

September 22, 2004

ACTION REQUIRED

TO THE SUPERINTENDENT/ADMINISTRATOR ADDRESSED:

SUBJECT: Second Shipment of Texas English Language Proficiency Assessment System Score Reports and No Child Left Behind (NCLB) Reporting Requirements for Title III, Part A

The purpose of this letter is to inform you of the district and campus Texas English Language Proficiency Assessment System (TELPAS) summary reports you will receive shortly and to advise you that districts will be required by NCLB to provide public notice of these results as explained on page 2 of this letter.

As stated in the letter dated August 20, 2004, from Susan Barnes, Associate Commissioner for Standards and Programs, districts will receive the second shipment of TELPAS score reports by October 1, 2004. This shipment will include district and campus summary reports of the English language proficiency ratings of limited English proficient (LEP) students for the 2002-03 and 2003-04 school years. The attached document titled TELPAS 2004 Sample Reports and Interpretive Guide, which was enclosed with the August 20 letter, has been updated to provide an explanation of the summary reports.

The TELPAS English language proficiency ratings for school years 2002-03 and 2003-04 are based on the Reading Proficiency Tests in English (RPTE) and Texas Assessment of Knowledge and Skills (TAKS) Reading/English Language Arts performance of students in grades 3-12. Beginning with the spring 2005 test administrations, RPTE and the Texas English Language Proficiency Observation Protocols (OPs) will be the basis for reporting the TELPAS English language proficiency ratings of LEP students in kindergarten through grade 12.

Title III, Part A of the No Child Left Behind Act of 2001 requires that Title III-funded districts and the state meet annual measurable achievement objectives (AMAOs) designed to increase the percentages of LEP students who (1) make progress in learning English and (2) attain English proficiency. The Texas Education Agency (TEA) has been in negotiations with the U.S. Department of Education (USDE) since the fall of 2003 regarding the development of AMAOs that will effectively measure gains in these areas. TEA staff plans to conduct stakeholder meetings this fall to finalize the annual measurable achievement objectives. Our goals are for the AMAO accountability measures to:

- be easy to understand and make sense to Texas practitioners and parents;
- set rigorous, yet achievable annual performance targets;
- take into account the length of time second language learners have been in U.S. schools;
- lead naturally to a focus on improved instruction;
- minimize unintended consequences related to identifying, serving, and exiting LEP students; and
- provide accurate indications of the extent to which the state, districts, and campuses are improving language instructional services.

We believe it is important to provide school districts with adequate notice of performance measures for which they will be held accountable. As such, once the Texas AMAOs are approved by the USDE, TEA staff will notify you of the AMAO performance targets and encourage you to examine your 2002-03 and 2003-04 TELPAS results against the

new targets. We plan to fully implement this important new federal accountability measure using the spring 2005 TELPAS results.

State Reporting Requirements for Assessments Administered in 2003 and 2004

In the federal biennial evaluation report for the 2002-03 and 2003-04 school years, TEA will report (1) the percent of Texas LEP students who made at least one proficiency level of progress from the spring of 2003 to the spring of 2004, and (2) the percent who attained an advanced high level of English reading proficiency in the 2002-03 school year and the 2003-04 school year. The TELPAS summary reports in the October 1 shipment provide this information at the district and campus level.

Local Reporting Requirements for Assessments Administered in 2003 and 2004

All districts are required to provide public notice of their TELPAS results to their local board of trustees by January 28, 2005. This notice must include the district-level performance of LEP students by grade cluster (grades 3-5, 6-8, 9-12) as follows:

- (1) the number and percent of LEP students who made at least one proficiency level of progress in English reading proficiency from the spring of 2003 to the spring of 2004, and
- (2) the percent of LEP students who attained an advanced high level of English reading proficiency out of the total number of students rated each year in the spring of 2003 and in the spring of 2004.

The sample TELPAS summary report on page 10 of the attached document highlights these progress and attainment outcomes. The public notice must include appropriate interpretations of the data and may, of course, include additional grade level and demographic breakout information. As a step toward implementation of federal AMAO accountability relative to English language proficiency, *Title III-funded* districts must also inform the local board of trustees of the Title III AMAO accountability requirements and consequences delineated in federal law. In addition, Title III-funded districts must notify the local board of trustees of the state's plans to implement AMAO accountability using the 2005 TELPAS results from RPTE and the observation protocols.

Local Reporting Requirements for Assessments Administered in 2005

In accordance with Title III of NCLB, once the AMAO measures are implemented, Title III-funded districts who fail to meet the performance targets for progress and attainment will be required to inform parents of such failure within 30 days of notification by the state. TEA staff will provide more detailed information regarding the implementation timeline for these requirements when discussions with the USDE are complete and the AMAOs are finalized.

Questions about the No Child Left Behind reporting requirements should be directed to the TEA Division of No Child Left Behind Program Coordination at (512) 463-9374. Questions about the assessments and score reports should be directed to the TEA Student Assessment Division at (512) 463-9536.

Sincerely,

Robert Scott
Chief Deputy Commissioner

cc: ESC executive director
ESC and district test coordinator and bilingual/ESL coordinator

Attachment

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

2004 Sample Reports and Interpretive Guide

This guide includes samples of the TELPAS reports contained in both the September 3, 2004, and October 1, 2004, shipments.

To access this guide on the TEA website, go to www.tea.state.tx.us/student.assessment and select "TELPAS Interpretive Guide" in the A to Z directory.

TELPAS Confidential Student Report

A TELPAS Confidential Student Report is provided for each LEP student for whom an observation protocol (OP) rating document was submitted. This report indicates the student's English language proficiency ratings for the four language domains assessed and the assessments that were used (OP, RPTE, TAKS) to determine the ratings. Districts may use this report to meet Title III requirements for notifying parents within 30 days of the start of the school year of their children's annual progress in English language proficiency. Information on this report is printed in both English and Spanish.

A. Identification Information

Identification information shown at the top of the report includes the student name, student identification number (as used for PEIMS), birth date, district number and name, class group, local student ID (if used), campus number and name, and report date. At the top left corner, the grade of the student is shown.

B. Skill Areas

This column lists the four skill areas (language domains) assessed: listening, speaking, reading, and writing.

C. Proficiency Ratings

This column indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each skill area. Brief definitions of these ratings are provided on the report. Detailed descriptions of the English-language abilities associated with these ratings are included on pages 14–19 of the OP Rater Administration Manual for spring 2004, which may be accessed from the TEA website at http://www.tea.state.tx.us/student.assessment/admin/obsprot/ra_manual.pdf.

D. Assessments

This column indicates for each skill area the assessment (OP, RPTE, or TAKS*) used to determine the student's proficiency rating. OP benchmark results were used to determine the K–12 listening, speaking, and writing ratings as well as the K–2 reading ratings. For Grades 3–12 reading, the proficiency rating was determined from RPTE (beginning, intermediate, and advanced rating) or TAKS reading/ELA (advanced high rating only; English version only). For example, on the attached sample report, the student's **speaking** proficiency rating of **intermediate** was determined from the spring 2004 OP administration. The student's **reading** proficiency rating of **advanced** was determined from the March 2003 RPTE administration. LEP students who were rated advanced prior to 2004 but did not pass TAKS in English in 2004 retained the prior-year advanced RPTE rating. "No Information Available" is printed in the reading row of the Assessments column if it was not possible to determine a proficiency rating from the RPTE/TAKS answer document or if it was not possible to match the student's observation protocol rating document to an RPTE/TAKS answer document.

E. Explanation of Results

This section of the report explains the student's test results to parents and is provided in English and Spanish. At the end of the report, parents are reminded that they should have received separate, more detailed test results if their child took RPTE, TAKS, or exit level TAAS. They are also encouraged to contact their child's school for more information about RPTE, TAKS, TAAS, or the Observation Protocols.

* Concerning all references to TAKS, please note that exit level TAAS reading results are used instead of TAKS results for students required to pass TAAS to meet graduation requirements.

F. *Other Test Information*

This section provides information about messages that may appear in the Proficiency Ratings column if the student did not receive a rating in one or more skill areas. There are a variety of circumstances and test administration irregularities that result in a message of “No Rating Available.” Examples of these are provided in the Report Comment section on page 5 of this document.

G. *Document Number and Print Number*

The boxed number found in the lower left corner is a number assigned to the student’s answer document by the contractor. Please refer to this number if questions arise regarding the information on the document. The boxed number in the bottom right corner of the report is a print series number used in sequencing the reports as they are printed.

Texas English Language Proficiency Assessment System

(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Grade 7
(Grado 7)

Confidential Student Report
(Informe Confidencial del Estudiante)

Spring 2004
(Primavera de 2004)

Name: DAVID W. CAMPOS
(Nombre)

District: 999-001 EXAMPLE ISD
(Distrito)

Campus: 041 EXAMPLE MS
(Escuela)

Student ID (PEIMS): 190099305
(Número de identificación del estudiante)

Class Group: BARBARA HART
(Responsable del grupo)

Report Date: AUGUST 2004
(Fecha del informe)

Date of Birth: 02/23/91
(Fecha de nacimiento)

Local Student ID: 123930109
(Número de identificación local del estudiante en la escuela)

SKILL AREAS (ÁREAS DE CONOCIMIENTO)	PROFICIENCY RATINGS (NIVELES DE DOMINIO)	ASSESSMENTS (MÉTODOS DE EVALUACIÓN)
<p>Listening (Habilidad para escuchar)</p> <p>Speaking (Habilidad para hablar)</p> <p>Reading (Habilidad para leer)</p> <p>Writing (Habilidad para escribir)</p>	<p>Advanced (Avanzado)</p> <p>Intermediate (Intermedio)</p> <p>Advanced (Avanzado)</p> <p>Intermediate (Intermedio)</p>	<p>Observation Protocol, Spring 2004 (Protocolo de observaciones, primavera de 2004)</p> <p>Observation Protocol, Spring 2004 (Protocolo de observaciones, primavera de 2004)</p> <p>RPTE, March 2003 (Prueba RPTE, marzo de 2003)</p> <p>Observation Protocol, Spring 2004 (Protocolo de observaciones, primavera de 2004)</p>

Explanation of Results

In accordance with Texas regulations and the federal No Child Left Behind (NCLB) Act of 2001, Texas public schools give annual English language proficiency tests to students who are identified as having limited English proficiency. These tests are designed to show the progress limited English proficient students make in learning English.

(Skill Areas)
The state-administered English language proficiency tests measure four skill areas: listening, speaking, reading, and writing.

(Proficiency Ratings)
In each skill area, students receive a rating of beginning, intermediate, advanced, or advanced high.

Beginning indicates the initial stages of learning English.

Intermediate indicates the ability to use common, basic English in routine classroom activities.

Advanced indicates the ability to use academic English in classroom activities as long as the necessary English-language assistance is provided.

Advanced high indicates the ability to use academic English in classroom activities with minimal English-language assistance.

Examples

- Example 1:** Students who receive a rating of **intermediate in listening** show the ability to understand what they hear in class as long as the classroom activity is routine, and common English is used.
- Example 2:** Students who receive a rating of **advanced high in reading** need little assistance or support to understand the English used in academic reading tasks.

(Assessments)
Texas schools give a variety of tests to measure students' English language proficiency. The "Assessments" column indicates the test method used to determine your child's rating.

- Observation Protocol**
For this assessment, teachers observe students during a variety of classroom activities and then use a set of guidelines to determine their proficiency ratings. Texas schools conducted a benchmark (preliminary) administration of these assessments in the 2003-2004 school year.
- Reading Proficiency Tests in English (RPTE)**
Limited English proficient students in Grades 3-12 take this English language proficiency test in reading each year until they receive a rating of **advanced**.
- Texas Assessment of Knowledge and Skills (TAKS) - From Third Grade Through Exit Level; Texas Assessment of Academic Skills (TAAS) - Exit Level Only**
These tests are used to indicate whether students have learned the academic skills required at their grade level. Limited English proficient students who pass the TAKS/exit level TAAS tests in **reading** receive an **advanced high** rating in this skill area.

Other Test Information

- Exempt-ARD:** This message appears when a student served through special education was exempted by the admission, review, and dismissal (ARD) committee.
- No Rating Available:** This message may appear when a teacher had insufficient time to observe and rate the English language proficiency of a student who was newly enrolled at the school. This message may also appear under other circumstances, such as when a student was not enrolled at the time of testing or when a testing irregularity occurred.

Parents should have received separate test results for students who took RPTE, TAKS, or TAAS. For more information about these tests or the observation protocols, contact your child's school.

Explicación de los resultados

De acuerdo con las leyes del estado de Texas y la ley federal llamada No Child Left Behind (Que Ningún Niño se Quede Atrás) aprobada en el 2001, las escuelas públicas de Texas dan cada año pruebas de inglés a los estudiantes que no dominan el inglés. Las pruebas están diseñadas para evaluar el progreso de estos estudiantes en su aprendizaje del inglés.

(Áreas de conocimiento)
Las pruebas estatales que evalúan el dominio del inglés comprenden cuatro áreas: habilidad para escuchar, hablar, leer y escribir.

(Niveles de dominio)
Para cada área de conocimiento, los estudiantes reciben una calificación que los clasifica en uno de estos niveles: principiante, intermedio, avanzado y avanzado superior.

Principiante indica las etapas iniciales en el aprendizaje del inglés.

Intermedio indica la habilidad de usar inglés básico durante las actividades rutinarias en la escuela.

Avanzado indica la habilidad de usar inglés académico en la clase, siempre y cuando el estudiante reciba ayuda en inglés.

Avanzado superior indica la habilidad de usar inglés académico en la clase con poca ayuda.

Ejemplos

- Ejemplo 1.** Los estudiantes que se clasifican en el nivel **intermedio** en el área de **habilidad para escuchar** demuestran que pueden entender lo que oyen en clase, siempre y cuando las actividades sean rutinarias y las palabras en inglés sean comunes.
- Ejemplo 2.** Los estudiantes que se clasifican en el nivel **avanzado superior** en su **habilidad para leer** no necesitan mucha ayuda para entender el inglés que se usa en las actividades de lectura de la escuela.

(Métodos de evaluación)
Las escuelas del estado de Texas dan varias pruebas que miden el nivel de dominio del inglés de los estudiantes. La columna titulada "Métodos de evaluación" indica el método de evaluación que se usó para determinar el nivel de su hijo.

- Observation Protocol**
Con este método de evaluación, los maestros observan a los estudiantes durante las actividades en la clase y luego usan una guía para determinar su nivel de dominio del inglés. En el año escolar 2003-2004, las escuelas de Texas llevaron a cabo una administración de referencia (preliminar) de estas evaluaciones.
- RPTE**
Los estudiantes del 3º al 12º grado que no dominan el inglés toman esta prueba cada año para medir su habilidad para leer en inglés hasta que alcancen el nivel **avanzado**.
- Prueba TAKS, del grado 3 al nivel de salida; Prueba TAAS, nivel de salida solamente**
Estas pruebas indican si los estudiantes han aprendido las destrezas académicas que se requieren para el nivel escolar en el que están inscritos. Los estudiantes con un conocimiento limitado de inglés que aprueban la sección de **lectura** de la prueba TAKS o la prueba TAAS serán clasificados en el nivel **avanzado superior** en esta área.

Información adicional sobre las evaluaciones

- Exento por el comité ARD:** Este mensaje aparece cuando el comité ARD exenta a un estudiante de una evaluación porque participa en un programa de educación especial.
- No hay calificación disponible:** Este mensaje aparece cuando un maestro no tuvo suficiente tiempo para observar y evaluar el dominio del inglés de un estudiante que acaba de inscribirse en la escuela. Este mensaje también aparece bajo otras circunstancias, como cuando un estudiante no estaba inscrito cuando se dio la prueba o cuando hubo una irregularidad en la administración de la prueba.

Los padres deben haber recibido un informe por separado de cada una de las pruebas RPTE, TAKS o TAAS que tomó su hijo. Para mayor información sobre estas pruebas o sobre los protocolos de observaciones, comuníquese con la escuela de su hijo.

Confidential Campus Roster — All Students

This report is generated for each grade tested at each campus and lists LEP students for whom an observation protocol rating document was submitted. For each student, the report provides the proficiency rating by language domain, the assessments used, and a comprehension score derived from the student's reading and listening proficiency ratings. The report also indicates each student's number of years of enrollment in U.S. schools as reported on the observation protocol rating document. The information in this report may be useful for instructional planning.

A. Identification Information

Identification information shown at the top left corner of the report includes the district number and name, the campus number and name, and the grade reported. At the top right corner, the report date is shown.

B. Student Information

Students are identified by name and student identification number (as used for PEIMS).

C. Years in U.S. Schools (Grades 1–12 Only)

This column indicates how many years the student has been enrolled in schools in the United States as reported on the Observation Protocol (OP) rating document. Page 11 of the OP District and Campus Coordinator Instructions for spring 2004 provided directions for completing this information. The directions can be accessed at the following Student Assessment Division website address: http://www.tea.state.tx.us/student.assessment/admin/obsprot/dc_manual.pdf.

D. Skill Areas

Test results are provided in five skill areas: listening, speaking, reading, writing, and comprehension.

E. Reading Assessment (Grades 3–12 Only)

This column lists the assessment used to determine the reading proficiency ratings. For Grades 3–12 reading, the proficiency ratings were determined from RPTE (beginning, intermediate, and advanced rating) and TAKS reading/ELA (advanced high rating only; English version only).

F. Proficiency Ratings

The following English language proficiency ratings may be assigned in the skill areas of listening, speaking, reading, and writing.

PROFICIENCY RATING

BEGINNING

This rating indicates the initial stages of learning English and minimal ability to communicate in English.

INTERMEDIATE

This rating indicates the ability to use common, basic English in routine classroom activities.

ADVANCED

This rating indicates the ability to use academic English in classroom activities as long as the necessary English-language assistance is provided.

ADVANCED HIGH

This rating indicates the ability to use academic English in classroom activities with minimal English-language assistance.

Detailed descriptions of the English-language abilities associated with these ratings are included on pages 14–19 of the OP Rater Administration Manual for spring 2004, which may be accessed from the TEA website at http://www.tea.state.tx.us/student.assessment/admin/obsprot/ra_manual.pdf. If a student did not receive a proficiency rating, the following comments may appear in this section of the report.

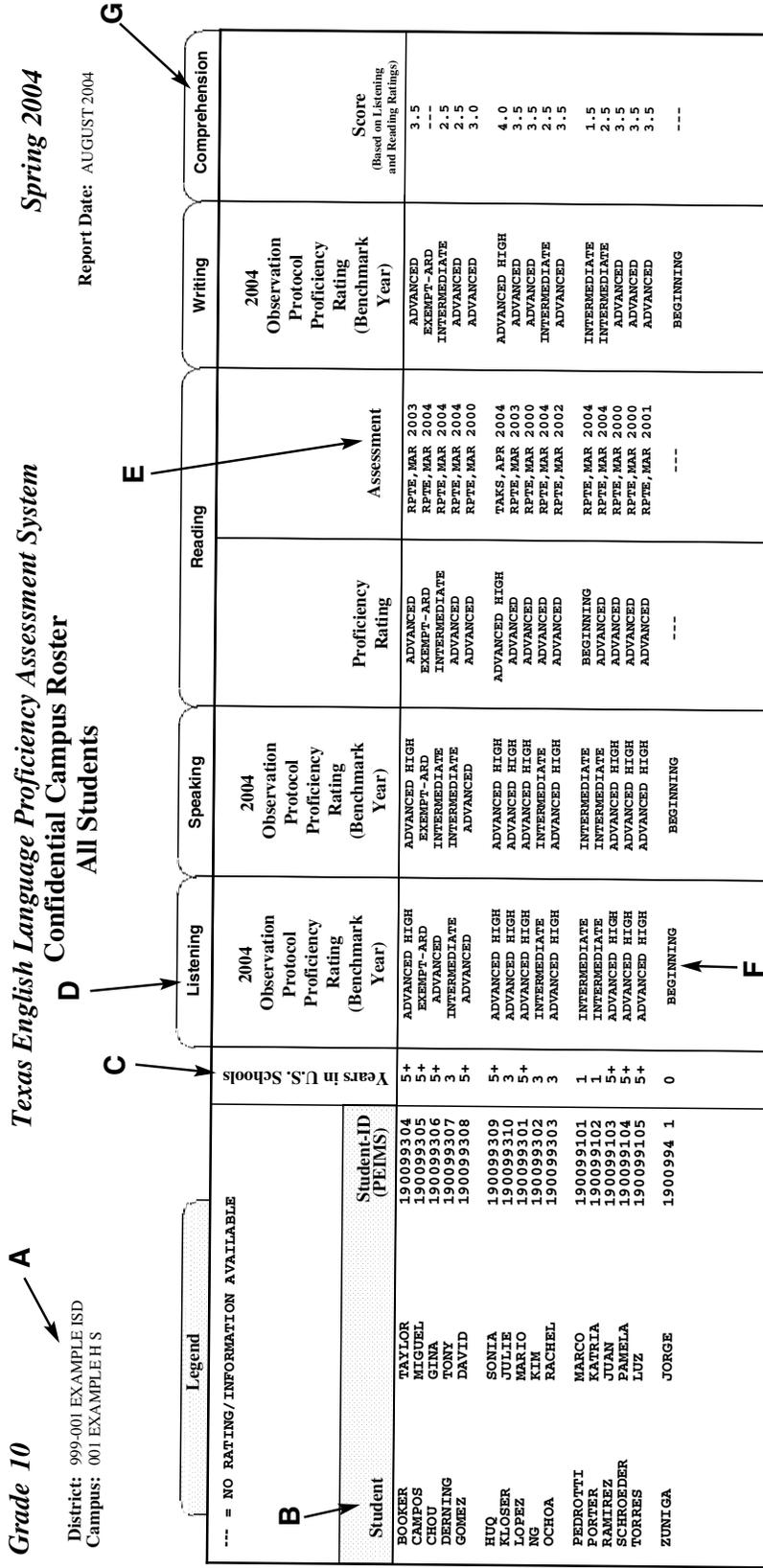
<u>REPORT COMMENT</u>	<u>EXPLANATION</u>
ABSENT	The student was absent during the test.
EXEMPT – ARD	The student was exempted from the assessment by an admission, review, and dismissal (ARD) committee.
---	No rating/information is available. This comment may appear under a variety of circumstances.
	<p>Examples:</p> <ul style="list-style-type: none"> • The score code of the student’s OP rating document was coded “EXTENUATING CIRCUMSTANCES” (EC), or the proficiency rating field was double-gridded or left blank. • An OP rating document was submitted for a student who was not enrolled at the time of the RPTE/TAKS test. • The student’s RPTE/TAKS answer document was coded “OTHER” for reasons such as a test administration irregularity. • The student’s RPTE/TAKS results or score code cannot be retrieved because the student identification information on the OP rating document does not match the student identification information on the RPTE/TAKS answer document.

G. Comprehension Score

No Child Left Behind legislation requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1.0 to 4.0. The score is determined from the listening and reading proficiency ratings, and each rating counts 50% toward the score. To derive the score, the student’s listening and reading ratings are each converted to a number from 1 (beginning) to 4 (advanced high). The average of the two numbers is the comprehension score.

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE HS

Report Date: AUGUST 2004



Legend		Listening		Speaking		Reading		Writing		Comprehension	
--- = NO RATING/ INFORMATION AVAILABLE		2004 Observation Protocol Proficiency Rating (Benchmark Year)		2004 Observation Protocol Proficiency Rating (Benchmark Year)		Proficiency Rating		2004 Observation Protocol Proficiency Rating (Benchmark Year)		Score (Based on Listening and Reading Ratings)	
Student	Student-ID (PEIMS)	Years in U.S. Schools									
BOOKER	190099304	5+	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
CAMPOS	190099305	5+	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	EXEMPT-ARD	---	
CHOU	190099306	5+	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	---	
DERNING	190099307	3	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	2.5	
GOMEZ	190099308	5+	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	ADVANCED	3.0	
HUO	190099309	5+	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	4.0	
KLOSER	190099310	3	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
KOFEZ	190099301	5+	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
MO	190099302	3	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	2.5	
OCHOA	190099303	3	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
PEDROTTI	190099101	1	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	1.5	
PORTER	190099102	5+	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	2.5	
RAMIREZ	190099103	5+	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
SCHROEDER	190099104	5+	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
TORRES	190099105	5+	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	ADVANCED HIGH	3.5	
ZUNIGA	1900994 1	0	BEGINNING	BEGINNING	BEGINNING	BEGINNING	BEGINNING	BEGINNING	BEGINNING	---	

TOTAL STUDENTS LISTED: 16

TELPAS Summary Report

The TELPAS Summary Report aggregates the English language proficiency ratings in reading of LEP students in Grades 3–12. The summary report has three sections —

- English reading proficiency ratings of LEP students in 2003
- English reading proficiency ratings of LEP students in 2004
- yearly progress from 2003 to 2004

The reading proficiency ratings are determined from performance on RPTE, TAKS in English, and exit level TAAS. The K–12 observation protocol benchmark results are not included.

TEA will use the Grades 3–12 reading proficiency ratings to report to the federal government —

- the percent of LEP students who made at least one proficiency level of progress from 2003 to 2004
- the percent of LEP students who attained an advanced high level of English language proficiency in 2003 and 2004

A summary report is provided by grade for each campus and district. District summary reports are also provided by grade cluster as follows: 3–5, 6–8, and 9–12.

A. Identification Information

Identification information shown at the top of the report includes the grade, the district number and name, the campus number and name if it is a campus report, and the date of the report.

B. All Students

This report is generated for the “All Students” aggregation only. Separate summary reports for “All Students Not in Special Education” and “Special Education Students” are not provided.

C. English Language Proficiency Ratings in Reading

In this section of the report, the left column displays the proficiency ratings of the LEP students enrolled in the specified grade in 2003. The right column displays the proficiency ratings in reading of the LEP students enrolled in the specified grade in 2004. For each school year, these columns indicate the percent of students who received the four proficiency ratings (Beginning, Intermediate, Advanced, or Advanced High) out of the total number of students rated.

D. Yearly Progress in English Language Proficiency in Reading

This section of the report displays the number and percent of students who progressed by one or more proficiency levels from 2003 to 2004. Columns showing one, two, and three proficiency levels of progress are included. The column on the far right combines the data from the previous columns to show the number and percent of students who made progress of at least one proficiency level.

For example, in the sample report provided, of the 687 matched students who received a reading proficiency rating in both years —

- 309 students (45 percent) progressed by one proficiency level
- 48 students (7 percent) progressed by two proficiency levels
- 3 students (0 percent) progressed by three proficiency levels

In all, 360 of the 687 students (52 percent) progressed by at least one proficiency level from 2003 to 2004.

E. Number of Matched Students

To be included in the yearly progress section, the student's identification information (name, PEIMS ID, and date of birth) in 2003 and 2004 had to match and the student had to have a reading proficiency rating in both years. This sample report shows that 829 students had a reading proficiency rating in 2004. Of these students, 687 were matched to students who had a reading proficiency rating in the 2003 state data files. The students rated in 2004 who are not included in the yearly progress section could be, for example, students not enrolled in a Texas school in 2003, students whose identification information did not match from 2003 to 2004, or students reported as Absent, ARD-Exempt, or Other on the 2003 answer document.

F. Demographic Groups and Program Information

Demographic and program information categories are listed on the left side of this report. The "No Information Provided" category is assigned when a demographic or program information field is left blank on the student's answer document.

G. Years in U.S. Schools

The "Years in U.S. Schools" information indicates the student's number of school years of enrollment in U.S. schools. In the 2003 ratings column, the years reflect how long the students were enrolled in U.S. schools as reported on the RPTE answer document. In the yearly progress section, the years reflect how long the students were enrolled in U.S. schools as of the 2003-04 school year, based on information submitted on the observation protocol rating document. Students in U.S. schools longer than 3 years who are rated as beginning or intermediate need carefully targeted individualized instruction to accelerate their progress. When significant percentages of students in U.S. schools longer than 3 years are rated as beginning or intermediate, there is a need to evaluate the instructional programs.

Additional Notes

Students are included in the summary reports as follows:

- The 2004 English language proficiency ratings in reading are simply an aggregation of the information reported for the reading domain on the TELPAS Confidential Student Report and Confidential Campus Roster. Information is provided for students for whom an observation protocol rating document was submitted.
- The count of total documents submitted in 2003 comes from a state data file constructed to include any LEP student for whom an RPTE, TAKS (English or Spanish), exit level TAAS, or SDAA answer document was submitted.
- Students reported in the "Other Students Not Rated" row at the top of the report include students reported as Absent or Other on the applicable answer document, as well as students whose reading proficiency level could not be determined due to mismatching student identification information on the answer documents submitted.
- In both 2003 and 2004, the proficiency ratings in reading are derived from RPTE (beginning, intermediate, and advanced ratings), TAKS reading/English language arts (advanced high rating only; English version only), or exit level TAAS reading (advanced high only). The 2003 advanced high ratings for students who passed TAKS are based on the 2 SEM standard. In 2004 these ratings are based on the 1 SEM standard for Grades 3–10 and the 2 SEM standard for exit level.
- LEP students with a current or a prior-year score of advanced on RPTE are classified as advanced if they did not pass TAKS in English. Those who passed TAKS in English are classified as advanced high. Students with a current or prior-year score of advanced on RPTE who took TAKS in Spanish or SDAA are classified as advanced.
- LEP students who passed TAKS in English in both 2003 and 2004 are reported as having made one level of progress.
- The yearly progress section does not apply to LEP students in Grade 3 since these students were in Grade 2 in 2003, and neither RPTE nor TAKS is administered in Grade 2.
- Students included in the yearly progress section did not have to be enrolled in the same school or district in 2003 as they were in 2004.

- The bold boxes in the “All Students” row of this sample report highlight the district-level progress and attainment outcomes that must be reported to the local board of trustees *for each grade cluster*. TEA will report the state aggregations of these outcomes in the federal biennial evaluation report for the 2002-03 and 2003-04 school years. See the September 22, 2004, letter from Chief Deputy Commissioner Robert Scott for more information about the federal AMAO accountability measures relative to English language proficiency. These measures will be implemented based on the spring 2005 TELPAS administrations of RPTE and the observation protocols.
- Demographic and program information for 2004 is based on the information submitted on the student’s 2004 observation protocol rating document. Demographic and program information for 2003 is based on the answer document used to determine the student’s proficiency rating.
- In the district summary report for the Grades 6–8 cluster, sixth graders are included in the “No Information Provided” category in the “Career/Technology Education” row since this demographic category does not apply to Grade 6.

Grade 4

District: 999-001 EXAMPLE ISD

Texas English Language Proficiency Assessment System

Summary Report
All Students

Report Date: SEPTEMBER 2004

	English Language Proficiency Ratings in Reading										Students Assessed in Both 2003 and 2004									
	Grade 4 in 2003					Grade 4 in 2004					Number of Matched Students	Students Who Progressed One Proficiency Level from 2003 to 2004		Students Who Progressed Two Proficiency Levels from 2003 to 2004		Students Who Progressed Three Proficiency Levels from 2003 to 2004		Students Who Progressed at Least One Proficiency Level from 2003 to 2004		
	Number of Students Rated	Beginning	Intermediate	Advanced	Advanced High	Number of Students Rated	Beginning	Intermediate	Advanced	Advanced High		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
All Students	1195	20	24	23	33	829	23	24	30	23	687	309	45	48	7	3	3	0	360	52
Male	607	25	27	20	28	458	28	22	28	22	374	161	43	24	6	0	0	0	185	49
Female	588	15	22	26	37	371	17	27	32	25	313	148	47	24	8	3	1	175	56	
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---	---	---	---	---
Native American	0	---	---	---	---	2	---	---	---	---	2	---	---	---	---	---	---	---	---	---
Asian	51	4	16	12	69	40	3	15	20	63	29	79	0	0	0	0	0	23	79	
African American	2	---	---	---	---	1	---	---	---	---	0	---	---	---	---	---	---	---	---	---
Hispanic	1127	21	25	24	30	772	24	25	30	21	645	279	43	47	7	3	0	329	51	
White	15	7	7	20	67	12	8	17	25	50	10	60	10	1	10	0	0	7	70	
No Information Provided	0	---	---	---	---	2	---	---	---	---	1	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	1019	21	26	24	30	694	26	26	28	20	583	249	43	43	7	3	1	295	51	
No Information Provided	176	14	18	18	50	132	9	14	39	39	102	60	59	5	5	0	0	65	64	
Title I, Part A Participants	973	20	26	23	31	616	26	27	28	19	535	221	41	32	6	3	1	256	48	
No Information Provided	222	20	16	23	41	212	15	16	33	36	152	88	58	16	11	0	0	104	68	
Migrant	21	29	19	38	14	14	21	36	36	7	11	2	18	1	9	0	0	3	27	
No Information Provided	1173	20	25	23	33	814	23	24	23	23	676	307	45	47	7	3	0	357	53	
Bilingual Participants	917	24	29	24	24	610	30	29	27	14	499	200	40	37	7	3	1	240	48	
No Information Provided	277	7	11	21	61	218	5	11	36	49	188	109	58	11	6	0	0	120	64	
ESL Participants	141	8	16	25	52	164	5	13	36	46	142	80	56	9	6	0	0	89	63	
No Information Provided	1052	22	26	23	30	664	28	27	28	17	545	229	42	39	7	3	1	271	50	
Special Education	264	43	36	16	5	287	34	31	30	5	263	86	33	12	5	0	0	98	37	
No Information Provided	930	13	21	25	41	541	17	21	30	33	424	223	53	36	8	3	1	262	62	
Gifted/Talented Participants	25	0	0	0	100	5	0	0	0	100	5	100	0	0	0	0	0	5	100	
No Information Provided	1168	20	25	23	31	823	23	24	30	23	682	304	45	48	7	3	0	355	52	
At-Risk	1172	20	25	23	32	822	23	24	30	23	685	307	45	48	7	3	0	358	52	
No Information Provided	22	27	9	14	50	6	33	0	33	33	2	---	---	---	---	---	---	---	---	
Years in U.S. Schools	12	83	0	17	0	16	56	31	6	6	0	---	---	---	---	---	---	---	---	---
Zero	76	57	17	14	12	49	12	16	6	2	---	---	---	---	---	---	---	---	---	---
One	67	36	27	24	13	71	27	32	23	18	55	25	45	8	15	2	4	35	64	
Two	52	31	33	27	10	58	28	33	24	16	56	24	43	8	14	0	0	32	57	
Three	602	24	40	21	15	534	18	23	32	27	479	221	46	23	5	1	0	245	51	
Four**	0	---	---	---	---	98	21	22	33	23	93	38	41	9	10	0	0	47	51	
Five or More	386	0	0	28	72	3	---	---	---	---	2	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

* For 2003 this includes students enrolled in U.S. schools for 4 or more school years.

District Electronic Data File

District electronic data files of the student records used to produce all TELPAS reports will be available through the NCS Pearson website at www.12testing.tx.ncspearson.com. Superintendents of each district can access this information using the ID and password provided to them. The TELPAS data file format will be available on the TEA Student Assessment Division website. For the 2002-03 school year, student records are provided for each student reported as LEP on a TAKS, RPTE, SDAA , or exit level TAAS answer document. For the 2003-04 school year, student records are provided for each student in the district for whom an observation protocol rating document was submitted.