

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	15% of current LEP students progressing by at least 1 proficiency level a year on the TELPAS	2% of current LEP students reaching Advanced High on the TELPAS	N/A	N/A
Grades 3–12	42% of current LEP students progressing by at least 1 proficiency level a year on the TELPAS	25.5% of current LEP students reaching Advanced High on the TELPAS	42% 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</u> Current LEP: Advanced High on TELPAS Monitored LEP: Passing English TAKS Reading	Reading/ELA ≥53% (Performance + Participation Requirements) + Mathematics ≥42% (Performance + Participation Requirements) + Graduation Rate ² ≥70%

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

² HISD district-wide graduation rate used..

Critical Components of the Model

- In order to implement federal testing and accountability requirements, two changes were made to the TELPAS in 2005:
 1. TELPAS test results include an Advanced High rating. Performance on TAKS was no longer used to generate Advanced High ratings.
 2. LEP students no longer stop taking the TELPAS once they attain a proficiency rating of Advanced. LEP students will continue to be assessed through the TELPAS as long as they are classified as LEP in PEIMS. This means that students in grades 1–12 who were reported to PEIMS as LEP participated in the spring 2006 TELPAS administration even if they had a prior rating of Advanced.
- 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.

Summary of Significant TELPAS Dates:

- By September 23, 2006 District report of 2005–06 results to Board of trustees
- March 5 – March 30, 2007 Administration window for TELPAS and RPTE II field tests
- April 30 – May 4, 2007 Receive 2006–07 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. Students are required to participate in TELPAS as long as they are designated as LEP. 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

2006 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 2006 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	All students assessed on the TOP grades K–12 and enrolled on that campus as of the PEIMS Fall Enrollment date
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 (ratings of Beginning in all language areas) to 4 (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

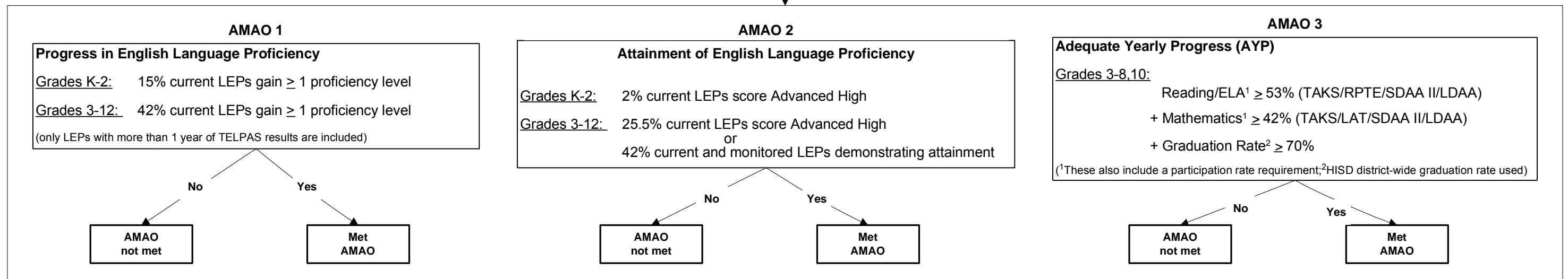
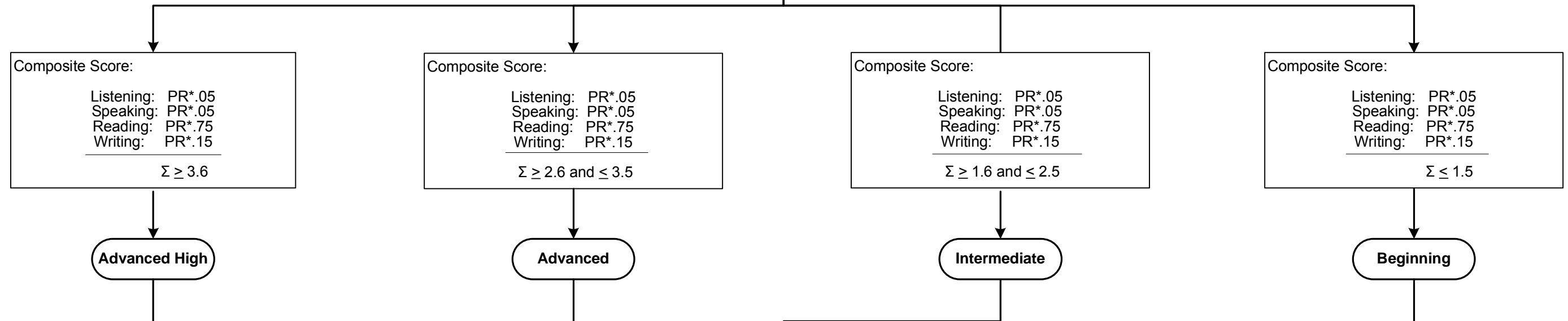
Comprehension Score (reported but not used for AMAO accountability):

- The TELPAS comprehension score ranges from 1 to 4 and is determined from the listening and reading proficiency ratings.
- To derive the score, students' listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score.

2006 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
2005	5%	5%	80%	10%
2006	5%	5%	75%	15%
2007	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 TAKS, SDAA, LDAA, RPTE, and LAT results.