

MEMORANDUM

August 7, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **2015 Texas English Language Proficiency Assessment System (TELPAS) Results**

CONTACT: Carla Stevens, 713-556-6700

Attached is a copy of Texas English Language Proficiency Assessment System (TELPAS) Report for the 2014–2015 school year. All English Language Learner (ELL) students enrolled in the Houston Independent School District in grades K–12 are assessed with the TELPAS in the spring of each year, in accordance with federal and state requirements. The report includes grade level and overall results at the district level, as well as campus-level summary tables.

A total of 56,084 ELL students participated in TELPAS testing in 2014–2015. Districtwide, ELL student proficiency on the TELPAS was slightly lower than in the previous year, and was lower than that of the state overall. The percentage of ELL students showing improvement in English language proficiency also decreased slightly compared to 2014, but district performance overall was equal to that of the state.

Administrative Response to 2014-2015 TELPAS Results

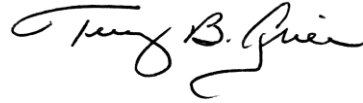
All English Language Learners are expected to grow at least one level in the areas of listening, speaking, reading, and writing as measured through TELPAS. In past years, TELPAS data has been used to classify campuses into tiers in order to identify those that need extra support and guidance in developing action plans and activities to improve the percentage of ELLs making one level of progress and of those rated as Advanced High in English proficiency. Starting with the 2015-2016 school year, all campuses will receive customized support at least three times a year to ensure the progress monitoring of all enrolled students. Campuses will be assigned a consistent support system to ensure guidance continuity throughout the year.

Collaboration with the Elementary and Secondary Curriculum Departments will result in differentiated documents that will provide instructional guidance on supporting ELLs linguistically across content areas. Additionally, structured supports and processes will be put in place at various secondary schools to accelerate the academic and language learning of newcomer and immigrant students.

Teachers and administrators of ELLs will receive specialized training in using data to monitor academic and linguistic progress and make programming placements. These sessions will be offered throughout the year.

The expansion of the Dual Language programming, the instructional model that has resulted in higher ELL performance in Spanish and English literacy and proficiency, will continue in future years. Existing schools will continue to be supported through staff development, instructional materials, and curriculum and programming alignment.

Should you have any questions or need additional information, please contact me or Carla Stevens in the Department of Research and Accountability, at 713-556-6700.



TBG

cc: Superintendent's Direct Reports
Chief School Officers
Grace Guerrero

School Support Officers
Principals



RESEARCH

Educational Program Report

TEXAS ENGLISH LANGUAGE
PROFICIENCY ASSESSMENT SYSTEM

TELPAS REPORT

2014 - 2015



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TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) 2014–2015

Introduction

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

Under TELPAS, ELL students in kindergarten through twelfth grade are assessed in four language domains: listening, speaking, reading, and writing. The proficiency scores in each domain are used to calculate an overall composite score. The calculation is weighted, with 50% of the composite score being derived from reading performance, 30% from writing, and 10% each from listening and speaking. The composite score, as well as each domain score, indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High (see **Appendix A**, p. 8). All ELL students in grades K–12, including those with parental waivers, are required to be assessed through TELPAS until they have been reclassified as non-ELL (unless ARD exempted or due to extenuating circumstances). Details on the design of the TELPAS can be found in **Appendix B** (p. 10).

Use of TELPAS Scores

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

TELPAS has also been used to determine whether districts receiving Title III funds meet federally mandated Annual Measurable Achievement Objectives (AMAO) regarding English proficiency for ELLs. Under the AMAOs, ELLs must show proficiency (i.e. score at the Advanced High level) as well as show growth from year-to-year. District performance on both of these indicators is reported annually. Details regarding the definitions and calculations of the AMAOs are included in **Appendix C** (p. 11).

TELPAS Composite Ratings

TELPAS composite ratings, not individual language domain ratings, are used to determine whether Title III-funded districts meet the federally required AMAO standards for progress and attainment related to English language proficiency. TELPAS composite ratings indicate ELL students' overall level of English language proficiency. To be included in composite calculations, a student must have a proficiency score in each of the four language domains. Composite scores range from 1.0 to 4.0 and are converted to composite ratings according to the values shown in **Table 1** (see p. 2).

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

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

TELPAS Administration

Both the written and holistic components of the TELPAS are administered in the same testing window during the spring of each school year. While the two assessments are administered separately, they are reported on a single TELPAS answer document. For 2015, the testing window was March 16 to April 8, 2015.

Participants

All students in grades K–12 who the district reports as English Language Learners (ELL) are required to participate in TELPAS. A total of 56,084 ELL students in HISD took the TELPAS during the 2014–2015 school year, an increase of 1,518 from 2013–2014. **Table 2** provides basic demographic information for these students (only cases for whom information was available are included, thus counts may total less than 56,084).¹

- Male TELPAS participants outnumbered females, 52% vs. 48%.
- 92% of TELPAS participants were Hispanic, and 89% were coded as economically disadvantaged.
- 90% of the students tested were served through either a bilingual or ESL program, while 10% had a parental waiver for exclusion from any specialized linguistic services.
- 26% of TELPAS participants had been enrolled in U.S. schools for at least five years. First or second semester immigrants made up a combined 24%.²

Table 2. Demographic Information for TELPAS participants, 2015

<u>Gender</u>	<u>N</u>	<u>%</u>	<u>Language Program</u>	<u>N</u>	<u>%</u>
Female	26,795	48	Bilingual	33,924	61
Male	29,289	52	ESL	15,948	29
<u>Ethnicity</u>			Waived	5,727	10
American Indian	89	<1	No information provided	485	1
Asian	1,882	3	<u>Years in US Schools*</u>		
African American	1,089	2	2nd Sem Immigrants	475	1
Hispanic	51,403	92	1st Sem Immigrants	10,918	23
Pacific Islander/Hawaiian	21	<1	2	9,567	20
White	1,156	2	3	7,702	16
Two or more	64	<1	4	6,441	13
No Information	380	1	5	4,512	9
<u>Economically Disadvantaged</u>			6+	8,386	17
Yes	50,032	89			
No	6,052	11			

Source: TELPAS data file 5/21/15

* Applicable for grades 1-12 only

Table 3. Cohort Yearly Progress, 2014-2015: 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 2014
		N	%	N	%	N	%	N	%	
1	7,728	2,998	39	737	10	133	2	3,868	50	50
2	7,500	3,558	47	1,009	13	127	2	4,694	63	63
3	6,991	3,573	51	199	3	2	<1	3,774	54	48
4	6,170	3,183	52	100	2	4	<1	3,287	53	55
5	4,214	2,429	58	109	3	2	<1	2,540	60	67
6	2,459	904	37	32	1	1	<1	937	38	42
7	1,988	872	44	29	1	0	0	901	45	49
8	1,811	902	50	30	2	1	<1	933	52	52
9	1,409	584	41	18	1	0	0	602	43	52
10	1,001	459	46	28	3	0	0	487	49	49
11	705	368	52	12	2	0	0	380	54	59
12	667	305	46	15	2	0	0	320	48	46
Total	42,643	20,135	47	2,318	5	270	1	22,723	53	54

Source: TELPAS revised data file 6/8/15

* Progress is not assessed for students in kindergarten

Results

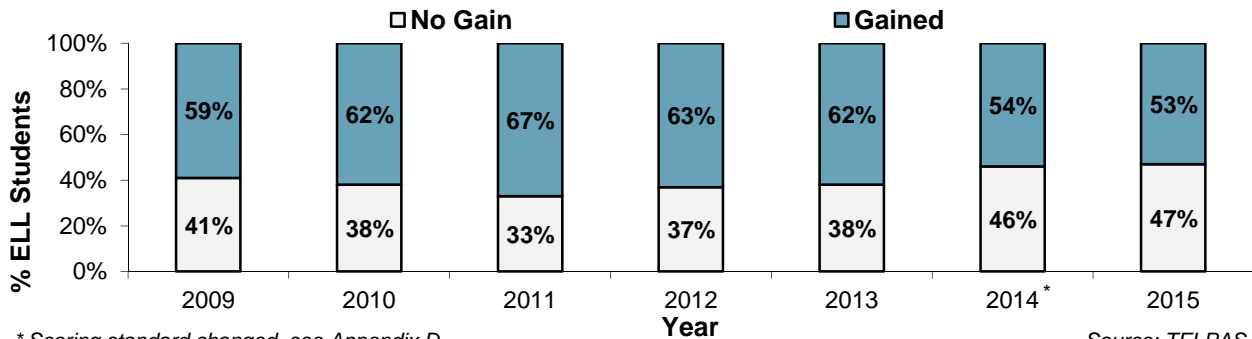
Progress

One of the main goals of the district's programs for ELL students is to ensure that they increase their English language proficiency over time. The first analysis deals specifically with this indicator by measuring the percentage of ELLs who made at least one level of progress on the TELPAS between 2013–2014 and 2014–2015. The students included in this cohort analysis are those who took the TELPAS in both years. In total, this cohort is comprised of 42,643 ELL students, as presented in **Table 3**.

- Fifty-three percent of ELL students in grades K–12 gained at least one proficiency level between 2014 and 2015.
- The percentage of ELLs making gains was slightly lower than in the previous year (54 percent).
- Grades 4 through 7, and grades 9 and 11, showed declines in the percentage of students making progress compared to the previous year, with four grades showing no change and two grades (3rd and 12th) increasing.

Figure 1 shows TELPAS yearly progress for 2009 through 2015. The percentage of ELL students showing annual progress has varied over this time period, with a high of 67 percent in 2011. The decline in progress starting in 2014 can be attributed to more rigorous scoring standards (**Appendix D**, p. 12).

Figure 1: ELL student yearly progress, 2009 through 2015



* Scoring standard changed, see Appendix D

Source: TELPAS

Table 4. HISD TELPAS Results: Number and Percent at Each Proficiency Level, 2015

Grade	Number Tested N	Beginning		Intermediate		Advanced		Advanced High		% AH 2014	Composite Score
		N	%	N	%	N	%	N	%		
K	7,996	6,129	77	1,166	15	481	6	220	3	6	1.4
1	8,452	3,681	44	2,859	34	1,242	15	670	8	8	1.9
2	8,111	1,172	14	3,241	40	2,395	30	1,303	16	16	2.4
3	7,487	797	11	2,147	29	2,440	33	2,103	28	28	2.7
4	6,633	418	6	1,539	23	2,663	40	2,013	30	33	2.8
5	4,609	275	6	785	17	1,783	39	1,766	38	45	3.0
6	2,808	212	8	638	23	1,323	47	635	23	27	2.7
7	2,422	250	10	514	21	1,054	44	604	25	33	2.7
8	2,319	280	12	433	19	950	41	656	28	37	2.7
9	2,177	397	18	611	28	707	32	462	21	29	2.4
10	1,323	117	9	361	27	511	39	334	25	33	2.6
11	875	48	5	178	20	357	41	292	33	39	2.8
12	872	119	14	211	24	313	36	229	26	18	2.6
Total	56,084	13,895	25	14,683	26	16,219	29	11,287	20	22	2.4

Source: TELPAS revised data file 6/8/15

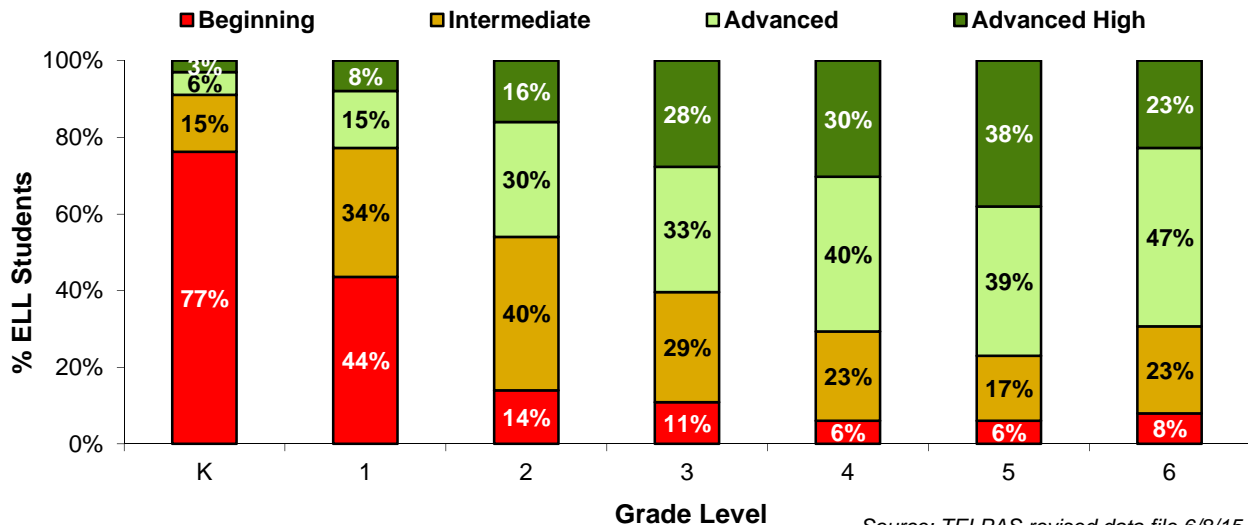
Attainment

The second AMAO requires that ELL students achieve a specified overall level of English proficiency. A cross-sectional examination of TELPAS performance data is presented in **Table 4** (above). The number of ELL students tested and the number and percent at each proficiency level is presented by grade level. As indicated earlier, there were 56,084 students who took the TELPAS in 2014–2015.

- 20% of ELL students had TELPAS composite ratings of Advanced High in 2014–2015.
- This was two percentage points lower than the figure obtained in 2014.

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

Figure 2: Distribution of proficiency ratings for ELL students in 2015, grades K through 6



Source: TELPAS revised data file 6/8/15

Figure 3: ELL student attainment, 2008 through 2015

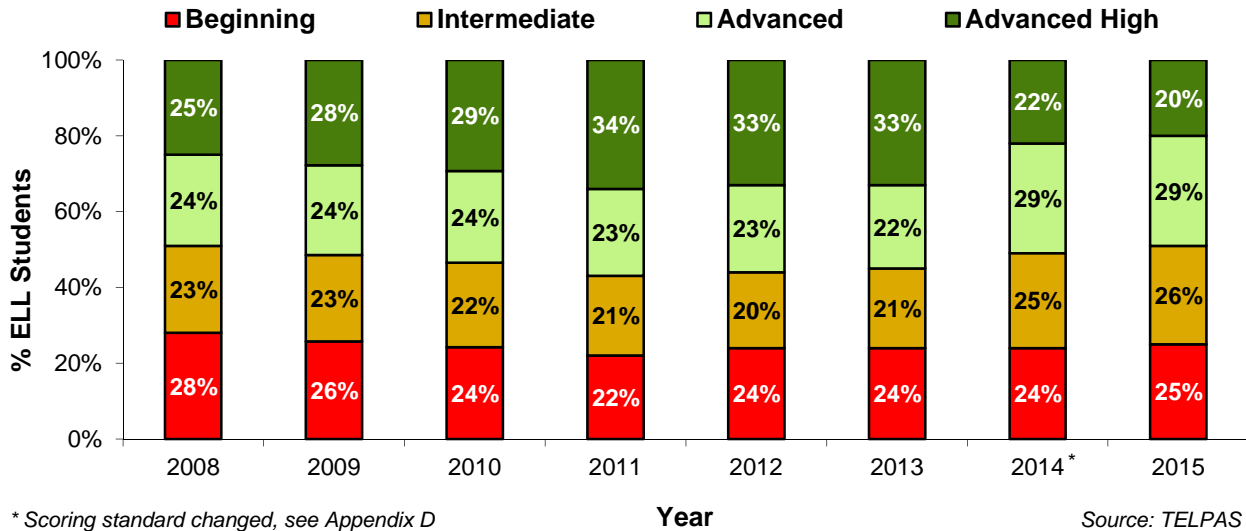


Figure 3 (above) shows TELPAS attainment for the period 2008 through 2015. The percentage of ELL students scoring at the Advanced High level increased from 25% to 33% over this time period, but has declined in the most recent two years after more rigorous scoring standards were introduced.

Progress: HISD Compared to Statewide Results

A comparison of state versus district ELL student progress toward English language proficiency is provided in **Figure 4**. This figure reflects ELL student growth based on composite TELPAS scores and includes a grade-level breakdown of the percentage of ELL students who gained at least one level of proficiency in 2015. Data for the state were obtained from the TEA website, and HISD figures are the same ones previously reported in Table 3.³ More detailed data including the exact numbers of students in the relevant cohorts are included in **Appendix E** (p. 13).

- Fifty-three percent of students both statewide and in the district made gains in English proficiency.
- The district exceeded state performance in six grade levels, and was lower in five.

Figure 4: HISD ELL student progress in 2015 compared to statewide data, by grade level

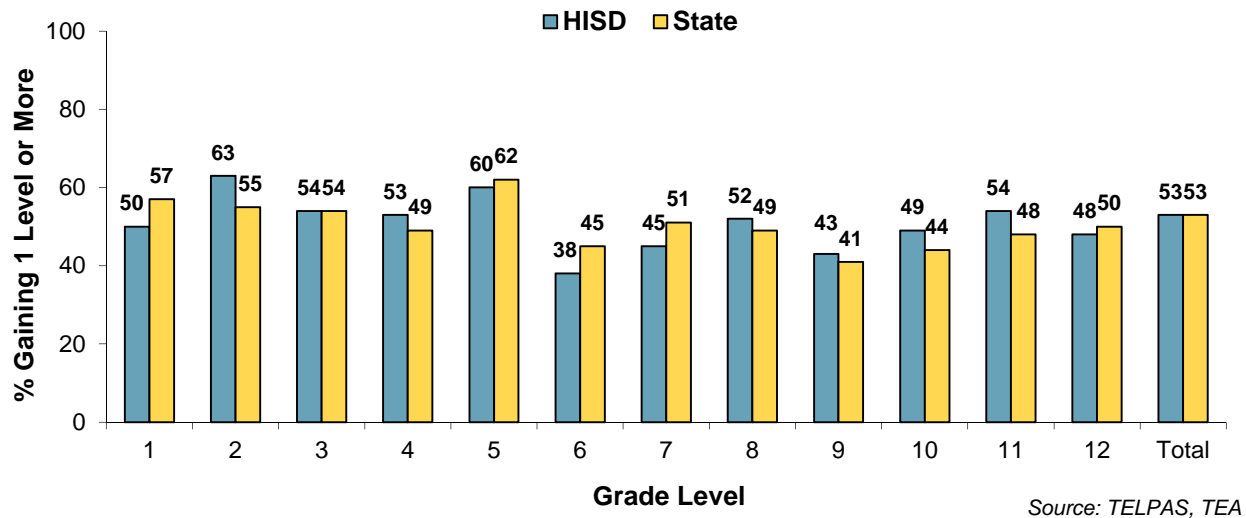
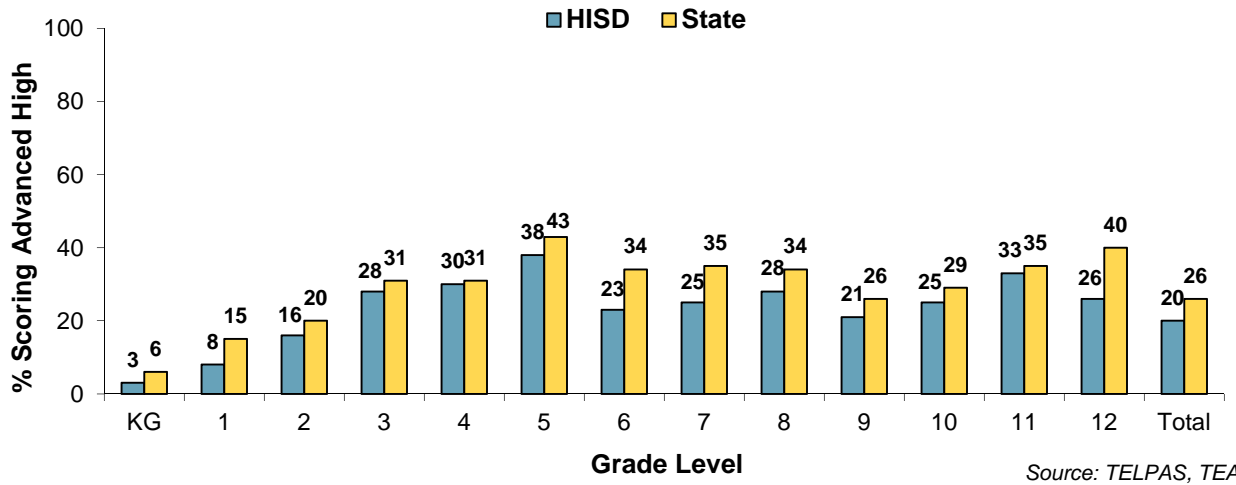


Figure 5: HISD student attainment in 2015 compared to statewide data, by grade level



Attainment: HISD Compared to Statewide Results

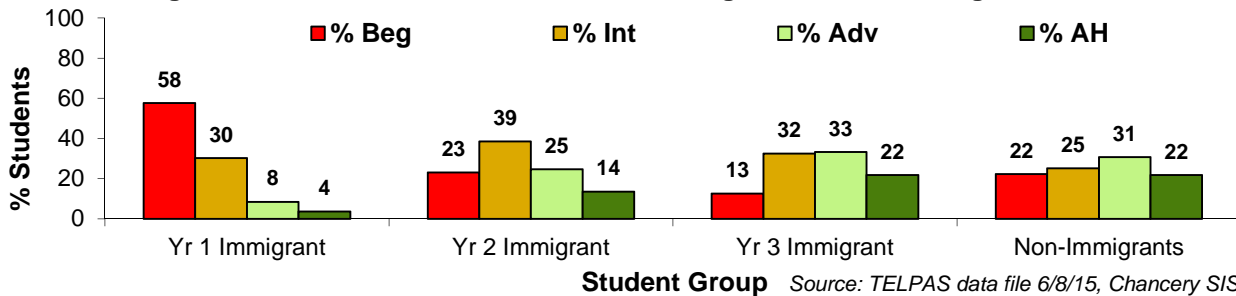
District versus statewide TELPAS overall composite rating results are presented in **Figure 5**. Specifically, this figure shows a grade-level breakdown of the percentage of ELL students who achieved a TELPAS rating of Advanced High in 2015. Data for the state were obtained from the TEA website, and HISD figures are the same ones previously reported in Table 4. More detailed data including the exact numbers of students in the relevant cohorts are included in **Appendix F** (p. 14).

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

Effect of Immigrant Enrollment on TELPAS

- The number of 1st-Year immigrant students in the district increased by 89% in 2014–2015 (from 2,418 in 2013–2014 to 4,575).
- As **Figure 6** shows, TELPAS performance of 1st-Year immigrants was poor compared to that of other immigrants or non-immigrant ELLs.

Figure 6: TELPAS attainment in 2015 for immigrant and non-immigrant ELLs



The remaining pages contain summary data at the district and campus levels. Campus-level results are organized by school office and alphabetically. For more information on the TELPAS system or the AMAO related to this assessment, please refer to the Research Brief entitled, *2015 Texas Education Agency Texas English Language Proficiency Assessment System (TELPAS)* available through the HISD Research and Accountability Department.

ENDNOTES

- ¹ While 56,084 students had complete TELPAS scores, there were a further 1,278 who did not receive a composite rating because one or more of their language domain scores were missing. This represents 2.2% of the total number of TELPAS answer documents submitted.
- ² The TELPAS Years in U.S. Schools indicator is used for TELPAS reporting, STAAR assessment decisions, as well as for defining accountability measures. The number of years enrollment in U.S. schools starts with grade 1, or the first school year thereafter if students begin in U.S. schools after grade 1. Beginning with the 2013–2014 school year, a student needs to have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. Prior to 2014, a student could have counted as being enrolled in U.S. schools for a year even if they had actually been in school for only a few days.
- ³ While it is useful to know how the district ELL students perform on the TELPAS compared to the State overall, there are two caveats that should be considered before drawing conclusion as to the relative effectiveness of district special language programs. First, TELPAS performance reveals only the English proficiency of current ELL students. True success of any program needs to consider the long-term academic performance of ELLs after they have exited ELL status. The evaluation reports for the district's special language programs provide ample evidence that exited ELLs do at least as well as, and usually better than, average district performance. This cannot be seen by focusing only on TELPAS performance of current ELLs. Secondly, HISD has more ELL students enrolled in bilingual programs than in ESL programs. At the state level, the opposite is true; the majority of ELLs in Texas are in ESL programs. There is a sizeable body of research illustrating that ESL programs may lead to larger initial gains in English proficiency than do bilingual programs. However, in the long run, both the research literature as well our own district results show that bilingual programs lead to more success for former ELLs. Each of these points is discussed in detail in the district's *2015 Bilingual And English as a Second Language Program Evaluation Report*, which is available from the Research and Accountability Department as well as on the Department's website.

APPENDIX A

Proficiency Level Descriptors

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

Appendix A (continued)

Proficiency Level Descriptors

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

APPENDIX B

TELPAS Assessment Design

TELPAS Reading¹

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

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

TELPAS Holistic Assessments

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

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

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

Teachers who are designated by the district as official raters of ELL students' English language proficiency receive annual training in each language domain assessed, as well as in the holistic assessment administrative procedures. Training for all raters must be specific to the grade or grade clusters for which they will be responsible. Raters must be teachers who hold valid education credentials such as teacher certificates or permits, and they must have the student in their class and be knowledgeable about that student's ability to use English in instructional settings.

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

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

Appendix C

Annual Measurable Achievement Objectives (AMAO)

TELPAS results are used for ELL student accountability measures as required by NCLB through Annual Measurable Achievement Objectives (section 3122a). These objectives prescribe a minimum percentage of ELL students that must demonstrate progress and attainment in English proficiency, as well as adequate yearly progress (AYP). Satisfactory performance on AMAOs related to progress and attainment are determined based on TELPAS composite ratings, whereas the AMAO related to AYP is determined based on a combination of STAAR results. The approach used with all of the AMAOs has been to set lower starting targets and increase the rigor of the targets over time.

The district's annual TELPAS reports have previously included data summarizing how the district's actual or projected AMAO performance compared to the standards in place for each particular year. However, in this year's report no AMAO data are included. This is because the Texas Education Agency has still not (as of 5/27/15) reported either (a) the district's AMAO results for the 2014 testing year, nor (b) updated AMAO standards for 2015. For these reasons, it was decided that an analysis of AMAO performance would not be possible for the current testing year.

APPENDIX D

Changes to TELPAS in 2014

There were three critical changes to TELPAS for 2013–2014 that affected the obtained student performance levels. The most significant change was that the cutpoints on the TELPAS reading assessment (grades 2–12) were adjusted to make it more challenging. The table below summarizes the cutscores that were used to define Intermediate, Advanced, and Advanced High performance on the reading portion of the TELPAS in 2014 and 2015. Also included for comparison are the corresponding cutscores used in the previous years. Note that in all cases, a student now has to obtain a higher score in order to receive a given performance rating. This change was made because as the more difficult STAAR assessment has replaced TAKS, a trend developed whereby ELLs may be rated as Advanced High on the TELPAS, but yet fail the STAAR reading test (which is one of the criteria used to exit a student from ELL status). Since it makes little sense to have a system where an ELL student is judged to be English proficient according to TELPAS, but cannot pass the STAAR reading test, the cutscores on the TELPAS were adjusted to bring them more into alignment with performance levels based on ELL STAAR performance.

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

**Cutscores Employed in 2014 and 2015 Version of TELPAS Reading Test
(Previous Cutpoints Shown for Comparison)**

TELPAS Reading	Intermediate		Advanced		Advanced High	
	New	Old	New	Old	New	Old
Grade 2	579	551	645	615	701	670
Grade 3	620	597	674	648	732	699
Grades 4-5	643	610	698	668	766	718
Grades 6-7	652	613	712	674	783	731
Grades 8-9	661	633	720	681	796	738
Grades 10-12	680	644	737	704	815	757

Appendix E

State and District Yearly Progress in TELPAS Composite Ratings, 2014 to 2015 (Data for 2014 Highlighted in Green)

Grade Level	District State	Cohort N	Gained 1		Gained 2		Gained 3		Gained at Least 1		Gained 2014
			N	%	N	%	N	%	N	%	
1	HISD	7,728	2,998	39	737	10	133	2	3,868	50	50
	Texas	107,533	47,749	44	11,752	11	1,736	2	61,237	57	58
2	HISD	7,500	3,558	47	1,009	13	127	2	4,694	63	63
	Texas	104,339	47,449	45	8,841	8	710	1	57,000	55	56
3	HISD	6,991	3,573	51	199	3	2	<1	3,774	54	48
	Texas	98,890	50,898	51	2,454	2	28	<1	53,380	54	49
4	HISD	6,170	3,183	52	100	2	4	<1	3,287	53	55
	Texas	86,803	41,841	48	1,036	1	18	<1	42,895	49	47
5	HISD	4,214	2,429	58	109	3	2	<1	2,540	60	67
	Texas	72,466	43,087	59	1,516	2	26	<1	44,625	62	62
6	HISD	2,459	904	37	32	1	1	<1	937	38	42
	Texas	55,483	24,507	44	426	1	3	<1	24,936	45	42
7	HISD	1,988	872	44	29	1	0	0	901	45	49
	Texas	42,004	20,665	49	627	1	2	<1	21,294	51	45
8	HISD	1,811	902	50	30	2	1	<1	933	52	52
	Texas	36,226	17,389	48	461	1	2	<1	17,852	49	47
9	HISD	1,409	584	41	18	1	0	0	602	43	52
	Texas	28,340	11,422	40	246	1	1	<1	11,669	41	42
10	HISD	1,001	459	46	28	3	0	0	487	49	49
	Texas	21,351	9,228	43	262	1	0	0	9,490	44	41
11	HISD	705	368	52	12	2	0	0	380	54	59
	Texas	16,486	7,738	47	224	1	1	<1	7,963	48	49
12	HISD	667	305	46	15	2	0	0	320	48	46
	Texas	13,052	6,431	49	114	1	0	0	6,545	50	41
Total	HISD	42,643	20,135	47	2,318	5	270	1	22,723	53	54
	Texas	682,973	328,404	48	27,959	4	2,527	0	358,886	53	51

Source: TELPAS revised data file 6/8/15, TEA summary report for 2015

Appendix F

State and District Composite TELPAS Ratings, Spring 2015 (Data for 2014 Highlighted in Green)

Grade Level	District State	Number Tested	Beginning	Intermediate	Advanced	Advanced High	Advanced High 2014	Average Composite Score
		N	%	%	%	%		%
K	HISD	7,996	77	15	6	3	6	1.4
	Texas	107,987	59	23	12	6	6	1.6
1	HISD	8,452	44	34	15	8	8	1.9
	Texas	115,522	29	34	22	15	15	2.2
2	HISD	8,111	14	40	30	16	16	2.4
	Texas	110,898	11	36	33	20	19	2.5
3	HISD	7,487	11	29	33	28	28	2.7
	Texas	105,183	8	25	35	31	32	2.8
4	HISD	6,633	6	23	40	30	33	2.8
	Texas	92,649	5	21	42	31	31	2.9
5	HISD	4,609	6	17	39	38	45	3.0
	Texas	77,871	4	14	39	43	43	3.1
6	HISD	2,808	8	23	47	23	27	2.7
	Texas	60,811	4	17	45	34	31	3.0
7	HISD	2,422	10	21	44	25	33	2.7
	Texas	48,090	5	16	44	35	33	3.0
8	HISD	2,319	12	19	41	28	37	2.7
	Texas	41,704	5	16	45	34	36	2.9
9	HISD	2,177	18	28	32	21	29	2.4
	Texas	38,104	11	22	42	26	27	2.7
10	HISD	1,323	9	27	39	25	33	2.6
	Texas	25,370	5	21	45	29	30	2.9
11	HISD	875	5	20	41	33	39	2.8
	Texas	18,834	3	16	46	35	39	3.0
12	HISD	872	14	24	36	26	18	2.6
	Texas	14,222	2	13	45	40	31	3.1
Total	HISD	56,084	25	26	29	20	22	2.4
	Texas	857,245	16	24	34	26	25	2.6

Source: TELPAS revised data file 6/8/15, TEA summary report for 2015

**Districtwide
TELPAS Performance
Spring 2015**

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Texas English Language Proficiency Assessment System (TELPAS) 2015 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	7,728	2,998	39	737	10	133	2	3,868	50
2	7,500	3,558	47	1,009	13	127	2	4,694	63
3	6,991	3,573	51	199	3	2	0	3,774	54
4	6,170	3,183	52	100	2	4	0	3,287	53
5	4,214	2,429	58	109	3	2	0	2,540	60
6	2,459	904	37	32	1	1	0	937	38
7	1,988	872	44	29	1	0	0	901	45
8	1,811	902	50	30	2	1	0	933	52
9	1,409	584	41	18	1	0	0	602	43
10	1,001	459	46	28	3	0	0	487	49
11	705	368	52	12	2	0	0	380	54
12	667	305	46	15	2	0	0	320	48
Total	42,643	20,135	47	2,318	5	270	1	22,723	53

* 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	7,996	6,129	77	1,166	15	481	6	220	3	1.4
1	8,452	3,681	44	2,859	34	1,242	15	670	8	1.9
2	8,111	1,172	14	3,241	40	2,395	30	1,303	16	2.4
3	7,487	797	11	2,147	29	2,440	33	2,103	28	2.7
4	6,633	418	6	1,539	23	2,663	40	2,013	30	2.8
5	4,609	275	6	785	17	1,783	39	1,766	38	3.0
6	2,808	212	8	638	23	1,323	47	635	23	2.7
7	2,422	250	10	514	21	1,054	44	604	25	2.7
8	2,319	280	12	433	19	950	41	656	28	2.7
9	2,177	397	18	611	28	707	32	462	21	2.4
10	1,323	117	9	361	27	511	39	334	25	2.6
11	875	48	5	178	20	357	41	292	33	2.8
12	872	119	14	211	24	313	36	229	26	2.6
Total	56,084	13,895	25	14,683	26	16,219	29	11,287	20	2.4

Source: TELPAS revised data file 6/8/15

Texas English Language Proficiency Assessment System (TELPAS) 2015 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	4,789	60	2,205	28	726	9	284	4	5,338	67	1,804	23	608	8	253	3	6,230	78	1,060	13	473	6	234	3	6,491	81	936	12	372	5	197	2
1	2,153	25	3,550	42	1,839	22	923	11	3,047	36	3,204	38	1,454	17	755	9	3,800	45	2,743	32	1,215	14	695	8	4,452	53	2,531	30	963	11	506	6
2	674	8	2,533	31	2,796	34	2,165	27	1,131	14	3,017	37	2,370	29	1,646	20	1,807	22	3,191	39	1,777	22	1,363	17	1,848	23	3,265	40	1,957	24	1,067	13
3	399	5	1,101	15	2,607	35	3,439	46	565	7	1,692	22	2,716	36	2,569	34	1,708	23	1,957	26	1,898	25	1,953	26	1,068	14	2,305	31	2,385	32	1,753	23
4	302	5	699	10	1,698	25	3,972	60	386	6	968	15	2,097	31	3,218	48	1,027	15	2,207	33	2,391	36	1,032	16	522	8	1,518	23	2,169	33	2,442	37
5	238	5	436	9	1,025	22	2,950	63	299	6	569	12	1,271	27	2,506	54	518	11	1,181	25	1,829	39	1,107	24	363	8	902	19	1,490	32	1,871	40
6	190	7	373	13	777	27	1,509	53	241	8	375	13	895	31	1,338	47	428	15	1,191	42	957	34	268	9	292	10	587	21	992	35	954	34
7	207	8	329	13	641	26	1,274	52	273	11	370	15	665	27	1,140	47	424	17	951	38	811	33	301	12	281	12	507	21	791	32	856	35
8	224	10	331	14	521	22	1,277	54	321	14	283	12	558	24	1,191	51	516	22	763	32	905	38	183	8	310	13	383	16	661	28	984	42
9	359	16	504	22	479	21	918	41	454	20	490	22	448	20	868	38	745	33	678	30	694	30	170	7	436	20	590	27	520	23	676	30
10	103	8	277	20	355	26	632	46	151	11	282	21	345	25	589	43	303	22	444	32	499	36	124	9	118	9	372	27	390	29	475	35
11	40	4	131	15	227	25	503	56	58	6	152	17	230	26	460	51	139	15	263	29	388	43	118	13	52	6	178	20	300	34	358	40
12	102	11	191	20	221	24	419	45	124	13	196	21	227	24	386	41	245	26	279	29	341	36	93	10	99	11	234	26	280	31	282	32
Total	9,780	17	12,660	22	13,912	25	20,265	36	12,388	22	13,402	24	13,884	25	16,919	30	17,890	32	16,908	30	14,178	25	7,641	13	16,332	29	14,308	25	13,270	24	12,421	22

* Less than 5 students tested

Source: TELPAS revised data file 6/8/15