

NCLB requires Title III funded districts to meet three AMAOs:

	AMAO 1 Progress	AMAO 2 Attainment		AMAO 3 Adequate Yearly Progress
	Definition	Standard Definition	Alternative Definition ¹	Definition
Grades K–2	17% of current LEP students progressing by at least 1 proficiency level a year on the TELPAS	2.5% of current LEP students reaching Advanced High on the TELPAS	N/A	N/A
Grades 3–12	44% of current LEP students progressing by at least 1 proficiency level a year on the TELPAS	26% of current LEP students reaching Advanced High on the TELPAS	44% of current and monitored LEP students demonstrating attainment based on time enrolled in U.S. schools. <u>Time in U.S. schools</u> Grade 3: ≥ 3 years Grades 4–12: ≥ 4 years <u>Attainment Standard</u> Current LEP: Advanced High on TELPAS Monitored LEP: Passing English TAKS Reading	Reading/ELA ≥60% (Performance + Participation Requirements) + Mathematics ≥50% (Performance + Participation Requirements) + Graduation Rate ² ≥70% OR Attendance Rate ≥90%

¹ Only calculated when results based on the standard method fail to meet the objective.

² Graduation rate is used for HISD districtwide AYP.

Critical Components of the Model

- Immigrant LEP students who score Advanced High on TELPAS in their first year of enrollment in U.S. schools are not eligible for future LEP exemptions.
- TOP raters are required to collect writing samples that represent student writing proficiency. Campuses are required to keep these writing collections in students' permanent record file for two years.
- LEP students continue to be assessed through the TELPAS as long as they are classified as LEP, regardless of their TELPAS composite rating.
- TELPAS cannot be used to exit a student out of LEP status.
- New exit criteria as of Spring 2007: If English TAKS-Writing scores are not available, the Writing portion of the TOP is used instead. Students must score Advanced High on the TOP-W in order to exit.
- The RPTE-II replaces the RPTE as of Spring 2008. Reading proficiency for grade 2 LEP students will be assessed with the RPTE-II and not the TOP.
- Field testing of an online version of the RPTE-II occurred in 2007, and will reoccur in 2008. Current plans call for the RPTE-II to be an exclusively online assessment in 2009.

Summary of Significant TELPAS Dates:

- By September 21, 2007 District report of 2006–07 results to Board of trustees
- March 3 – March 28, 2008 Administration window for TELPAS and RPTE II online field test
- April 28 – May 2, 2008 Receive 2007–08 TELPAS reports from TEA

Frequently Asked Questions

1. Why are LEP students who will be administered TAKS in English also required to take the TELPAS?

When a LEP student is no longer eligible for a LEP exemption from TAKS but is still developing proficiency in English, TELPAS results can help schools examine to what extent the student's TAKS performance may be affected by a limited understanding of the English language. This information helps in planning instructional interventions that appropriately address the student's linguistic and academic needs.

2. Will LEP students stop being assessed using the TELPAS once they attain a rating of Advanced High?

Not necessarily. All students designated as LEP are required to participate in TELPAS. When students meet the state criteria for exiting bilingual/ESL programs and are re-designated as non-LEP, they will no longer take the TELPAS.

Research Brief

2007 TEXAS EDUCATION AGENCY Texas English Language Proficiency Assessment System (TELPAS)

In response to the federal testing requirement of No Child Left Behind (NCLB), the Texas Education Agency (TEA) has developed an assessment system called the Texas English Language Proficiency Assessment System (TELPAS). This system has two components: the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). Under this system, Limited English Proficient (LEP) students in kindergarten through twelfth grade are assessed in four language domains: listening, speaking, reading, and writing. The results of this assessment are then used to determine whether districts receiving Title III funds meet federally mandated annual measurable achievement objectives (AMAOs) that indicate where LEP students are on a continuum of English language development. This continuum is divided into four proficiency levels:

- Advanced High
- Advanced
- Intermediate
- Beginning

To determine a campus' or district's TELPAS ratings, TEA examines the proficiency rating in each language domain, comprehension score, and composite score/rating. The four TELPAS base indicators are summarized below.

Indicator	Population
Spring 2007 RPTE and TOP Proficiency Ratings	All students assessed on the TOP grades K–12 and enrolled on that campus as of the PEIMS Fall Enrollment date
Listening Subtest	
Speaking Subtest	All students assessed on the TOP grades K–12 and enrolled on that campus as of the PEIMS Fall Enrollment date
Reading Subtest	All students assessed on the TOP grades K–2 or tested on RPTE grades 3–12 and enrolled on that campus as of the PEIMS Fall Enrollment date
Writing Subtest	All students assessed on the TOP grades K–12 and enrolled on that campus as of the PEIMS Fall Enrollment date

TELPAS composite ratings, not individual language domain ratings, are used to determine whether Title III funded campus/districts meet the federally required AMAOs for progress and attainment related to English language proficiency.

Composite score and Composite rating:

- The composite results indicate LEP students' overall level of English language proficiency and are determined from the listening, speaking, reading, and writing proficiency ratings. Reading proficiency ratings are given the greatest weight in determining composite results (see flowchart on inside panel for calculation formula).
- The composite scores range from 1.0 (ratings of Beginning in all language areas) to 4.0 (ratings of Advanced High in all language areas).
- TELPAS composite scores are converted to TELPAS composite ratings according to the values in the table below.
- Only students rated in all four language areas are included in composite results.

TELPAS Composite Score	TELPAS Composite Rating
1.0–1.5	Beginning
1.6–2.5	Intermediate
2.6–3.5	Advanced
3.6–4.0	Advanced High

Comprehension Score (reported but not used for AMAO accountability):

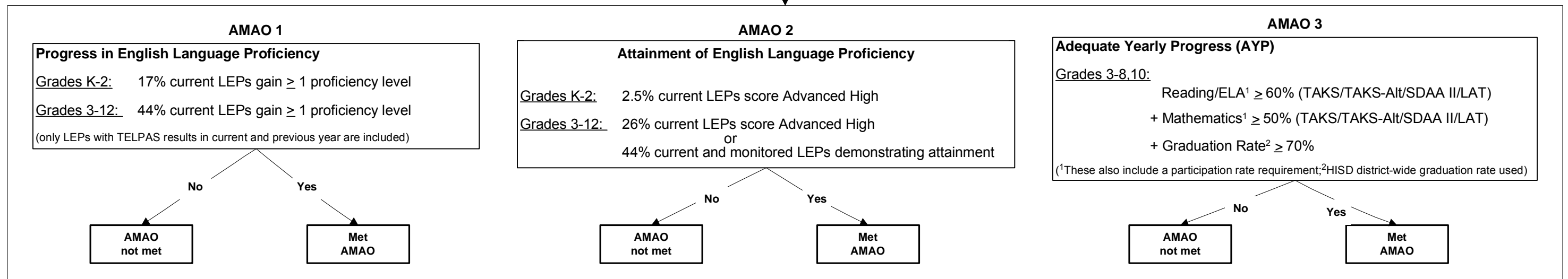
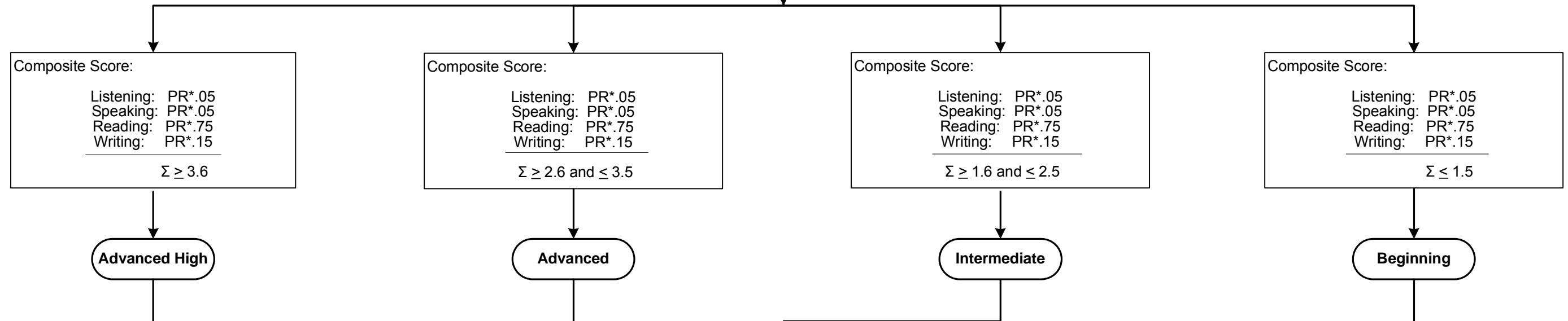
- The TELPAS comprehension score ranges from 1.0 to 4.0 and is derived from the listening and reading proficiency ratings.
- To calculate the score, students' listening and reading ratings are averaged. Each of these subtests thus contributes 50% to the comprehension score.

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2007 Texas English Language Proficiency Assessment System

For the LEP student population, determine:
 (1) the proficiency rating (PR) on a scale of 1 (Beginning) to 4 (Advanced High) in each language domain (listening, speaking, reading, and writing);
 (2) the composite score (weighted calculation based on proficiency levels in each domain); and
 (3) the composite rating based on the four possible categories (Beginning, Intermediate, Advanced, Advanced High)

Examine percent of LEP students meeting each Annual Measurable Achievement Objective (AMAO) to determine if AMAOs have been met.



How are TELPAS composite ratings assigned ?

A campus' or district's composite rating is determined by the weighted sum of the LEP students' proficiency levels in listening, speaking, reading and writing. The table below describes how proficiency levels are weighted in TELPAS. All calculations are rounded to one decimal place.

Year	Listening	Speaking	Reading	Writing
2006	5%	5%	75%	15%
2007	5%	5%	75%	15%
2008	To Be Determined			

Each domain score is multiplied by the appropriate weight and then summed to obtain the TELPAS composite score.

How is the TELPAS used to evaluate AMAOs?

TELPAS results are used in AMAO accountability measures as required by the No Child Left Behind Act for Limited English Proficient students. AMAOs prescribe a minimum percentage of LEP students that must demonstrate progress and attainment in English language proficiency, as well as adequate yearly progress. The TELPAS is the assessment and reporting structure with which AMAOs 1 and 2 are evaluated. Satisfactory performance on AMAOs related to progress and attainment are determined based on TELPAS composite ratings, whereas the AMAO related to adequate yearly progress is determined based on a combination of TAKS, TAKS-Alt, SDAA II, and LAT results.