

**Texas English Language Proficiency Assessment System
TELPAS Report 2016-17**

Grades K through 1st

Category	# of Students	Beginning (1)	Intermediate (2)	Advanced (3)	Advanced High (4)
Listening	13	1	9	2	1
Speaking	13	2	6	4	1
Reading	13	6	4	2	1
Writing	13	6	5	1	1
Composite	13	6	4	2	1

Grades 2nd through 12th

Category	# of Students	Beginning (1)	Intermediate (2)	Advanced (3)	Advanced High (4)
Listening	27	0	5	9	13
Speaking	27	1	4	11	11
Reading	27	4	6	9	8
Writing	27	3	5	9	10
Composite	27	2	6	6	13

***For 2015-16, only 6 students achieved advanced high in listening, 5 in speaking, 1 in reading, 5 in writing, and 3 in composite. There were a total of 21 ELL students in 2015-16 that participated in TELPAS testing; whereas for 2016-17, there were 40.**

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

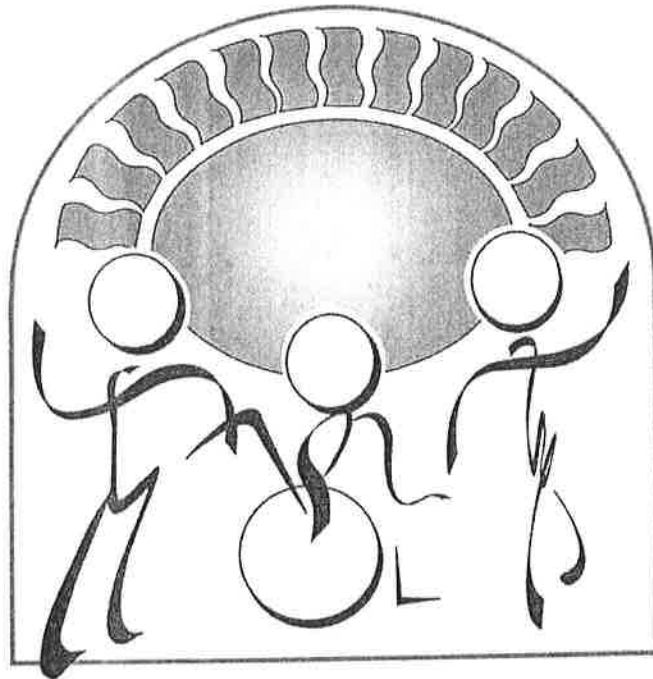
- Grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2–12: TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.

English language proficiency tests in reading have been administered as part of the Texas Student Assessment Program since 1999–2000. The holistically rated assessments have been administered since 2003–2004.

During the 2016-17 school year, the district had 12 ESL certified teachers providing services to our ELL students. The district had 4 teachers who provided ESL services, but were added to the ESL waiver to remain within compliance. The district had a total of 22 ESL certified personnel.

Scurry-Rosser ISD Child Find

- ▶ Early identification of children with disabilities is critical to the child's success in education.
- ▶ Child Find is a system which provides educational and related services to children from birth through age twenty-one years who have or are suspected of having a disability. If anyone suspects that an individual may have a developmental delay or a disability, evaluation and educational support, if warranted, is available.
- ▶ Special education services are available at no cost to the family for any eligible individual from birth through twenty-one years of age, regardless of the severity of the disability. Educational programs are individually designed to provide successful experiences and learning opportunities.
- ▶ Referral for assessment can be made by the parent, doctor, teacher, family member, or other concerned adult. Those who spend time with the child will be in the best position to recognize areas of concern.
- ▶ After the school district is notified of a concern, school personnel will meet with the child's parents or guardians to discuss the assessment process, explain procedural due process rights, obtain permission to assess, and complete necessary paperwork. The district's assessment team then evaluates the child's performance in a variety of areas. These results are presented to the parents in an Admission, Review, and/or Dismissal (ARD) meeting.
- ▶ If the ARD committee members conclude that the child qualifies for services, an Individual Education Plan (IEP) is developed and implemented to address the child's identified needs.
- ▶ The child's IEP is reviewed at least annually to discuss progress, determine if goals and objectives are still appropriate, and determine any changes needed in the program.
- ▶ Role of Elected District Officials
 - ▶ Complete required training regarding the Child Find process and procedures
 - ▶ Support procedures that provide compliance with state or federal Child Find guidelines
 - ▶ Perform other duties as necessary to maintain and support Child Find efforts and requirements
- ▶ Contact Heather Jestis at the Special Programs office if you have questions about the Child Find process.



CHILD FIND



educating Texas...one child at a time!

If you suspect an infant, child or young adult of having a developmental delay or disability, your school district can open a window of hope for a brighter future. Services at **no cost to the family** are available to all eligible individuals from birth through 21 years of age regardless of the severity of their disability.

Special services are available to eligible infants, children and young adults identified with a disability who may be experiencing difficulties in one or more of the following areas:

- * Physical Disability * Deaf or Hard of Hearing * Visual Impairment
- * Deaf-Blind * Mental Retardation * Emotional Disturbance
- * Learning Disability * Speech &/or Language * Autism
- * Health Impairment * Traumatic Brain Injury

CONTACT YOUR LOCAL SCHOOL DISTRICT FOR MORE INFORMATION:

Heather Jestis, Director of Special Programs
(972) 452-8823



This information is provided by Region 10 Education Service Center.
For more information call the Special Education Director in your school district.
Funds made available through IDEA - Individuals with Disabilities Education Act.