

Texas English Language Proficiency Assessment System Outcomes

Board of Education Meeting
Tuesday, September 27, 2022



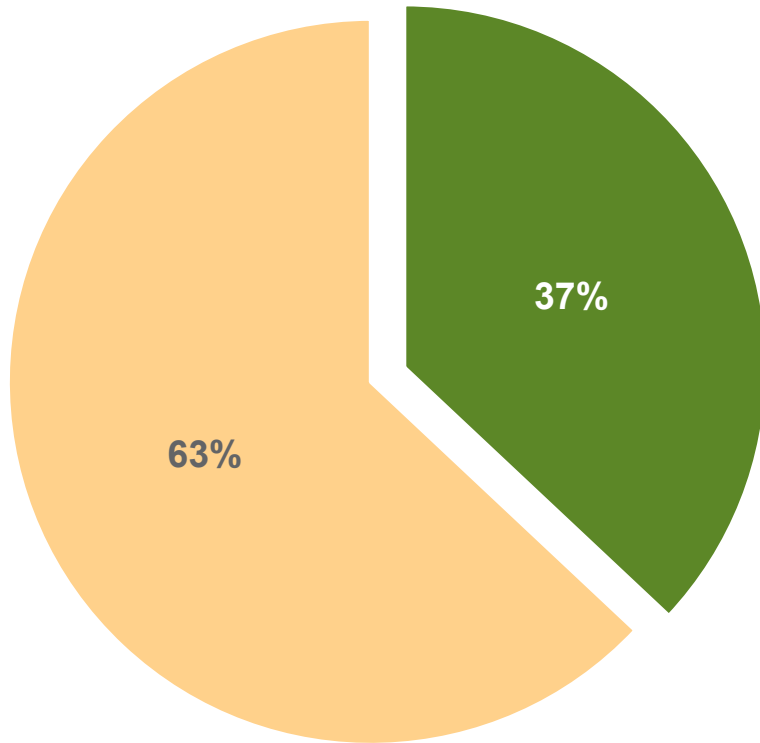
TELPAS Assessment

Annual assessment of progress by emergent bilingual (EB) students in learning English.

All K-12 emergent bilingual students participate, including those whose parents declined bilingual/English as a Second Language (ESL) services



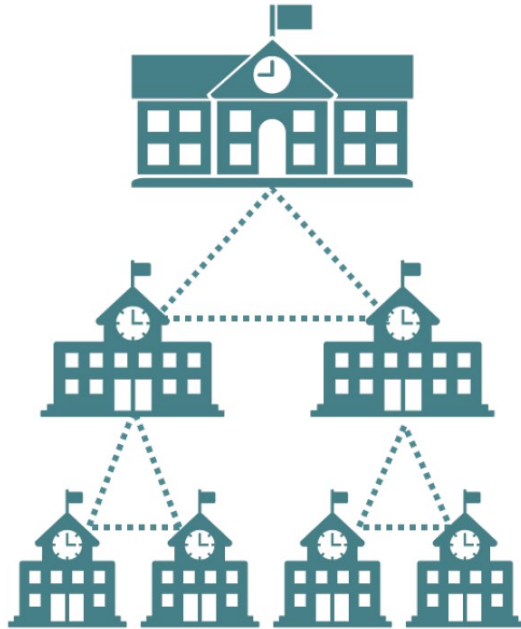
TELPAS Assessment



- 37% of FWISD are emergent bilingual
- Over 28,000 students participate annually in TELPAS

Emergent Bilingual Populations

By school level, emergent bilingual students are:



25% in high schools (7,134)

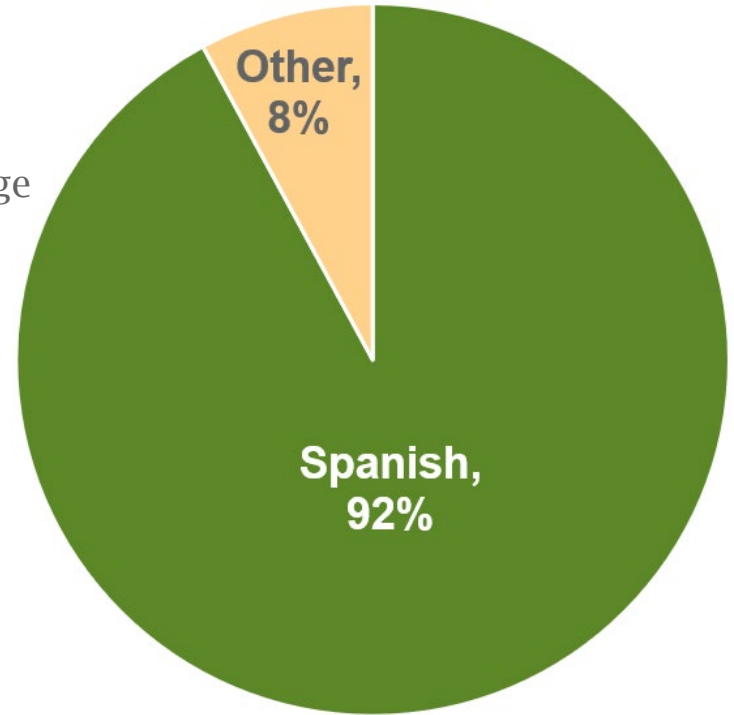
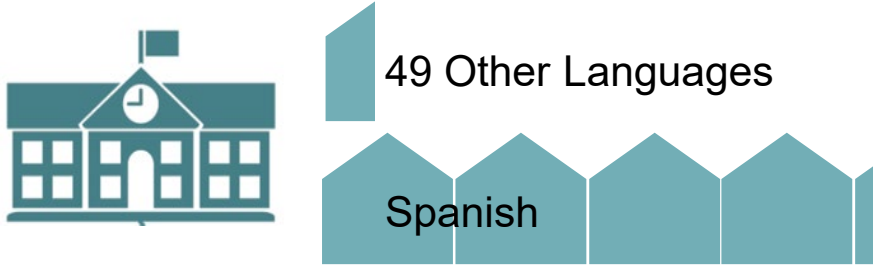
23% in middle schools (6,471)

51% in elementary schools (14,394)

1% in special campuses

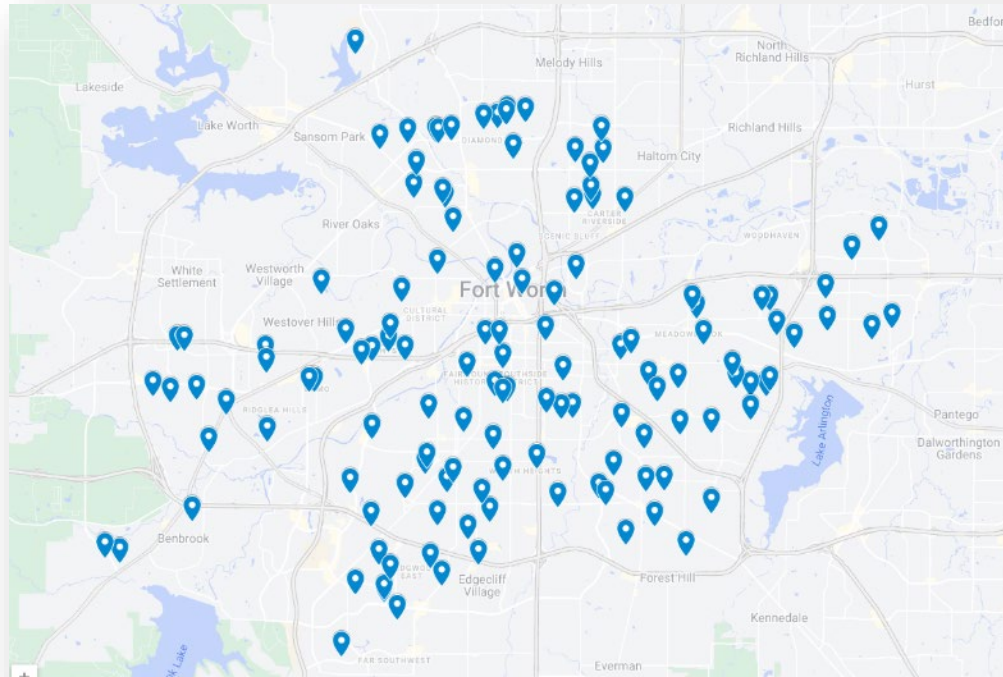
Emergent Bilingual Populations

- 92% of EB students speak Spanish
- 8% of EB students (over 2500) speak another language



Emergent Bilingual Populations

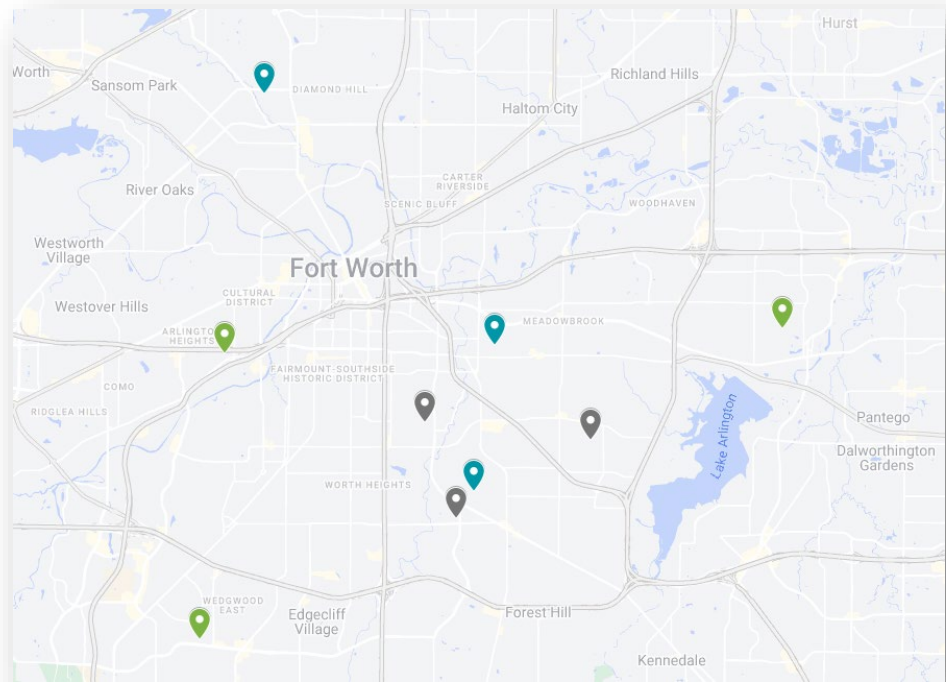
92% (25,871) of EB students have **Spanish** as their primary language at home



Emergent Bilingual Populations

2% (427) of EB students have **Swahili** as their primary language at home

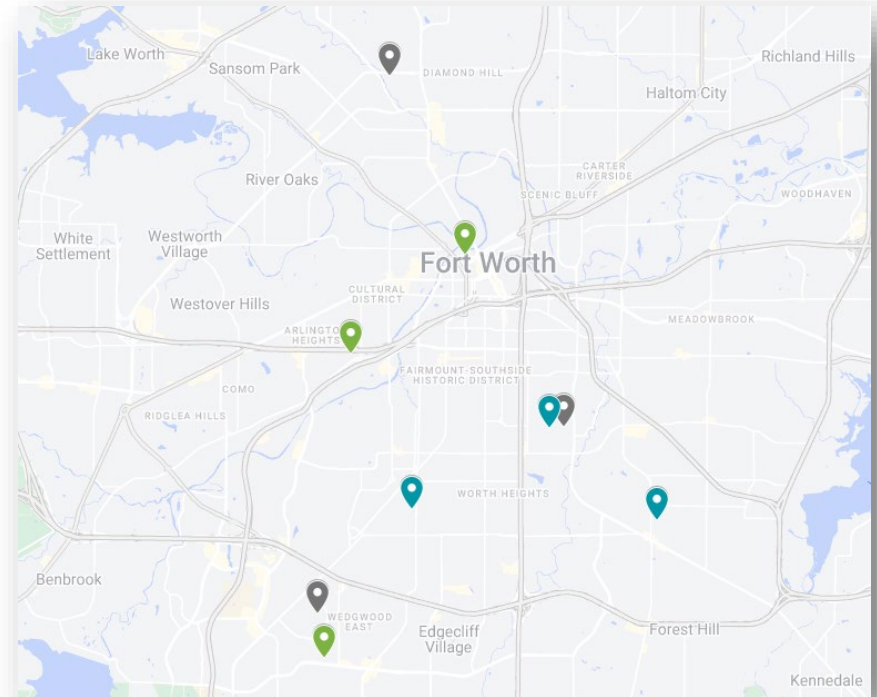
- 📍 Clifford Davis Elementary School
- 📍 A.M. Pate Elementary School
- 📍 Edward J Briscoe Elementary
- 📍 Kirkpatrick Middle School
- 📍 Glencrest 6th Grade School
- 📍 William James Middle School
- 📍 Success High School
- 📍 International Newcomer Academy (INA)
- 📍 Metro Opportunity School

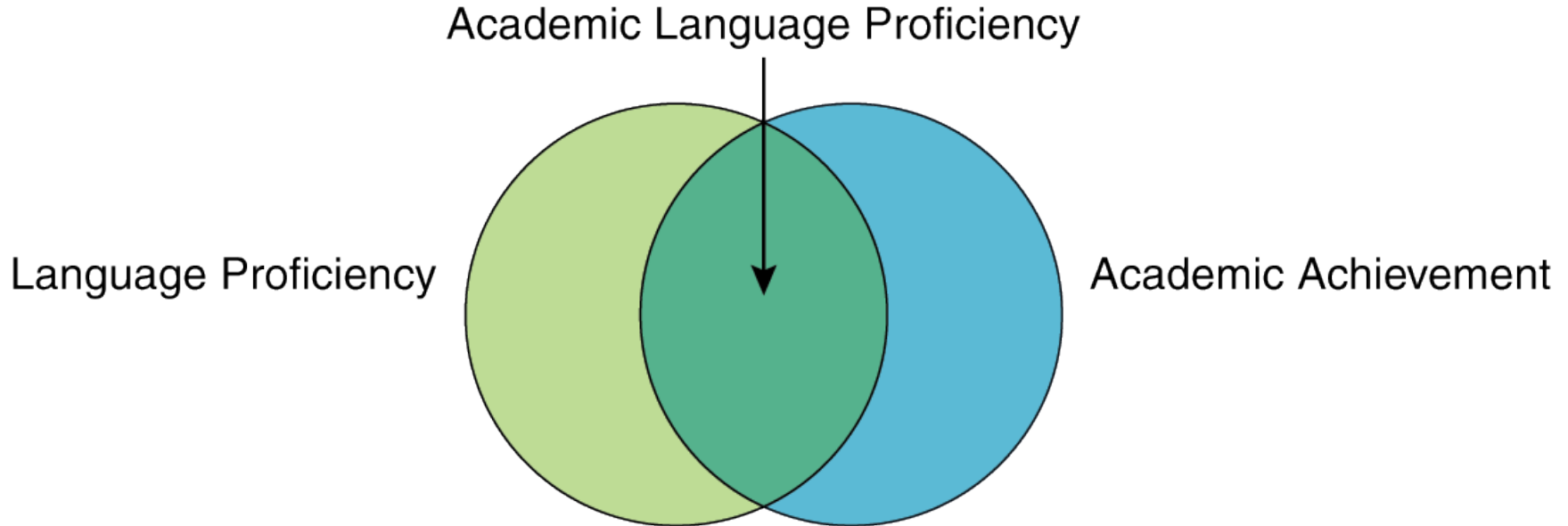


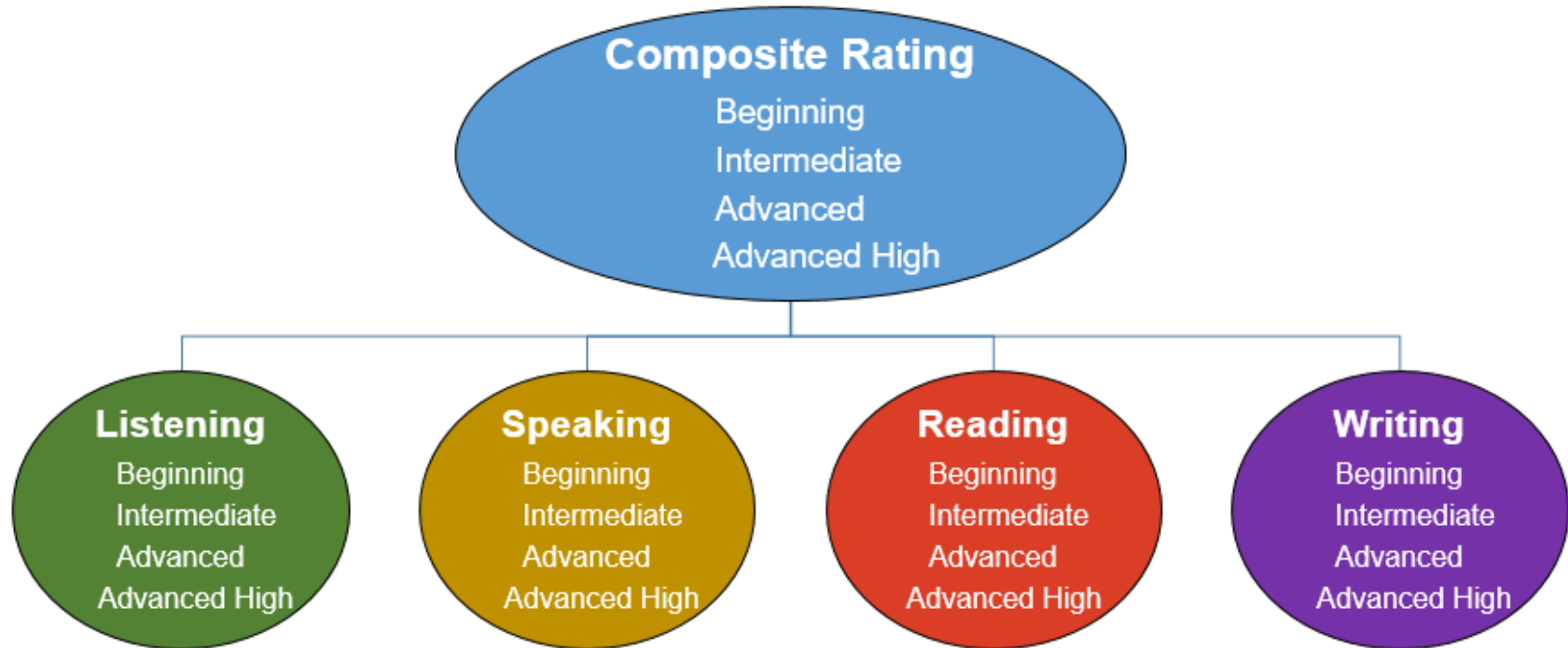
Emergent Bilingual Populations

1% (201) of EB students have **Arabic** as their primary language at home

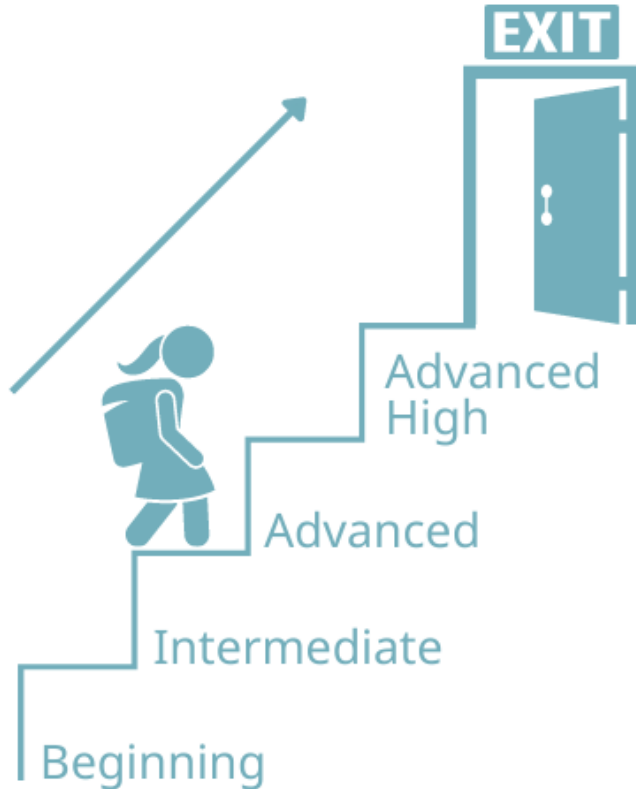
- 📍 Edward J Briscoe Elementary
- 📍 Bruce Shulkey Elementary School
- 📍 Milton L. Kirkpatrick Elementary School
- 📍 Morningside Middle School
- 📍 Applied Learning Academy (ALA)
- 📍 Leadership Academy at Forest Oak Middle School
- 📍 International Newcomer Academy (INA)
- 📍 Texas Academy of Biomedical Sciences
- 📍 Success High School







TELPAS Assessment



Emergent bilingual students continue to participate in TELPAS until they are proficient in the English language and have met the state's exit criteria.

Spring 2022

- TELPAS **online tests** assess
 - 2-12 listening, speaking, and reading
- TELPAS **holistic rating process** assesses
 - K-1 listening, speaking, reading, and writing
 - **2-12 writing**

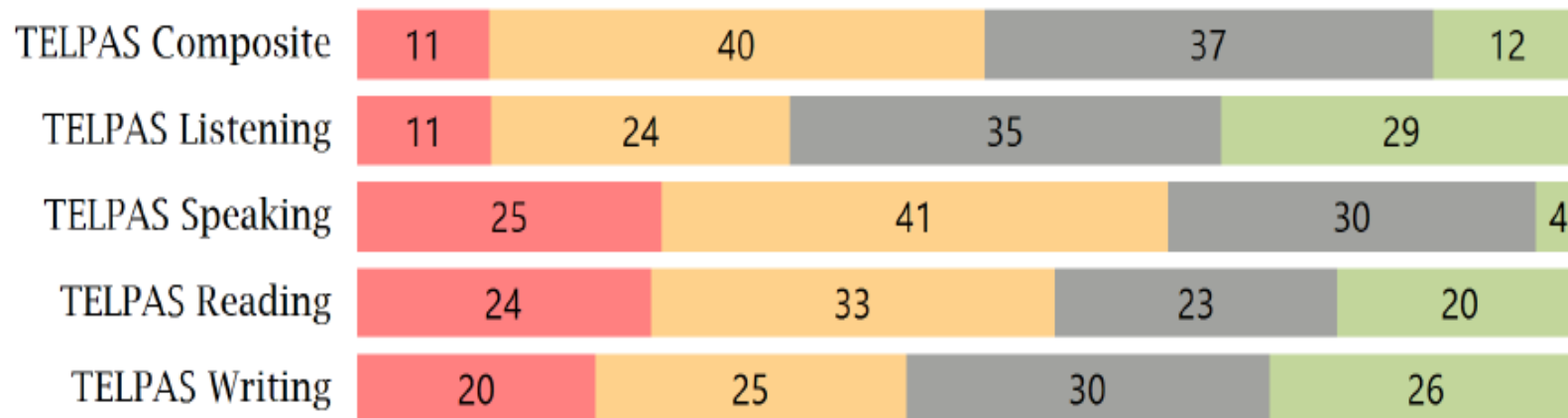
Spring 2023 & beyond

- TELPAS **online tests** will assess
 - 2-12 listening, speaking, reading, and **writing**
- TELPAS **holistic rating process** will continue to assess
 - K-1 listening, speaking, reading, and writing

TELPAS Results – Spring 2022

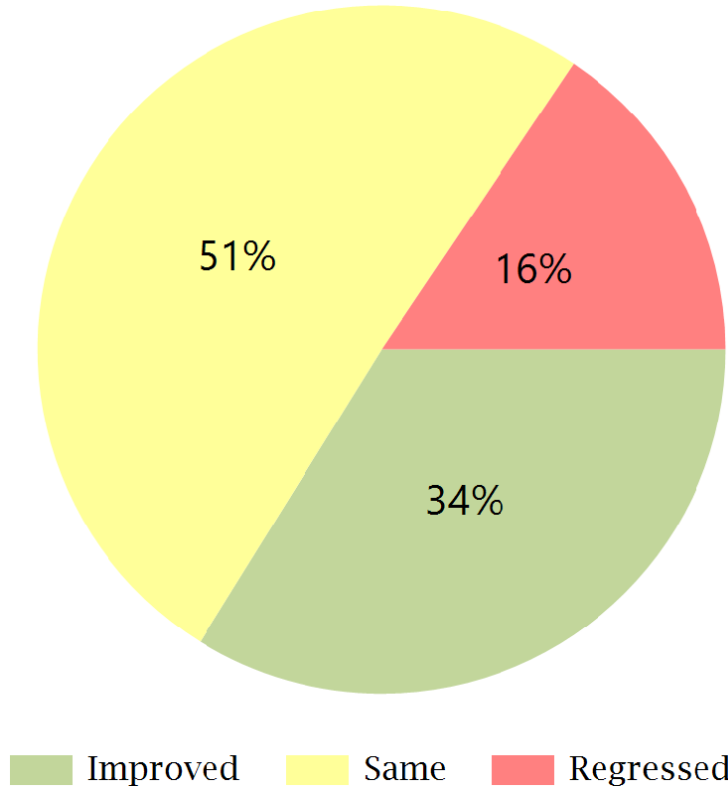


Proficiency by Domain



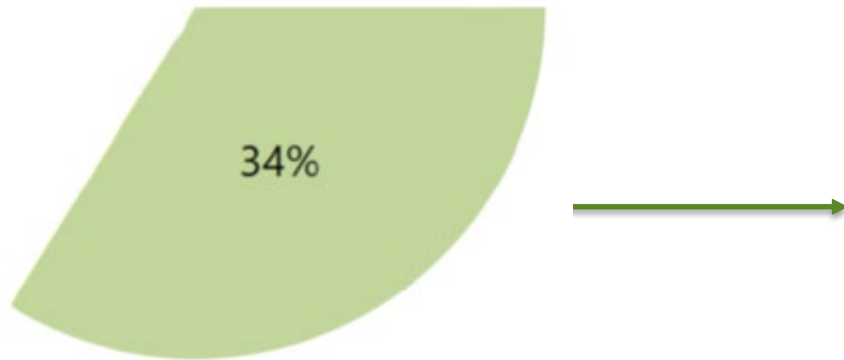
TELPAS Results – Spring 2022

Change in Composite
rating from
2021 to 2022



TELPAS Elementary – 2022

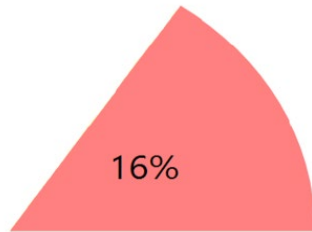
Change in Composite Rating from 2021 to 2022



- Sagamore Hill 57%
- Edward J Briscoe ES 55%
- Washington Heights ES 55%

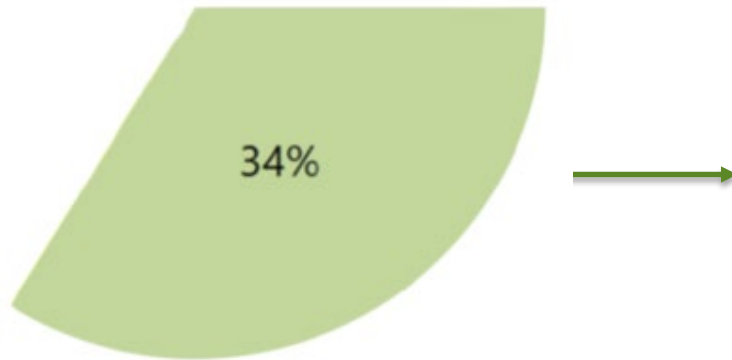
- Christene C. Moss ES 25%
- J.T. Stevens ES 23%
- Daggett Montessori 23%

Change in Composite Rating from 2021 to 2022



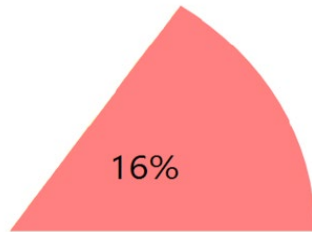
TELPAS Secondary – 2022

Change in Composite Rating from 2021 to 2022



• YWLA	68%
• World Language Institute	51%
• Applied Learning Academy	48%
• Benbrook Middle HS	46%
• Marine Creek Collegiate HS	46%
• Meadowbrook MS	20%
• Dunbar HS	20%
• Diamond-Hill Jarvis HS	20%
• Jacquet MS	18%
• Morningside MS	13%

Change in Composite Rating from 2021 to 2022



- McLean 6th 30%
- Meacham MS 28%
- Jacquet MS 28%
- Paschal HS 27%
- Trimble Tech HS 25%
- Arlington Heights HS 24%



What is TELPAS Alternate?

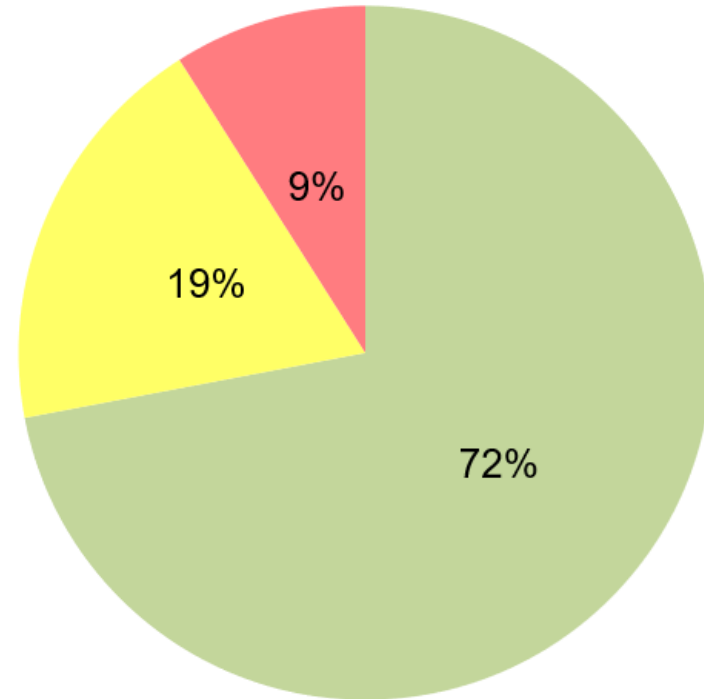
A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with **significant cognitive disabilities** in grades 2-12

TELPAS ALT K-12 Results – 2022



Change in composite rating from 2021 to 2022

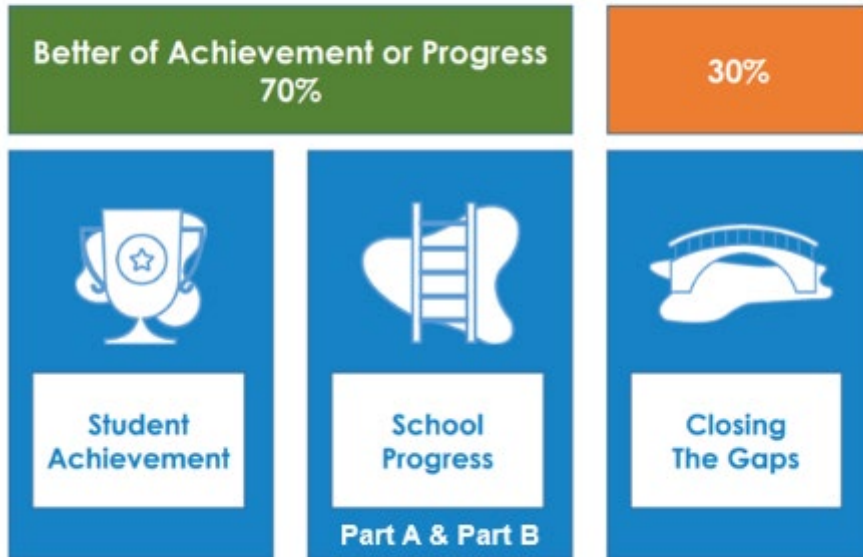
173 TELPAS ALT students



■ Improved ■ Same ■ Regressed

Texas State Accountability - 2022

Overall Rating



English language proficiency is a component of Domain III: Closing the Gaps

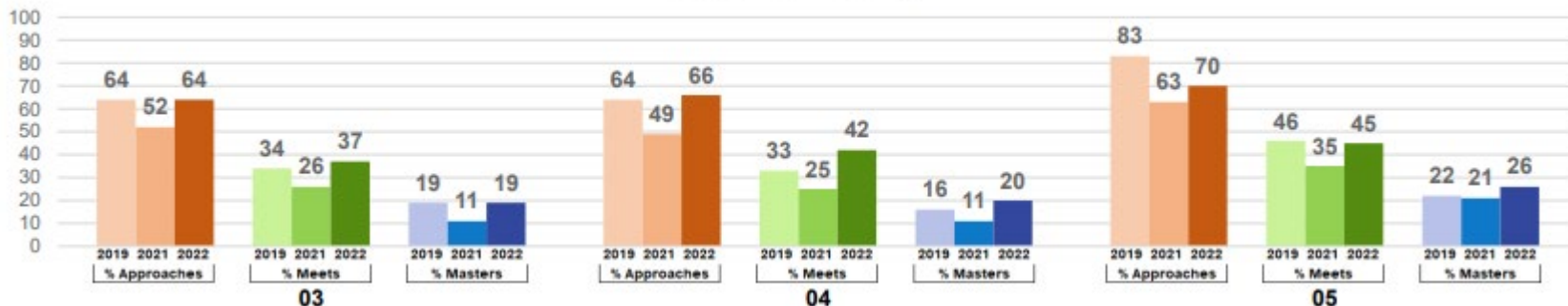
Texas State Accountability - 2022

Schools that MET Domain 3 English Language Proficiency Component

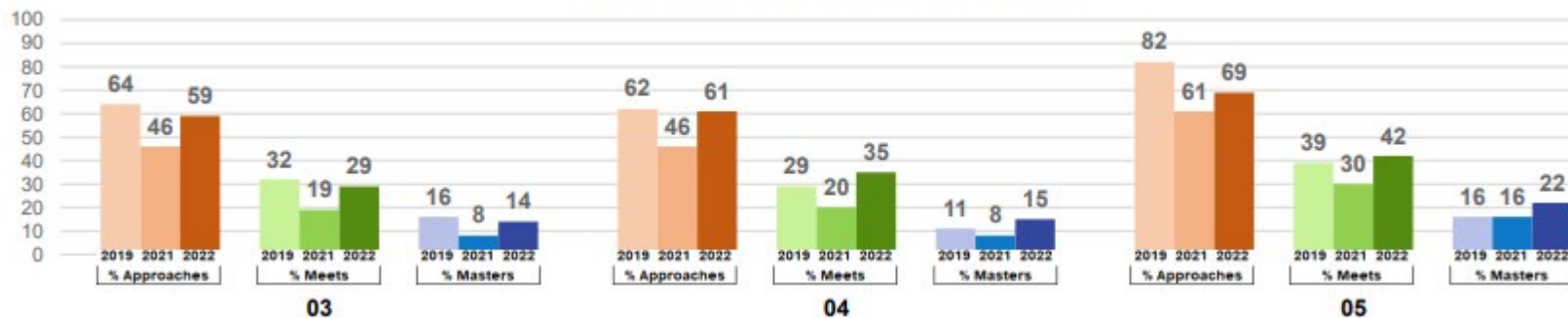
Elementary Schools				Middle Schools	High Schools
58				3	8
Alice Contreras ES	Diamond Hill ES	M.H. Moore ES	Springdale ES	Applied Learning Acad. Daggett MS Rosemont MS	Benbrook MS/HS I.M. Terrell Academy Marine Creek Collegiate HS TABS TCC South Collegiate HS World Languages Institute YMLA YWLA
Atwood McDonald ES	Dolores Huerta ES	Meadowbrook ES	T.A. Sims ES		
Bonnie Brae ES	East Handley ES	Mitchell Blvd. ES	Van Zandt-Guinn ES		
Bruce Shulkey ES	Eastern Hills ES	Morningside ES	Versia Williams ES		
Burton Hill ES	Edward J. Briscoe ES	Natha Howell ES	W.J. Turner ES		
Carroll Peak ES	George C. Clarke ES	Oakhurst ES	W.M. Green ES		
Carter Park ES	Glen Park ES	Oaklawn ES	Washington Heights. ES		
Cesar Chavez ES	Greenbriar ES	Riverside ALC	Waverly Park ES		
Charles Nash ES	H.V. Helbing ES	S.S. Dillow ES	West Handley ES		
Clifford Davis ES	Harlean Beal ES	Sagamore Hill ES	Westcliff ES		
Como ES	Hubbard Heights ES	Sam Rosen ES	Westcreek ES		
Como Montessori	Kirkpatrick ES	Seminary Hills Park ES	Western Hills ES		
D. Mcrae ES	Lily B. Clayton ES	South Hi Mount ES	Western Hills Primary		
David K.Sellars ES	Lowery Road ES	South Hills ES	Worth Heights ES		
De Zavala ES	Luella Merrett ES				

Monitoring and Supporting Emergent Bilingual Students

Grades 3-5 Reading - All Students



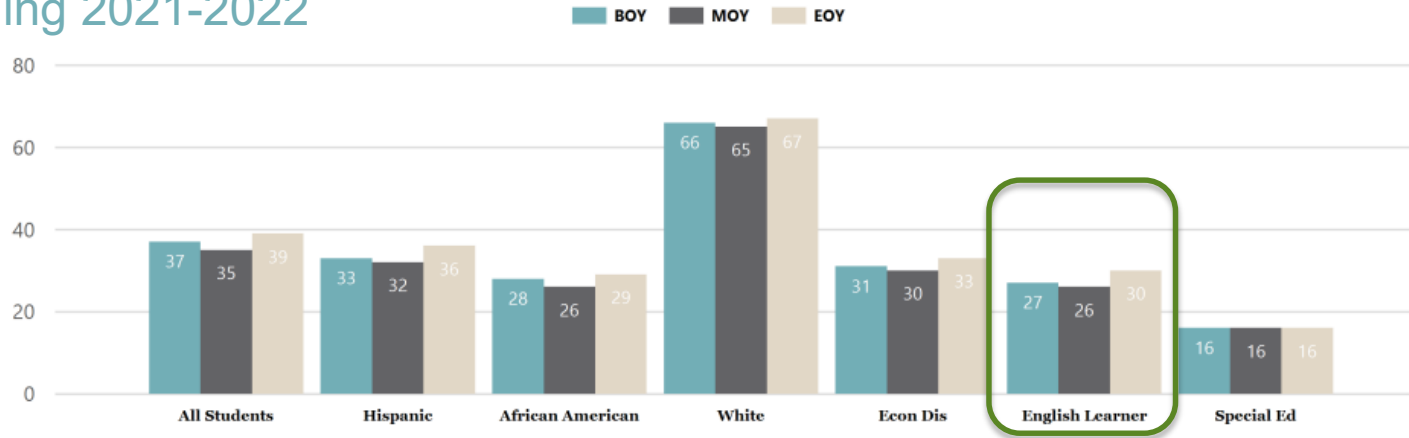
Grades 3-5 Reading - Emergent Bilingual



Monitoring Emergent Bilingual Students – MAP Growth

MAP Growth Reading 2021-2022

% Met RIT
Score Norm
by
Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	41322	185	37	41581	190	35	41580	193	39	2	8
Hispanic	25798	186	33	25932	191	32	25922	194	36	3	8
African American	8747	179	28	8917	184	26	8789	187	29	1	8
White	5144	191	66	5096	196	65	5140	200	67	1	9
Econ Dis	34805	183	31	35179	188	30	35195	191	33	2	8
English Learner	15583	187	27	15689	192	26	15934	194	30	3	7
Special Ed	4200	174	16	4281	179	16	4547	181	16	0	7

What does Biliteracy Education Look Like In FWISD?

DISTRCT	<ul style="list-style-type: none">✓ Curriculum and instruction will align to current state and district standards.✓ Professional learning will focus on increasing the efficacy of teachers, administrators and district leaders in their knowledge of effective Dual Language and Biliteracy instruction.
PRINCIPALS	<ul style="list-style-type: none">✓ Educators will analyze student assessment data to inform instructional decisions that yield increased student engagement and development of language proficiency.
PRINCIPALS & TEACHERS	<ul style="list-style-type: none">✓ Instructional practices will apply the science of teaching all contents based on current Dual Language and Biliteracy research.
TEACHERS	<ul style="list-style-type: none">✓ Daily biliteracy practices will include systematic, explicit language arts instruction in both languages which will include in foundational skills, comprehension of complex text, writing, and disciplinary literacy strategies.
STUDENTS	<ul style="list-style-type: none">✓ All students will receive instruction in both languages within a graduated Biliteracy Model.

Districtwide Strategies and Support

- Increased the number of PK-12 Bilingual ESL certified teachers by 300+ since last year
- TELPAS assessment practices and strategies for monitoring effective implementation
- Parent engagement and awareness through partnership with Family Engagement Specialists and Student Placement Center
- Meet campus needs with curriculum implementation, professional learning, modeling, co-teaching, professional learning community (PLC) support, data analysis, and lesson design/delivery
- Progress monitor Emergent Bilingual students in Language Centers to provide additional supports and resources as needed



How do Principals Support Biliteracy Education?

- 2,082 employees have received training for Amplify K-5 in ELAR and/or SLAR
- Campus leaders monitor the implementation of instructional practices and ensure that teachers are provided support as needed
- Progress monitor emergent bilingual students by reviewing disaggregated data from
 - classroom assessment embedded into Amplify ELAR and Eureka
 - summative unit assessments built into curriculum frameworks
 - District benchmark assessments
 - NWEA MAP assessments



Teacher Instructional Practices for Biliteracy




- Lesson design and delivery that is structured to address both content (TEKS) and language (ELPS) objectives
- Implement curriculum with fidelity (Skills and Knowledge)
- Listening, speaking, reading, and writing – every single day
- *Bridging*: activating prior knowledge in order to weave in new knowledge
- Complex text and tasks
- Both English and Spanish

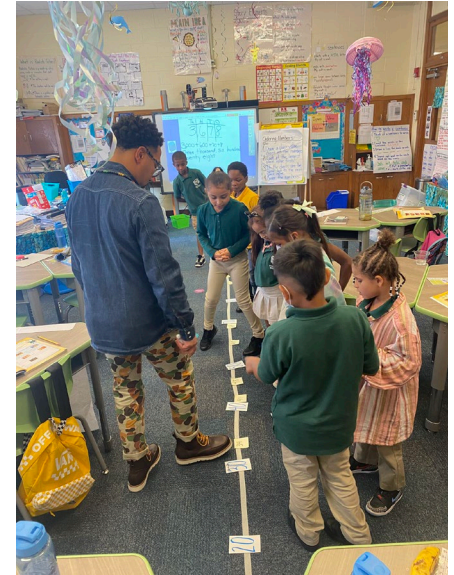


Emergent Bilingual Student Experience



- Daily listening, speaking, reading, and writing to achieve high levels of **language proficiency** and **content knowledge**
- Authentic opportunities to interact with the teacher, their classmates, and texts
- Given scaffolded support such as modeling and bridging as they engage with challenging content and language

Sequential	Simultaneous	Partner
Students learn to read in their native or dominant language (L1), then switch to a mix of L1 and L2	Students learn to read in L1 and L2, and continue to develop literacy in both languages (sometimes referred to as paired)	Students learn to read in the program target language
 Gomez and Gomez	 Biliteracy	 Spanish Immersion
	Our Model	





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