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# Texas English Language Proficiency Assessment System (TELPAS)

Spring 2019 Results

Austin Independent School District





## Executive Summary

The purpose of this report is to provide information on the results of the Texas English Language Proficiency Assessment System (TELPAS) Spring 2019 administration in the Austin Independent School District (AISD). This document summarizes the results for grade levels, language programs, years in U.S. schools, and yearly progress.

TELPAS is a state-required assessment of English language proficiency, administered to English learners (ELs) in kindergarten through 12<sup>th</sup> grade. TELPAS assesses ELs in four domains: listening, speaking, writing, and reading. A proficiency rating is provided for each domain in one of four levels: beginning, intermediate, advanced, and advanced high. Additionally, a composite rating is provided in one of four levels: beginning, intermediate, advanced, and advanced high.

Changes implemented in 2018 continued to have an impact on the distribution of composite ratings for all grade levels. The percentage of ELs attaining advanced or advanced high ratings decreased compared with the previous year. **From 3<sup>rd</sup> grade through 5<sup>th</sup> grade, more than half of the ELs at each grade level received composite ratings of advanced or advanced high. ELs in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 12<sup>th</sup> grades had the highest percentages of attaining advanced or advanced high composite ratings.** The percentage of ELs receiving a composite rating of beginning or intermediate increased across all grades. These changes in the distribution of the composite ratings were due to performance on the speaking domain test and equal weight in the composite rating calculation. Across all grade levels, the percentages of ELs attaining advanced high on the speaking test were much lower than those on the other three domains. When this test was equally weighted with the other three domains, the resulting composite ratings decreased. The low percentage of ELs attaining advanced high on the speaking domain test was also seen statewide in 2019. These decreases in the percentages of ELs attaining advanced and advanced high ratings resulted in AISD lagging behind state performance across all grades.

Greater percentages of ELs at low-poverty campuses than at high-poverty campuses had advanced or advanced high TELPAS composite ratings; however, at the secondary level, the number of ELs at low-poverty campuses was very small. At all schools levels, lower percentages of Spanish-speaking ELs than of ELs speaking other languages attained advanced or advanced high TELPAS composite ratings.

For all EL programs, the percentages of ELs with advanced or advanced high ratings progressively increased as the ELs advanced in grade level up to 8<sup>th</sup> grade, and, approximately **two-thirds of students reached advanced or advanced high proficiency in English by 5<sup>th</sup> grade.**

The goal is for ELs to attain an advanced high rating after 3 to 5 years in an English as a second language (ESL) program or 5 to 7 years in a bilingual program, which is reflected in the percentages of elementary ELs attaining advanced or advanced high composite ratings increasing as their years in U.S. schools increased. At the elementary level, the highest percentage of ELs attaining advanced or advanced high ratings were students who had been in U.S. schools for 5 years. At the secondary level, the percentages of ELs

attaining advanced or advanced high composite ratings were higher the longer the students had been in U.S. schools.

TELPAS yearly progress is defined as students who advanced at least one proficiency level from one year to the next. The proportion of ELs in AISD who advanced at least one proficiency level was lower than that of the state in grades 1 through 9 but was similar to the state for grades 10 through 12.

A forthcoming report will examine the TELPAS results relative to the State of Texas Assessment Academic of Readiness (STAAR)/end-of-course (EOC) results.

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## Background

The Texas English Language Proficiency Assessment System (TELPAS) is the annual state-required assessment for English learners (ELs). TELPAS assesses English acquisition and proficiency for kindergarten through grade 12 in four domains: listening, speaking, reading, and writing. TELPAS is directly aligned with the Texas English Language Proficiency Standards (ELPS). Additionally, the ELPS are directly aligned with the Texas Essential Knowledge and Skills (TEKS), the state-required curriculum. In kindergarten through grade 1, all four domains are holistically rated based on classroom observations and student-teacher interactions. In grades 2 through 12, reading, listening, and speaking are standardized online assessments. The writing for grades 2 through 12 is holistically rated based on writing collections completed by the student within the collection window, which was February 25 through April 5 for the 2019 administration.

After the 2016–2017 school year, the blueprint for the reading test domain was dramatically shortened. Additionally, the 2017–2018 school year was the first year of administration for the standardized listening and speaking domains, which were previously holistically rated. These changes required new standards to be set through the standard setting process. This process established cut scores that defined the performance levels, or English language proficiency, for the shortened reading and for the standardized listening and speaking domains. The 2018–2019 school year was the first year since the changes mentioned that 2 years of data were available; therefore, yearly student progress was reported. Students' English proficiency in each one of the four domains is classified into one of four performance levels: beginning, intermediate, advanced, and advanced high. For more information on TELPAS, see <https://tea.texas.gov/student.assessment/ell/telpas/>.

## TELPAS Composite Rating

The composite rating, when all four domains are completed, is determined by weighting the four domains as follows: 25% listening, 25% speaking, 25% reading, and 25% writing (see sidebar for calculation of the composite rating when one or two of the domains are not completed). There are four composite proficiency levels: beginning, intermediate, advanced, and advanced high.

Before the 2017–2018 school year administration, an EL had to have been assessed in all four domains to receive a composite rating. The 2018 administration allowed for a composite rating to be calculated if the student was assessed in at least two domains and had admission, review, and dismissal (ARD) committee exemptions from taking the other domains. This change offered the opportunity to assess students who previously would not have received a composite rating. In addition, this required changes to the calculation of the composite rating.

## Performance on TELPAS

Examining 2019 TELPAS composite ratings for each grade level (Figure 1), the percentages of students with advanced or advanced high ratings tended to be higher at upper elementary than at lower elementary grades, which is consistent with gradual language acquisition of ELs as they matriculate through school. From 3<sup>rd</sup> grade through 5<sup>th</sup> grade, more than half of ELs at each grade level received composite TELPAS ratings of advanced or advanced high. **At grades 5, 11, and 12, the highest percentages of ELs attained advanced**

## Changes to the TELPAS Composite Rating

Previous administrations required assessment in all four domains for a composite rating to be provided. Allowing for assessment of students who were exempt from completing one or two domains to receive a composite rating required changes to the calculation of the composite rating.

There are four composite proficiency ratings a student can receive: beginning, intermediate, advanced, and advanced high.

To achieve the advanced high composite proficiency rating, a student must receive

- a composite score greater than or equal to 3.5 or
- a minimum proficiency level 3 (advanced) in all four domains.

To achieve the advanced composite proficiency rating, a student must receive

- a composite score greater than or equal to 2.5 or
- a minimum proficiency level 2 (intermediate) in all domains or
- a minimum proficiency level 3 (advanced) in at least half of the domains assessed.

To achieve the intermediate composite proficiency rating, a student must receive

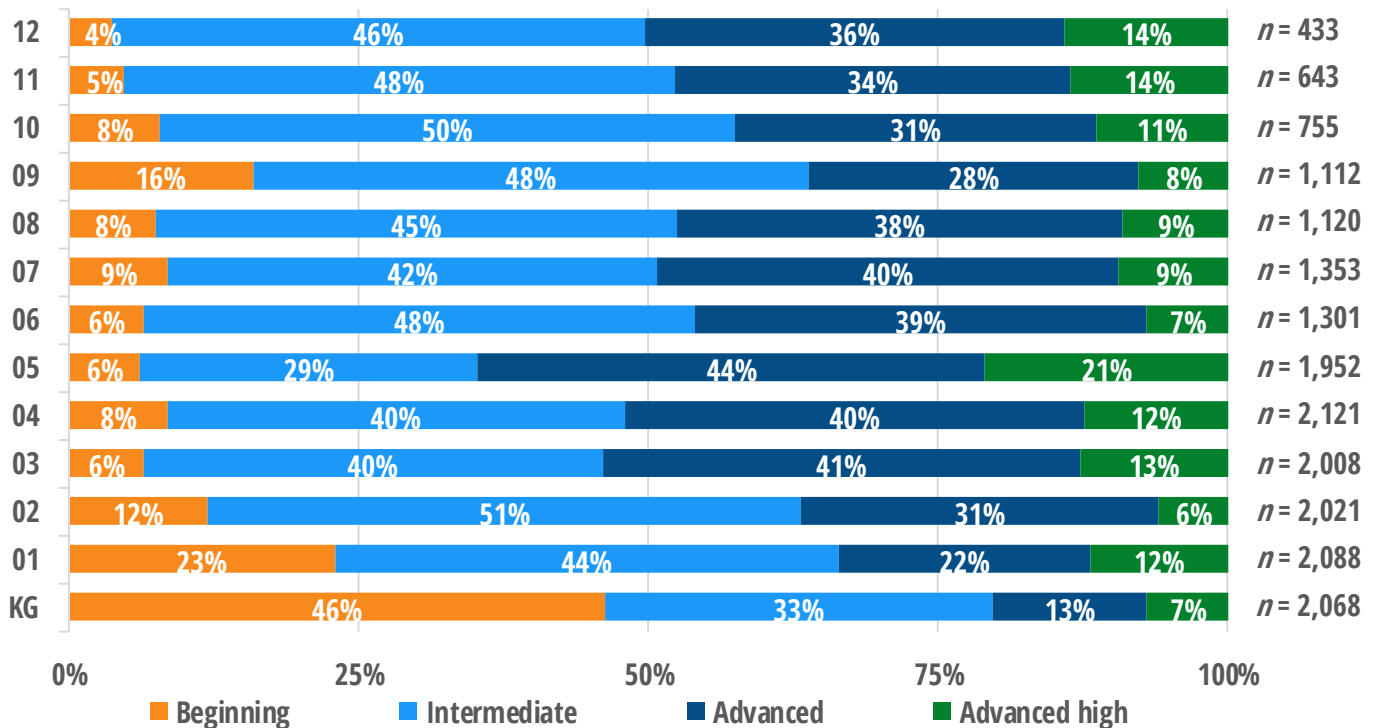
- a composite score greater than or equal to 1.5 or
- a minimum proficiency level 2 (intermediate) in at least half of the domains assessed.

For more information, see Chapter 6 of the *Technical Digest 2017–2018*, found at: [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/Student\\_Assessment\\_-\\_Overview/Technical\\_Digest\\_2017-2018/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_-_Overview/Technical_Digest_2017-2018/).

**high ratings (Figure 1).** These results are consistent with last year’s results. Many ELs are reclassified as English proficient (EP) by 5<sup>th</sup> grade because they are determined by their campus committee to have met the Texas Education Agency (TEA) criteria. In the middle school grades (6 through 8) and beginning of high school (grades 9 and 10), the percentages of ELs attaining advanced or advanced high ratings were not as high as for ELs in 5<sup>th</sup> grade, but that may be due to the enrollment of some ELs in U.S. schools for the first time or possibly due to reclassification. Lastly, in 12<sup>th</sup> grade, 50% of ELs received advanced or advanced high TEPAS composite ratings.

Overall, the percentage of ELs attaining an intermediate composite rating increased substantially compared with the percentages seen in the 2018 results. Additionally, the percentage of ELs at almost all grade levels receiving a beginning and intermediate composite rating increased at almost all grade levels compared with last years results (Figure 1). In Appendix A, Figures A1 and A2 show overall TEPAS composite ratings for all ELs tested in Austin Independent School District (AISD) at each grade level for 2018 and 2019, respectively. The impact on the overall TEPAS composite rating from the change to the domain weights, the testing mode, and the performance on the speaking domain can be seen at all grade levels. The proportion of newcomers (i.e., students who have been in U.S. schools for 3 years or less) could have had an impact on the overall composite ratings. In Appendix B, Figure B1 shows the 2019 overall TEPAS composite ratings for newcomer ELs at each grade level. Figure B2 shows the 2019 overall TEPAS composite ratings for non-newcomers (i.e., ELs who had been in U.S. schools for more than 3 years) at each grade level. Across grade levels, the percentage of newcomers achieving advanced or advanced high is much lower than that of non-newcomers. This is expected because these students did not have enough time in U.S. schools to become English proficient.

**Figure 1.**  
**Spring 2019 TEPAS Composite Ratings, by Grade Level**

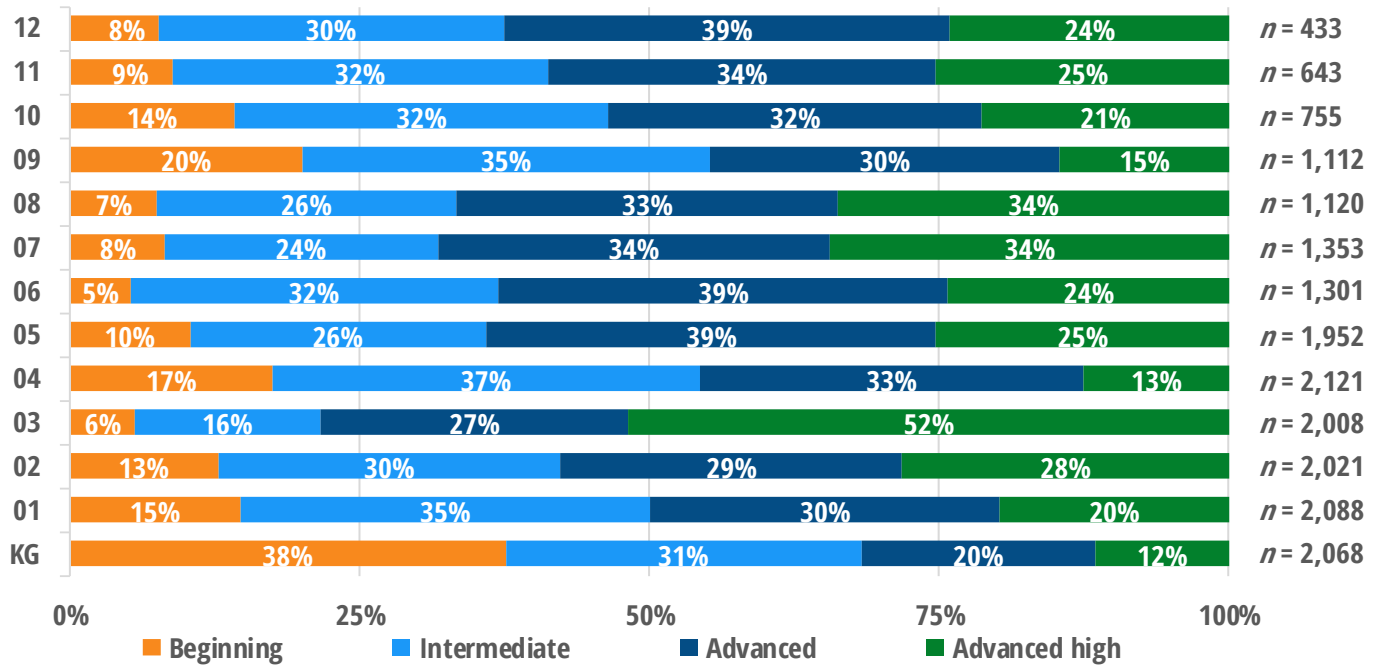


Source. AISD student TEPAS 2019 records

The changes seen in the distribution of composite ratings is likely due to the change in weighting of the four domains to equal weighting, and the change from holistically rating the listening and speaking domains to an item-based standardized test. Figures 2 through 5 show the distribution of ratings for listening, speaking, writing, and reading, respectively. The distribution of ratings for listening exhibits a similar pattern to the overall composite ratings, with a larger percentage of ELs attaining an advanced rating, compared with the composite rating percentages (Figure 2).

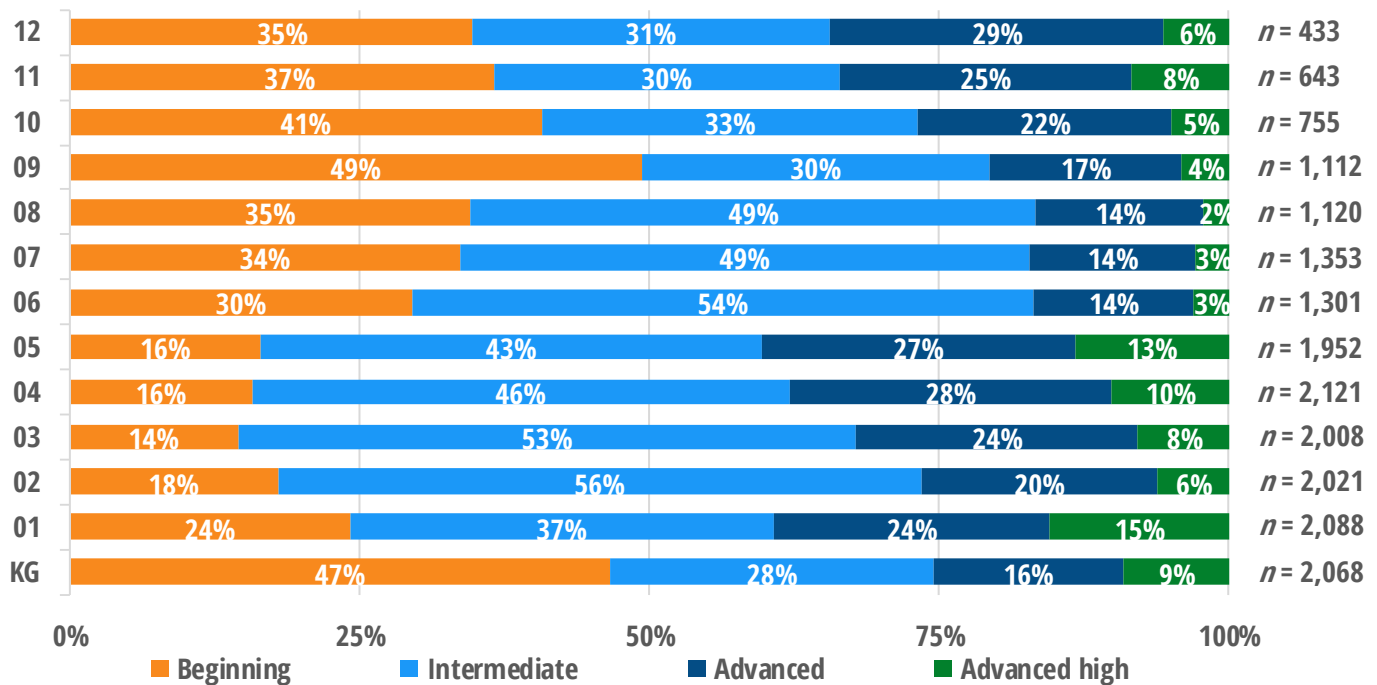
Examination of the distribution of ratings for speaking reveals a very different pattern than that of the composite ratings, with low percentages of ELs receiving advanced or advanced high ratings and much larger percentages receiving intermediate or beginning ratings, compared with the composite (Figure 3).

Figure 2.  
2019 AISD ELs' TELPAS Listening Ratings, by Grade Level



Source. AISD student TELPAS 2019 records

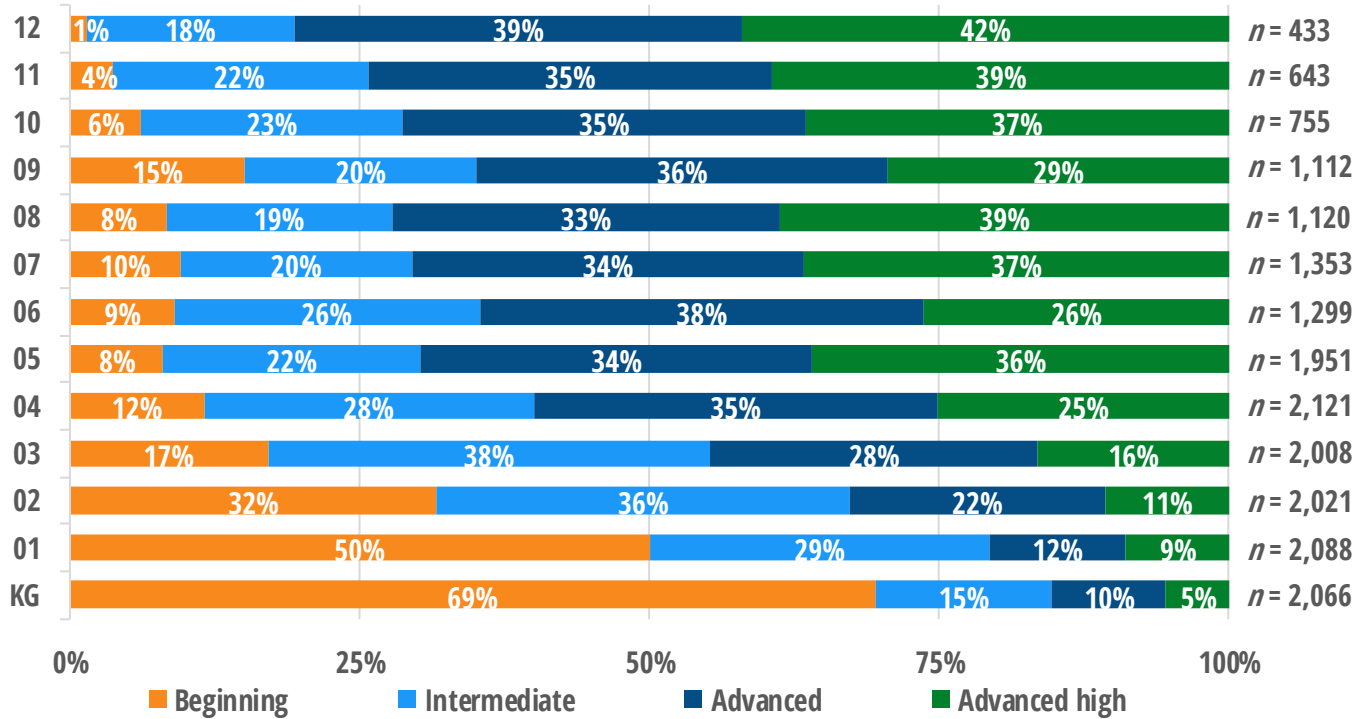
Figure 3.  
2019 AISD ELs' TELPAS Speaking Ratings, by Grade Level



Source. AISD student TELPAS 2019 records

The writing portion of TELPAS remained the same as in previous years, when it was holistically rated, although it is now equally weighted with the other domains. A large percentage of ELs attained advanced high in writing (Figure 4).

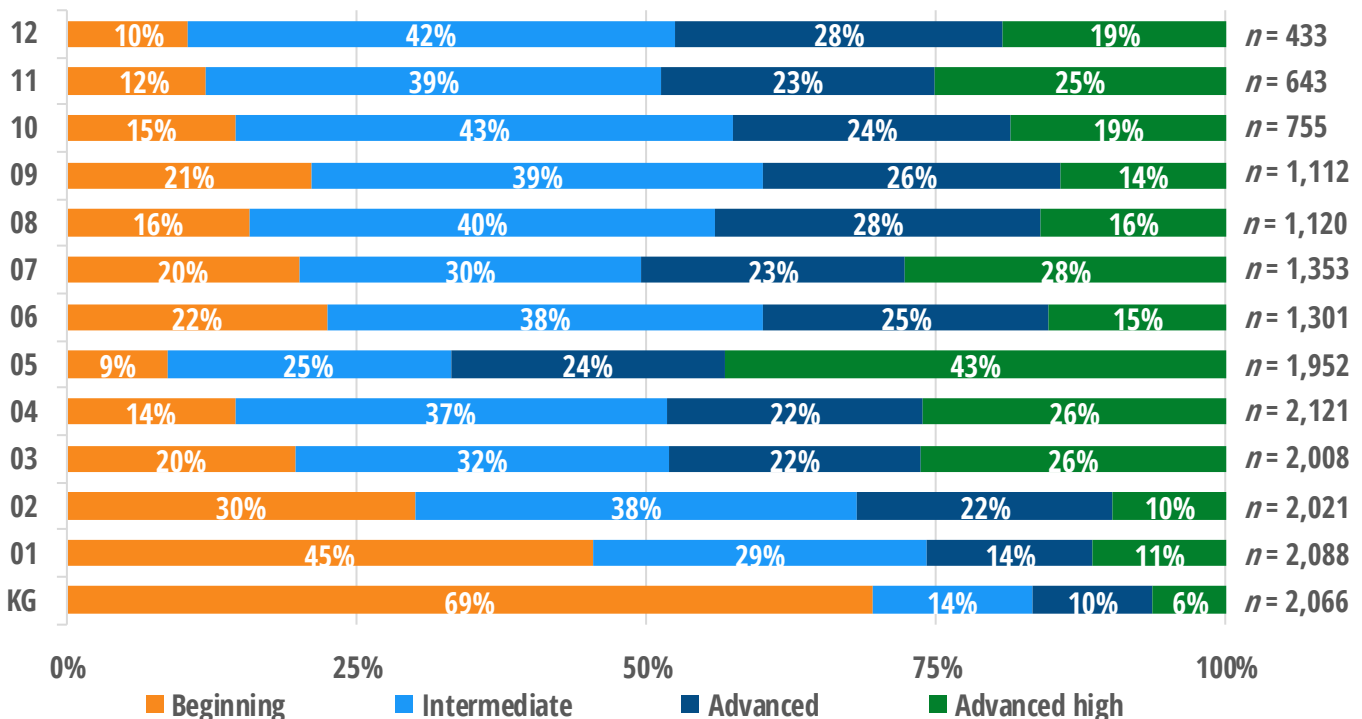
Figure 4.  
2019 AISD ELs' TELPAS Writing Ratings, by Grade Level



Source. AISD student TELPAS 2019 records

Figure 5 shows the distribution of ratings for the reading domain. The distribution for the reading domain ratings was similar to that of the listening domain, with slightly lower percentages of students attaining advanced or advanced high and slightly higher percentages of ELs receiving intermediate ratings, compared with the listening ratings.

Figure 5.  
2019 AISD ELs' TELPAS Reading Ratings, by Grade Level



Source. AISD student TELPAS 2019 records



## TELPAS Alternate

In Spring 2018, TEA piloted a new assessment designed to assess English language proficiency in ELs with significant cognitive disabilities, the TELPAS Alternate.

In 2019, 286 AISD ELs took the TELPAS Alternate. Because this was the first administration of the assessment, the standards had not yet been set as of the writing of this report, so no scores have been reported.

The 2019 administration of TELPAS allowed ELs who had an ARD committee exemption from one or two domains to receive a composite rating. Of the 18,975 ELs who received composite ratings, only 0.12% ( $n = 23$ ) had ARD exemptions. This is 1.9 percentage points lower than the percentage who received ARD committee exemptions last year. This large decrease in exemptions is likely due to the creation and administration of the TELPAS Alternate.

For more information on the TELPAS Alternate, see: <https://tea.texas.gov/student.assessment/telpasalt/>

The majority of ELs in AISD (87%) were eligible for free or reduced-price meals in 2018–2019. Table 1 compares the 2019 TELPAS performance of ELs in schools where 75% or more of students were economically disadvantaged (from a high-poverty campus) with the performance of ELs in schools where 25% or fewer students were economically disadvantaged (from a low-poverty campus). Economic disadvantage was determined by eligibility for free or reduced-price meals, and consequently, the number of economically disadvantaged students on a campus was directly related to parents' willingness to request free or reduced-price meals assistance. At the secondary level, the number of ELs at low-poverty campuses was very low, which could be inaccurately low due to parents' not choosing to request free or reduced-price meal assistance. Results show that TELPAS performance tended to be higher at low-poverty schools than at high-poverty schools. These results were similar to those found in 2018.

Table 1.

ELs' Performance on 2019 TELPAS, by Campus Socioeconomic Status and School Level

School level	TELPAS performance, by campus poverty level	
	Campus socioeconomic characteristic	% Advanced/ advanced high
Elementary schools	Low-poverty ( $n = 926$ )	69% ( $n = 642$ )
	High-poverty ( $n = 9,148$ )	38% ( $n = 3,489$ )
Middle schools	Low-poverty ( $n = 225$ )	75% ( $n = 169$ )
	High-poverty ( $n = 2,725$ )	41% ( $n = 1,111$ )
High schools	Low-poverty ( $n = 350$ )	65% ( $n = 229$ )
	High-poverty ( $n = 1,870$ )	36% ( $n = 666$ )

Source. AISD student TELPAS 2019 records

Note. Low-poverty indicates schools where 25% or fewer students received free or reduced-price meals. High-poverty indicates schools where 75% or more students received free or reduced-price meals. All group comparisons are statistically significant,  $p < .001$ .

Table 2 compares TELPAS performance of ELs who speak Spanish at home with the performance of ELs who speak other non-English languages. At the elementary level, a larger percentage of ELs who speak other languages (e.g., Arabic, Korean, Mandarin, and Vietnamese) than of Spanish-speaking ELs achieved advanced or advanced high levels of English proficiency, resulting in a 21 percentage-point difference between these groups. However, the number of ELs speaking other languages at home were too small at the middle and high school levels to make any meaningful comparisons. This gap declined once ELs reached middle school. At middle school, the gap between ELs who spoke another language and Spanish-speaking ELs who achieved advanced or advanced high levels on TELPAS declined to 9 percentage points. At high school, the difference was decreased to 7 percentage points. **Three percent of middle school ELs with a home language other than Spanish had 3 years or less in U.S. schools, whereas 10% of Spanish-speaking ELs had 3 years or less in U.S. schools.**

Table 2.

ELs' Performance on 2019 TELPAS, by Home Language and School Level

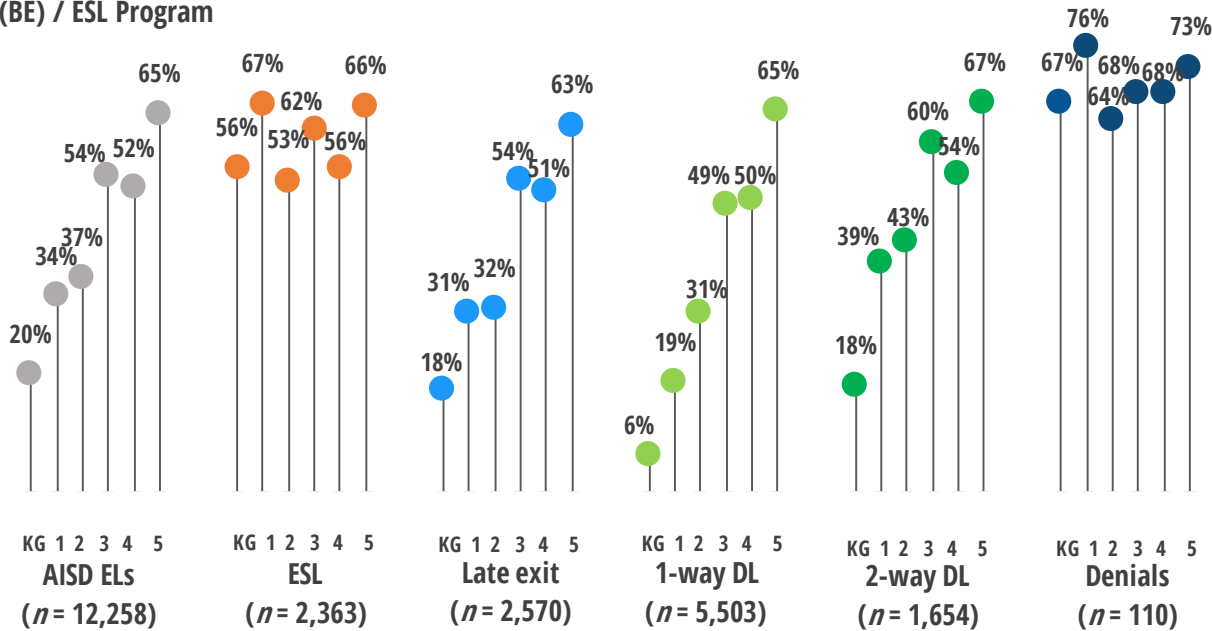
School level	TELPAS performance, by home language	
	Home language	% Advanced/ advanced high
Elementary schools	Spanish	42% ( $n = 10,179$ )
	Other	63% ( $n = 1,531$ )
Middle schools	Spanish	48% ( $n = 3,314$ )
	Other	57% ( $n = 292$ )
High schools	Spanish	43% ( $n = 2,446$ )
	Other	50% ( $n = 331$ )

Source. AISD student TELPAS 2019 records

Figure 6 shows the percentages of elementary ELs for each grade level and in each type of language program who had either an advanced or advanced high composite TELPAS rating in 2019. For all programs except English as a second language (ESL), the percentages of students with advanced or advanced high ratings progressively increased as the students advanced in grade level, and, depending on the language program, **two-thirds of students reached advanced or advanced high proficiency in English by 5<sup>th</sup> grade**. The main difference between these program outcomes was related to their goals: the dual language (DL) program has the intrinsic goal of maintaining or developing the partner language, and consequently, students reach 5<sup>th</sup> grade with some proficiency in English and in Spanish, Mandarin, or Vietnamese. The percentage of 5<sup>th</sup>-grade ELs attaining advanced high was similar in all programs, from 19% to 27%. For the number of students tested, see Table C1 in Appendix C. ELs whose parents denied language programs displayed a non-linear pattern; however, interpretation of this pattern should be done with caution, as the number of students is very small (see Table C1 in Appendix C).

Figure 6.

**TELPAS Advanced/Advanced High Composite Ratings for AISD ELs in Elementary Grades, Spring 2019, by Bilingual Education (BE) / ESL Program**



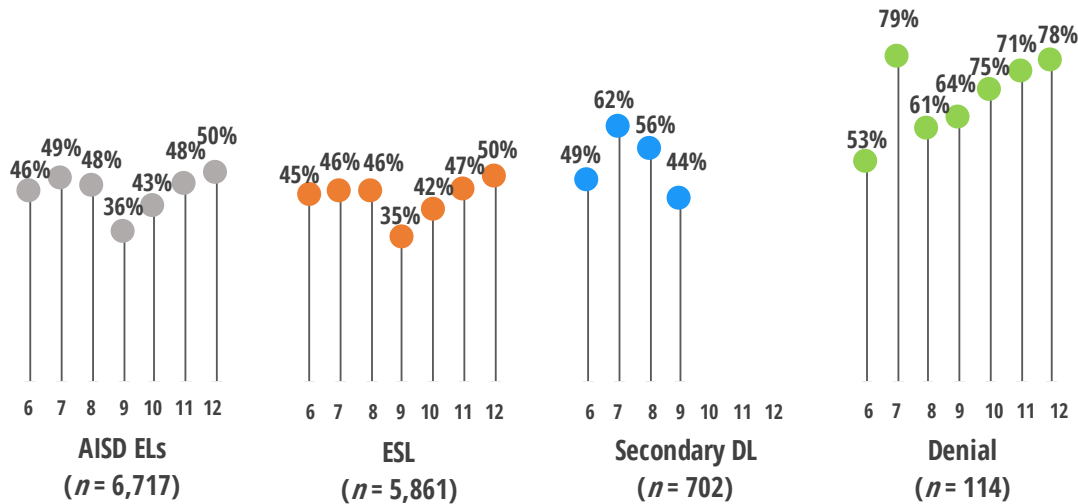
Source. AISD student TELPAS 2019 records

Note. KG is kindergarten. Numbers tested for each grade level and BE/ESL program are included in Appendix C.

Figure 7 shows the percentage of secondary ELs for each grade level and in ESL and two-way DL who had achieved either an advanced or advanced high composite rating on 2019 TELPAS. For ESL, the percentages of students with advanced or advanced high ratings increased slightly through the middle school grades. The percentage of ELs achieving an advanced or advanced high composite rating dipped in 9<sup>th</sup> grade, but then as the students advanced in grade level, the percentage increased. The percentage of ELs in secondary DL who achieved an advanced or advanced high composite rating on TELPAS 2019 peaked at 7<sup>th</sup> grade and then decreased as grade level increased. The pattern seen in secondary DL may be due to a couple of factors. For example, the students taking TELPAS are current ELs, and the number of these students in middle school is decreasing due to ELs being reclassified as English proficient. Some of the ELs who remain may be students who are new to U.S. schools. Additionally, the students in 9<sup>th</sup>-grade secondary DL are from the first cohort of secondary DL students, and the total number of students in this group was small. The performance of parental denial ELs should be interpreted with caution, as the number of students is very small. For the number of students tested, see Table C2 in Appendix C.

Figure 7.

**TELPAS Advanced/Advanced High Composite Ratings for AISD ELs in Secondary Grades, Spring 2019, by BE/ESL Program**



Source. AISD student TELPAS 2019 records

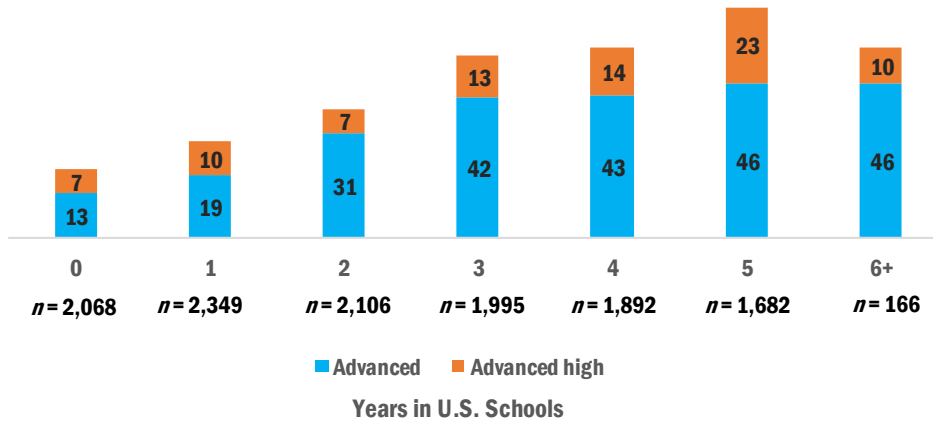
Note. Numbers tested for each grade level and BE/ESL program are included in Appendix C.

Evaluation of the performance on TELPAS by the years in U.S. schools is another way to assess language acquisition. Figures 8 through 10 display the percentage of ELs attaining advanced or advanced high composite ratings for each school level. The percentages of elementary ELs attaining advanced or advanced high 2019 TELPAS composite ratings were higher the longer students had been in U.S. schools (Figure 8). The highest percentage of elementary ELs attaining advanced or advanced high composite ratings had been in U.S. schools for 5 years. The percentage of elementary ELs attaining advanced or advanced high decreased by 12 percentage points for those who had been in U.S. schools for 6 or more years, compared with ELs who had been in U.S. schools for 5 years. ELs who had the fewest years in U.S. schools had the lowest percentage of attaining advanced or advanced high composite ratings, likely due to many students entering school for the first time as kindergartners.

The percentages of middle school ELs attaining advanced or advanced high composite ratings were higher the longer the students had been in U.S. schools, with the highest percentage for those students who had been in U.S. schools for 6 or more years (Figure 9). Consistent with results for elementary school ELs, middle school ELs newest to U.S. schools had the lowest percentages attaining advanced or advanced high composite ratings. However, when looking at home language, ELs whose language was not Spanish, as compared with Spanish-speaking ELs, had higher percentages of attaining an advanced or advanced high rating with 3 years or less in U.S. schools (see Appendix E, Figures D3 and D4). The impact of these non-Spanish-speaking ELs' performance on TELPAS is not reflected in the overall performance of middle school ELs because they only represented 8% of ELs in middle school. The same pattern was seen with high school ELs: higher percentages of ELs attained advanced or advanced high composite ratings the longer the students were in U.S. schools (Figure 10). Those high school ELs newest to U.S. schools had the lowest percentages of attaining advanced or advanced high composite ratings, consistent with the patterns seen at elementary and middle school.

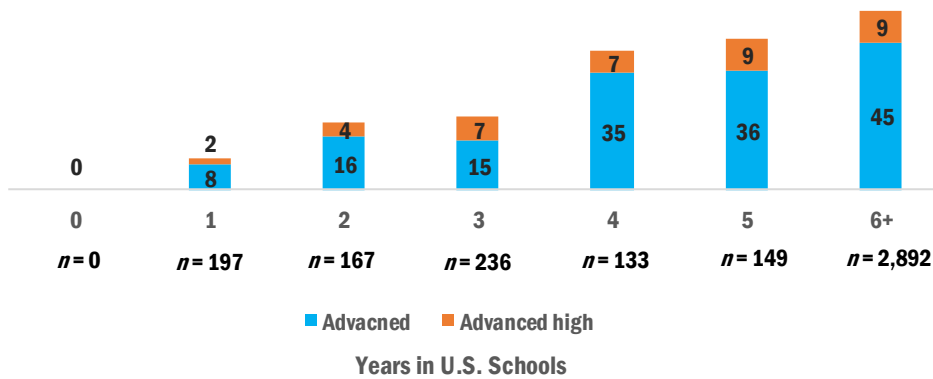
ELs attaining advanced or advanced high in reading and writing TELPAS domains followed the same pattern as seen for the composite ratings (see Appendix D, Figures D1 through D6). Inconsistent patterns were seen in the listening and speaking domains at the elementary level (Appendix D, Figures D7 through D12). Rather than increased percentages of ELs attaining advanced or advanced high as years in U.S. schools increased, decreases were seen at 4 years in U.S. schools for listening, and at 2 years in U.S. schools for speaking. Additionally, the percentages of ELs attaining advanced or advanced high across school levels were lower for speaking than for the other three domains. This could be due to a number of factors, such as the change from a holistic to an item-based standardized test or trouble with using the technology required for the domain test (i.e., microphones and recording devices).

Figure 8.  
**Percentage of AISD Elementary School Students' TELPAS 2019 Advanced or Advanced High Composite Ratings, by Years in U.S. Schools**



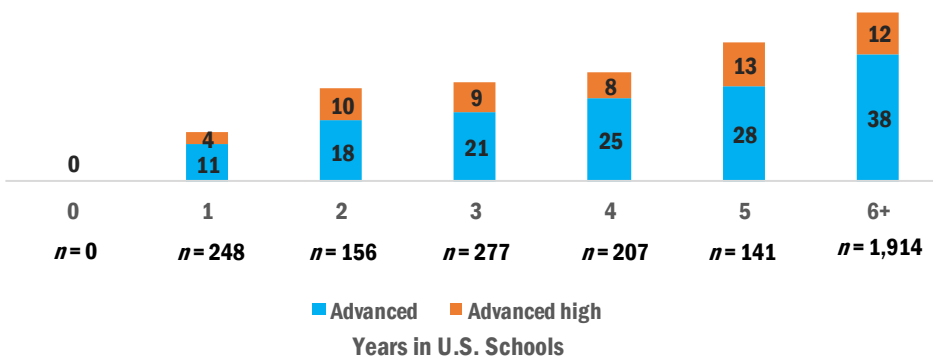
Source. AISD TELPAS 2019 records

Figure 9.  
**Percentage of AISD Middle School Students' TELPAS 2019 Advanced or Advanced High Composite Ratings, by Years in U.S. Schools**



Source. AISD TELPAS 2019 records

Figure 10.  
**Percentage of AISD High School Students' TELPAS 2019 Advanced or Advanced High Composite Ratings, by Years in U.S. Schools**

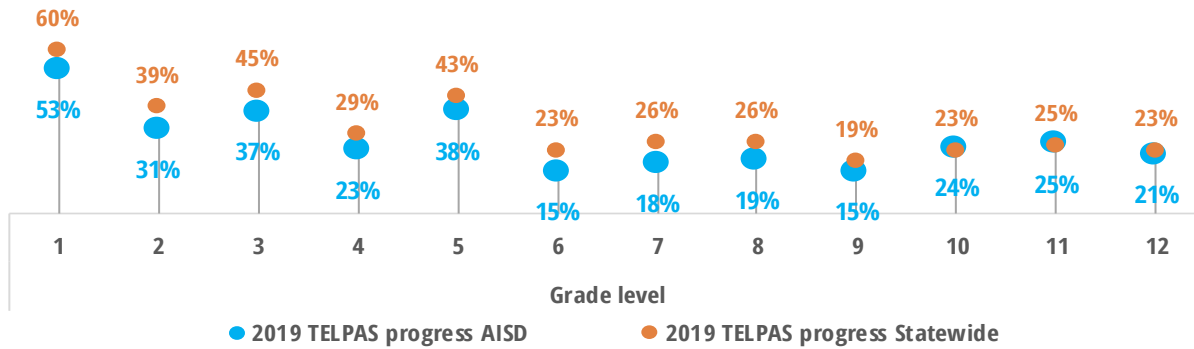


Source. AISD TELPAS 2019 records

Another way to assess language acquisition is examination of the progress made in 1 year (i.e., yearly progress). ELs who have advanced at least one proficiency level are considered to have made yearly progress. Due to the changes made to TELPAS in 2018, yearly progress could not be reported until 2019 because 2 years of composite ratings are needed. Figure 11 shows the percentage of AISD ELs and Texas ELs who progressed at least one proficiency level by grade on 2019 TELPAS. AISD ELs were lower than Texas ELs at the lower grades but had similar percentages in the high school grades.

Figure 11.

**Percentage of AISD ELs and Texas ELs Whose English Proficiency Progressed at Least One Proficiency Level, by Grade**



Source: AISD TELPAS 2019 records

## Conclusions

The changes to TELPAS in 2018 continued to have an impact on the distribution of 2019 composite ratings, as well as on the distribution of domain ratings. The speaking domain continued to have the largest influence on the composite ratings, with additional declines in the percentages of students attaining an advanced high rating in this domain. The low percentages of ELs attaining advanced high on the speaking domain test was also seen statewide in 2019. For the statewide summary reports by year, see <https://tea.texas.gov/student.assessment/ell/telpas/rpt/sum/>. The decrease in speaking ratings from 2017 to 2018 and 2018 to 2019 could have been due in part to the technological changes required for a standardized test, such as microphones and the process of recording answers. Additionally, it is possible that the reluctance of middle and high school students to speak in front of their peers and instead clicking through the test could have been a factor in the decrease in speaking ratings seen in 2019. Furthermore, school staff may not emphasize TELPAS as a critical test for ELs. With other state-required tests, the degree to which students taking TELPAS understand its impact is uncertain.

The decrease seen in the percentage of ELs attaining advanced or advanced high composite ratings in 2019 resulted in only grades 3 through 5 and grade 12 having 50% or more students attaining advanced or advanced high ratings. This finding is inconsistent with the prior year’s results. This is largely due to the performance on the speaking domain test. Additionally, for all programs, the percentages of students with advanced or advanced high ratings progressively increased as students advanced in grade level to grade 8. However, the percentage attaining advanced or advanced high by 5<sup>th</sup> grade decreased this year to approximately two-thirds from approximately three-fourths in 2018. Yearly progress was reported in 2019, which showed AISD lagging behind the state in the percentages of students who progressed at least one proficiency level in a year for grades 1 through 9, although AISD ELs had similar percentages as the state in grades 10 through 12.

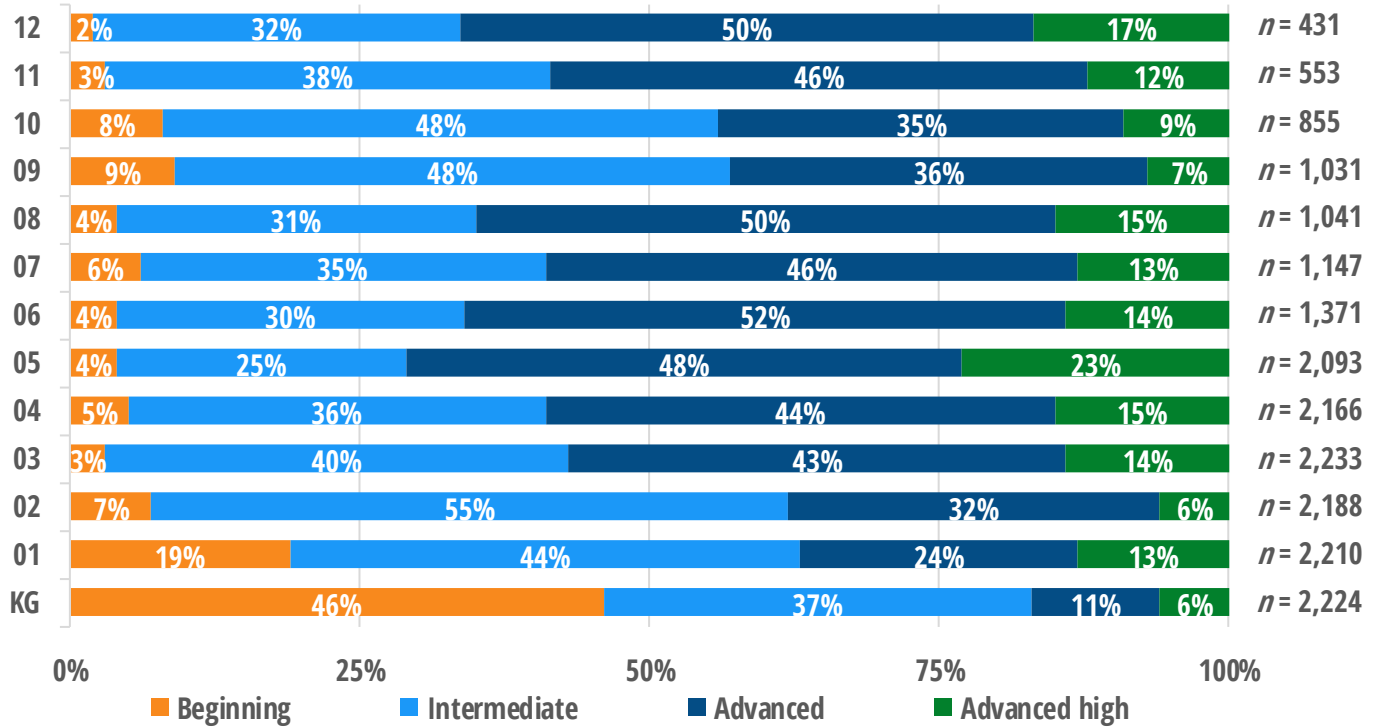
## Recommendations

It is recommended that AISD investigate the barriers for ELs making yearly progress in English proficiency. It is also recommended that AISD examine what factors may have an impact on the speaking domain test, as that is the domain dragging the overall composite ratings down. A forthcoming report will examine the TELPAS results relative to the State of Texas Assessment of Academic Readiness (STAAR)/end-of-course (EOC) results.

## Appendix

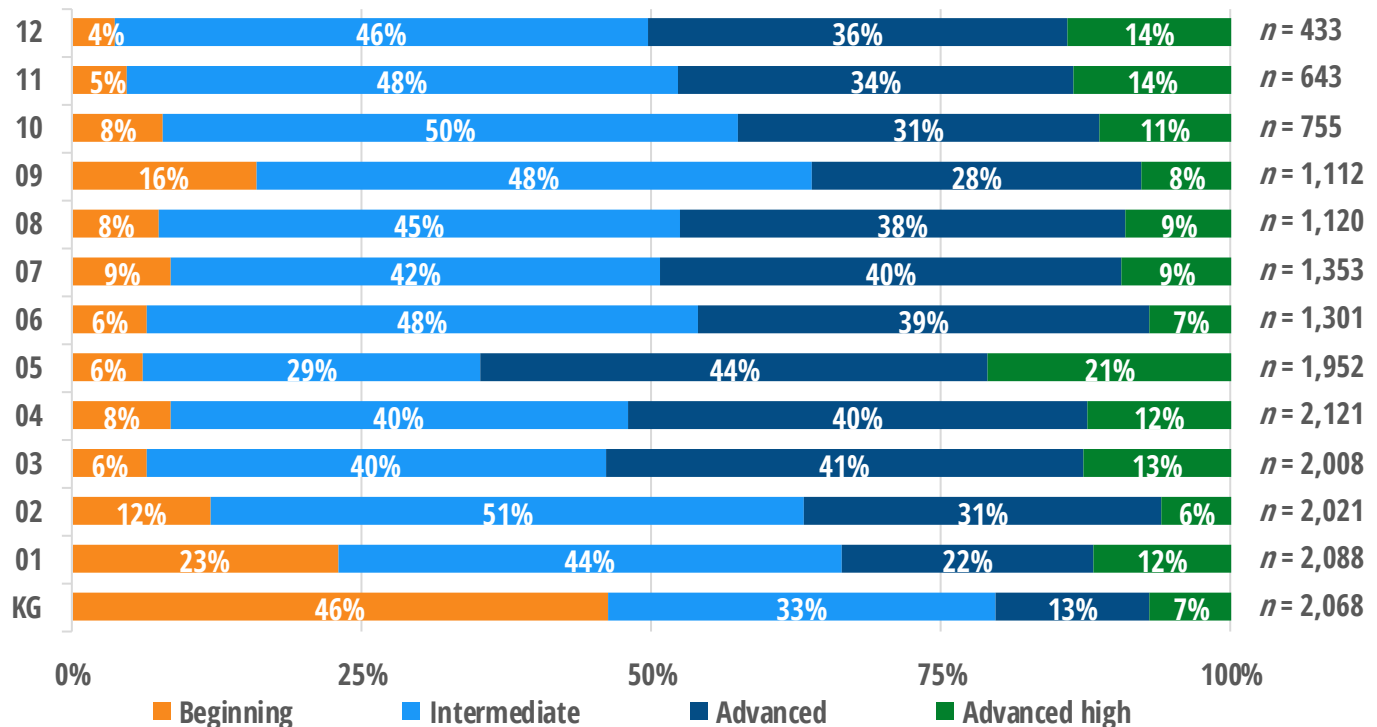
### Appendix A: TELPAS 2018 and 2019 Composite Ratings, by Grade Level

Figure A1.  
Spring 2018 TELPAS Composite Ratings, by Grade Level



Source. AISD student TELPAS 2018 records

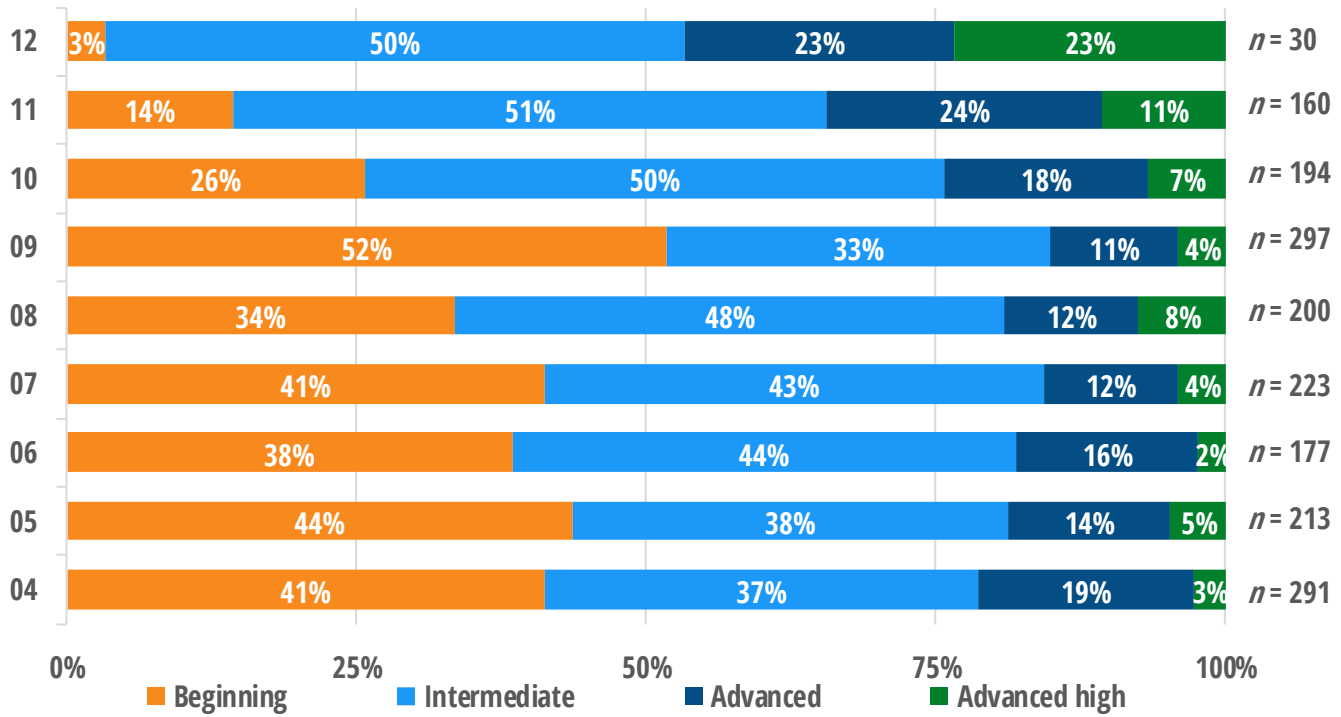
Figure A2.  
Spring 2019 TELPAS Composite Ratings, by Grade Level



Source. AISD student TELPAS 2019 records

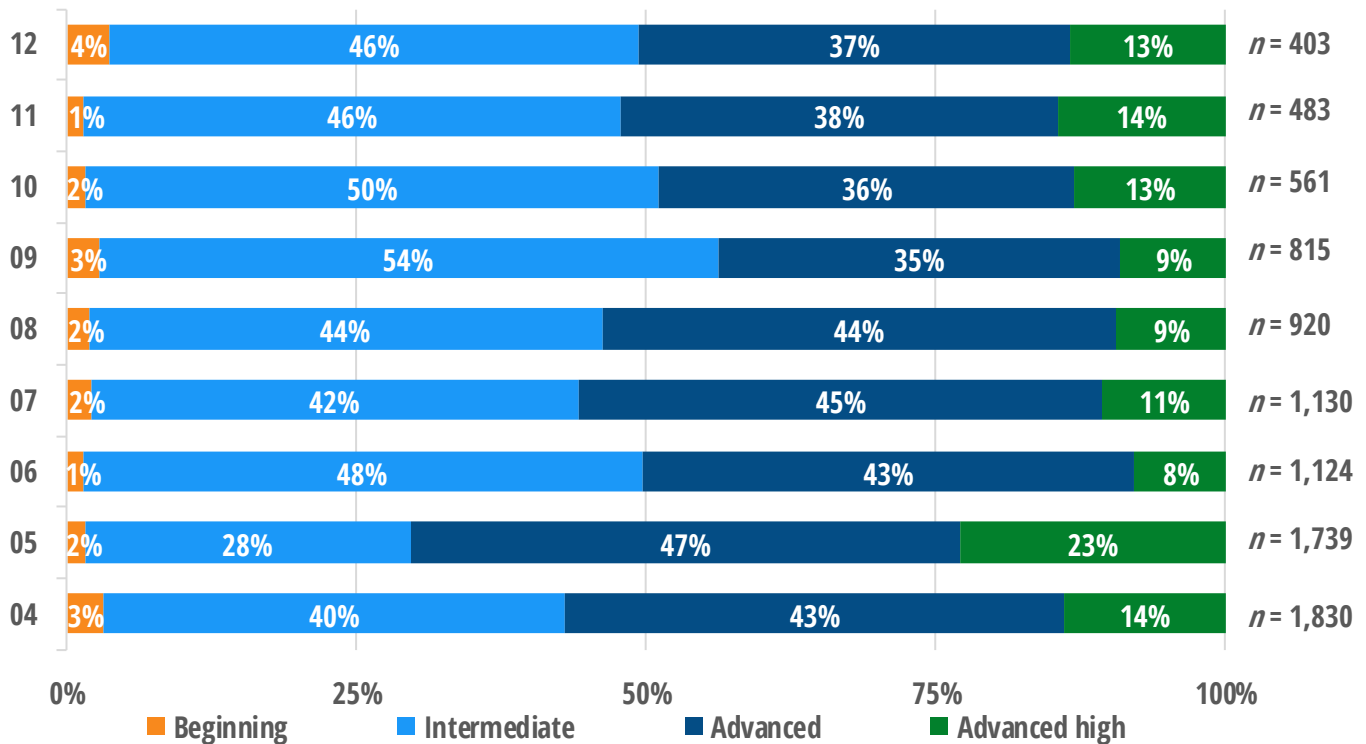
## Appendix B: TELPAS 2019 Composite Ratings, by Grade Level and Newcomer Status

Figure B1.  
Spring 2019 TELPAS Composite Ratings for Newcomer Students, by Grade Level



Source. AISD student TELPAS 2019 records

Figure B2.  
Spring 2019 TELPAS Composite Ratings for Non-Newcomer Students, by Grade Level



Source. AISD student TELPAS 2019 records

## Appendix C: TELPAS 2018 Results for ELs, by Grade Level and BE/ESL Program

Table C1.  
Elementary ELs' TELPAS 2019 Numbers Tested, by Grade Level and BE/ESL Program

Grade level	Late-exit number tested	One-way DL number tested	Two-way DL number tested	ESL number tested	Denials number tested	All ELs number tested
Kindergarten	251	1,003	359	428	12	2,068
Grade 1	286	1,036	307	421	21	2,088
Grade 2	314	1,058	258	376	11	2,021
Grade 3	484	881	214	401	22	2,008
Grade 4	611	802	294	382	22	2,121
Grade 5	624	723	222	355	22	1,952

Source. AISD TELPAS 2019 records

Note. Total numbers tested may not add up to all ELs tested due to miscodes in the program designation.

Table C2.  
Secondary ELs' TELPAS 2019 Numbers Tested, by Grade Level and BE/ESL Program

Grade level	Two-way DL number tested	ESL number tested	Denials number tested	All ELs number tested
Grade 6	253	1,029	15	1,301
Grade 7	284	1,037	14	1,353
Grade 8	147	945	18	1,120
Grade 9	18	1,064	25	1,112
Grade 10	—	737	17	755
Grade 11	—	625	16	643
Grade 12	—	424	9	433

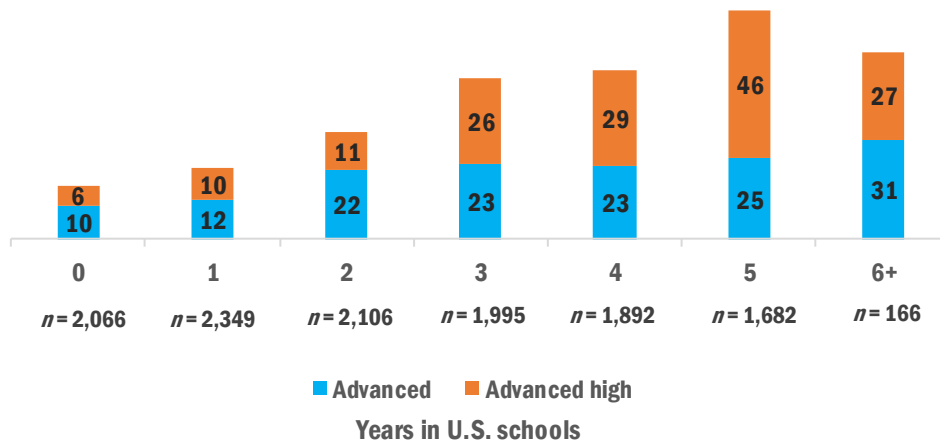
Source. AISD TELPAS 2019 records

Note. Total numbers tested may not add up to all ELs tested due to miscodes in the program designation.



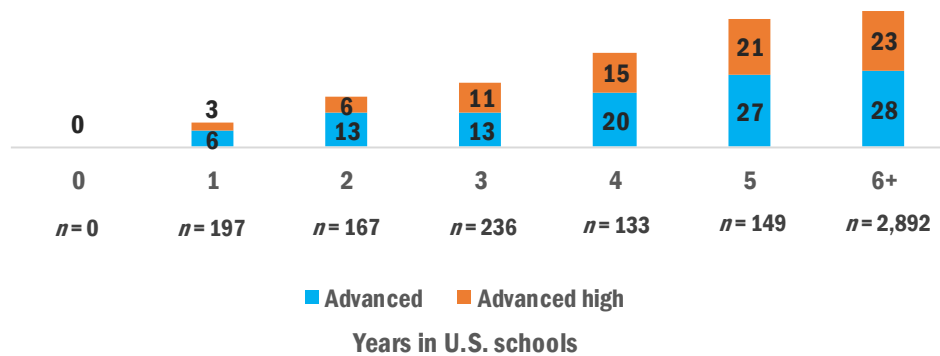
## Appendix D: TELPAS 2018 Results for ELs, by Domain, School Level, and Years in U.S. Schools

Figure D1.  
Percentage of AISD Elementary Students' TELPAS 2019 Advanced or Advanced High Reading Ratings, by Years in U.S. Schools



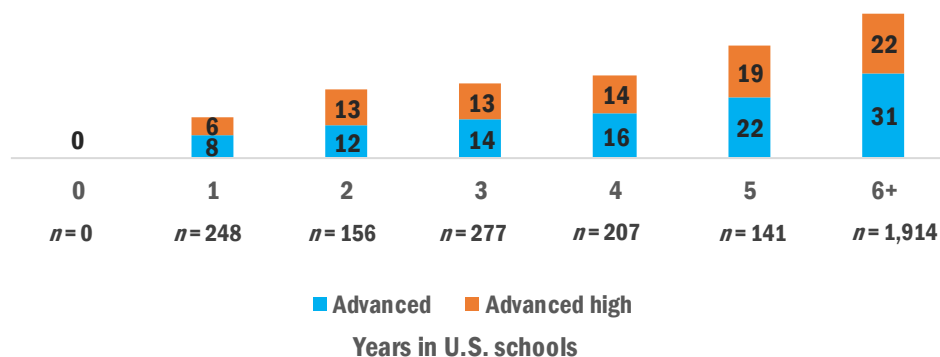
Source. AISD TELPAS 2019 records

Figure D2.  
Percentage of AISD Middle School Students' TELPAS 2019 Advanced or Advanced High Reading Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

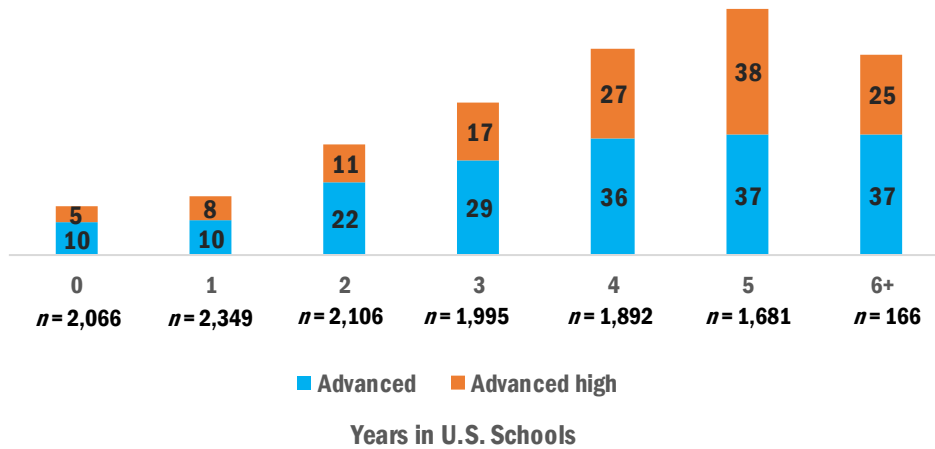
Figure D3.  
Percentage of AISD High School Students' TELPAS 2019 Advanced or Advanced High Reading Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

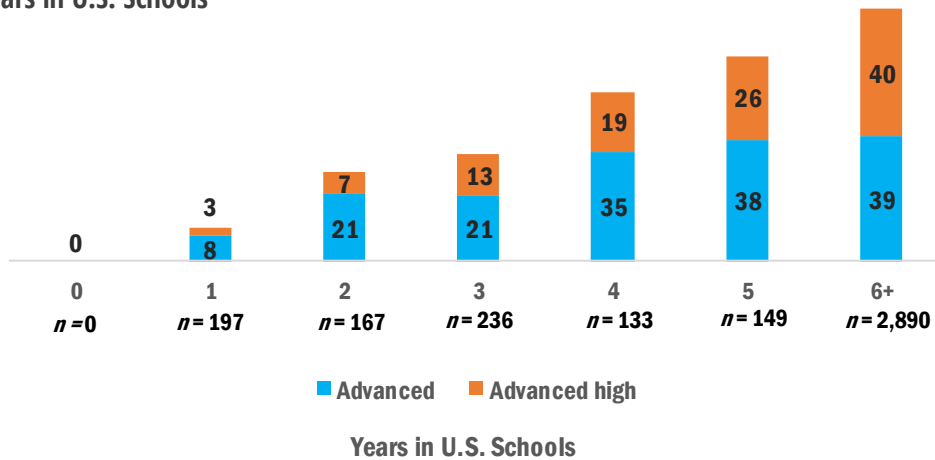
## Appendix D: TELPAS 2019 Results for ELs, by Domain, School Level, and Years in U.S. Schools

Figure D4.  
Percentage of AISD Elementary Students' TELPAS 2019 Advanced or Advanced High Writing Ratings, by Years in U.S. Schools



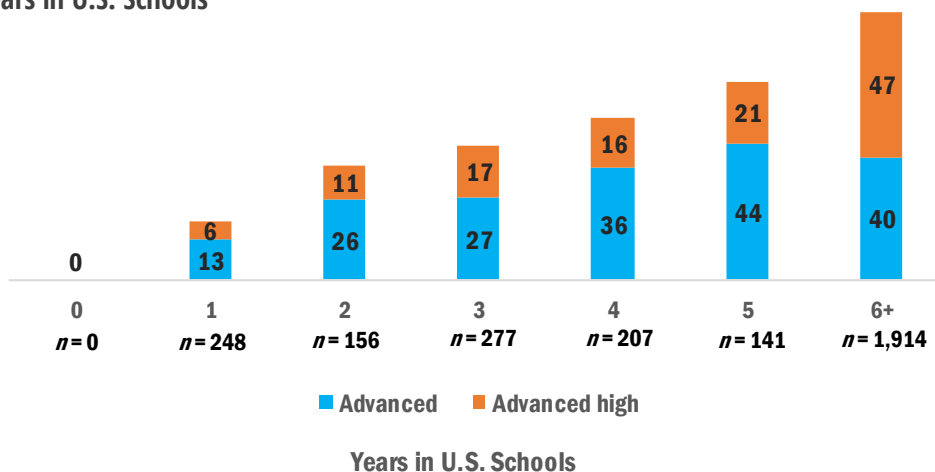
Source. AISD TELPAS 2019 records

Figure D5.  
Percentage of AISD Middle School Students' TELPAS 2019 Advanced or Advanced High Writing Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

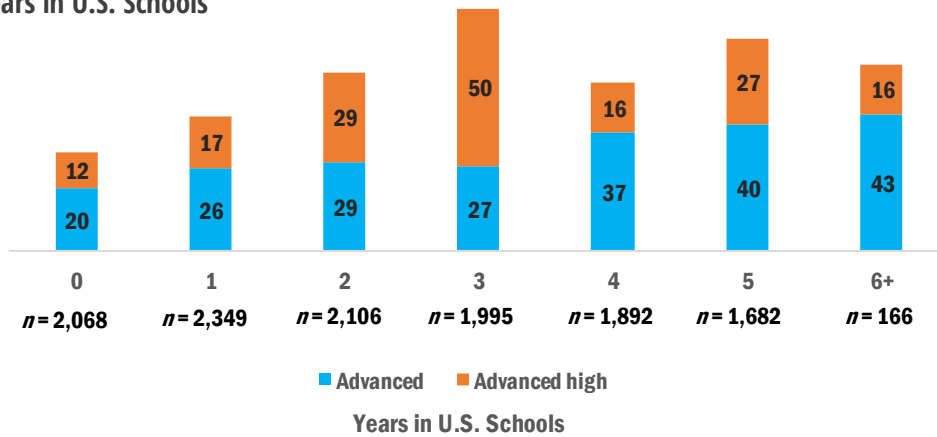
Figure D6.  
Percentage of AISD High School Students' TELPAS 2018 Advanced or Advanced High Writing Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

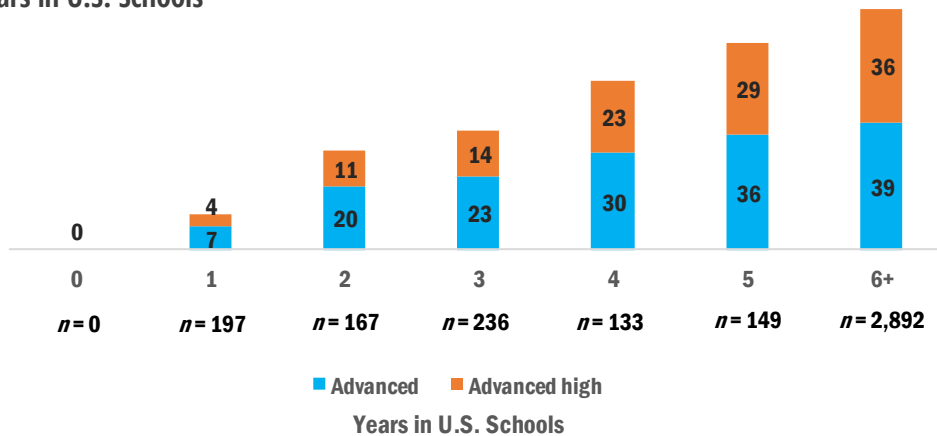
## Appendix D: TELPAS 2019 Results for ELs, by Domain, School Level, and Years in U.S. Schools

Figure D7.  
Percentage of AISD Elementary Students' TELPAS 2019 Advanced or Advanced High Listening Ratings, by Years in U.S. Schools



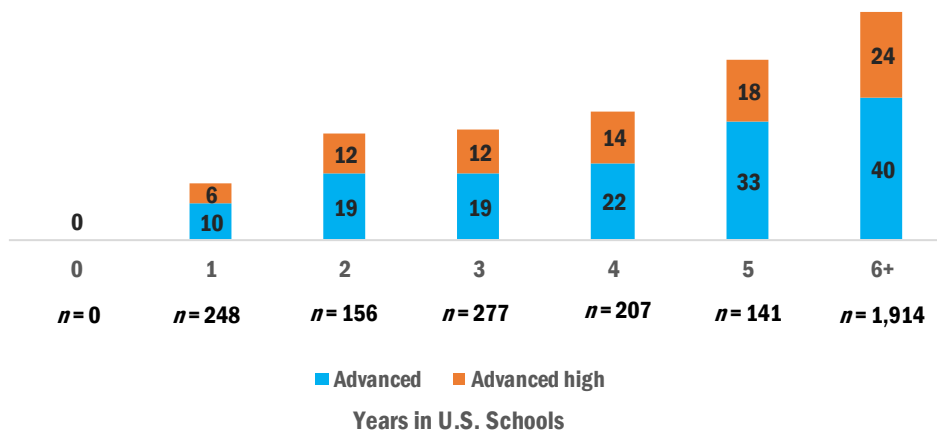
Source. AISD TELPAS 2019 records

Figure D8.  
Percentage of AISD Middle School Students' TELPAS 2019 Advanced or Advanced High Listening Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

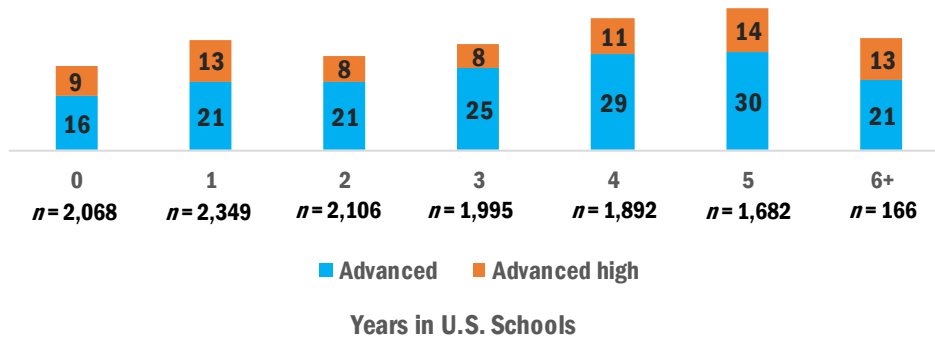
Figure D9.  
Percentage of AISD High School Students' TELPAS 2019 Advanced or Advanced High Listening Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

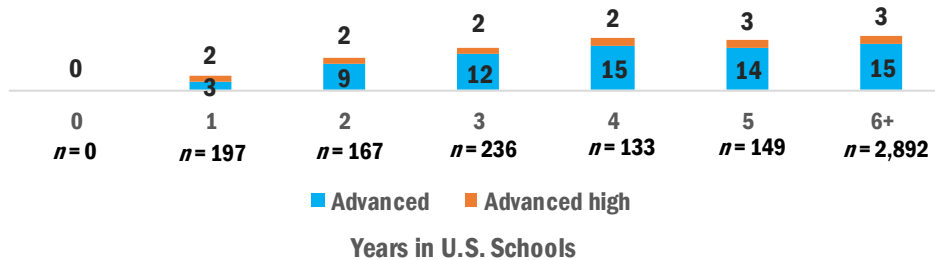
## Appendix D: TELPAS 2019 Results for ELs, by Domain, School Level, and Years in U.S. Schools

Figure D10.  
Percentage of AISD Elementary Students' TELPAS 2019 Advanced or Advanced High Speaking Ratings, by Years in U.S. Schools



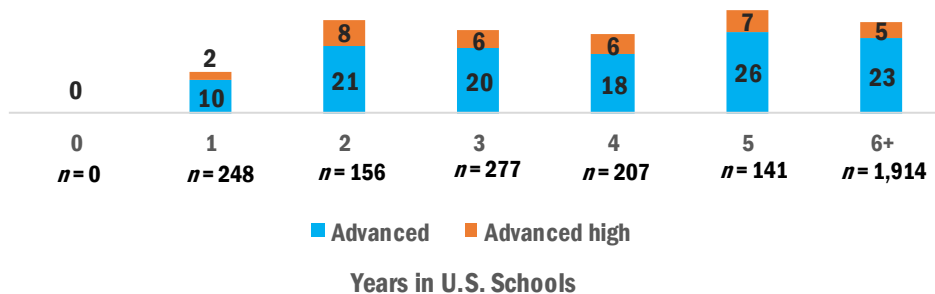
Source. AISD TELPAS 2019 records

Figure D11.  
Percentage of AISD Middle School Students' TELPAS 2019 Advanced or Advanced High Speaking Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2019 records

Figure D12.  
Percentage of AISD High School Students' TELPAS 2019 Advanced or Advanced High Speaking Ratings, by Years in U.S. Schools

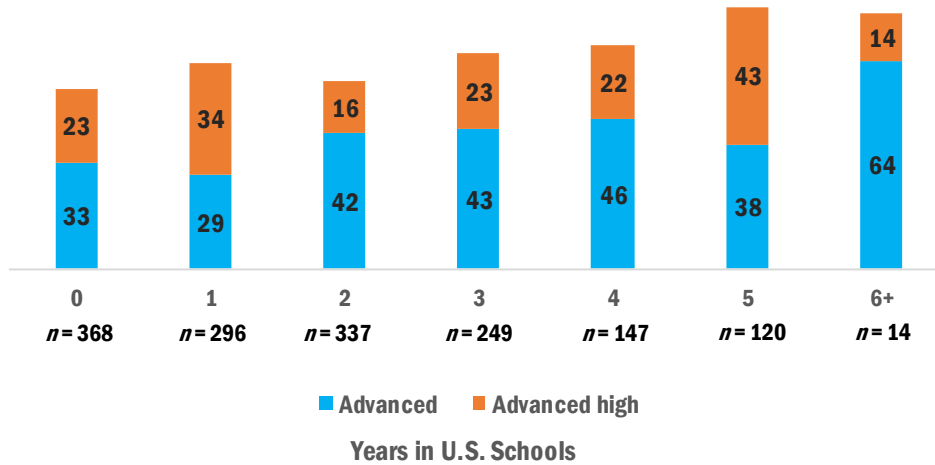


Source. AISD TELPAS 2019 records

## Appendix E: TELPAS 2019 Results for Elementary School ELs, by Home Language and Years in U.S. Schools

Figure E1.

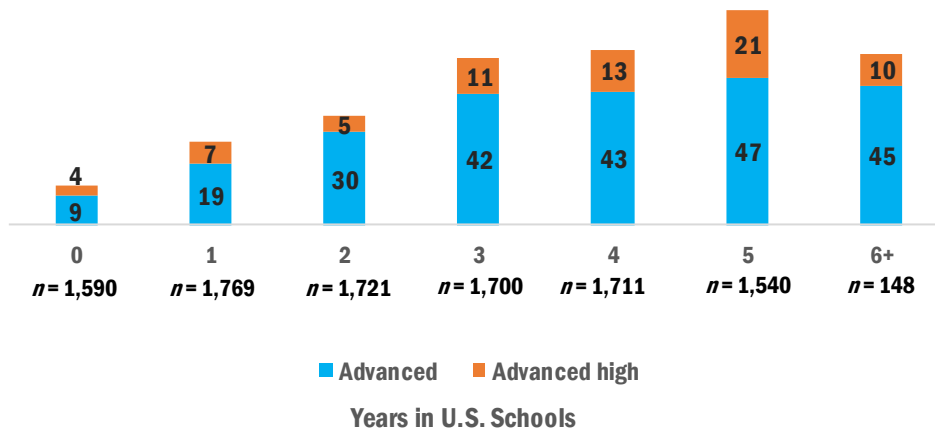
Percentage of AISD Elementary School ELs with Advanced or Advanced High Composite Ratings, by Years in U.S. Schools for ELs Whose Home Language Is Other Than Spanish



Source. AISD TELPAS 2019 records

Figure E2.

Percentage of AISD Elementary School ELs with Advanced or Advanced High Composite Ratings, by Years in U.S. Schools for ELs Whose Home Language Is Spanish

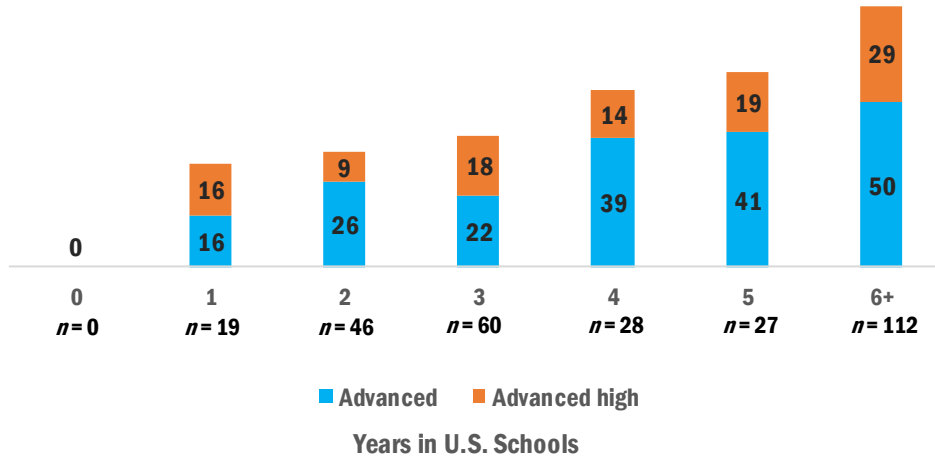


Source. AISD TELPAS 2019 records

## Appendix E: TELPAS 2019 Results for Middle School ELs, by Home Language and Years in U.S. Schools

Figure E3.

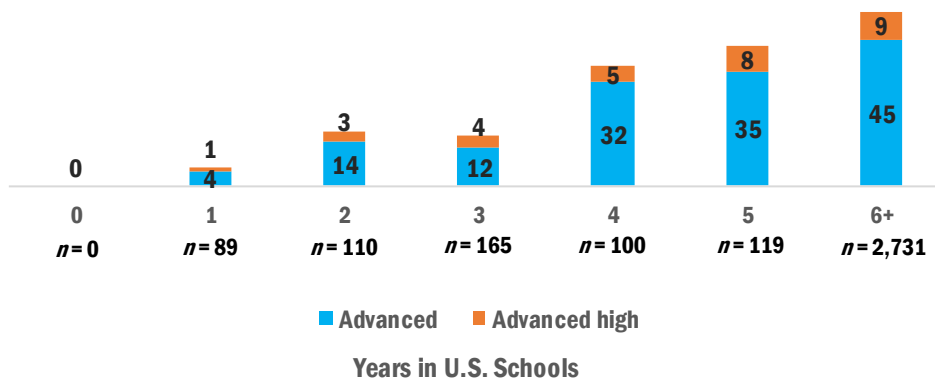
Percentage of AISD Middle School ELs with Advanced or Advanced High Composite Ratings, by Years in U.S. Schools for ELs Whose Home Language Is Other Than Spanish



Source. AISD TELPAS 2019 records

Figure E4.

Percentage of AISD Middle School ELs with Advanced or Advanced High Composite Ratings, by Years in U.S. Schools for ELs Whose Home Language Is Spanish

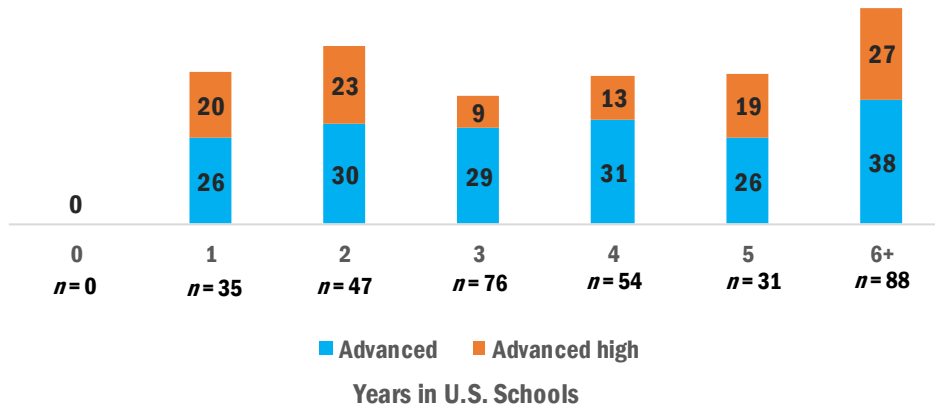


Source. AISD TELPAS 2019 records

## Appendix E: TELPAS 2019 Results for High School ELs, by Home Language and Years in U.S. Schools

Figure E5.

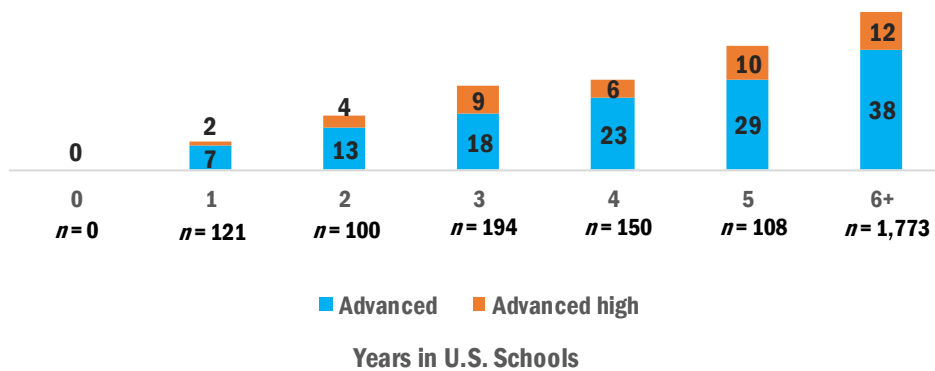
Percentage of AISD High School ELs with Advanced or Advanced High Composite Ratings, by Years in U.S. Schools for ELs Whose Home Language Is Other Than Spanish



Source. AISD TELPAS 2019 records

Figure E6.

Percentage of AISD High School ELs with Advanced or Advanced High Composite Ratings, by Years in U.S. Schools for ELs Whose Home Language Is Spanish



Source. AISD TELPAS 2019 records

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