Grade Level	Student Home Language	% Advanced/Advanced High	% Gained
Elementary (KG-5)	Spanish (n=33,508)	36	43
	Other (n=3,449)	52	52
Middle (6-8)	Spanish (n=11,675)	59	39
	Other (n=813)	55	45
High (9-12)	Spanish (n=9,163)	49	33
	Other (n=670)	51	37

Home language from PowerSchools records

- Finally, **Figure 9** (see p. 10) shows TELPAS results by years in U.S. schools (TELPAS records) and school/grade level. Note that due to missing data, students in grade one were excluded from these analyses.
- Across all three school levels, EB English proficiency improved as students spent more time in U.S. schools (yellow bars), with a slight decline for elementary students in their sixth year or greater (which would include long-term EBs).

Figure 9: HISD 2022 TELPAS Performance by School/Grade Level and Number of Years in U.S. Schools



Source: TELPAS data file 8/1/22

- Yearly progress (red circles) showed an opposite trend with respect to years in U.S. schools, with moderate declines in progress rates the longer an EB had been in school.

The remaining pages contain summary data at the district and campus levels. The first section (pages 19 to 23) includes overall performance by campus, organized alphabetically. Following this are more detailed district and campus-level results (including grade-level data), organized by school level and alphabetically.

ENDNOTES

- ¹ Starting in spring 2018, in calculating the composite score each domain is weighted equally (25%). This is a change from the procedure followed in 2017 and previously, where a weighted average was used (reading 50%, writing 30%, listening and speaking 10% each).
- ² Beginning in 2019 a new version of TELPAS, the TELPAS Alternate, was introduced and is intended to be used for any student who meets the qualification for testing with the STAAR Alternate 2. Thus, when administering the TELPAS, a decision is first made as to whether a student qualifies for the TELPAS Alternate. If not, they take the regular version of the TELPAS, but may have certain domains exempted. The TELPAS Alternate was first administered in Spring of 2019.
- ³ The “four-domain” rule has always been in effect for calculating the TELPAS composite rating, and still applies to most students tested. However, ESSA now requires that states provide proficiency measures for those EB students with disabilities who cannot be assessed in all four domains. For TELPAS, students with disabilities who are not evaluated in one or two domains due to an ARD decision have their composite rating determined by the average of their performance in those domains for which they are rated. In spring 2022, there were 20 students in the district who received composite ratings under this provision.
- ⁴ While 60,040 students had complete TELPAS composite scores, there were a further 3,270 who did not receive a composite rating because one or more of their language domain scores were missing. This represents 5.2% of the total number of TELPAS answer documents submitted.
- ⁵ 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 enrolled 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.
- ⁶ While it is useful to know how the district’s EB 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 EB students. True success of any program needs to consider the long-term academic performance of EBs after they have exited EB status. The evaluation reports for the district’s special language programs provide ample evidence that exited EBs 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 EBs. Secondly, HISD has more EB students enrolled in bilingual programs than in ESL programs. At the state level, the opposite is true; the majority of EBs 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 EBs. Each of these points is discussed in detail in the district’s *2022 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 EB 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 (Grades 2–12)

The TELPAS reading assessment is a multiple-choice assessment given to all current EB students in grades 2–12. Administration is done online in almost all cases, although a handful of students (only one in 2021) 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 of Texas Assessments 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, EB students are expected to make gains in English reading proficiency each school year.

TELPAS Holistic Assessments (Listening/Speaking/Reading Grades K–1, Writing Grades K–12)

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 EB 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 EB students in the reading domain in grades 2–12, the holistic assessments are used to assess EB students in the other grades and domains.

- TELPAS Listening, Speaking, Reading (K–1)
- TELPAS Writing (K–12)

Teachers who are designated by the district as official raters of EB 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. In 2016, the rater-training procedure changed to include the testing of a teacher's accuracy in rating various students. In addition, TELPAS writing, listening and speaking samples (a procedure known as "calibration") needed to be done in a monitored setting.

The holistic assessments are aligned with the STAAR to the extent that the checklist is completed based on classroom observations of EB student performance on TEKS-based objectives. While there is no

APPENDIX B (CONTINUED)

TELPAS Assessment Design

explicit alignment between the TELPAS holistic assessments and the STAAR, they each reference TEKS criterion and, in this way, are related.

TELPAS Online Listening and Speaking (Grades 2–12)

As of the 2017–2018 school year, assessment of the listening and speaking domains for TELPAS has been done using item-based standardized online tests. For these online assessments, there are four different grade clusters for each language domain: Grades 2–3, Grades 4–5, Grades 6–8, and Grades 9–12. Students were assessed in these domains during the specified testing window of February 21st to April 1st, 2022. A small number of students who could not be tested using the online technology were assessed using holistic ratings.

In order to accommodate the additional online testing required for listening and speaking, the duration of the TELPAS reading assessment was reduced so that total online testing time for students would be approximately the same as they would have faced under the previous testing regimen (when only reading was assessed online). Because of this change to the reading assessment, it too had new cut points established and this was done contemporaneously with the norming of the listening and speaking domains.

These changes to the TELPAS make it difficult to make direct comparisons between proficiency ratings observed under the new system, and those obtained using the previous version of the TELPAS (i.e., 2017 or earlier). Accordingly, for 2018 only, the TELPAS Yearly progress measure was not calculated or reported (see Figure 1, p. 4).

Changes to TELPAS in 2014

Where historical data is used to show TELPAS performance prior to 2014, there is an additional factor which needs to be considered. Specifically, changes were made 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. This change was made at the time because as the more difficult STAAR assessment replaced TAKS, a trend developed whereby EBs could 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 EB status). Since it made little sense to have a system where an EB student was judged to be English proficient according to TELPAS, but could not pass the STAAR reading test, the cutscores on the TELPAS were adjusted to bring them more into alignment with performance levels based on EB STAAR performance. This adjustment to the scoring of TELPAS reading contributed to declines in overall TELPAS performance from 2014 through 2017, as illustrated in **Figures 1 and 3**.

TELPAS Testing Protocol 2020–2021

Due to the COVID-19 outbreak which began in 2020, district students had the option of either in-person learning (IP) or virtual/remote learning (RV) during the 2020–2021 school year. However, grades 2–12 listening, speaking, and reading assessments had to be done in-person in a supervised environment. Observational ratings for grades K–1 could still be obtained from RV students, and similarly writing samples could be submitted remotely as well. In order to give more EBs an opportunity to be included in TELPAS testing, the window was extended from the original end date of April 9th to May 28th, 2021.

Appendix C

State and District Yearly Progress in TELPAS Composite Ratings, 2021 to 2022

		Cohort Size	Gained 1 Proficiency Level	Gained 2 Proficiency Levels	Gained 3 Proficiency Levels	Gained at Least 1 Proficiency Level	Gained 2021
Grade Level	District State	N	%	%	%	%	
1	HISD Texas	5,160 87,840	35 44	8 9	1 1	45 54	41 49
2	HISD Texas	5,315 87,310	40 31	7 4	<1 0	47 35	41 26
3	HISD Texas	5,260 80,334	44 43	3 2	0 0	46 45	37 30
4	HISD Texas	5,309 81,800	31 31	1 1	0 0	32 32	24 22
5	HISD Texas	4,978 80,058	45 42	2 2	0 0	47 44	40 35
6	HISD Texas	3,368 75,506	31 31	1 1	0 0	33 31	23 20
7	HISD Texas	2,754 65,539	44 37	2 1	0 0	46 38	22 22
8	HISD Texas	2,411 55,780	38 37	2 1	0 0	40 38	24 22
9	HISD Texas	2,532 50,339	27 25	1 1	<1 0	29 26	18 16
10	HISD Texas	1,659 35,836	35 29	2 1	0 0	37 31	26 19
11	HISD Texas	1,412 29,299	34 30	2 1	0 0	36 31	30 19
12	HISD Texas	948 21,563	33 27	1 1	0 0	34 28	24 17
Total	HISD Texas	41,106 751,204	37 35	3 2	<1 <1	41 38	34 28

Source: TELPAS data file 9/1/22, Texas eMetrics website

Appendix D

State and District Composite TELPAS Ratings, Spring 2022 (Data for 2021 Highlighted in Green)

		Number Tested	Beginning	Intermediate	Advanced	Advanced High	Advanced High 2021	Average Composite Score
Grade Level	District State	N	%	%	%	%	%	%
K	HISD	6,100	70	22	6	2	2	1.4
	Texas	95,061	48	32	13	7	6	1.7
1	HISD	6,213	45	35	13	7	6	1.7
	Texas	99,948	26	38	22	14	13	2.2
2	HISD	5,999	18	51	26	5	4	2.2
	Texas	96,048	13	51	31	5	4	2.3
3	HISD	6,375	9	41	36	14	12	2.5
	Texas	98,031	6	37	42	15	13	2.7
4	HISD	6,467	11	37	37	16	14	2.5
	Texas	99,607	7	34	42	16	15	2.6
5	HISD	6,258	8	29	39	23	21	2.8
	Texas	98,216	5	27	44	24	24	2.8
6	HISD	4,440	7	35	41	17	13	2.7
	Texas	93,685	4	31	46	19	17	2.8
7	HISD	4,210	7	31	40	22	11	2.8
	Texas	91,378	4	29	46	21	17	2.9
8	HISD	3,950	10	34	39	17	12	2.7
	Texas	80,805	4	28	47	21	17	2.9
9	HISD	4,208	16	41	31	12	13	2.4
	Texas	80,554	9	39	38	14	16	2.6
10	HISD	2,424	10	38	35	17	11	2.6
	Texas	56,754	6	39	40	15	16	2.7
11	HISD	2,096	11	39	34	16	14	2.6
	Texas	46,816	5	38	41	16	17	2.7
12	HISD	1,300	5	39	40	16	15	2.7
	Texas	34,588	3	40	41	15	16	2.7
Total	HISD	60,040	20	36	30	13	11	2.4
	Texas	1,071,491	12	35	37	16	14	2.6

Source: TELPAS data file 8/1/22, Texas eMetrics website

Appendix E

Number of Students from Various Programs Tested on TELPAS, 2016 through 2022 (Compare With Figure 8, p. 8)

Program/Student Group	2016	2017	2018	2019	2020	2021	2022
All ELs	57,458	61,281	59,724	59,407	20,772	49,788	60,040
Immigrants (Yrs 1-3)	8,721	10,348	9,471	9,852	3,681	7,001	8,154
Newcomers (Yr 1 immigrants)	3,263	4,238	2,548	3,333	1,586	783	51,886
Non-Immigrants	48,737	50,934	50,253	49,555	17,091	42,787	3,523
Parent Denials	4,412	4,013	3,479	2,884	832	1,703	2,125
Transitional Bilingual	20,623	18,682	17,288	18,071	7,707	16,024	16,686
Dual Language Bilingual	4,731	6,399	6,771	6,028	2,242	5,334	5,467
Pre-Exit Bilingual	7,741	7,274	6,265	4,991	1,390	1,898	1,879
ESL	19,037	23,881	25,489	27,349	7,883	21,674	28,972

Source: TELPAS, Cognos, PowerSchools

Texas English Language Proficiency Assessment System (TELPAS)

2022 Assessment Report - Summary Data

	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Alcott ES	44	25	23	32	20	41	46	54
Almeda ES	354	31	31	29	10	257	44	56
Anderson ES	299	25	46	24	4	203	36	64
Arabic Immersion	131	5	35	37	24	73	44	56
Ashford ES	131	37	31	24	7	79	29	71
Askew ES	269	38	36	18	7	110	35	65
Atherton ES	43	9	56	33	2	33	42	58
Attucks MS	60	2	32	48	18	46	35	65
Austin HS	520	13	43	32	12	392	32	68
Barrick ES	320	22	44	25	9	245	36	64
Bastian ES	145	15	42	30	12	106	52	48
BCM Biotech Acad Rusk	92	0	11	50	39	83	48	52
Baylor College MS	49	0	16	39	45	29	55	45
Bell ES	268	35	40	16	9	183	37	63
Bellaire HS	201	15	40	32	12	86	27	73
Bellfort ECC	117	80	19	1	0	0	-	-
Benavidez ES	784	40	38	17	5	482	40	60
Benbrook ES	268	33	29	22	16	188	50	50
Berry ES	353	25	36	27	12	282	45	55
Black MS	244	10	40	37	13	144	35	65
Blackshear ES	16	0	56	44	0	14	0	100
Bonham ES	606	34	38	20	8	426	39	61
Bonner ES	392	26	41	26	7	295	40	60
Braeburn ES	579	43	36	19	2	386	36	64
Briargrove ES	224	19	34	34	13	87	37	63
Briarmeadow	157	0	18	43	38	96	48	52
Briscoe ES	87	7	34	39	20	70	39	61
Brookline ES	439	36	28	26	10	314	42	58
Browning ES	169	14	51	24	11	140	44	56
Bruce ES	33	6	36	36	21	29	31	69
Burbank ES	363	21	34	32	13	289	42	58
Burbank MS	638	2	17	42	38	580	51	49
Burnet ES	242	27	36	28	9	181	33	67
Burrus ES	20	25	35	30	10	14	36	64
Bush ES	192	15	19	31	35	120	76	24
Cage ES	192	21	33	35	11	127	45	55
Carnegie HS	2	*	*	*	*	2	*	*
Carrillo ES	187	29	35	25	10	139	45	55
Challenge EC HS	46	0	13	30	57	41	61	39
Chavez HS	732	15	38	37	11	532	30	70
Chrysalis MS	80	0	9	58	34	56	38	62
Clifton MS	298	17	44	32	7	215	26	74
Codwell ES	16	19	69	13	0	5	20	80
Community Services	14	50	50	0	0	3	*	*
Condit ES	163	12	26	37	25	113	55	45
Cook ES	115	31	32	23	13	57	56	44
Coop ES	261	31	35	27	7	185	32	68
Cornelius ES	353	19	40	32	9	265	37	63
Crespo ES	371	16	38	28	18	278	51	49
Crockett ES	133	21	27	32	20	112	51	49
Cullen MS	28	18	54	29	0	19	26	74
Cunningham ES	386	30	29	28	13	268	49	51
DAEP EL	0	-	-	-	-	0	-	-
Daily ES	273	25	32	25	18	159	48	52
Davila ES	166	33	34	27	7	117	44	56
De Chaumes ES	375	26	33	29	12	305	49	51

Source: TELPAS Student Data File, 8/1/2022

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)

2022 Assessment Report - Summary Data

	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Deady MS	331	6	39	41	14	210	30	70
DeAnda ES	315	22	34	33	10	235	36	64
DeBakey HS	24	0	0	25	75	21	71	29
DeZavala ES	185	18	27	31	24	146	60	40
Dogan ES	170	22	38	30	10	130	35	65
Durham ES	166	16	43	31	10	131	51	49
Durkee ES	292	20	30	34	16	230	66	34
East EC HS	46	0	0	65	35	39	41	59
Eastwood Acad HS	33	0	30	39	30	28	36	64
Edison MS	262	5	28	47	20	197	47	53
Eliot ES	233	17	36	33	14	178	47	53
Elmore ES	230	19	51	23	7	143	34	66
Elrod ES	404	18	44	29	8	281	38	62
Emerson ES	611	25	33	29	12	402	52	48
Energized ECC	0	-	-	-	-	0	-	-
Energized ES	1048	27	35	28	10	802	46	54
Energized MS	528	1	28	54	17	477	41	59
Energy Inst HS	36	0	0	28	72	31	81	19
E-STEM Central HS	365	2	43	35	20	352	33	67
E-STEM West MS	286	4	47	36	13	237	27	73
Farias ECC	0	-	-	-	-	0	-	-
Field ES	55	5	22	35	38	42	50	50
Fleming MS	83	5	39	31	25	70	41	59
Foerster ES	240	41	31	23	6	133	29	71
Fondren ES	140	21	38	29	11	91	45	55
Fondren MS	423	10	43	36	10	228	29	71
Fonville MS	404	7	35	44	15	309	30	70
Fonwood ECC	1	*	*	*	*	0	-	-
Forest Brook MS	148	7	51	38	4	80	24	76
Foster ES	16	6	56	38	0	15	20	80
Franklin ES	165	32	35	28	6	124	42	58
Frost ES	76	16	57	21	7	62	29	71
Furr HS	348	17	41	34	8	171	24	76
Gallegos ES	144	24	40	28	8	115	40	60
Garcia ES	155	14	47	21	18	128	62	38
Garden Oaks	155	12	39	39	10	123	29	71
Garden Villas ES	138	14	51	27	8	91	27	73
Golfcrest ES	256	40	36	20	4	155	37	63
Gregg ES	165	25	36	28	11	133	42	58
Gregory-Lincoln PK-8	83	13	49	31	6	71	31	69
Grissom ES	228	33	32	30	5	178	35	65
Gross ES	196	36	36	25	3	124	35	65
HAIS HS	19	0	11	47	42	17	47	53
Halpin ECC	130	87	11	2	0	0	-	-
Hamilton MS	273	2	25	45	28	155	37	63
Harper DAEP	2	*	*	*	*	0	-	-
Harris JR ES	171	30	32	29	9	127	47	53
Harris RP ES	312	48	41	10	2	217	25	75
Hartman MS	475	7	31	45	17	393	43	57
Hartsfield ES	16	44	44	13	0	10	30	70
Harvard ES	25	4	44	24	28	17	53	47
HCC Lifeskills	0	-	-	-	-	0	-	-
Heights HS	258	4	31	35	30	187	46	54
Helms ES	166	9	39	35	17	126	51	49
Henderson JP ES	365	36	29	20	15	253	51	49
Henderson NQ ES	27	22	59	11	7	19	21	79

Source: TELPAS Student Data File, 8/1/2022

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)

2022 Assessment Report - Summary Data

	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Henry MS	372	8	39	41	12	223	35	65
Herod ES	171	13	32	34	20	112	53	47
Herrera ES	314	17	37	30	16	238	52	48
High School Ahead Acad	27	4	37	56	4	17	12	88
Highland Heights ES	137	34	42	21	3	91	49	51
Hilliard ES	76	14	42	29	14	53	40	60
Hines-Caldwell ES	390	17	31	34	17	235	39	61
Hobby ES	249	25	39	25	11	168	34	66
Hogg MS	155	6	17	39	38	124	50	50
Holland MS	353	13	41	39	8	253	26	74
Horn ES	121	8	21	38	32	84	62	38
Houston MSTC HS	844	11	48	32	8	539	28	72
Kinder HSPVA	10	0	0	10	90	7	86	14
Isaacs ES	88	18	51	24	7	66	52	48
Janowski ES	234	29	40	26	5	182	29	71
Jefferson ES	95	14	53	25	8	81	57	43
JJAEP	0	-	-	-	-	0	-	-
Jones HS	62	6	50	37	6	53	11	89
Kashmere Gardens ES	32	19	69	9	3	18	22	78
Kashmere HS	160	13	40	36	11	113	27	73
Kelso ES	152	24	42	26	7	94	37	63
Kennedy ES	274	27	40	20	14	209	48	52
Ketelsen ES	172	15	34	35	16	134	58	42
Key MS	165	10	39	41	10	108	29	71
Kolter ES	78	6	38	32	23	48	40	60
Lamar HS	260	4	33	42	21	165	31	69
Lanier MS	113	1	18	42	40	81	60	40
Lantrip ES	157	10	25	38	27	120	53	47
Las Americas MS	334	58	40	2	0	0	-	-
Laurenzo ECC	1	*	*	*	*	0	-	-
Law ES	100	29	39	17	15	69	52	48
Lawson MS	539	6	36	43	15	366	37	63
HSLJ	31	0	3	16	81	27	78	22
Leland YMCPA	35	0	34	54	11	27	22	78
Lewis ES	495	37	38	21	4	387	37	63
Liberty HS	256	38	42	16	4	97	40	60
Lockhart ES	1	*	*	*	*	1	*	*
Long Acad	510	9	50	30	10	370	33	67
Longfellow ES	62	8	39	40	13	29	24	76
Looscan ES	79	28	41	18	14	65	34	66
Love ES	112	13	24	41	22	92	52	48
Lovett ES	87	8	18	45	29	60	58	42
Lyons ES	386	32	26	24	18	308	54	46
MacGregor ES	54	9	33	41	17	42	40	60
Mading ES	80	15	48	34	4	56	39	61
Madison HS	577	11	51	28	9	360	25	75
Mandarin Immersion	120	3	23	32	43	67	63	37
Marshall ES	373	23	45	25	8	272	44	56
Marshall MS	251	5	33	47	15	174	29	71
Martinez C ES	78	17	29	37	17	57	54	46
Martinez R ES	167	28	32	26	15	129	51	49
McGowen ES	68	24	32	34	10	51	47	53
McNamara ES	740	42	35	16	6	378	45	55
McReynolds MS	190	8	41	39	12	86	36	64
Memorial ES	93	15	25	34	26	79	52	48
Meyerland MS	284	2	28	48	23	120	36	64

Source: TELPAS Student Data File, 8/1/2022

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)

2022 Assessment Report - Summary Data

	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Middle College HS Fraga	32	0	3	44	53	31	81	19
Middle College HS Gulfton	36	0	86	14	0	21	5	95
Milby HS	536	6	36	40	17	432	37	63
Milne ES	189	34	50	13	2	122	28	72
Mistral ECC	0	-	-	-	-	0	-	-
Mitchell ES	171	24	48	20	8	117	36	64
MLK ECC	2	*	*	*	*	0	-	-
Montgomery ES	167	13	40	35	13	104	45	55
Moreno ES	452	25	36	30	10	335	39	61
Mount Carmel Acad HS	71	0	46	38	15	54	31	69
Navarro MS	314	12	39	37	11	234	23	77
Neff ECC	275	65	22	12	0	111	49	51
Neff ES	530	11	38	38	14	470	47	53
North Forest HS	143	4	52	38	6	99	16	84
North Houston EC HS	82	0	6	46	48	80	58	42
Northline ES	281	43	31	21	5	202	28	72
Northside HS	319	9	34	37	21	188	38	62
Oak Forest ES	25	8	24	44	24	16	38	62
Oates ES	149	36	41	16	7	107	44	56
Ortiz MS	474	11	39	37	13	356	37	63
Osborne ES	71	8	55	28	8	45	73	27
Paige ES	148	26	52	19	3	97	48	52
Park Place ES	409	21	36	30	13	305	52	48
Parker ES	218	15	36	34	15	152	45	55
Patterson ES	393	9	40	34	18	316	41	59
Peck ES	118	34	37	23	6	94	38	62
Pershing MS	241	1	17	38	44	181	64	36
Petersen ES	180	26	36	26	12	116	45	55
Pilgrim Acad	908	26	32	28	13	675	46	54
Pin Oak MS	169	0	9	44	46	145	61	39
Piney Point ES	811	43	29	21	7	514	42	58
Pleasantville ES	58	19	40	24	17	44	57	43
Poe ES	160	18	26	31	24	112	65	35
Port Houston ES	166	28	49	19	4	118	32	68
Pugh ES	122	18	39	35	7	97	36	64
R D S P D	0	-	-	-	-	0	-	-
Reagan Ed Ctr PK-8	469	16	43	30	10	356	33	67
Red ES	152	15	32	30	22	97	53	47
Revere MS	475	14	38	31	18	139	29	71
Reynolds ES	8	0	25	50	25	5	60	40
Rice School PK-8	251	6	32	39	22	93	40	60
River Oaks ES	60	3	15	37	45	35	51	49
Roberts ES	125	9	15	38	38	69	74	26
Robinson ES	255	21	41	27	11	185	47	53
Rodriguez ES	699	27	41	24	7	502	40	60
Rogers T H	77	0	16	49	35	43	65	35
Roosevelt ES	150	14	31	40	15	107	42	58
Ross ES	76	33	32	28	8	61	52	48
Rucker ES	142	16	50	25	9	112	29	71
Sanchez ES	227	29	44	21	7	165	35	65
Scarborough ES	357	16	37	32	15	248	50	50
Scarborough HS	223	21	54	20	5	121	21	79
School at St. George ES	191	5	28	46	21	120	53	47
Scroggins ES	155	23	38	27	12	118	42	58
Secondary DAEP	28	14	75	11	0	20	10	90
Seguin ES	239	30	38	23	9	168	39	61

Source: TELPAS Student Data File, 8/1/2022

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)

2022 Assessment Report - Summary Data

	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Shadowbriar ES	38	18	39	32	11	25	40	60
Shadydale ES	157	26	39	27	7	112	46	54
Sharpstown HS	484	14	50	31	5	277	24	76
Sharpstown Intl	357	1	29	53	17	138	28	72
Shearn ES	230	20	43	30	7	169	31	69
Sherman ES	166	32	33	29	6	111	49	51
Sinclair ES	28	4	39	50	7	23	35	65
Smith ES	420	37	41	18	5	289	36	64
SOAR Center	1	*	*	*	*	1	*	*
South EC HS	43	0	5	30	65	26	81	19
Southmayd ES	174	25	36	32	8	113	40	60
Sterling HS	298	10	48	35	7	230	27	73
Stevens ES	238	50	34	14	2	160	21	79
Stevenson MS	575	5	26	38	30	511	41	59
Sugar Grove MS	556	9	36	39	16	409	53	47
Sutton ES	686	31	31	26	11	470	49	51
Tanglewood MS	208	7	25	50	18	80	33	67
TCAH	106	0	22	48	30	43	42	58
Thomas MS	91	9	49	35	7	73	25	75
Thompson ES	7	14	57	29	0	4	*	*
Tijerina ES	186	38	26	27	9	130	37	63
Tinsley ES	517	27	45	21	7	425	42	58
Travis ES	23	9	4	39	48	16	63	37
Twain ES	125	24	28	29	19	85	55	45
Valley West ES	299	27	42	23	8	176	36	64
Wainwright ES	166	31	45	19	5	110	35	65
Walnut Bend ES	212	30	36	23	11	149	46	54
Waltrip HS	330	14	34	40	12	255	29	71
Washington HS	118	19	52	25	4	88	16	84
Welch MS	276	10	35	35	21	155	54	46
Wesley ES	16	25	50	19	6	10	30	70
West Briar MS	199	8	21	40	32	108	51	49
West University ES	41	2	12	44	41	15	73	27
Westbury HS	780	15	39	31	14	472	40	60
Westside HS	379	8	22	42	27	140	46	54
Wharton K-8	233	7	22	28	43	183	61	39
Wheatley HS	125	9	38	36	18	93	40	60
Whidby ES	54	20	43	31	6	38	32	68
White E ES	512	25	34	26	15	348	47	53
White M ES	282	23	28	32	17	175	34	66
Whittier ES	166	26	38	30	7	76	37	63
Williams MS	151	12	46	35	7	104	27	73
Baker Montessori	83	23	30	34	13	63	44	56
Windsor Village ES	263	29	27	34	10	208	44	56
Wisdom HS	807	20	40	29	11	470	32	68
Woodson	37	16	38	30	16	24	46	54
Worthing HS	114	4	44	33	19	88	39	61
Yates HS	44	14	41	30	16	36	31	69
Young ES	6	17	50	33	0	6	17	83
YWCPA	27	0	4	30	67	22	64	36
HISD	60040	20	36	30	13	41106	41	59

**Districtwide
TELPAS Performance
Spring 2022**

Texas English Language Proficiency Assessment System (TELPAS) 2022 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	%
1	5,160	1,824	35	401	8	72	1	2,297	45
2	5,315	2,127	40	371	7	12	0	2,510	47
3	5,260	2,291	44	148	3	0	0	2,439	46
4	5,309	1,654	31	61	1	0	0	1,715	32
5	4,978	2,218	45	107	2	0	0	2,325	47
6	3,368	1,059	31	36	1	0	0	1,095	33
7	2,754	1,215	44	59	2	0	0	1,274	46
8	2,411	908	38	49	2	0	0	957	40
9	2,532	686	27	34	1	2	0	722	29
10	1,659	577	35	33	2	0	0	610	37
11	1,412	476	34	30	2	0	0	506	36
12	948	314	33	12	1	0	0	326	34
Total	41,106	15,349	37	1,341	3	86	0	16,776	41

* Less than 5 students tested

TELPAS Composite Rating

Grade	Number of Students	Beginning		Intermediate		Advanced		Advanced High		Average Composite Score
		N	%	N	%	N	%	N	%	
K	6,100	4,258	70	1,351	22	355	6	136	2	1.4
1	6,213	2,784	45	2,205	35	816	13	408	7	1.7
2	5,999	1,103	18	3,033	51	1,581	26	282	5	2.2
3	6,375	600	9	2,604	41	2,291	36	880	14	2.5
4	6,467	706	11	2,380	37	2,372	37	1,009	16	2.5
5	6,258	505	8	1,831	29	2,456	39	1,466	23	2.8
6	4,440	309	7	1,569	35	1,801	41	761	17	2.7
7	4,210	297	7	1,322	31	1,669	40	922	22	2.8
8	3,950	376	10	1,343	34	1,554	39	677	17	2.7
9	4,208	672	16	1,732	41	1,295	31	509	12	2.4
10	2,424	248	10	926	38	837	35	413	17	2.6
11	2,096	225	11	812	39	722	34	337	16	2.6
12	1,300	61	5	513	39	520	40	206	16	2.7
Total	60,040	12,144	20	21,621	36	18,269	30	8,006	13	2.4

Source: TELPAS data file 8/1/22

Texas English Language Proficiency Assessment System (TELPAS) 2022 Assessment Report

TELPAS Individual Language Domains

Grade	Listening								Speaking								Reading								Writing							
	Beginning		Intermediate		Advanced		Advanced High		Beginning		Intermediate		Advanced		Advanced High		Beginning		Intermediate		Advanced		Advanced High		Beginning		Intermediate		Advanced		Advanced High	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
K	3,832	63	1,509	25	536	9	234	4	4,272	70	1,179	19	475	8	178	3	5,152	84	560	9	253	4	136	2	5,236	86	534	9	219	4	115	2
1	2,284	37	2,287	37	1,067	17	591	9	2,889	46	1,946	31	876	14	510	8	3,925	63	1,323	21	569	9	398	6	4,207	68	1,213	20	518	8	282	5
2	871	14	1,616	27	2,261	37	1,336	22	1,691	28	3,152	52	1,098	18	143	2	2,434	40	2,159	36	1,046	17	437	7	2,251	37	2,150	35	1,153	19	504	8
3	520	8	993	15	2,122	33	2,819	44	1,162	18	2,924	45	1,966	30	402	6	1,711	26	2,252	35	1,212	19	1,290	20	1,499	23	2,086	33	1,745	27	1,081	17
4	1,356	21	1,884	29	2,085	32	1,207	18	1,259	19	2,253	34	2,709	41	311	5	1,162	18	2,459	38	1,370	21	1,544	24	885	14	1,779	27	1,979	30	1,847	28
5	978	15	1,409	22	2,142	34	1,798	28	1,168	18	2,027	32	2,719	43	413	7	745	12	1,921	30	1,504	24	2,167	34	615	10	1,324	21	1,950	31	2,396	38
6	396	9	1,408	31	1,316	29	1,407	31	720	16	1,920	42	1,798	40	89	2	972	21	1,505	33	1,035	23	1,043	23	434	10	924	21	1,436	32	1,709	38
7	367	9	1,044	24	1,096	26	1,789	42	749	17	1,835	43	1,613	38	99	2	848	20	1,182	28	999	23	1,267	29	404	9	786	18	1,279	30	1,833	43
8	465	12	982	24	975	24	1,610	40	925	23	1,775	44	1,251	31	81	2	744	18	1,449	36	1,141	28	690	17	441	11	667	17	1,122	28	1,781	44
9	1,128	24	1,216	26	1,608	34	757	16	2,026	43	1,361	29	1,166	25	156	3	1,155	24	1,764	37	1,056	22	766	16	605	13	883	20	1,356	30	1,644	37
10	431	16	627	24	999	38	560	21	912	35	747	29	805	31	153	6	484	18	1,034	39	604	23	505	19	183	7	489	19	728	28	1,179	46
11	429	19	521	23	890	39	425	19	776	34	612	27	731	32	146	6	440	19	897	39	536	23	414	18	148	7	392	18	587	27	1,057	48
12	167	11	351	24	631	43	312	21	438	30	421	29	501	34	101	7	213	15	621	43	359	25	252	17	18	1	195	14	474	35	677	50
Total	13,224	21	15,847	26	17,728	29	14,845	24	18,987	31	22,152	36	17,708	29	2,782	5	19,985	32	19,126	31	11,684	19	10,909	18	16,926	28	13,422	22	14,546	24	16,105	26

* Less than 5 students tested

Source: TELPAS data file 8/1/22