

Executive Summary

**Prepared for Board of Trustees Meeting
December 13, 2011
TELPAS Report**

Board Goal: II. Teaching & Learning...In pursuit of excellence the district will

- a. Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates

Purpose of Report

The purpose of this report is to provide the results of the spring 2011 Texas English Language Proficiency Assessment System (TELPAS). The TELPAS report integrates the results of the TELPAS reading test in English and TELPAS listening, speaking and writing assessments into a single set of reports.

Objectives

- The district's goal is for English Language Learners to progress at least one proficiency level a year in the TELPAS Composite Ratings in the four language domains (listening, speaking, reading, and writing).
- The four English language proficiency levels in the TELPAS Composite Ratings are beginning, intermediate, advanced, and advanced high. ELLs will need to meet or surpass the state standards at the advanced high language proficiency rating, by their fourth year of U.S. school enrollment.

Results

TELPAS Composite Rating at Advanced and Advanced High Proficiency Levels

The Composite Rating is weighted at 80% in TELPAS reading, 5% in TELPAS listening, 5% in TELPAS speaking and 10% in TELPAS writing. Grade 3-12 were at or above the state average. (See attachment 1a).

In the TELPAS Composite Rating in the Four Language Domains of ELLs with Four Years in the U.S. Schools, the number of students who were matched by TEA shows a range from 77% to 100% of students in 3rd -12th grade scoring an Advanced or Advanced High rating. We are at or above the state level in every grade except 12th. (See attachment 1b).

Advanced and Advanced High Rating on the TELPAS Reading

On the TELPAS reading, the percent of students scoring at Advanced and Advanced High was at or above the state average at grades 3-12. TELPAS reading data shows a range of 62% to 93% grades 2-12. (See attachment 2).

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ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2010-2011

The ELLs at every grade level were above the state level in progressing at least one language proficiency level. All students in grades 3-12 were at 74% (See attachment 3).

Overall, the district scores for the TELPAS are above or at the state average (see highlighted scores on each table).

Attachments:

Attachment 1a
TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels, 2011

Attachment 1b
TELPAS Composite Rating in the Four Language Domains of ELLs with *Four Years in U.S. Schools*, 2011

Attachment 2
ELLs Scoring at Advanced and Advanced High on the TELPAS Reading, 2011

Attachment 3
ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2010-2011