MEMORANDUM   August 11, 2020

TO: Board Members

FROM: Grenita Lathan, Ph.D.
               Interim Superintendent of Schools

SUBJECT: **2020 Texas English Language Proficiency Assessment System (TELPAS)
               Results**

CONTACT: Allison Matney, 713-556-6700

The Houston Independent School District (HISD) has received the results for the 2020
administration of the Texas English Language Proficiency Assessment System (TELPAS). All
English Learner (EL) 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. This memo includes grade level and overall results at the district level only.

Due to the COVID-19 outbreak, the school district closed on March 13, 2020. This fell in the
middle of the TELPAS testing window, which ran from February 24 to April 3. As a result, not all
ELs completed the TELPAS assessment. In particular, many campuses had not completed and
submitted writing ratings before the closure occurred. Although TEA extended the TELPAS
window to May 29th, school closures impacted completion of TELPAS Writing ratings and these
were not submitted for scoring. As a result of this, only about one-third of ELs (20,772 of
64,402) received composite ratings (which require ratings in all four language domains).

Key findings include:
- A total of 20,772 EL students received TELPAS Composite Ratings in 2019–2020, while an
  additional 32,114 received ratings in in three or fewer of the four language domains.
- In terms of major demographic categories (gender, ethnicity, economic disadvantage status,
  EL program participation, years in U.S. schools), the distribution of ELs who received
  Composite Ratings was similar to that observed in previous testing years.
- Overall proficiency of EL students in the district improved slightly in three language domains
  (listening, reading, and writing), while declining slightly in speaking.
- The percentage of EL students showing improvement in English language proficiency in
  2020 increased compared to 2019, with 46 percent gaining at least one proficiency level,
  compared to 38 percent in 2019.
- Scores in the listening and speaking domains continued to lag behind their historical
  performance levels, which is likely due to the switch to online testing technology which
  began in 2018.

Administrative Response to 2020 TELPAS Results
All English Learners (ELs) 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 extra support and guidance in developing
action plans and activities to improve the percentage of ELs making one level of progress. All
campuses will receive customized support at least three times a year to ensure the progress

monitoring of all enrolled ELs. Based on historical data, campuses will be assigned a consistent, yet differentiated support system to focus on EL 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 three days of LPAC training (beginning, middle, and end-of-year, i.e. BOY/MOY/EOY) annually;
- Campus principal and/or LPAC Administrator presence and input during EL Focus Meetings as part of BOY/MOY/EOY;
- Principal appointed Sheltered Instruction Coach for campuses reporting ESL waivers and/or bilingual exceptions to ensure support for teachers serving ELs while seeking an English as a Second Language (ESL) certification;
- Opportunities for teachers on waivers to participate in a training which include preparation materials to prepare for the TeXes ESL Supplemental #154 state assessment;
- Development of EL instructional plan to be used as part of the school improvement plan;
- Access to a mock online reading TELPAS assessment using the On-Track formative assessment system to progress monitor English language proficiency of ELs;
- Multilingual Programs team will analyze EL data for 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 and immigrant students. These include targeted staff development, instructional resources to facilitate differentiation, and systems to monitor the progress of students. Particular attention will be placed on the English language development of newcomer students as they progress within a proficiency level. Multilingual, Special Education, Gifted and Talented, Curriculum and the Interventions Office will continue to collaborate to ensure the language needs of all ELs are met.

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

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Attachment

cc: Superintendent's Direct Reports
    Area Superintendents
    Anna White
    School Support Officers
    Principals

Table 1 provides a summary of demographic counts for the 20,772 ELs who received complete Composite Ratings in 2020 (rated in each of the four language domains).

Table 1. Number and Percent of ELs in Major Demographic Categories: Includes All ELs Who Received Composite Ratings (i.e., Rated in Listening, Speaking, Reading, and Writing)

Gender	N	%	Language Program	N	%
Female	10,887	48	Bilingual	11,536	56
Male	9,985	52	ESL	7,616	37
Ethnicity			Waived	1,558	8
American Indian	22	<1	No information provided	62	<1
Asian	922	4	**Years in US Schools**		
African American	386	2	1st year	3,901	24
Hispanic	18,961	91	2	3,032	18
Pacific Islander/Hawaiian	3	<1	3	2,446	15
White	434	2	4	2,415	15
Two or more	18	<1	5	1,894	11
No Information	26	<1	6+	2,841	17
Economically Disadvantaged					
Yes	19,219	93			
No	1,442	7			

Table 2 provides a summary of TELPAS Composite Ratings for ELs tested in 2020, which shows their overall English language proficiency. The number of EL students tested and the percent at each proficiency level are presented by grade level. As indicated earlier, there were 20,772 students who received full TELPAS ratings in 2019–2020. For comparison, the shaded column indicates the percentage of ELs who received an Advanced High rating in 2019.

Table 2. Number Tested and Percent of ELs at Each Proficiency Level in 2020

Grade	Number Tested	Beginning	Intermediate	Advanced	Advanced High	AH 2019	Composite Score
	N	%	%	%	%	%	
K	3,435	63	28	7	2	3	1.4
1	3,783	34	41	16	10	9	1.9
2	2,258	11	47	34	8	10	2.4
3	2,357	7	30	41	22	22	2.8
4	2,314	8	29	41	22	19	2.7
5	2,056	5	21	43	31	27	3.0
6	741	7	28	45	20	9	2.8
7	609	7	30	43	20	13	2.7
8	568	6	27	43	24	10	2.9
9	1,138	15	49	26	10	8	2.4
10	649	12	45	28	14	10	2.5
11	449	7	38	38	17	13	2.7
12	415	5	44	32	19	13	2.7
Total	**20,772**	**22**	**34**	**29**	**15**	**13**	**2.3**

Figure 1 shows overall TELPAS composite ratings for ELs tested in the district for the period 2011 through 2020. A decline in overall TELPAS scores occurred in 2014 (when the TELPAS was renormed to align more closely with the STAAR assessment), and again beginning in 2018 when listening and speaking were assessed via item-based standardized online tests (grades 2 and higher).

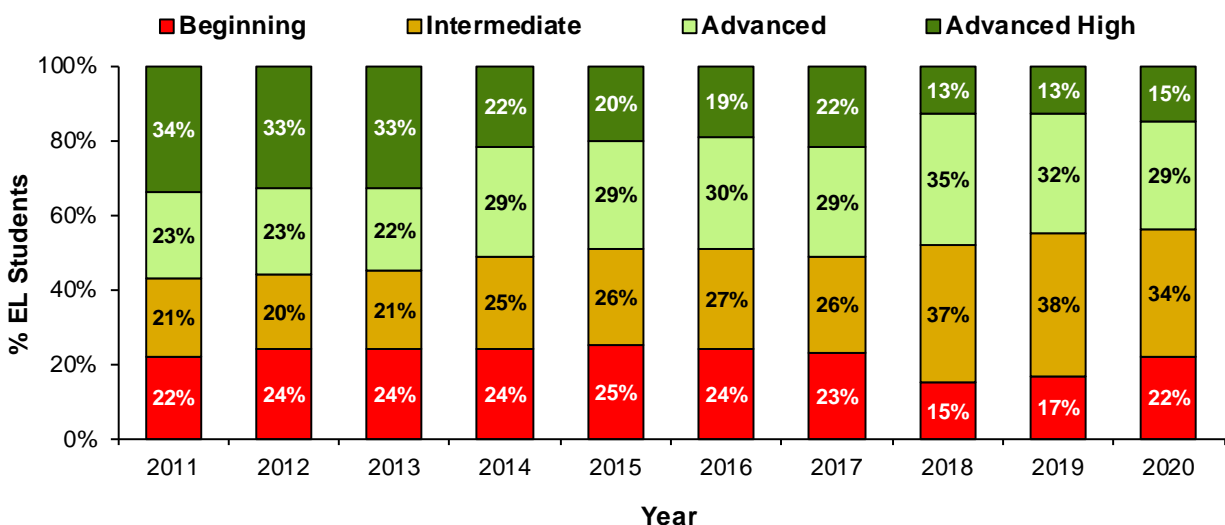**Figure 1. Percent of ELs at Each Proficiency Level 2011–2020**

Table 3 provides a summary of TELPAS Yearly Progress for ELs tested in 2020, which shows the percentage of ELs who improved their TELPAS rating between 2019 and 2020. The number of EL students tested and the number and percent gaining one, two, or three proficiency levels are presented by grade level. There were 15,515 students who received TELPAS ratings in 2019 and 2020. For comparison, the shaded column indicates the percentage of ELs who showed progress in 2019.

Table 3. Number Tested and Number and Percent of ELs Showing Gains in Proficiency Level Between 2019 and 2020

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
	N	N	%	N	%	N	%	N	%	2019
1	3,342	1,475	44	270	8	27	1	1,772	53	55
2	2,008	922	46	145	7	7	<1	1,074	53	50
3	2,156	1,011	47	47	2	0	0	1,058	49	48
4	2,162	741	34	11	1	0	0	752	35	30
5	1,937	960	50	48	2	0	0	1,008	52	45
6	670	243	36	6	1	0	0	249	37	20
7	545	238	44	8	1	0	0	246	45	28
8	487	216	44	15	3	0	0	231	47	25
9	854	200	23	13	2	0	0	213	25	19
10	550	166	30	12	2	0	0	178	32	26
11	408	159	39	7	2	0	0	166	41	27
12	396	132	33	2	1	0	0	134	34	29
Total	**15,515**	**6,463**	**42**	**584**	**4**	**34**	**<1**	**7,081**	**46**	**38**

Figure 2 shows overall TELPAS yearly progress for ELs tested in the district for the period 2011 through 2020. A decline in overall TELPAS progress occurred in 2014 (when the TELPAS was renormed to align more closely with the STAAR assessment), and again beginning in 2019 after listening and speaking started to be assessed via item-based standardized online tests (grades 2 and higher).

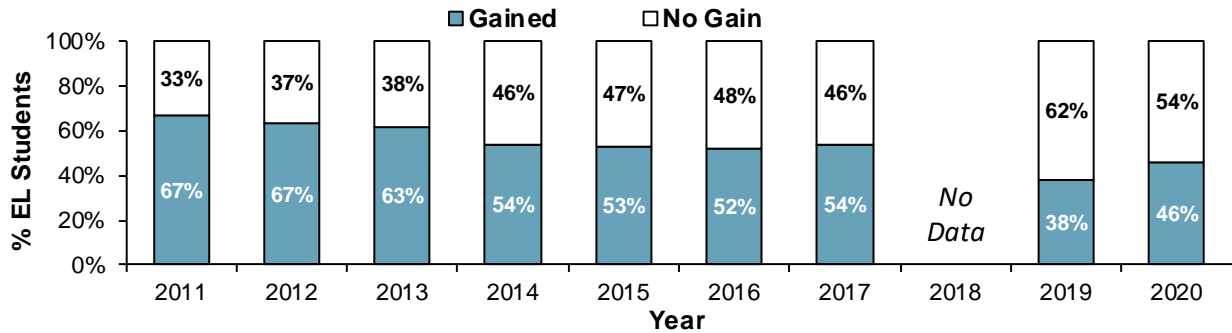### Figure 2. Percent of ELs Showing Gain in Proficiency 2011–2020

Figure 3 shows overall TELPAS composite ratings for each of the four language domains, for the period 2015 through 2020. Data are included for grades 2 through 12 only, in order to show the impact of the switch to online assessment for the listening and speaking domains.

Figure 3. Percent of ELs at Each Proficiency Level 2015–2020 by Each Language Domain (Grades 2-12 Only)