

Board Report

Prepared for Board of Trustees Meeting

December 12, 2006 Meeting

TELPAS Report

Purpose of Report

The purpose of this report is to provide the results of the spring 2006 Texas English Language Proficiency Assessment System (TELPAS) that will be used in the Annual Measurable Achievement Objectives (AMAOs) accountability measures required by the No Child Left Behind Act of 2001 (NCLB) for English Language Learners (ELLs). The TELPAS report integrates the results of the Reading Proficiency Tests in English (RPTE) and Texas Observation Protocols (TOP) assessments into a single set of reports. The RPTE results will also be used in NCLB Adequate Yearly Progress (AYP) measures for recent immigrant LEP students who are exempt from other state reading assessments.

Objectives

- The district's goal is to meet the AMAOs for progress and attainment of the English language in the TELPAS Composite Ratings results.

- The English Language Learners (ELLs) need to progress one English language proficiency level a year in the TELPAS composite rating in the four language domains (listening, speaking, reading, and writing) in order to meet the AMAOs.

- 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, in order to meet the AMAOs for attainment.

Results

District Met Accountability Measure on the AMAOs for Progress & Attainment and AYP

The district ELLs performed higher than the state's PBMAS (Performance Based Monitored Analysis System) standard under the indicator of progress and attainment of the English language in all areas. The ELLs in grades K-2 gained at least one proficiency level in the TELPAS composite score and performed 38.9% higher than the PBMAS standard of 15% under the AMAO progress. In grades 3-12, 50.4% of the ELLs gained at least one proficiency level in the TELPAS composite score and performed 8.4% higher than the PBMAS standard of 42% under the AMAO progress.

Of the ELLs in K-2, 10.2% attained the Advanced High Rating and achieved 8.2% higher than the state under the AMAOs indicator. For the AMAO LEP attainment of Advanced High Rating in grades 3 – 12, our students performed 9.0% higher than the state under Method 1 and 5.9% higher under Method 2.

The district met the PBMAS standard under the AMAO LEP AYP.
(See attachments 1)

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TELPAS Composite Rating at Advanced and Advanced High Proficiency Levels

The Composite Rating is weighted at 80% in RPTE, 5% in TOP listening, 5% in TOP speaking and 10% in TOP writing. We made gains in grades K, 1, 3, 8, 10, and 11 from 2005 to 2006. Our 2nd, 9th and 12th grades decreased in their percentage points. Grades 4, 5, 6 and 7 remained the same. Our overall score in K-2 was at the state level of 27%. The overall score of grades 3 -12 was 6% above the state level of 73%. For the past two years we have exceeded or met the statewide percentage (See attachment 2a).

In the TELPAS Composite Rating in the Four Language Domains of ELLs with four years in the U.S. schools, students performed at the statewide average of 77%. The number of students who were matched by TEA shows a range from 53% to 92% of students in grades 3rd-12th grade scoring an Advanced or Advanced High rating. Our 4th grade scores improved 13% from the previous year, but we are still 1% below the state. Our 6th grades scores increased 10% from 2005 to 2006 and we are 8% above the state. In 10th and 11th grade we are still at or above the state level. Grade 3, 5, 8, & 9 dropped percentage points from the previous year. Overall, we match the statewide percentage level of all students in 3rd-12th grade (See attachment 2b).

Progressing at Least One Language Proficiency Level in TELPAS Composite Rating

The percentage of our ELLs progressing at least one language proficiency level in TELPAS grades 3 –12 was 51% and the state average was 57%. The TELPAS composite rating for grades 5, 8, 11 & 12 is above 50% for students making at least one proficiency level progress. The ratings for all other grades range from 27% to 45% for students making at least one proficiency level progress. (See attachment 3)

Advanced and Advanced High on the Reading Proficiency Test in English (RPTE)

On the RPTE, the percent of students scoring at Advanced and Advanced High was above the state average at all grade levels. RPTE data shows a range of 71% to 98% grades 3-12. For the past two consecutive years scores have been above the state average by at least 5% (See attachment 4).

Texas Observation Protocol (TOP) Ratings in the Listening & Speaking

All ELLs are rated by their teachers in the domains of listening and speaking using the TOP assessment. For the speaking domain at the advanced level all grades K-12th except for K, 6th, 7th, 8th, and 12th grade were at or above the state level. At the advanced high level grades K, 2, 3, 4, 5, 8, 9, 10, and 12 were at or above the state level in the speaking domain. In the listening domain at the advanced level all grades K-12 except K, 6, 8, 10, and 12 were at or above the state average. In the advanced high rating all but grades 6 and 11 were above the state average. The advanced high rating comparisons from 2005 to 2006 show that there are more grades at or above the state level than the previous year in the domains of listening and speaking. (See attachment 5)

Overall, the district scores for the TELPAS are above or at the state average.

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Attachments:

Attachment 1

ELLs Met the AMAOs for Progress and Attainment of the English in the TELPAS Composite Rating Results

Attachment 2a

TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels, 2005 and 2006

Attachment 2b

TELPAS Composite Rating in the Four Language Domains of ELLs with *Four Years in U.S. Schools*, 2004 and 2005 & 2005 and 2006

Attachment 3

ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2004 to 2005 and 2005 to 2006

Attachment 4

ELLs Scoring at Advanced and Advanced High on the Reading Proficiency Test in English (RPTE), 2005 and 2006

Attachment 5

Texas English Language Proficiency Assessment System

Comparison of ELLs in Denton ISD and Statewide, Spring 2005 and 2006

Speaking (Texas Observation Protocol) and Listening (Texas Observation Protocol)