HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM

TELPAS REPORT

2022 – 2023

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

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Texas English Language Proficiency Assessment System (TELPAS) 2022–2023

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. 11–12). 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 status[2] or due to extenuating circumstances). Details on the design of the TELPAS can be found in **Appendix B** (pp. 13-14).

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 can be reclassified as non-EB. Second, TELPAS proficiency levels and growth are used in a variety of federal and state accountability calculations. 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.

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 Composite Ratings

TELPAS composite ratings indicate EB students’ overall level of English language proficiency (Appendix B, pp. 13-14). 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 TELPAS language domains are assessed within the same testing window during the spring of each school year. For 2023, the testing window was February 20 to March 31, 2023. For grades K–1, all four language domains are assessed holistically. For grades 2–12, all domains are assessed online via item-based standardized tests.

Participants

All students in grades K–12 who the district reports as Emergent Bilinguals (EB) are required to participate in TELPAS. A total of 64,286 EB students in the Houston Independent School District (HISD) took TELPAS during the 2022–2023 school year and received a composite rating. **Table 2** provides basic demographic information for these students (only cases for whom information was available are included, thus counts may total less than 64,286).[4]

- Male TELPAS participants outnumbered females, 51% versus 48%. Eighty-nine percent of TELPAS participants were Hispanic, with Asians (5%) forming the second largest group. Ninety-two percent of TELPAS participants were considered economically disadvantaged.

- Eighty-two percent of the students tested were served through either a bilingual or ESL program, while 18% either had a parental waiver for exclusion from any specialized linguistic services or program information was missing. Twenty-eight percent had been EB for six years or more.[5]

Table 2. Demographic Information for TELPAS Participants, 2023

Gender	N	%	Language Program	N	%
Female	30,863	48	Bilingual	24,103	37
Male	32,696	51	ESL	28,774	45
No Information	727	1	Waived/No Information	11,409	18
Ethnicity					
American Indian	82	<1	**Years in US Schools***		
Asian	2,980	5	1st Year	9,461	16
African American	1,115	2	2	11,464	19
Hispanic	57,435	89	3	7,714	13
Pacific Islander/Hawaiian	18	<1	4	7,056	12
White	1,796	3	5	5,392	9
Two or more	152	<1	6+	16,308	28
No Information	708	1	No information	1,397	2
Economically Disadvantaged					
Yes	59,007	92	** Excludes students in KG*		
No	5,128	8			
No Information	151	<1			

Source: Cognos TELPAS data file 7/7/23

Results

TELPAS Proficiency

The first 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 3**. 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 64,286 students who received composite ratings on the TELPAS in 2022–2023.

Table 3. HISD TELPAS Results: Number and Percent at Each Proficiency Level, 2023

Grade	Number Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2022	Composite Score
	N	N	%	N	%	N	%	N	%	%	
K	5,494	3,873	70	1,193	22	308	6	120	2	2	1.4
1	6,544	2,892	44	2,405	37	845	13	402	6	7	1.8
2	6,172	1,544	25	3,297	53	1,170	19	161	3	5	2.0
3	6,083	891	15	2,603	43	1,998	33	591	10	14	2.4
4	6,421	1,050	16	2,352	37	2,190	34	829	13	16	2.4
5	6,394	705	11	1,800	28	2,519	39	1,370	21	23	2.7
6	4,593	553	12	1,690	37	1,737	38	613	13	17	2.5
7	4,617	537	12	1,620	35	1,681	36	779	17	22	2.6
8	4,576	514	11	1,767	39	1,600	35	695	15	17	2.5
9	5,277	1,119	21	2,247	43	1,458	28	453	9	12	2.2
10	3,516	543	15	1,380	39	1,098	31	495	14	17	2.4
11	2,484	288	12	914	37	841	34	441	18	16	2.5
12	2,115	207	10	803	38	793	37	312	15	16	2.6
Total	**64,286**	**14,716**	**23**	**24,071**	**38**	**18,238**	**28**	**7,261**	**11**	**13**	**2.3**

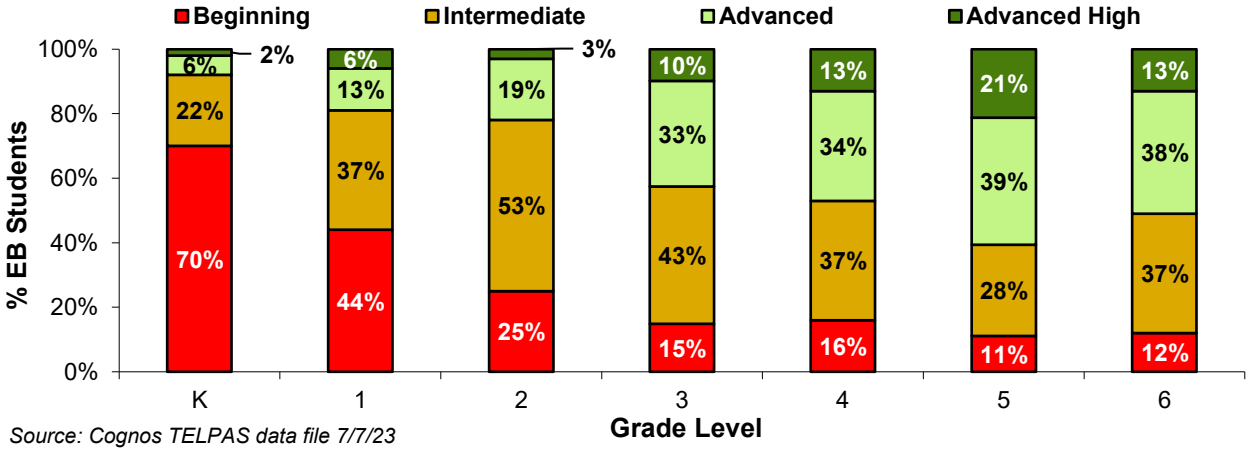
Source: TELPAS data file 7/7/23 and 8/1/22

- Eleven percent of EB students had TELPAS composite ratings of Advanced High in 2022–2023, a decrease from the previous year's level of 13 percent.

- Most grades showed declines from the previous year in the percentage of students scoring Advanced High, the only exceptions being grade 11 (slight increase) and kindergarten (no change).

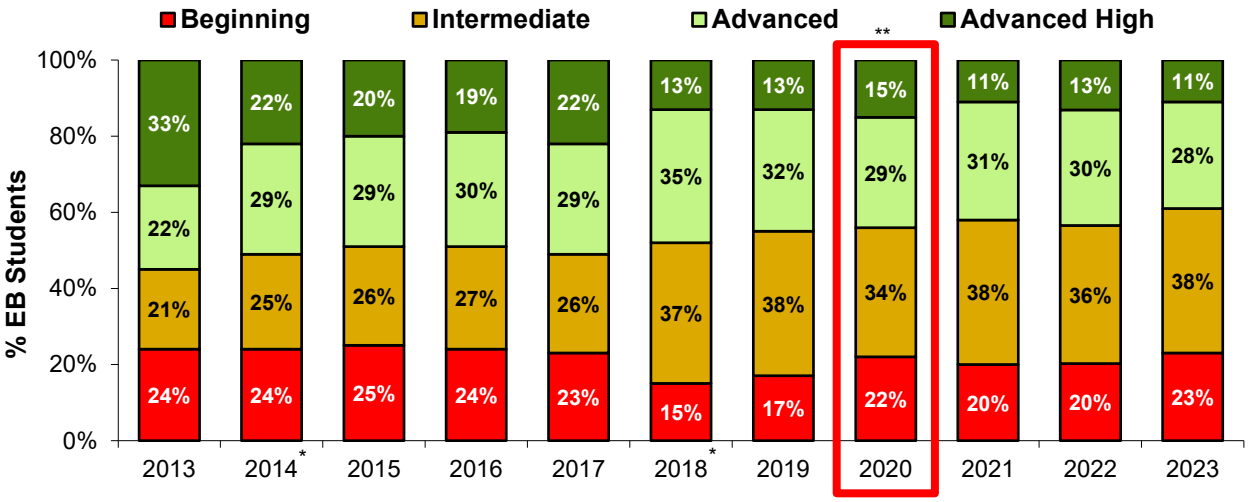
Figure 1 shows the 2023 attainment data for grades kindergarten through six, illustrating the gain in English language proficiency typically observed as EB students advance in grade level.

Figure 1: TELPAS Proficiency Ratings for EB Students in 2023, Grades K Through 6



Source: Cognos TELPAS data file 7/7/23

Figure 2: EB Student TELPAS Proficiency Ratings, 2013 Through 2023



Source: TELPAS data file 7/7/23 & archived TELPAS files

** Scoring standard changed, see Appendix B*

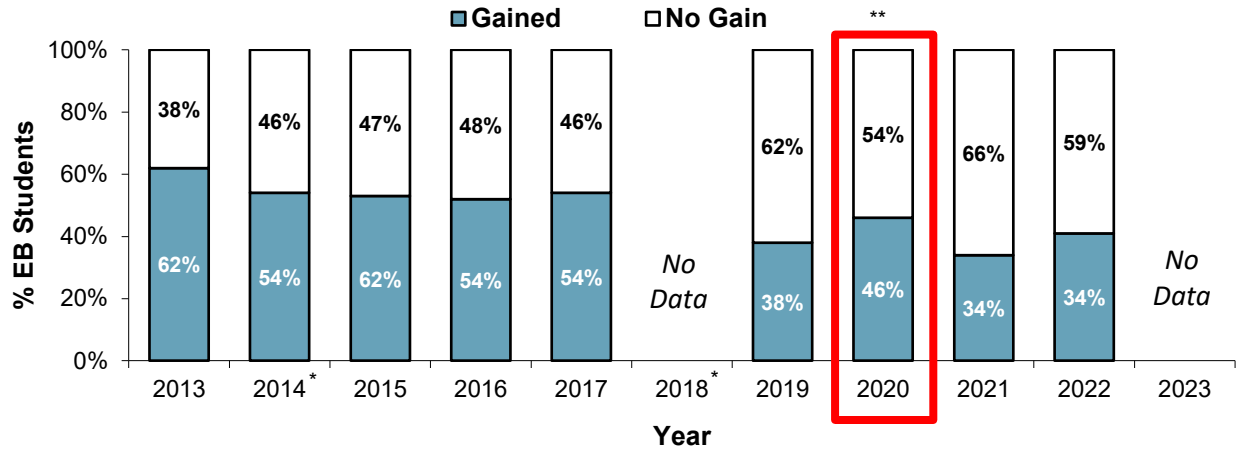
*** Low TELPAS participation rate in 2020*

Figure 2 shows TELPAS attainment for the period 2013 through 2023. 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

One of the main goals of the district's programs for EL students is to ensure that they increase their English language proficiency over time. With TELPAS this is done by measuring the percentage of ELs who made at least one level of progress on the TELPAS from the prior testing year to the current testing year (Yearly Progress). Because assessment of TELPAS writing underwent significant changes in 2022–2023 (as explained in Appendix B, pp. 13–14), it was not possible to calculate Yearly Progress data since the current version of TELPAS cannot meaningfully be compared to the previous one. Accordingly, for the current year, Yearly Progress data was not reported. Instead, **Figure 3** summarizes data from previous years 2013 through 2022, in order to provide some context in terms of what levels of progress are typically observed in the district.

Figure 3: EB student TELPAS yearly progress, 2013 through 2023

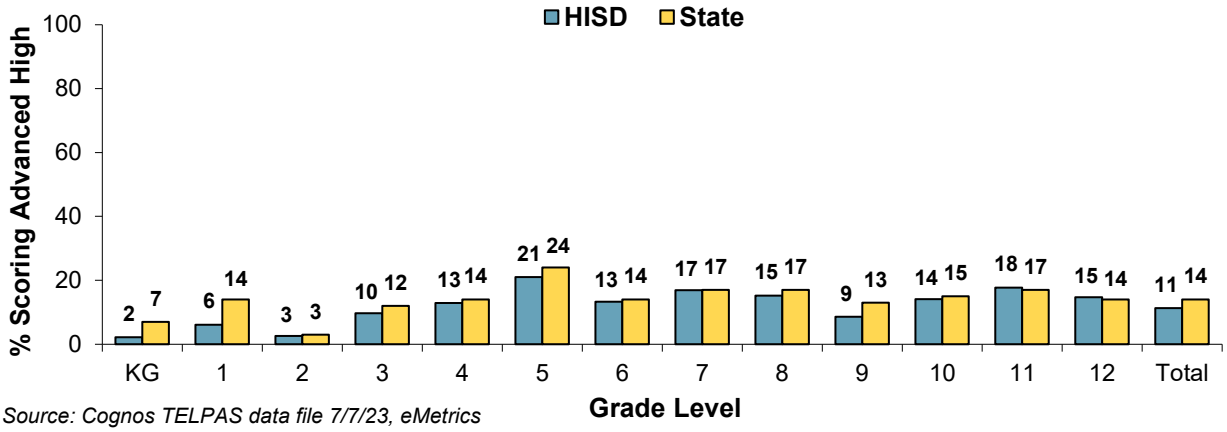


Source: TELPAS data file 7/7/23 & archived TELPAS files

** Scoring standard changed, see Appendix B*

*** Low TELPAS participation rate in 2020*

Figure 4: HISD Student TELPAS Proficiency in 2023 Compared to Statewide Data, by Grade Level



Source: Cognos TELPAS data file 7/7/23, eMetrics

TELPAS Proficiency: HISD Compared to Statewide Results

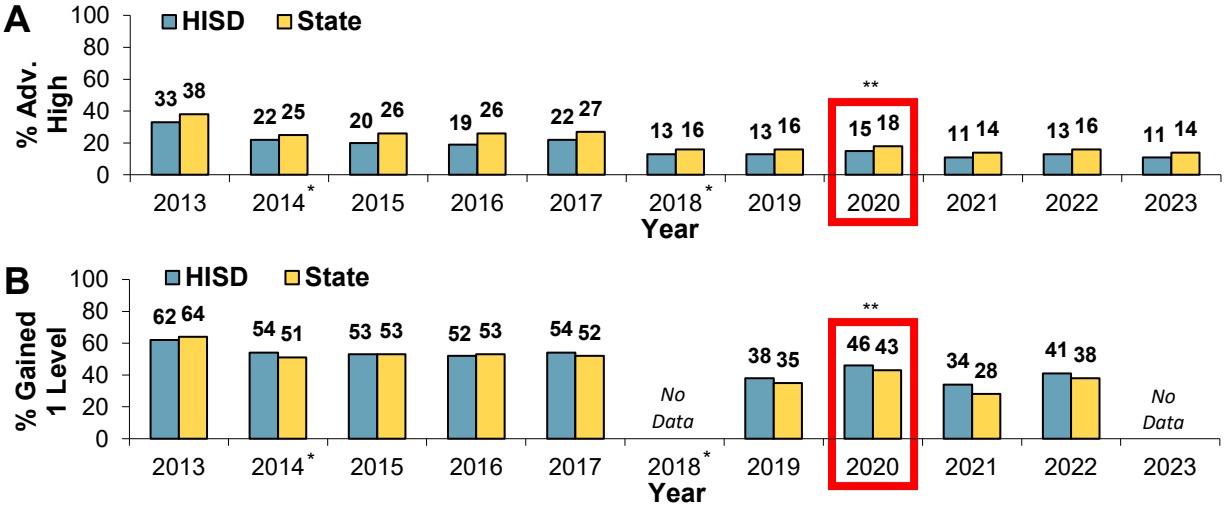
District versus statewide TELPAS overall composite rating results are presented in **Figure 4**. Specifically, this figure shows a grade-level breakdown of the percentage of EB students who achieved a TELPAS rating of Advanced High (AH) in 2023. Data for the state were obtained from the Texas eMetric 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 C** (p. 15).[6]

- State AH proficiency exceeded that of the district by three percentage points. Attainment levels were higher for the state in nine grade levels while the district had higher rates in two grade levels.

- District versus statewide TELPAS overall composite rating and yearly progress results for the period 2013 through 2023 are presented in **Figure 5a** and **5b**.

- Overall proficiency has remained lower than that of the state (Figure 6a), and the performance gap was the same in 2023 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.

Figure 5: HISD Advanced High Proficiency and Yearly Progress Versus State Data, 2013 to 2023

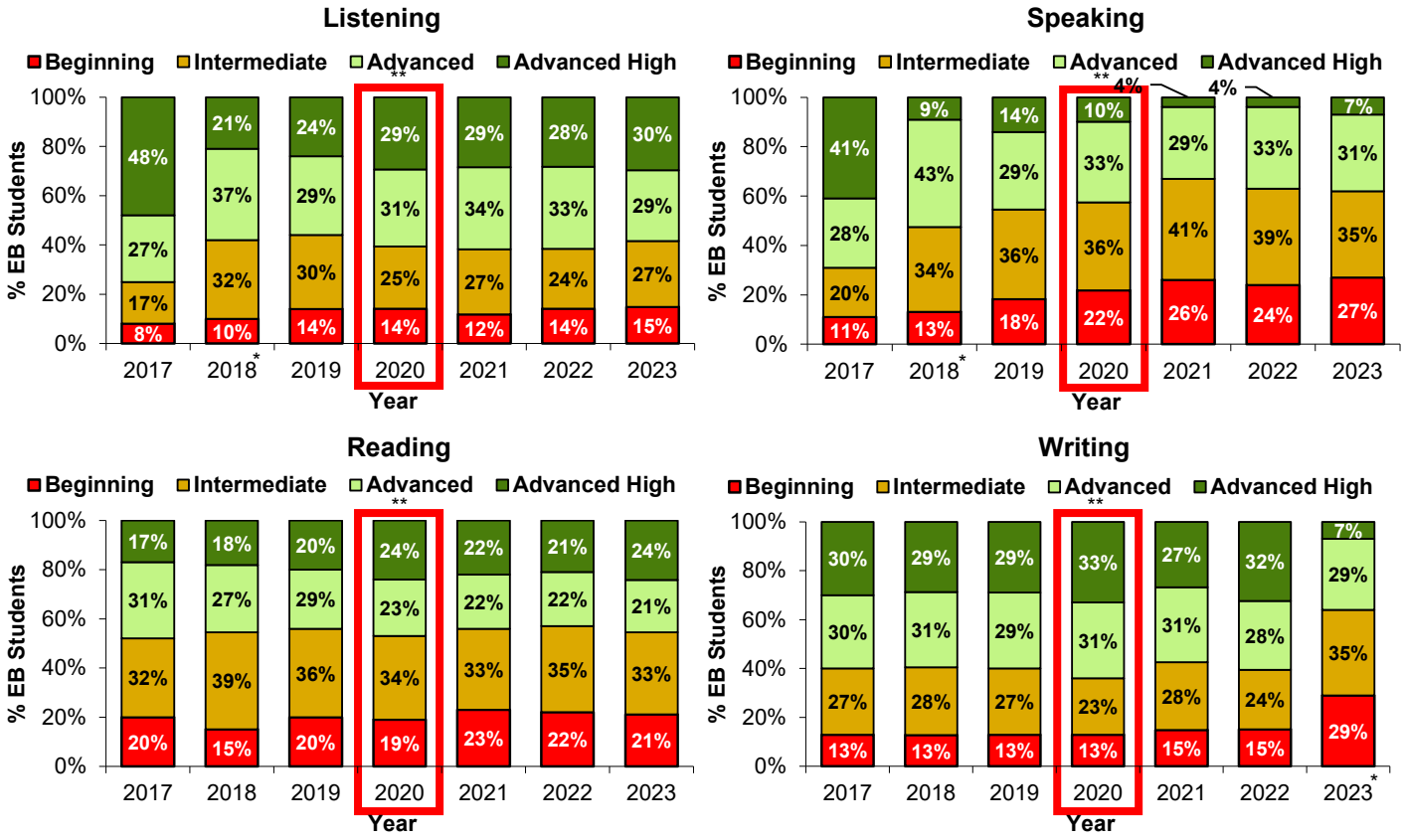


Source: archived TELPAS files, TEA, eMetrics

** Scoring standard changed, see Appendix C*

*** Low TELPAS participation rate in 2020*

Figure 6: EB Student TELPAS Proficiency Ratings for Each Language Domain, 2017 Through 2023 (Grades 2–12 Only)



Source: archived TELPAS data files

** New online assessment*

*** Low TELPAS participation rate in 2020*

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. Furthermore, as of 2023 writing is now also assessed online. This section provides further details from the implementation of these protocols, including a comparison of trends over time for all four language domains.

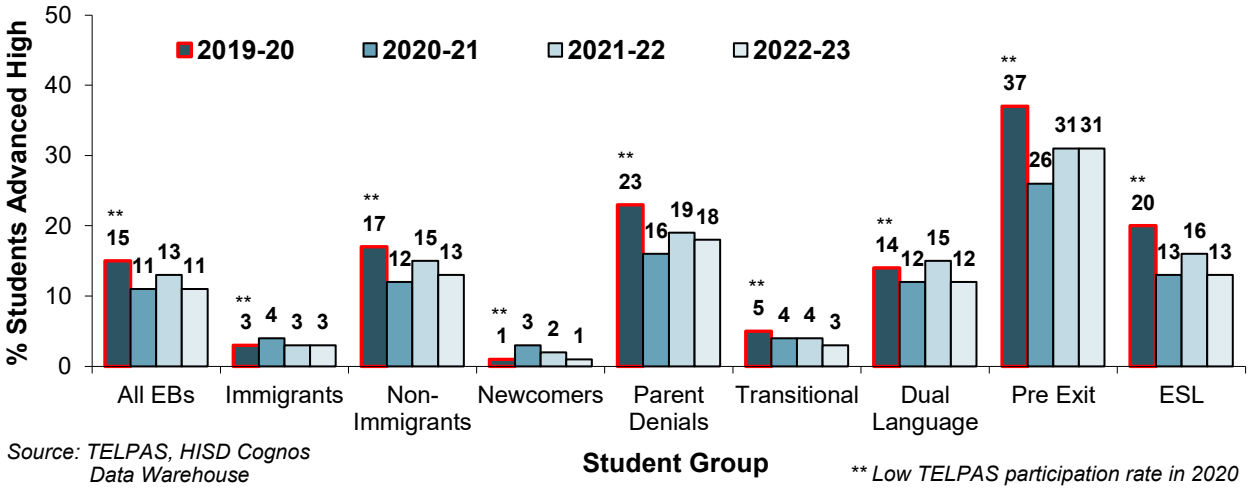
- **Figure 6** shows TELPAS proficiency ratings for each language domain for the period 2017 through 2023.

- 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 was no such decline in performance, as scoring of these domains remained the same after 2017. However, note that writing scores showed a sharp decline in 2023 after the introduction of online testing.

- In 2023, listening, speaking, and reading showed slight improvements in the percentage of students scoring Advanced High compared to performance in 2022.

Figure 7: Percentage of Students in Various Programs Scoring Advanced High, 2020 Through 2023



Source: TELPAS, HISD Cognos Data Warehouse

*** Low TELPAS participation rate in 2020*

TELPAS Proficiency and Program Status

Figure 7 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.

- As Figure 7 shows, TELPAS performance was lower in 2023 compared to 2022, for nearly all groups of EB students. Only immigrant students and those in the pre-exit phase of the transitional bilingual program did not decline in 2023 (see **Appendix D** for student counts, p. 16).

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 4** shows TELPAS performance for EB students who attended campuses rated either high in poverty (60% or more students economically disadvantaged based on fall 2022 PEIMS snapshot) or low in poverty (50% or less economically disadvantaged).

Table 4. HISD 2023 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=33,549)	32	Not Available
	Low Poverty (n=2,540)	56	2023
Middle (6-8)	High Poverty (n=12,581)	50	Not Available
	Low Poverty (n=692)	80	2023
High (9-12)	High Poverty (n=12,363)	43	Not Available
	Low Poverty (n=1,029)	53	2023

Poverty indicated by Economically Disadvantaged status, fall 2022 PEIMS

- Students at campuses with a higher rate of poverty had lower overall TELPAS proficiency and this was true at all school/grade levels. These differences were smallest for students in high school.

Table 5. HISD 2023 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=33,002)	32	Not Available
	Other (n=4,093)	43	2023
Middle (6-8)	Spanish (n=8,353)	51	Not Available
	Other (n=811)	49	2023
High (9-12)	Spanish (n=12,282)	44	Not Available
	Other (n=1,105)	42	2023

Home language from PowerSchools records

- **Table 5** shows TELPAS performance for students based on their home language and school/grade level.

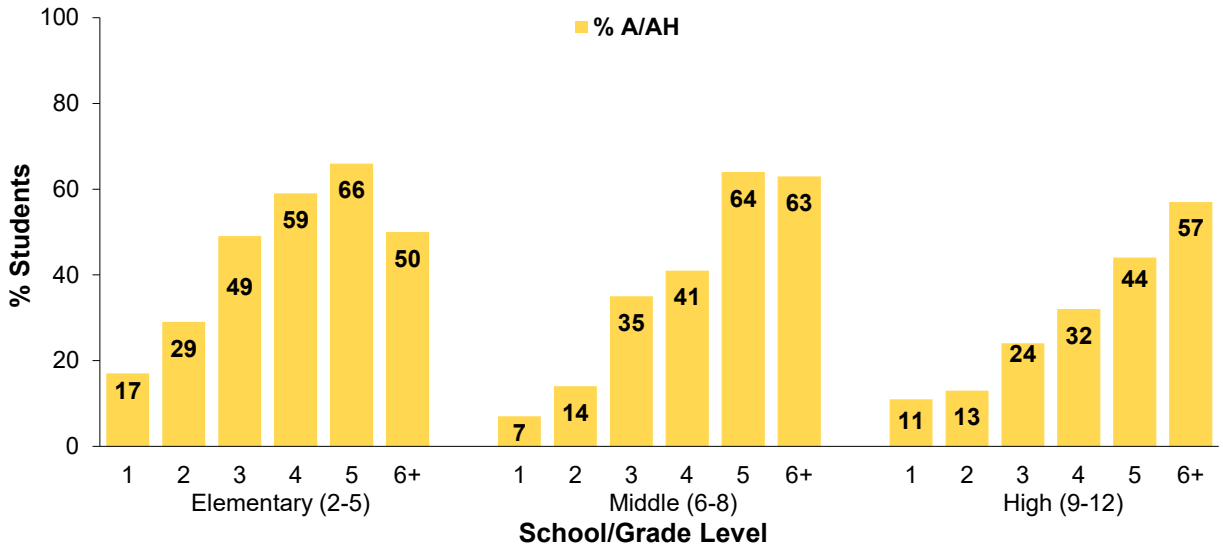
- Spanish speaking EBs in elementary school showed lower overall English proficiency than those with some other language, but this difference was mostly absent at other school levels.

- Finally, **Figure 8** shows TELPAS results by years in U.S. schools (TELPAS records) and school/grade level. Note that students in kindergarten were excluded from these analyses because years in U.S. schools only starts being calculated for students in 1st grade and higher.

- 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).

- As previously indicated, yearly progress data was not available in 2023 due to a re-norming of the TELPAS assessment (new online writing assessment)..

Figure 8: HISD 2023 TELPAS Performance by School/Grade Level and Number of Years in U.S. Schools



Source: TELPAS data file 7/7/23

The remaining pages contain summary data at the district and campus levels. The first section (pages 17 to 21) 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 2023, there were 14 students in the district who received composite ratings under this provision.

[4] While 64,286 students had complete TELPAS composite scores, there were a further 847 who did not receive a composite rating because one or more of their language domain scores were missing. This represents 1.3% 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 almost as many EB students enrolled in bilingual programs as in ESL programs. At the state level, the majority of EBs 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 *2023 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/Writing Grades K–1)

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 all domains grades K–1.

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

APPENDIX B (CONTINUED)

TELPAS Assessment Design

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).

TELPAS Online Writing (Grades 2–12)

Based on feedback from educators, and starting with the 2022–2023 school year, TELPAS writing is assessed online for grades 2 through 12, and not (as had been the case in previous years) via holistic assessment. Writing and reading are now combined into a single test for these grade levels. Because the new online writing assessment needed to be renormed, TELPAS test results were not expected to be available until late summer of 2023. In addition, given prior experience with the switch to online testing for listening and speaking, it was anticipated that writing scores would likely decline in 2023 relative to performance in previous years.

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**.

Appendix D

State and District Composite TELPAS Ratings, Spring 2023 (Data for 2022 Highlighted in Green)

		Number Tested	Beginning	Intermediate	Advanced	Advanced High	Advanced High 2022	Average Composite Score
Grade Level	District State	N	%	%	%	%	%	%
K	HISD	5,494	70	22	6	2	2	1.4
	Texas	95,770	49	31	13	7	7	1.7
1	HISD	6,544	44	37	13	6	7	1.8
	Texas	102,779	28	37	21	14	14	2.1
2	HISD	6,172	25	53	19	3	5	2.0
	Texas	100,161	17	55	25	3	5	2.2
3	HISD	6,083	15	43	33	10	14	2.4
	Texas	100,563	10	40	38	12	15	2.6
4	HISD	6,421	16	37	34	13	16	2.4
	Texas	101,633	11	36	39	14	16	2.5
5	HISD	6,394	11	28	39	21	23	2.7
	Texas	103,100	8	27	41	24	24	2.8
6	HISD	4,593	12	37	38	13	17	2.5
	Texas	100,289	6	35	44	14	19	2.6
7	HISD	4,617	12	35	36	17	22	2.6
	Texas	98,308	6	33	44	17	21	2.7
8	HISD	4,576	11	39	35	15	17	2.5
	Texas	95,249	5	35	43	17	21	2.7
9	HISD	5,277	21	43	28	9	12	2.2
	Texas	95,759	11	40	36	13	14	2.5
10	HISD	3,516	15	39	31	14	17	2.4
	Texas	76,810	9	40	36	15	15	2.5
11	HISD	2,484	12	37	34	18	16	2.5
	Texas	54,863	7	39	38	17	16	2.6
12	HISD	2,115	10	38	37	15	16	2.6
	Texas	44,979	6	42	38	14	15	2.6
Total	**HISD**	**64,286**	**23**	**38**	**28**	**11**	**13**	**2.3**
	Texas	**1,170,263**	**14**	**37**	**35**	**14**	**16**	**2.4**

Source: TELPAS data file 7/7/23, Texas eMetrics website

Appendix E

Number of Students from Various Programs Tested on TELPAS, 2017 through 2023 (Compare With Figure 8, p. 8)

Program/Student Group	2017	2018	2019	2020	2021	2022	2023
All ELs	61,281	59,724	59,407	20,772	49,788	60,040	64,286
Immigrants (Yrs 1-3)	10,348	9,471	9,852	3,681	7,001	8,154	9,450
Newcomers (Yr 1 immigrants)	4,238	2,548	3,333	1,586	783	51,886	54,836
Non-Immigrants	50,934	50,253	49,555	17,091	42,787	3,523	4,063
Parent Denials	4,013	3,479	2,884	832	1,703	2,125	2,116
Transitional Bilingual	18,682	17,288	18,071	7,707	16,024	16,686	16,038
Dual Language Bilingual	6,399	6,771	6,028	2,242	5,334	5,467	5,585
Pre-Exit Bilingual	7,274	6,265	4,991	1,390	1,898	1,879	1,457
ESL	23,881	25,489	27,349	7,883	21,674	28,972	33,086

Source: TELPAS, Cognos, PowerSchools

Texas English Language Proficiency Assessment System (TELPAS)
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	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Alcott ES	31	16	23	42	19			
Almeda ES	363	35	35	21	9			
Anderson ES	330	28	45	22	5			
Arabic Immersion	167	13	29	40	19			
Ashford ES	134	33	37	24	7			
Askew ES	206	40	31	20	8			
Atherton ES	44	20	61	16	2			
Attucks MS	67	13	31	43	12			
Austin HS	536	15	37	35	12			
Barrick ES	289	22	47	22	9			
Bastian ES	155	30	39	26	5			
BCM Biotech Acad Rusk	98	0	19	59	21			
Baylor College MS	47	0	15	55	30			
Bell ES	264	40	38	17	6			
Bellaire HS	508	15	45	31	9			
Bellfort ECC	116	67	31	1	1			
Benavidez ES	768	42	43	12	3			
Benbrook ES	270	39	32	20	9			
Berry ES	367	30	36	28	7			
Black MS	290	11	32	41	16			
Blackshear ES	13	8	23	62	8			
Bonham ES	664	41	37	16	6			
Bonner ES	364	31	38	25	5			
Braeburn ES	654	45	31	19	5			
Briargrove ES	269	22	40	26	12			
Briarmeadow	168	7	27	35	31			
Briscoe ES	77	14	36	35	14			
Brookline ES	443	37	26	25	12			
Browning ES	168	23	44	27	6			
Bruce ES	19	5	21	53	21			
Burbank ES	356	24	25	35	17			
Burbank MS	722	3	17	36	43			
Burnet ES	213	19	34	35	12			
Burrus ES	32	47	34	16	3			
Bush ES	211	13	29	36	21			
Cage ES	183	18	37	35	10			
Carnegie HS	6	0	17	0	83			
Carrillo ES	183	39	28	25	8			
Challenge EC HS	65	0	2	37	62			
Chavez HS	811	17	45	28	10			
Chrysalis MS	108	0	8	68	24			
Clifton MS	297	18	45	29	9			
Codwell ES	15	27	47	27	0			
Community Services	29	62	21	14	3			
Condit ES	174	19	39	26	17			
Cook ES	115	45	30	17	9			
Coop ES	253	38	36	23	4			
Cornelius ES	350	23	37	28	12			
Crespo ES	347	21	36	33	10			
Crockett ES	128	23	30	34	13			
Cullen MS	35	20	54	26	0			
Cunningham ES	344	26	34	25	15			
DAEP EL	0	-	-	-	-			
Daily ES	234	23	37	24	17			
Davila ES	170	24	43	25	8			
De Chaumes ES	360	26	39	28	8			

Yearly Progress Not Reported in 2023

Source: TELPAS Student Data File, 7/7/2023

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)
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	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Deady MS	332	9	42	42	7			
DeAnda ES	323	27	30	30	13			
DeBakey HS	25	0	0	8	92			
DeZavala ES	147	16	33	35	15			
Dogan ES	171	29	39	25	8			
Durham ES	162	20	43	32	5			
Durkee ES	307	28	37	24	11			
East EC HS	70	0	20	51	29			
Eastwood Acad HS	43	0	2	35	63			
Edison MS	266	10	32	48	10			
Eliot ES	239	17	34	34	15			
Elmore ES	185	29	45	20	6			
Elrod ES	428	19	42	30	9			
Emerson ES	652	31	36	26	7			
Energized ECC	0	-	-	-	-			
Energized ES	873	33	33	23	11			
Energized MS	472	3	24	49	24			
Energy Inst HS	43	0	21	33	47			
E-STEM Central HS	377	2	49	39	10			
E-STEM West MS	281	13	39	37	11			
Farias ECC	0	-	-	-	-			
Field ES	47	6	17	49	28			
Fleming MS	75	12	57	19	12			
Foerster ES	269	39	32	23	6			
Fondren ES	144	22	46	24	8			
Fondren MS	500	20	43	29	8			
Fonville MS	401	12	38	36	13			
Fonwood ECC	3	*	*	*	*			
Forest Brook MS	162	18	51	28	3			
Foster ES	14	7	36	50	7			
Franklin ES	154	36	33	17	14			
Frost ES	91	19	60	16	4			
Furr HS	405	22	52	20	6			
Gallegos ES	157	34	38	25	3			
Garcia ES	142	14	51	23	12			
Garden Oaks	157	15	39	37	8			
Garden Villas ES	97	9	36	47	7			
Golfcrest ES	246	41	36	18	4			
Gregg ES	146	13	45	37	5			
Gregory-Lincoln PK-8	81	15	37	43	5			
Grissom ES	237	30	41	23	6			
Gross ES	189	32	39	20	8			
HAIS HS	28	0	14	36	50			
Halpin ECC	135	90	7	3	0			
Hamilton MS	289	3	26	47	23			
Harper DAEP	18	11	78	11	0			
Harris JR ES	145	21	41	27	11			
Harris RP ES	246	40	42	13	4			
Hartman MS	436	8	41	40	11			
Hartsfield ES	31	42	35	23	0			
Harvard ES	30	23	20	33	23			
HCC Lifeskills	0	-	-	-	-			
Heights HS	349	6	28	44	21			
Helms ES	161	12	43	30	14			
Henderson JP ES	321	36	34	20	10			
Henderson NQ ES	21	14	48	29	10			

Yearly Progress Not Reported in 2023

Source: TELPAS Student Data File, 7/7/2023

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)
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	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Henry MS	366	12	43	36	9			
Herod ES	181	12	38	37	13			
Herrera ES	306	19	38	30	13			
High School Ahead Acad	35	0	66	31	3			
Highland Heights ES	118	33	48	15	3			
Hilliard ES	64	33	44	19	5			
Hines-Caldwell ES	366	21	36	34	9			
Hobby ES	200	28	43	24	6			
Hogg MS	196	11	32	44	13			
Holland MS	349	17	43	31	9			
Horn ES	111	9	23	41	27			
Houston MSTC HS	1169	14	43	33	10			
Kinder HSPVA	6	0	0	33	67			
Isaacs ES	97	39	33	26	2			
Janowski ES	226	31	38	25	7			
Jefferson ES	94	23	46	26	5			
JJAEP	1	*	*	*	*			
Jones HS	95	1	29	53	17			
Kashmere Gardens ES	30	17	50	30	3			
Kashmere HS	169	19	41	33	7			
Kelso ES	120	19	39	29	13			
Kennedy ES	248	31	41	17	10			
Ketelsen ES	154	17	38	34	10			
Key MS	182	15	42	34	10			
Kolter ES	89	11	40	34	15			
Lamar HS	308	7	36	38	19			
Lanier MS	169	2	22	43	33			
Lantrip ES	135	16	26	35	24			
Las Americas MS	304	66	32	1	0			
Laurenzo ECC	2	*	*	*	*			
Law ES	93	29	33	26	12			
Lawson MS	572	9	47	36	9			
HSLJ	36	0	17	42	42			
Leland YMCPA	35	6	34	40	20			
Lewis ES	543	43	37	16	4			
Liberty HS	299	39	44	11	5			
Lockhart ES	2	*	*	*	*			
Long Acad	566	13	50	27	10			
Longfellow ES	68	10	38	43	9			
Looscan ES	81	22	53	19	6			
Love ES	97	21	36	31	12			
Lovett ES	97	9	20	41	30			
Lyons ES	375	34	30	25	11			
MacGregor ES	45	0	44	44	11			
Mading ES	77	26	45	14	14			
Madison HS	692	17	47	25	11			
Mandarin Immersion	162	4	23	38	35			
Marshall ES	345	32	34	26	8			
Marshall MS	221	6	41	38	16			
Martinez C ES	73	15	37	34	14			
Martinez R ES	170	32	27	31	10			
McGowen ES	69	35	38	26	1			
McNamara ES	771	39	35	19	7			
McReynolds MS	173	10	43	38	9			
Memorial ES	88	19	47	28	6			
Meyerland MS	328	5	39	41	16			

Yearly Progress Not Reported in 2023

Source: TELPAS Student Data File, 7/7/2023

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)
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	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Middle College HS Fraga	41	0	2	51	46			
Middle College HS Gulfton	56	5	39	54	2			
Milby HS	626	9	43	36	12			
Milne ES	200	37	47	15	2			
Mistral ECC	2	*	*	*	*			
Mitchell ES	181	35	37	22	6			
MLK ECC	0	-	-	-	-			
Montgomery ES	160	13	54	24	10			
Moreno ES	451	29	36	25	10			
Mount Carmel Acad HS	87	2	41	44	13			
Navarro MS	307	15	44	31	10			
Neff ECC	294	67	19	9	5			
Neff ES	553	19	42	28	10			
North Forest HS	243	10	41	37	12			
North Houston EC HS	111	0	4	31	66			
Northline ES	242	33	34	26	6			
Northside HS	350	9	43	38	10			
Oak Forest ES	22	9	18	41	32			
Oates ES	140	34	34	28	4			
Ortiz MS	516	13	48	33	7			
Osborne ES	91	15	56	21	8			
Paige ES	134	38	40	18	4			
Park Place ES	378	24	39	27	10			
Parker ES	230	21	33	35	10			
Patterson ES	382	20	27	35	17			
Peck ES	94	33	27	33	7			
Pershing MS	273	3	24	41	32			
Petersen ES	178	27	47	22	3			
Pilgrim Acad	981	27	33	29	11			
Pin Oak MS	197	1	19	48	32			
Piney Point ES	843	49	31	16	5			
Pleasantville ES	53	6	49	26	19			
Poe ES	163	23	28	32	17			
Port Houston ES	160	31	45	21	3			
Pugh ES	111	18	37	32	13			
R D S P D	0	-	-	-	-			
Reagan Ed Ctr PK-8	443	13	51	32	5			
Red ES	148	16	40	33	11			
Revere MS	636	31	40	23	6			
Reynolds ES	13	8	38	46	8			
Rice School PK-8	252	4	34	45	17			
River Oaks ES	80	9	21	33	38			
Roberts ES	152	8	31	33	28			
Robinson ES	280	29	40	23	9			
Rodriguez ES	707	39	35	19	8			
Rogers T H	117	1	10	44	45			
Roosevelt ES	139	21	41	27	12			
Ross ES	79	30	35	24	10			
Rucker ES	162	22	41	28	9			
Sanchez ES	210	23	44	24	8			
Scarborough ES	399	20	39	29	12			
Scarborough HS	299	24	47	22	7			
School at St. George ES	221	7	38	36	19			
Scroggins ES	147	16	47	22	14			
Secondary DAEP	41	24	61	15	0			
Seguin ES	213	31	35	23	11			

Yearly Progress Not Reported in 2023

Source: TELPAS Student Data File, 7/7/2023

* < 5 students with composite ratings or in cohort

Texas English Language Proficiency Assessment System (TELPAS)
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	Composite Rating					Yearly Progress		
	# Tested	% Beg	% Int	% Adv	% AH	# Cohort	% Gained	% No Gain
Shadowbriar ES	42	19	52	21	7			
Shadydale ES	165	29	35	24	12			
Sharpstown HS	1081	27	44	23	6			
Sharpstown Intl	471	1	36	48	15			
Shearn ES	202	16	56	21	6			
Sherman ES	168	39	26	28	7			
Sinclair ES	32	9	41	34	16			
Smith ES	452	35	44	16	4			
SOAR Center	3	*	*	*	*			
South EC HS	52	0	6	44	50			
Southmayd ES	153	31	36	25	8			
Sterling HS	289	8	46	36	10			
Stevens ES	266	46	40	13	1			
Stevenson MS	609	5	40	42	14			
Sugar Grove MS	662	18	34	31	18			
Sutton ES	746	36	37	18	9			
Tanglewood MS	270	10	35	36	20			
TCAH	384	0	23	47	29			
Thomas MS	110	13	52	30	5			
Thompson ES	5	40	40	20	0			
Tijerina ES	185	35	34	19	12			
Tinsley ES	540	35	45	16	4			
Travis ES	19	11	26	58	5			
Twain ES	140	18	37	34	11			
Valley West ES	314	33	42	18	7			
Wainwright ES	158	46	35	13	5			
Walnut Bend ES	224	34	35	25	6			
Waltrip HS	358	13	35	40	11			
Washington HS	185	16	39	38	8			
Welch MS	303	20	50	25	6			
Wesley ES	27	30	44	22	4			
West Briar MS	231	8	35	34	24			
West University ES	77	17	21	30	32			
Westbury HS	875	16	38	31	15			
Westside HS	530	12	33	35	19			
Wharton K-8	238	8	21	34	37			
Wheatley HS	138	11	44	36	9			
Whidby ES	69	19	38	30	13			
White E ES	467	31	40	19	10			
White M ES	284	23	42	24	11			
Whittier ES	162	15	51	28	6			
Williams MS	153	14	44	31	10			
Baker Montessori	98	28	31	33	9			
Windsor Village ES	222	28	27	27	17			
Wisdom HS	1401	32	39	22	7			
Woodson	33	18	36	30	15			
Worthing HS	100	9	39	45	7			
Yates HS	39	13	38	28	21			
Young ES	10	30	40	30	0			
YWCPA	35	0	6	49	46			
HISD	**64286**	**23**	**38**	**28**	**11**			

Yearly Progress Not Reported in 2023

Source: TELPAS Student Data File, 7/7/2023

* < 5 students with composite ratings or in cohort