

Texas Education Agency Updates

TEXAS ASSOCIATION FOR BILINGUAL EDUCATION (TABE)

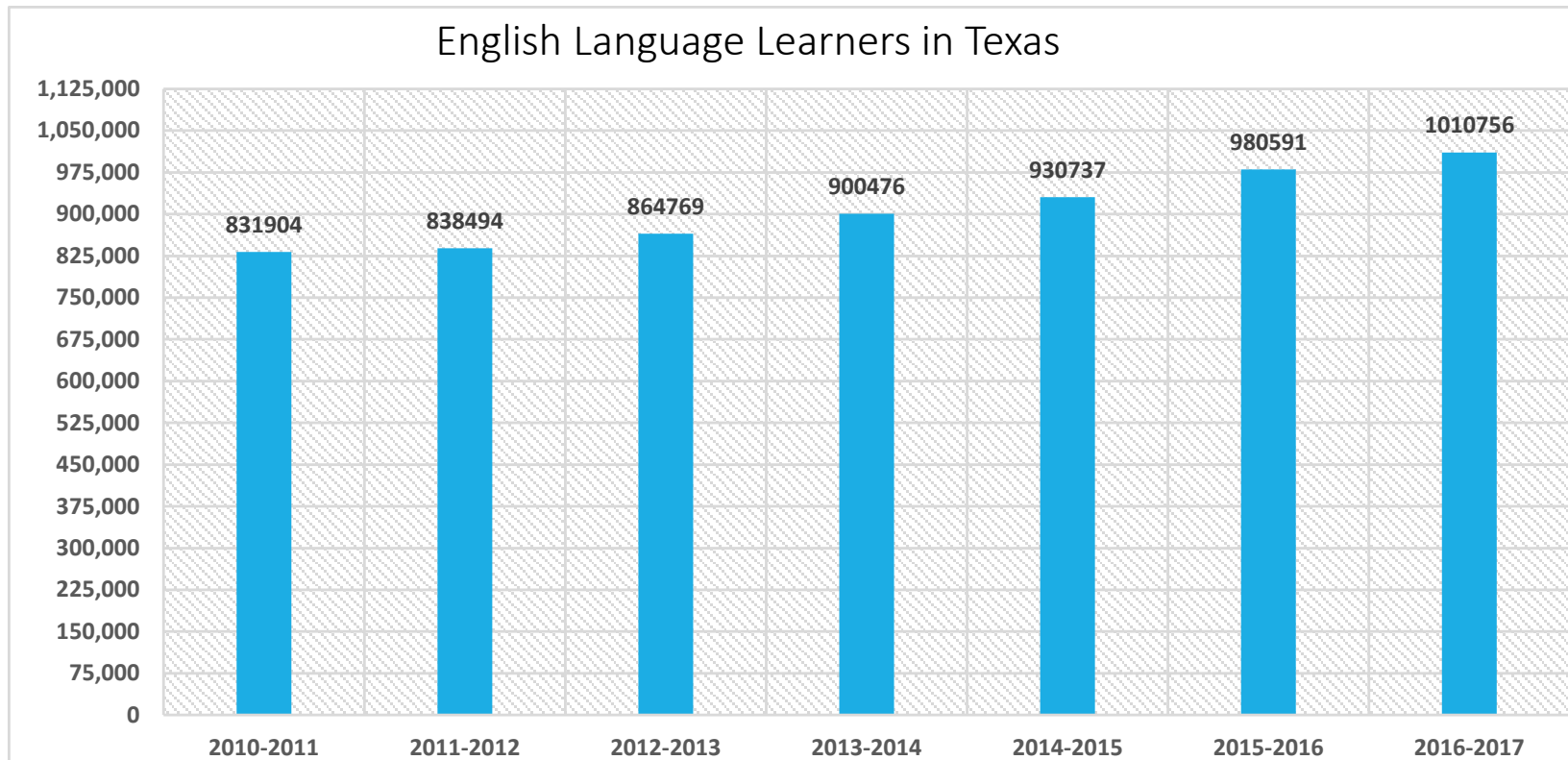
OCTOBER 19, 2017

Exciting Times at the Texas Education Agency!

- A shift and expansion of focus
 - Building on the team's hard work over the past few years, we now have the opportunity to enhance the supports the TEA provides to school districts to ensure that the most effective research-based programming is provided for the state's English learners
- Dr. Barbara Kennedy, Director of English Learner Support
- Susie Coultriss, Director of Bilingual/ESL/Title III
- Roberto Manzo, Coordinator
- Rickey Santellana, Title III Coordinator
- Elizet Rodríguez, Dual Language Specialist
- TBD, Sheltered Instruction/Content-based ESL Specialist



Facts about English Learners in Texas

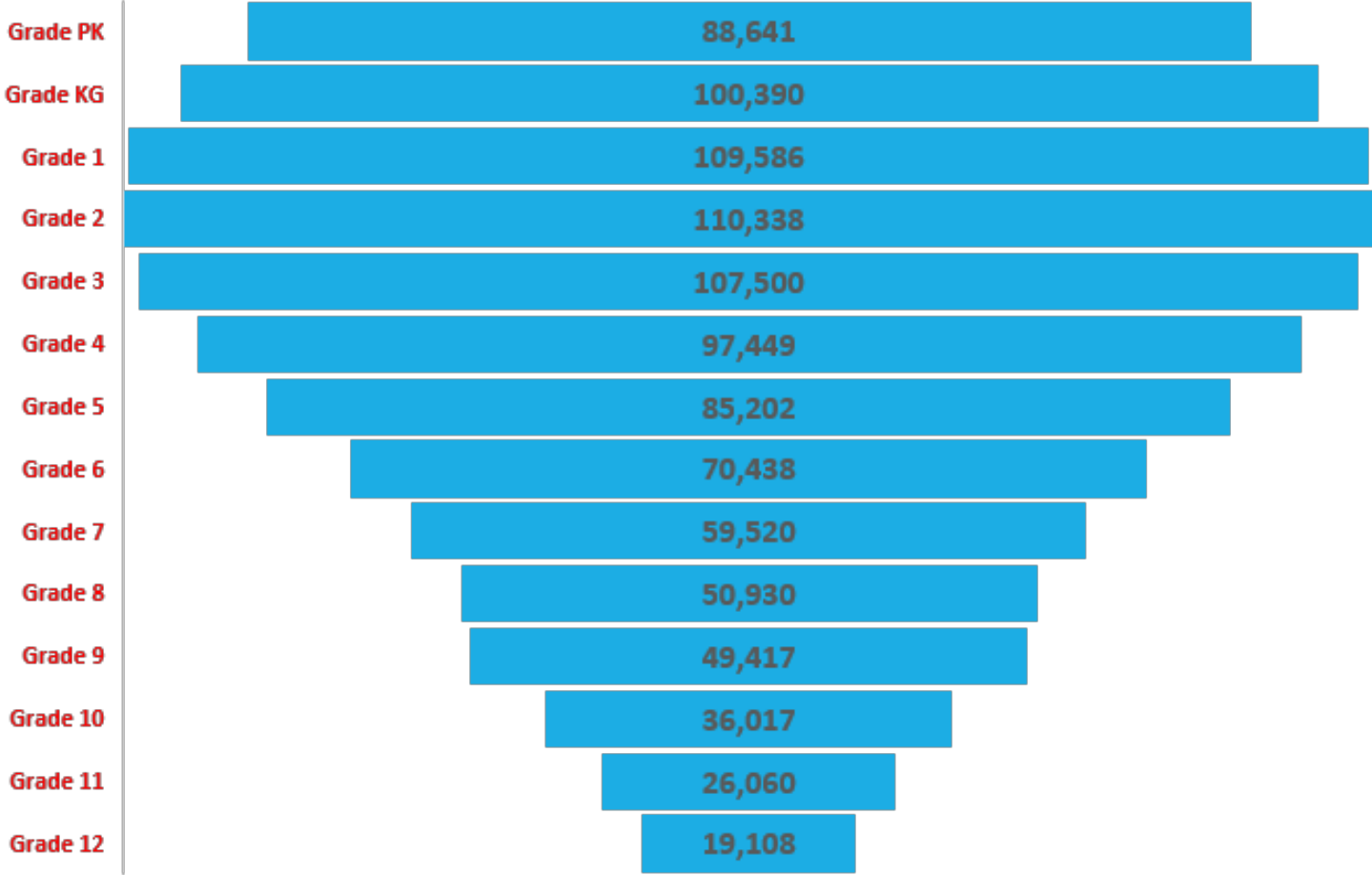


Source: PEIMS 2016-2017

In the 2016-2017 school year, there were 1,010,756 English language learners (ELLs) in Texas public schools, which represent 18.89% of the total student enrollment.



ELLs by Grade Level - 2016-2017



Source: PEIMS 2016-217



There are over **120** languages represented in Texas public schools.

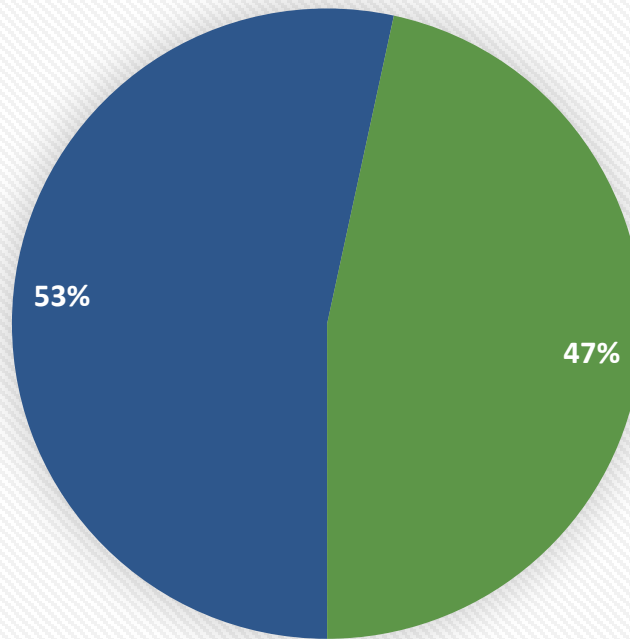
Top prominent languages

Language	Total	Percent
Spanish	911,680	90.29%
Vietnamese	16,262	1.61%
Arabic	11,835	1.17%
Urdu	5,130	0.51%
Mandarin Chinese	4,735	0.47%
Burmese	3,749	0.37%

Source: PEIMS 2016-2017



English Language Learners served in a Bilingual or an ESL Program in 2016-2017



■ ELLs in a Bilingual Program, 537,055

■ ELLs in an ESL Program, 468,710

Source: PEIMS 2016-2017



- ELLs with Parent Denials: 33,708
- Special Ed ELLs in a Bilingual Program: 26,832
- Special Ed ELLs in an ESL Program: 45,254

Source: PEIMS 2016-2017



Improve Supports for English Learners with Disabilities

Phases:

1. This initiative will seek to improve the processes by which English learners with disabilities are identified and served through the revision of existing policies. The field will be better equipped to appropriately identify and serve students with disabilities who are also English learners.
2. Create a system of technical support/resources for LEAs.



Enhancement of Web-based Resources for English learner Programs

- This initiative will build new resources and strengthen the current resources available through the ELL web portal to enhance program implementation and better serve families and practitioners.



Dual Language Implementation Initiative

- **Goal:** Increase both the footprint and the effective implementation of dual language programs across the state, one-way and two-way, based on current research
 - “footprint” – The number of programs, and the scope of program (K-12)
 - “effective” – Identified key features of implementation, directly linked to the research
- **How?** Provide districts the information, guidance, tools, resources, and professional development they need to implement the most additive language programming possible for each English learner they serve
 - Information – a review of the current literature in the field
 - Guidance – alignment of state requirements (TEC 29, TAC 89) and state resources
 - Tools, resources, and PD – on-line portal to house implementation rubrics, technical assistance tools, and other program implementation supports and professional development products



Dual Language Implementation Initiative

- **Phases:**
 1. Current dual language programs (K-12, emphasis on elementary level)
 2. Prospective dual language programs (planning year, first year of program implementation)
 3. Dual language at the secondary level (middle school, high school)
- **Focus: Based on current research base ...**
 - K-12 implementation, leading to Performance Acknowledgement
 - One-way, two-way
 - 90/10, 80/20, 50/50 (a small menu of language allocation plans)
 - Guidance in
 - specific program plan selection (new programs)
 - program plan adjustment/enhancement (existing programs)
 - program evaluation and action planning



Sheltered Instruction/Content-based ESL Implementation Initiative

- **Goal:** Increase both the footprint and the effective implementation of sheltered instruction and content-based ESL programs across the state, based on current research
- **How?** Provide districts the information, guidance, tools, resources, and professional development they need to implement the most additive language programming possible for each English learner they serve
 - Information – a review of the current literature in the field
 - Guidance – alignment of state requirements (TEC 29, TAC 89) and state resources
 - Tools, resources, and PD – on-line portal to house implementation rubrics, technical assistance tools, and other program implementation supports and professional development products
- **Phases:** In development (pending hire of Specialist)



Please Contact Us!

- Questions
- Needs and concerns
- Interest in participating in our stakeholder groups

- Barbara.Kennedy@tea.texas.gov
- Susie.Coultress@tea.texas.gov



Texas English Language Proficiency Assessment System (TELPAS) Update

OCTOBER 19, 2017

STUDENT ASSESSMENT DIVISION - TEXAS EDUCATION AGENCY

VANESSA GALLARDO

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Disclaimer

These slides have been prepared by the Student Assessment Division of the Texas Education Agency.

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This presentation is not intended to replace the review of required manuals and additional information on the TEA website.

Topics

- TELPAS Online Training and Calibration
- TELPAS Reading, Listening and Speaking, and Writing
- Alternate English Language Proficiency Assessment
- Accommodations
- Questions

TELPAS Spring Dates – DRAFT

Date	Activity
Jan 2-5	TELPAS manuals shipped to districts
Jan 10	Assembling and Verifying Grades 2–12 Writing Collections course available
Jan 26	End date for district coordinator training—all TELPAS components
Jan 26	Online basic training courses for new K–1 and 2–12 raters available
Feb 2	End date for campus coordinator training—holistically assessed components
Feb 12	Calibration window opens for new and returning raters
Feb 12	End date for training raters on administration procedures
Feb 12	Earliest eligibility date for TELPAS writing samples
Feb 26–Apr 6	TELPAS assessment window

Important to Note: TELPAS data verification **must** be conducted within the assessment window. There will not be a separate data verification window.

TELPAS Online Training and Calibration

TELPAS Holistic Rating Training – NEW This Year

- The Grades 2-12 Online Basic Training Course and calibration activities will now only include the domain of writing.
- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student can't access the online listening and speaking assessment.
- Each training course will now have a practice activity outside of the modules.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Testing coordinators will no longer need to print certificates.

Educator Guide to TELPAS

The Educator Guide will be updated for 2017-2018 to reflect the changes in the test design.

TELPAS Online Testing— NEW This Year

- Online multiple-choice reading test with shorter blueprint
- Online listening and speaking test

TELPAS Grade Clusters

READING TEST

- Grade 2
- Grade 3
- Grades 4-5
- Grades 6-7
- Grades 8-9
- Grades 10-12

LISTENING & SPEAKING TEST*

- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

*The listening and speaking test is one test, not two separate tests.

TELPAS Reading

Reading Blueprints Grades 2, 3, and 4-5

PREVIOUS

	Grade 2				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	7	6	6	6	
RC 2: basic understanding	0	8	4	4	
RC 3: analysis and evaluation			4	4	
Totals	7	14	14	14	49
	Grade 3				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	6	6	
RC 2: basic understanding	6	6	5	4	
RC 3: analysis and evaluation		4	5	5	
Totals	11	14	16	15	58
	Grades 4-5				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	5	5	
Totals	11	16	17	17	61

CURRENT

	Grade 2
RC 1: vocab and lang structures	12
RC 2: basic understanding	7
RC 3: analysis and evaluation	11
Totals	30
	Grade 3
RC 1: vocab and lang structures	12
RC 2: basic understanding	9
RC 3: analysis and evaluation	13
Totals	34
	Grades 4-5
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	14
Totals	36

Reading Blueprints Grades 6-7, 8-9, and 10-12

PREVIOUS

Grades 6-7					
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	6	6	
Totals	11	16	18	18	63
Grades 8-9					
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	6	6	
Totals	11	16	18	18	63
Grades 10-12					
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	4	6	7	7	
RC 2: basic understanding	6	6	5	6	
RC 3: analysis and evaluation		4	6	7	
Totals	10	16	18	18	64

CURRENT

Grades 6-7	
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37
Grades 8-9	
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37
Grades 10-12	
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37

2017 TELPAS Reading Testing Time

2017 TELPAS Reading Testing Time (in minutes)						
Grade Band	n	mean	25th Percentile	Median	75th Percentile	90th Percentile
Grade 2	110567	59	41	53	69	90
Grade 3	107460	76	53	68	88	114
Grades 4-5	182354	91	65	82	106	136
Grades 6-7	130449	81	57	74	96	124
Grades 8-9	99827	84	57	76	101	133
Grades 10-12	76644	87	57	79	107	140

Important to Note: Beginning in the 2018 TELPAS administration, the TELPAS reading test will be reduced in length.

TELPAS Grades 2-12 Listening and Speaking

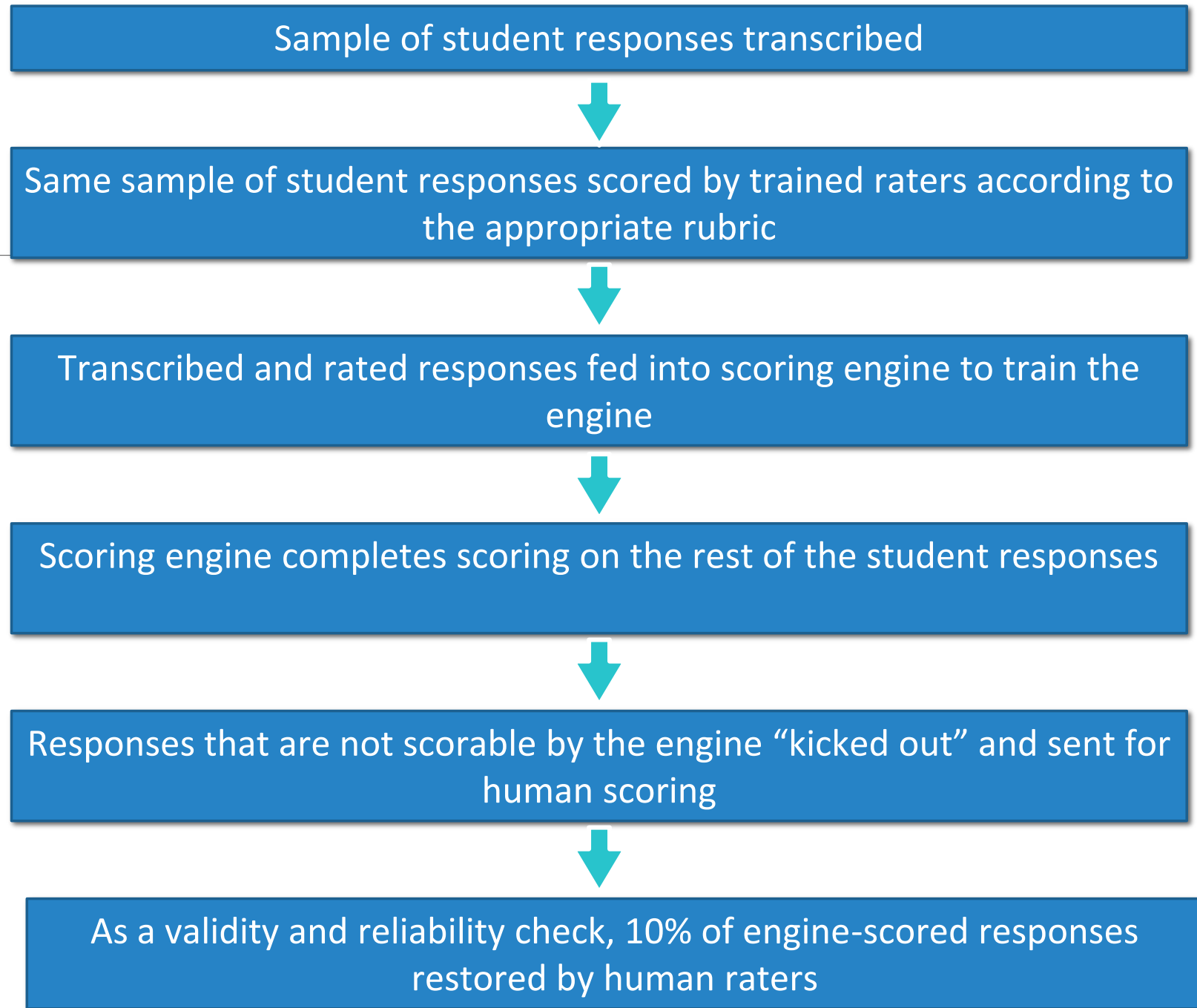
Listening and Speaking Blueprint: Grades 2-12

Listening		
RC 1: words and language structures	5 points	
RC 2: basic understanding	16 points	
RC 3: analyze and evaluate	6 points	
Total		27 points
Speaking		
RC1: summarize and provide information	16 points	
RC 2: share opinions and analyze information	20 points	
Total		36 points

2017 TELPAS Listening and Speaking Testing Time

2017 TELPAS Listening and Speaking Pilot Testing Time (in minutes)						
Grade Band	n	mean	25th Percentile	Median	75th Percentile	90th Percentile
Grades 2-4	6119	76	62	72	86	100
Grades 4-5	3409	89	72	86	101	121
Grades 6-8	3803	70	56	67	80	96
Grades 9-12	2743	80	59	76	98	121

Scoring Process



“Kicked Out”

- Responses that are not understandable to machine
- Responses that have some sort of technical issue (such as too much static)
- Responses not represented by those used to train the scoring engine

Machine Scores and Human Scores

Comparisons are made between machine scores and human scores of the same responses.

Measures used to compare reliability of machine scores and human scores

- Internal consistency
- Candidate-level (total score) correlations
- Item-level correlations

Microphone and Headphone Requirements

Desktop/Laptop Headphones and Microphones

- Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:

Headphone Features	Sound mode	Stereo
	Ear piece	Double
	Driver Unit Size	32 mm
	Frequency Response	20 – 20000 Hz
	Impedance	32 ohms
Microphone Features	Frequency Response	100 – 12000 Hz
	Impedance	3320 ohms


- Handheld Device Headphones and Microphones:
 1. 3.5mm single jack
 2. Over-the-ear style (non-earbud)

Microphone and Headphone Recommendations

1. Lightweight and durable design
2. Clear audio through the headphones
3. Clear recorded audio quality
4. Ambient noise cancellation functionality of microphone (when the microphone detects ambient noise, it filters out that noise from the speaker's voice)
5. Adjustable plastic boom microphone for easy cleaning
6. Leatherette ear pads for easy cleaning
7. Ambidextrous headset design
8. No in-line volume control or mute button that could negatively impact testing (e.g., accidental raising/lowering of volume during test)

Tutorials

New TELPAS tutorials will be released in November. They are being redesigned to assist students with the functionality of the TELPAS online testing interface. The plan is to include practice activities or a 'try it' feature. Once posted, the tutorials can be found in the Related Webpages section on the TELPAS Resources page at <http://tea.texas.gov/student.assessment/ell/telpas/>.



Related Webpages

The links below contain general information related to state assessments:

- [Conversion Tables](#)
- [Released Tests](#)
- [Student Tutorials](#)
- [Statewide Test Results](#)
- [Test Administration Manuals](#)
- [District and Campus Coordinator Manual](#)

TELPAS Test Results

The 2018 TELPAS test results for Reading and Listening/Speaking tests will not be available until the fall. The delay in test results is due to the following:

- Standard setting must be conducted in the summer for the reading and listening/speaking tests.
- Student responses for speaking items require a multi-step scoring process so student data may not be available by the end of the school year.

Delayed TELPAS Results and Language Proficiency Assessment Committee (LPAC)

LPACs should still conduct end-of-year (EOY) LPAC meetings for all English language learners (ELLs) that are possible candidates for exit from bilingual or English as Second Language (ESL) program, even if TELPAS results are not yet available.

LPAC documentation should note that the student is **pending** exit from the bilingual or ESL program until TELPAS listening/speaking test results are received.

- For districts using the LPAC recommended forms from TEA, this notation should be made in the TELPAS section of the LPAC Review form. It should also be noted in the second page of the Parental Report on Student Progress (Bilingual or ESL) Program form.
- Districts that use district-made LPAC forms should ensure the student's documentation includes information that the student is **pending** exit until TELPAS listening/speaking test results are received.

Delayed TELPAS Results and Language Proficiency Assessment Committee (LPAC)

- Please remember that this process applies to students who have met all other exit criteria and are awaiting pending TELPAS listening and speaking test results.
- Once the LPAC documents have been completed, the district can then follow up with letters of exit approval to parents whose students met exit criteria.
- Please be sure that an LPAC representative that will be in the district or on the campus knows about this process so that it can be completed.

Students Pending Exit: TELPAS Listening/Speaking Results

At the beginning of the 2018-2019 school year, students who were **pending** exit at the EOY (pending TELPAS listening/speaking results) should remain in a bilingual or ESL program until the TELPAS listening/speaking results are received.

If the student **does not** meet the exit criteria, he or she should remain in the bilingual or ESL program. If the student does meet the exit criteria, he or she will no longer be required to be in the bilingual or ESL program. The LPAC is not required to meet again to discuss an ELL's exit decision.

Headset Test/Check

- Pearson has created an Infrastructure Trial administration in the STAAR Alternate 2 and TELPAS Assessment Management System Training Site. Email notification of the Infrastructure Trial administration will include a link to step-by-step directions on how to set up the Headset Test form which is now available.
- The Headset Test form should be used to test headsets that will be used during the TELPAS Listening and Speaking assessment. It is recommended to use the Headset Test to test the connection, recording, and audio playback prior to testing day to ensure that the headsets work properly. Before starting the Headset Test, confirm that your equipment meets the minimum requirements.
- The Infrastructure Trial form will be available closer to the testing window and should be used to practice test setup, assign students to tests, create test sessions, and to test your system configurations.

Paper Reading Test or Holistically-Rated Listening and Speaking Assessments

In rare cases, a student may require an accommodation that requires a paper administration of the TELPAS online reading test. Paper administrations of the TELPAS online reading test must be approved by TEA.

For a student that cannot be assessed with the TELPAS online listening and speaking assessments, the student will need to be holistically rated in listening and speaking which will also need to be approved by TEA.

The process will be similar to what was done last year for paper test requests.

Updated information will be posted on the Coordinator Manual Resources webpage.

Alternate English Language Proficiency Assessment

§ 200.6(h) English Learners

ENGLISH LANGUAGE PROFICIENCY TESTS

Each State must

- develop a uniform, valid, and reliable statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills; and
- require each local educational agency (LEA) to use such assessment to assess annually the English language proficiency, including reading, writing, speaking, and listening skills, of all English learners in kindergarten through grade 12 in schools served by the LEA.

Each State's language proficiency assessment must

- be aligned with the State's English language proficiency standards and
- provide coherent and timely information about each student's attainment of the State's English language proficiency standards.

§ 200.6(h) English Learners ENGLISH LANGUAGE PROFICIENCY TESTS

If an English learner cannot be assessed in one or more domains due to a disability, and there is no appropriate accommodation, a State must assess the student's English language proficiency based on the domains that can be assessed.

(e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment)

A State must provide an alternate assessment for English learners with significant cognitive disabilities who cannot participate in the English language proficiency test even with appropriate accommodations.

*Department of Education:
Every Student Succeeds Act (ESSA) Assessment Fact Sheet
January 11, 2017*

Accommodations

Changes to 2018 Accessibility Features that include TELPAS

Additional assistive tools

- amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)



Photocopying or enlarging the following non-secure test materials:

- test administration directions
- blank answer documents

Note: These accessibility features were previously designated supports.

Designated Supports

Designated supports for TELPAS include:

- Basic Transcribing
- Individualized Structured Reminders
- Large Print (approved paper only)
- Manipulating Test Materials
- **Spelling Assistance (new)**
- **Complex Transcribing (new) ***
- Extra Day 
- Other 

Assessments

For a student who meets the eligibility criterion, this accommodation may be used on

- STAAR
- STAAR Spanish
- **TELPAS**



Accommodation Request Form (ARF) is required for TEA approval.

*For TELPAS grades 2-12 writing, complex transcribing does not require an Accommodation Request Form. Refer to the Special Instructions/Considerations section for additional information.

TELPAS Educator Committees

Recommendation Process

Eligible educators can be recommended by superintendents, administrators, directors, specialists, department heads, educational diagnosticians, or education service center (ESC) staff. The recommendation must be submitted online by the appropriate district, campus, or ESC staff member.

Online Recommendation Form:

1. Go to: <http://tea.texas.gov/student.assessment/>
2. Click on Student Assessment A-Z Directory.
3. Scroll down and click on Educator Committees.
4. Complete online form.

Contact Information

Information regarding Assessments for ELLs can be found at:

<http://tea.texas.gov/student.assessment/ell/>

TEA Student Assessment Division phone number: (512) 463-9536

Email us at assessment.specialpopulations@tea.texas.gov

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