



Texas English Language Proficiency Assessment System (TELPAS), Spring 2018 Results Executive Summary, 2017-2018

The purpose of this report is to provide information on the results of the Texas English Language Proficiency Assessment System (TELPAS) Spring 2018 administration in the Austin Independent School District (AISD). This document summarizes the results for grade levels, language programs, and years in U.S. schools.

TELPAS is a state-required assessment of English language proficiency, administered to English learners (ELs) in kindergarten through 12th 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.

TELPAS went through some major changes for the Spring 2018 administration. The reading portion of the assessment was dramatically shortened, and the listening and speaking portions were changed to item-based standardized assessments. These changes required new standards, or cut scores, to be set. In addition, for the first time, students with admission, review, and dismissal (ARD) committee exemptions for one or two of the domains received composite ratings. Furthermore, the weighting for each domain in the calculation of the composite rating was changed to equal weights for each domain. All of these changes resulted in an assessment that is not comparable to the assessment administered in the spring of 2017. Due to this incomparability, the yearly progress measure was not provided this year.

These changes had an impact on the distribution of composite ratings for all grade levels. The percentage of ELs attaining advanced high was substantially lower than in the previous year. **From 3rd grade through 8th grade, more than half of the ELs at each grade level received composite ratings of advanced or advanced high. ELs in 5th, 6th, 8th, and 12th grades had the highest percentages of attaining advanced or advanced high composite ratings.** These changes in the distribution of the composite ratings were due to the change in the weighting of the domains and the changes to the listening and speaking tests. Listening and speaking were previously holistically rated and each domain only accounted for 10% of the composite rating. The speaking test appears to have had the biggest impact on the composite ratings. Across all grade levels, the percentages of ELs attaining advanced high on the speaking test were much lower than those of the other three domains. When this test was equally weighted with the other three domains, the resulting composite ratings decreased. This decrease in the percentage of ELs in grades 3 through 12 attaining advanced high on the speaking domain test was seen statewide, a decrease of 43 percentage points from 2017 to 2018. Additionally, although not as dramatic, the percentage of ELs attaining advanced high on the listening domain test, in grades 3 through 12, decreased by 29 percentage points between 2017 and 2018. These decreases on the speaking and listening domain tests resulted in a 15 percentage point decrease in the composite ratings for ELs achieving advanced high statewide.

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 elementary schools, lower percentages of Spanish-speaking ELs than of ELs speaking other languages attained advanced or advanced high TELPAS composite ratings. However, this trend was reversed at the middle school level and the difference was negligible at the high school level.

For all programs, the percentages of ELs with advanced or advanced high ratings progressively increased as the ELs advanced in grade level up to 8th grade, and **71% to 83% of students reached advanced or advanced high proficiency in English by 5th grade.**

The goal is for ELs to attain advanced high after 5 years in a BE or ESL program, which is reflected in the percentages of elementary ELs attaining advanced or advanced high composite ratings increasing as the years in U.S. schools increases. At the elementary level, the highest percentage of ELs attaining advanced or advanced high 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.

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