

# **Executive Summary**

**Prepared for Board of Trustees Meeting**  
**January 11, 2011**  
**TELPAS Report**

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**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 2010 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 TELPAS reading test in English and TELPAS listening, speaking and writing assessments into a single set of reports. The TELPAS reading 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 for progress.
- 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 English Progress & Attainment and AYP**

This year the AMAO 1 LEP progress for all LEP students was met. For LEP student progress the AMAO standard was 45%. The district score was 56.5%.

Of the ELLs in years 1-4, 18.1% attained the Advanced High Rating and achieved 6.1% higher than the state under the AMAO 2 indicator. For the AMAO 2 LEP attainment of Advanced High Rating in years 5+, our students attained 35.9% and performed 15.9% higher than the state (See attachment 1).

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#### **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 2-12 were at or above the state average. (See attachment 2a).

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 50% to 100% of students in grades 3<sup>rd</sup>-12<sup>th</sup> grade scoring an Advanced or Advanced High rating. We are at or above the state level in grades 4-12. (See attachment 2b).

#### **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 all grade levels. TELPAS reading data shows a range of 64% to 94% grades 2-12. (See attachment 3).

#### **TELPAS Ratings in the Listening & Speaking Domains**

All ELLs are rated by their teachers in the domains of listening and speaking using the TELPAS assessment. For the speaking domain at the advanced level grades 2 and 5-10 were at or above the state level. At the advanced high level grades 3, and 9-12 were above the state level. In the listening domain at the advanced level grades 4-10 and 12 were at or above the state average. In the advanced high rating grades 3, 7 and 9-12 were at or above the state average in the listening domain (See attachment 4).

#### **ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2009-2010**

The ELLs at every grade level with the exception of 5<sup>th</sup> grade were above the state level in progressing at least one language proficiency level. All students in grades 3-12 were at 73% (See attachment 5).

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

Attachments:

Attachment 1

ELLs Met the AMAOs for Attainment of the English in the TELPAS Composite Rating Results-Graphic Illustrations of the Performance Indicators from the NCLB Bilingual/ESL Results Compared to the % State Standards, 2010

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Attachment 2a

TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels, 2010

Attachment 2b

TELPAS Composite Rating in the Four Language Domains of ELLs with *Four Years in U.S. Schools*, 2010

Attachment 3

ELLs Scoring at Advanced and Advanced High on the TELPAS reading, 2010

Attachment 4

*Texas English Language Proficiency Assessment System*

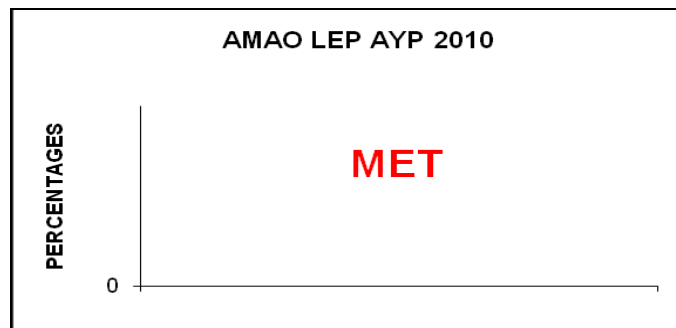
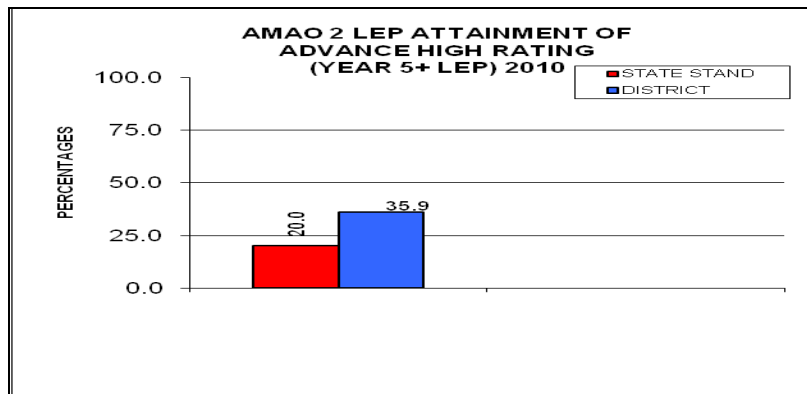
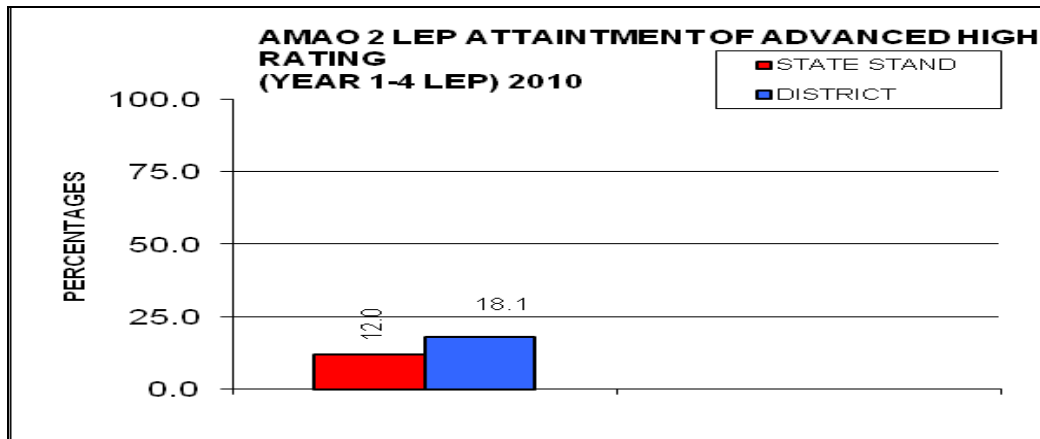
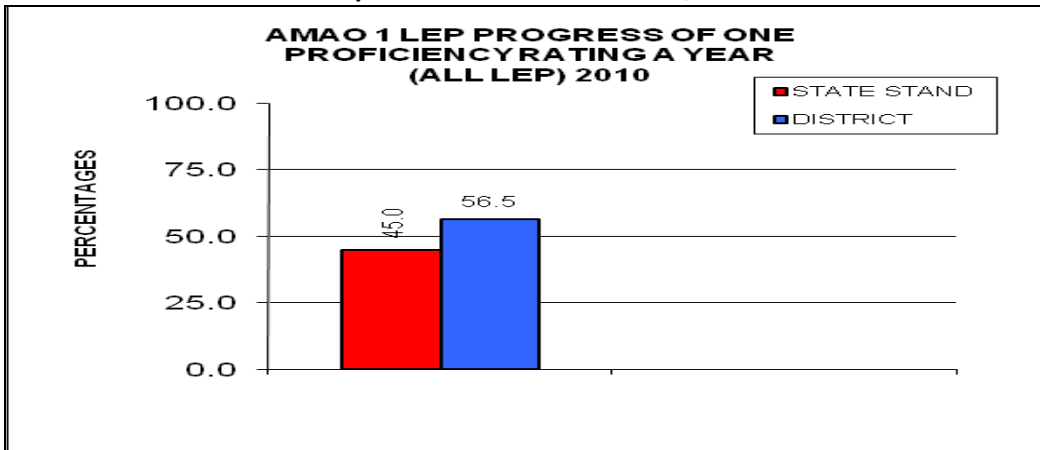
Comparison of ELLs in Denton ISD and Statewide, Spring 2010

TELPAS speaking and TELPAS listening

Attachment 5

ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2009-2010

**AMAOs Performance Indicators from the NCLB Bilingual/ESL Results  
Compared to % State Standards, 2010**



Sources: TEA 2010 Annual Measurable Achievement Objectives (AMAOs) District Report

**TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels 2010**

<b>Grade</b>	<b># of students tested* 09-10</b>	<b>Percentage at Advanced and Advanced High 09-10</b>	<b>Statewide Percentage at Advanced and Advanced High 09-10</b>
K	347	12%	19%
1	383	31%	36%
2 <sup>nd</sup>	371	65%	61%
3 <sup>rd</sup>	383	78%	73%
4 <sup>th</sup>	306	81%	76%
5 <sup>th</sup>	189	89%	84%
6 <sup>th</sup>	203	86%	83%
7 <sup>th</sup>	194	94%	82%
8 <sup>th</sup>	158	88%	81%
9 <sup>th</sup>	183	87%	70%
10 <sup>th</sup>	108	81%	79%
11 <sup>th</sup>	105	94%	83%
12 <sup>th</sup>	77	91%	83%

*Source: TEA TELPAS Summary Report. All Students, Denton ISD, Spring 2010 and TEA TELPAS, State Summary Report, All Students, September 2010*

\*Number of ELLs rated in the four language domains: K-12<sup>th</sup> TELPAS

**TELPAS Composite Rating in the Four Language Domains of ELLs  
with *Four Years in U. S. Schools 2010***

<b>Grade</b>	<b># of students tested* 09 and 10</b>	<b>Percentage at Advanced and Advanced High 09 and 10</b>	<b><u>Statewide</u> Percentage at Advanced and Advanced High 09 and 10</b>
3 <sup>rd</sup>	12	50%	60%
4 <sup>th</sup>	276	83%	82%
5 <sup>th</sup>	10	90%	84%
6 <sup>th</sup>	10	100%	82%
7 <sup>th</sup>	17	83%	82%
8 <sup>th</sup>	6	100%	83%
9 <sup>th</sup>	3	100%	73%
10 <sup>th</sup>	2	100%	78%
11 <sup>th</sup>	5	80%	80%
12 <sup>th</sup>	6	83%	82%

*Source: TEA TELPAS Summary Report, All Students, Denton ISD, Spring 2010 and TEA TELPAS, State Summary Report, All Students, September 2010*

\*Number of Students Tested Were Matched by TEA for 2009-2010

**ELLs Scoring at Advanced and Advanced High on the TELPAS Reading 2010**

<b>Grade</b>	<b># of students tested* 09-10</b>	<b>District Percentage at Advanced and Advanced High 09-10</b>	<b>Statewide Percentage at Advanced and Advanced High 09-10</b>
2 <sup>nd</sup>	373	64%	61%
3 <sup>rd</sup>	385	78%	73%
4 <sup>th</sup>	309	80%	76%
5 <sup>th</sup>	191	89%	83%
6 <sup>th</sup>	205	84%	83%
7 <sup>th</sup>	196	94%	82%
8 <sup>th</sup>	160	89%	81%
9 <sup>th</sup>	186	86%	70%
10 <sup>th</sup>	109	82%	78%
11 <sup>th</sup>	106	94%	84%
12 <sup>th</sup>	77	91%	82%

*Source: TEA TELPAS Summary Report, All Students, Denton ISD, Spring 2010 and TEA TELPAS, State Summary Report, All Students, September 2010*

\*Number of students administered the TELPAS Reading

***Texas English Language Proficiency Assessment System***  
**Comparison of ELLs in Denton ISD and Statewide, Spring 2010**  
**TELPAS Speaking**

Grade 09-10	Advanced			Advanced High		
	DISD	State	+/-	DISD	State	+/-
K	11	16	-5	3	8	-5
1	21	25	-4	11	16	-5
2	32	32	=	22	25	-3
3	31	34	-3	36	33	+3
4	33	35	-2	38	40	-2
5	39	35	+4	41	42	-1
6	35	34	+1	34	43	-9
7	46	33	+13	42	43	-1
8	39	32	+7	41	42	-1
9	43	30	+13	41	31	+10
10	35	34	+1	50	35	+15
11	30	36	-6	57	40	+17
12	36	37	-1	49	41	+8

***Texas English Language Proficiency Assessment System***  
**Comparison of ELLs in Denton ISD and Statewide, Spring 2010**  
**TELPAS Listening**

Grade 09-10	Advanced			Advanced High		
	DISD	State	+/-	DISD	State	+/-
K	13	18	-5	6	10	-4
1	27	30	-3	15	20	-5
2	34	35	-1	28	32	-4
3	34	35	-1	44	41	+3
4	35	33	+2	43	49	-6
5	36	31	+5	48	52	-4
6	32	32	=	40	49	-9
7	38	31	+7	49	49	=
8	37	31	+6	46	48	-2
9	43	32	+11	41	35	+6
10	39	36	+3	50	42	+8
11	32	35	-3	57	47	+10
12	36	35	+1	56	50	+6

*Source: TEA TELPAS Summary Report, All Students, Denton ISD, Spring 2010 and TEA Texas English Language Proficiency Assessment System, State Summary Report, All Students, September 2010*



**ELLs Progressing at Least One Language Proficiency Level in  
TELPAS from 2009-2010**

<b>Grade</b>	<b>Number Of Matched Students* 09-10</b>	<b>Gain at least one proficiency level a year 09-10</b>	<b>Statewide gain at least one proficiency level a year 09-10</b>
<b>3rd</b>	357	72%	66%
<b>4th</b>	184	68%	65%
<b>5th</b>	125	76%	79%
<b>6th</b>	117	64%	61%
<b>7th</b>	146	80%	66%
<b>8th</b>	108	77%	67%
<b>9th</b>	120	74%	60%
<b>10th</b>	63	65%	59%
<b>11th</b>	84	83%	63%
<b>12th</b>	60	80%	57%
<b>All Students 3rd-12th</b>	687	73%	66%

*Source: TEA TELPAS Summary Report, All Students, Denton ISD, Spring 2010 and TEA TELPAS, State Summary Report, All Students, September 2010*

\*Number of Students Tested Were Matched by TEA for 2008-2009 and 2009-2010