

RESEARCH BRIEF

Background. No Child Left Behind (NCLB) legislation (2001) requires districts that accept Title III, Part A funds to be accountable for their English language learners (ELLs) learning English. In Texas, ELLs’ proficiency is assessed annually using the Texas English Language Proficiency Assessment Scales for kindergarten through 12th grade. The Texas Education Agency (TEA) examines year-to-year change in students’ TELPAS scores to determine if districts met annual measurable achievement objectives (AMAOs) in language proficiency. AISD uses TELPAS scores in combination with Texas Assessment of Knowledge and Skills/State of Texas Assessments of Academic Readiness reading and writing scores and additional measures of English language proficiency to determine if students are ready to exit bilingual education (BE)/English as a second language (ESL) programs.

TELPAS composite ratings. The four domains assessed by the TELPAS are listening, speaking, reading, and writing. Students receive a proficiency score and rating (i.e., *beginning, intermediate, advanced, advanced high*) on each domain. Students’ scores on the TELPAS language domains are weighted in the following manner to create a composite score: listening is 5%, speaking is 5%, reading is 75%, and writing is 15%. ELLs’ 2012–2013 composite ratings are provided in Table 1.

TELPAS INTERPRETATION		
Composite range	Numeric value	Rating category
1.0–1.5	1	Beginning
1.6–2.5	2	Intermediate
2.6–3.5	3	Advanced
3.6–4.0	4	Advanced high

Table 1. Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings, by Grade Level, 2012–2013

Grade level	Number of ELLs**	TELPAS beginning	TELPAS intermediate	TELPAS advanced	TELPAS advanced high
Kindergarten*	2,924	77%	12%	6%	4%
1*	2,925	43%	31%	16%	9%
2*	2,758	11%	30%	30%	28%
3*	2,632	10%	18%	23%	48%
4	2,228	6%	20%	28%	44%
5	1,607	5%	12%	21%	61%
6	1,123	4%	16%	35%	43%
7	948	2%	13%	30%	52%
8	839	4%	8%	27%	56%
9	824	11%	13%	29%	43%
10	545	4%	16%	29%	48%
11	369	2%	18%	27%	49%
12	324	2%	15%	25%	48%

Source. AISD TELPAS records, 2012–2013

Note. Percentages may not sum to 100% because the *no rating available* category was excluded. Data for students enrolled in AISD in Fall 2012 are reported.

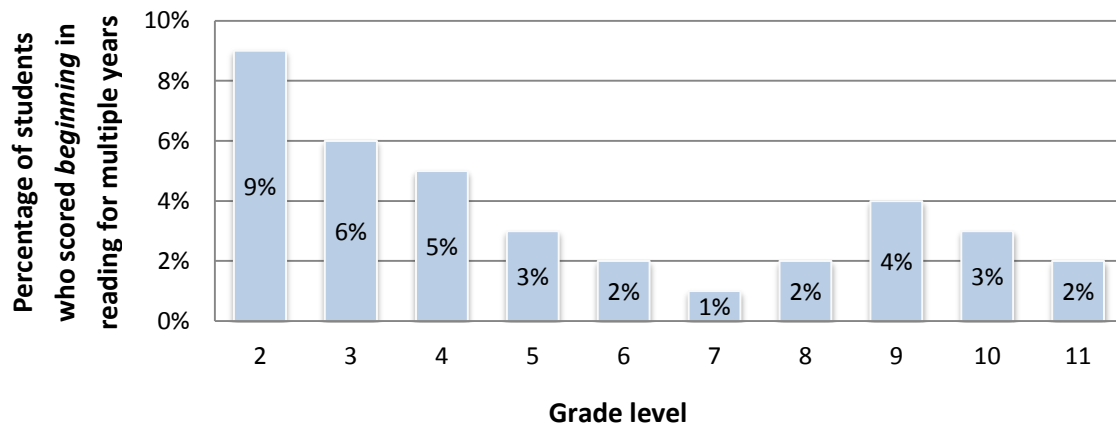
* Grade levels implementing dual language (DL). Nine pilot schools implemented DL at 3rd grade.

** ELLs denotes English language learners.

As expected, kindergarten had the highest percentage of students who scored *beginning* in English proficiency. From kindergarten, the *beginning* proficiency rate declined each year; however, the 8th and 9th grades had a 2% and 7% increase from the preceding grade level, respectively. Fifth grade had the highest percentage of ELLs who scored *advanced high* on TELPAS, followed by 8th grade, which experienced a 7-point (49%) increase from the preceding year.

Five percent ($n = 626$) of ELLs in grades 2 through 12 who had two consecutive years of TELPAS ratings scored *beginning* in reading in both Spring 2012 and 2013, and the majority of these ELLs were in grades 2, 3, and 4 (Figure 1). Grade 9 also had a relatively large percentage of ELLs who scored *beginning* in reading for multiple years, most likely due to grade retention.

Figure 1. Texas English Language Proficiency Assessment System (TELPAS) Multi-Year *Beginning* Proficiency in Reading, by Grade Level, Spring 2013



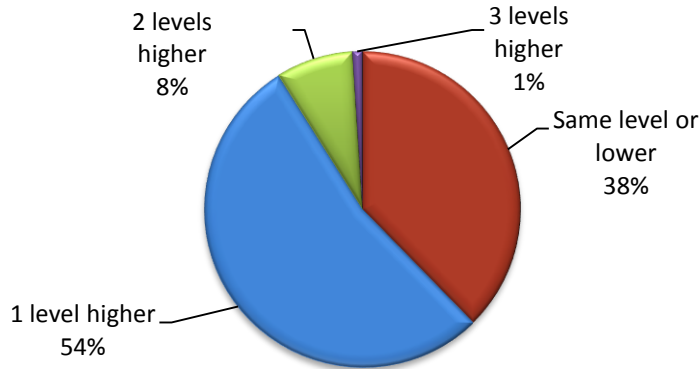
Source. AISD TELPAS records, Spring 2012, Spring 2013

Note. Students who enrolled in AISD in Fall 2012 and had scored TELPAS reading ratings for Spring 2012 and 2013 were included. Grade 12 is redacted. See Appendix A-1.

Annual language proficiency progress. TEA examined year-to-year change in students’ TELPAS scores for all students who were enrolled on the Public Education Information Management System (PEIMS) snapshot date in Fall 2012 and who had Spring 2012 and Spring 2013 TELPAS scores. For each student who met these criteria, TEA calculated a yearly progress indicator based on change in the student’s TELPAS composite ratings from Spring 2012 to Spring 2013. The resulting yearly progress indicator scores ranged from 0 (no change or a decline) to 3 (an increase of 3 composite levels); if a student’s ratings were *advanced high* in both years, the yearly progress indicator was marked as 1 (one level higher).

As shown in Figure 2, 62% of kindergarten through 12th-grade ELLs gained at least one proficiency level or remained at *advanced high* proficiency. However, the percentage of students who scored at the same level or lower (38%) was unchanged from the preceding year. Figure 3 depicts ELLs’ progress at each grade level. Table 2 provides the percentages of ELLs who progressed in language proficiency each year from Spring 2009 to Spring 2013.

Figure 2. Students’ Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2012 and Spring 2013, Kindergarten Through 12th Grade

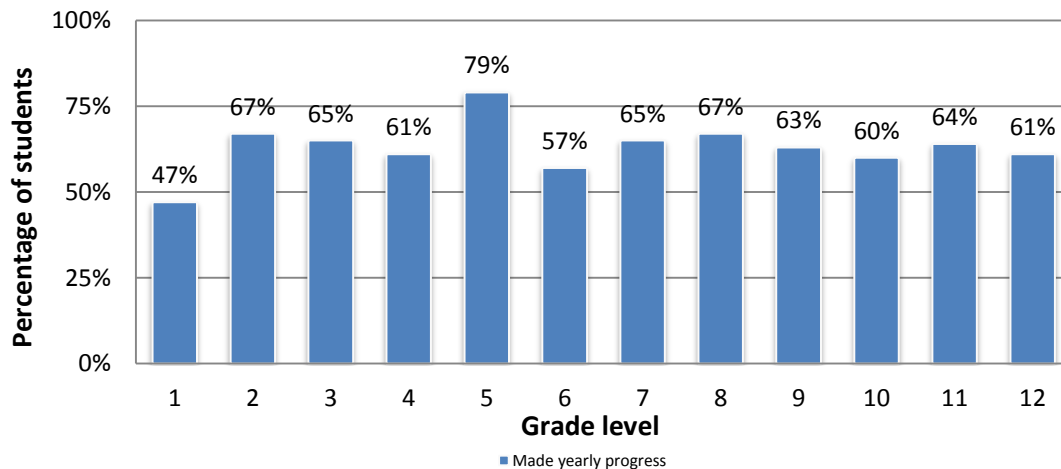


Source. AISD TELPAS records, 2013

Note. Percentages sum to greater than 100% due to rounding. Sixty-two percent progressed in proficiency. The yearly progress indicator is coded on the following scale: 0 = the rating is the same or lower than the previous year, 1 = the rating is one level higher than the previous year, 2 = the rating is 2 levels higher than the previous year, 3 = the rating is 3 levels higher than the previous year. If a student’s ratings were *advanced high* in both years, the yearly progress indicator was marked as 1 (i.e., one level higher).

Sixty-two percent of ELLs in AISD demonstrated yearly progress toward English language proficiency, based on TELPAS results.

Figure 3. Students Who Made Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2012 and Spring 2013, by Grade Level



Source. AISD TELPAS records, 2013

Note. Students whose ratings were *advanced high* in both years were counted as showing yearly progress. Total number of students with TELPAS progress measure at each grade level was as follows: grade 1 = 2,786, grade 2 = 2,642, grade 3 = 2,490, grade 4 = 2,088, grade 5 = 1,502, grade 6 = 996, grade 7 = 852, grade 8 = 734, grade 9 = 599, grade 10 = 480, grade 11 = 321, and, grade 12 = 261.

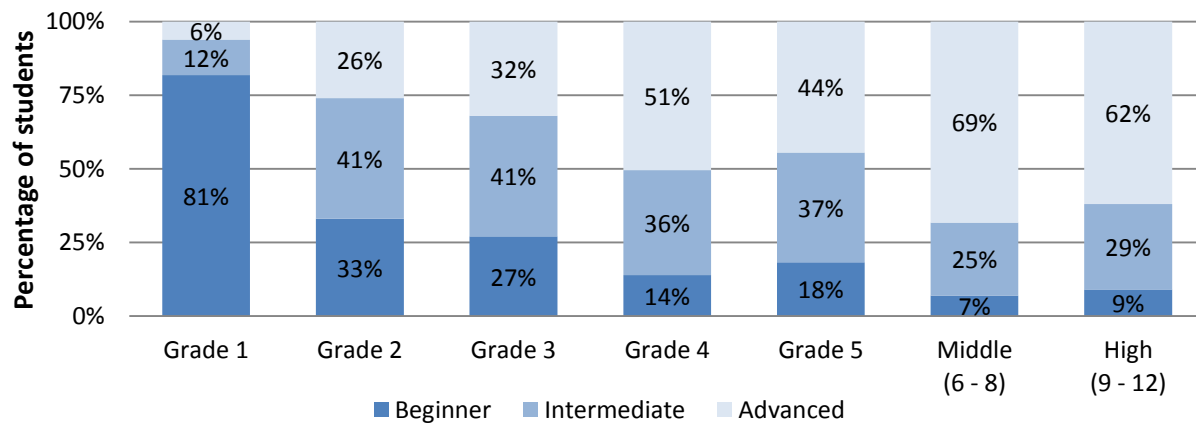
Table 2. Texas English Language Proficiency Assessment System (TELPAS) Yearly Progress, by Grade Level and Year

Grade level	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
1	39%	43%	43%	48%	47%
2	61%	67%	70%	72%	67%
3	58%	65%	61%	61%	65%
4	63%	69%	72%	64%	61%
5	78%	80%	81%	74%	79%
6	58%	56%	56%	56%	57%
7	69%	63%	68%	67%	65%
8	62%	66%	58%	61%	67%
9	64%	58%	60%	58%	64%
10	16%	12%	23%	29%	23%
11	61%	58%	56%	58%	60%
12	69%	68%	61%	63%	64%

Source. AISD TELPAS records, 2009–2013

Note. Students who were enrolled in AISD in the fall of the academic year were included.

Figure 4. Language Proficiency of Students Who Did Not Make Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2012 and Spring 2013, by Grade Level



Source. TELPAS records, Spring 2013

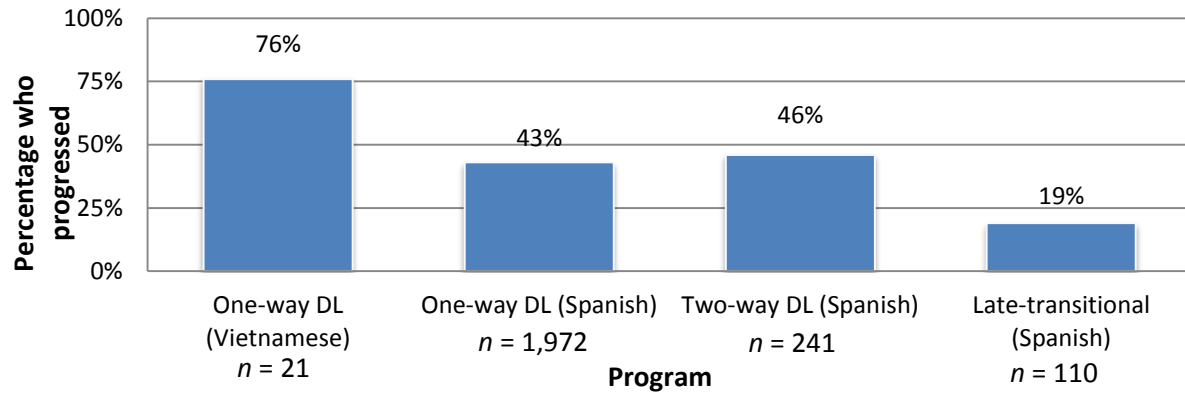
Note. Number of students who did not make progress: grade 1 = 1,483, grade 2 = 873, grade 3 = 862, grade 4 = 807, grade 5 = 315, middle school = 973, and, high school = 629.

Figure 4 shows the proficiency rating of ELLs at each grade level who did not progress. The majority (81%) of students who did not make progress in English proficiency in 1st grade were rated *beginning* for two consecutive years. The majority of students who did not make progress in English proficiency in 4th grade (51%), middle school (69%), and high school (62%) were rated *advanced* for two consecutive years.

Dual language (DL) ELLs’ English language proficiency. In 2012–2013, AISD implemented one-way and two-way Spanish DL programs at the prekindergarten through 2nd-grade level. Nine pilot campuses had

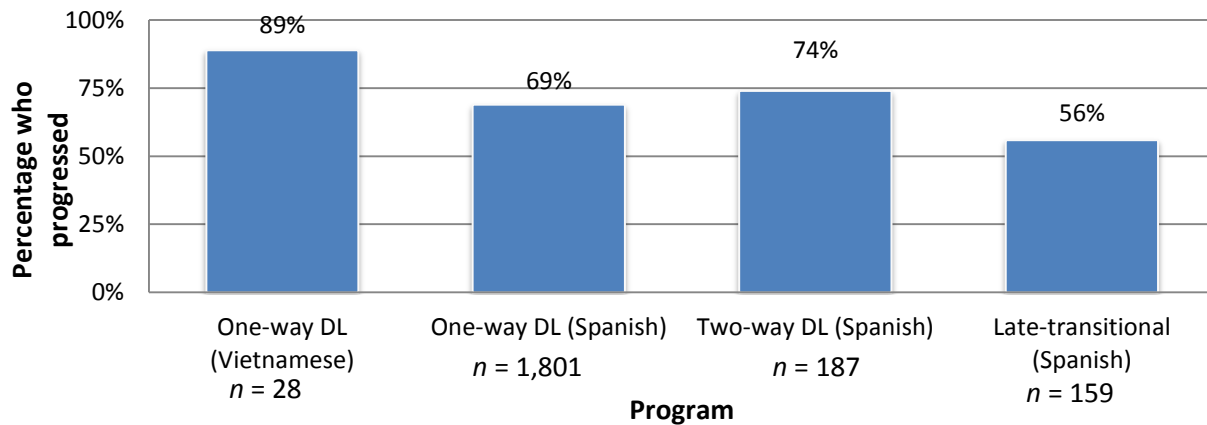
Spanish DL programs at the 3rd-grade level. One school offered a Vietnamese one-way DL program. Figures 5a through 5c provide the percentage of 1st-, 2nd-, and 3rd-grade ELLs who progressed on TELPAS by one or more levels for each type of bilingual education (BE) program.

Figure 5a. First-Grade English Language Learners (ELLs) Who Progressed on the Texas English Language Proficiency Assessment System (TELPAS) by One or More Levels, by Bilingual Education (BE) Program and Language, Spring 2013



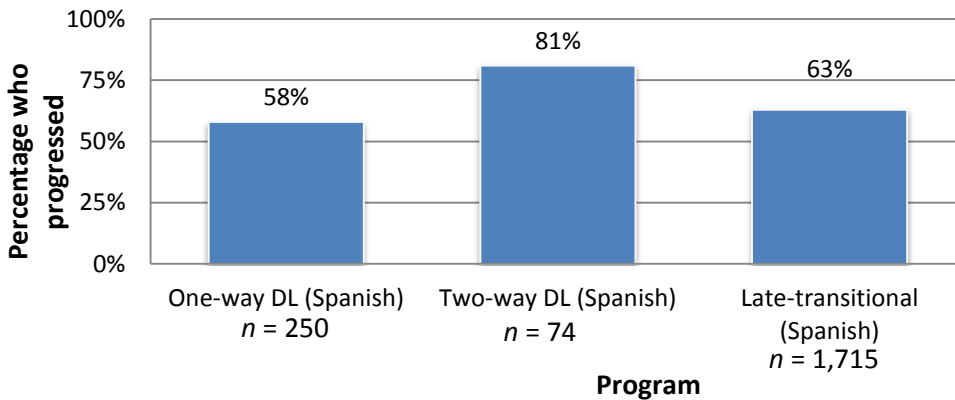
Source. AISD TELPAS records, Spring 2013

Figure 5b. Second-Grade English Language Learners (ELLs) Who Progressed on the Texas English Language Proficiency Assessment System (TELPAS) by One or More Levels, by Bilingual Education (BE) Program and Language, Spring 2013



Source. AISD TELPAS records, Spring 2013

Figure 5c. Third-Grade English Language Learners (ELLs) Who Progressed on the Texas English Language Proficiency Assessment System (TELPAS) by One or More Levels, by Bilingual Education (BE) Program and Language, Spring 2013

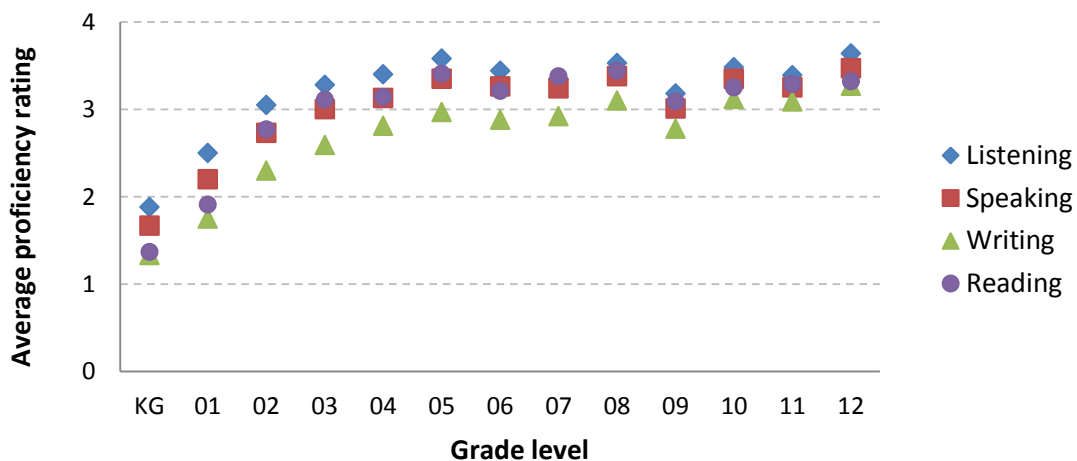


Source. AISD TELPAS records, Spring 2013

TELPAS Proficiency for each language domain. In addition to providing composite language proficiency scores, the TELPAS provides ratings for each of four language domain skills (i.e., listening, speaking, reading, and writing). Consistent with previous years, students scored higher on the listening, reading, and speaking sections of the TELPAS than on the writing portion (Figure 6; Brunner, 2012; Malerba & Herrera, 2010).

Transitional grade levels (i.e., 6th and 9th grades) had lower average domain scores than did the preceding grade levels. For 9th grade, ELLs consistently scored lower, on average, than did other secondary students on all sections of the TELPAS. The dip in 6th grade may be related to the number of 5th-grade ELLs exiting the program. In previous years, a higher percentage of 9th-grade ELLs with *intermediate* or *beginning* proficiency scores were retained in 9th grade (Malerba & Herrera, 2010).

Figure 6. Texas English Language Proficiency Assessment System (TELPAS) Ratings, by Language Domain and Grade Level, Spring 2013



Source. AISD TELPAS records, Spring 2013

References

Brunner, J. (2012). *English language learner programs annual report, 2011–2012* (Publication No. 11.53). Austin, TX: Austin Independent School District.

Malerba, C., & Herrera, A. (2010). *Bilingual education summary report, 2008–2009* (Publication No. 08.75). Austin, TX: Austin Independent School District.

APPENDIX


Table A-1. Texas English Language Proficiency Assessment System (TELPAS) Multi-Year *Beginning* in Reading, by Grade Level, Spring 2013

Grade level	ELLs with 2 consecutive years of TELPAS scores	ELLs who scored <i>beginning</i> in reading for 2 consecutive years	
		Number	%
2	2,589	224	8.7
3	2,450	156	6.4
4	2,075	100	4.8
5	1,476	50	3.4
6	995	21	2.1
7	841	10	1.2
8	734	14	1.9
9	609	27	4.4
10	478	14	2.9
11	320	6	1.9
12	267	*	*

Source. AISD TELPAS records, 2012, 2013

* indicates the cell has 5 or fewer students. ELLs denotes English language learner.

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