



Longitudinal Analysis of Emergent Bilingual Students' English Language Development: Data from State Assessment of TELPAS and STAAR

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Agenda

TELPAS: research question 1-3, and 6.

TELPAS & STAAR: research question 4-5

Research Questions

RQ1. What is the average length of time for ELs to progress from Beginning to Intermediate levels as measured by the TELPAS?

RQ2. What is the average length of time for ELs to progress from Intermediate to Advanced levels as measured by the TELPAS?

RQ3. What is the average length of time for ELs to progress from Beginning to Advanced high levels as measured by the TELPAS?

RQ4. Do ELs' proficiency in K, as measured by TELPAS, relate to their STAAR performance in:

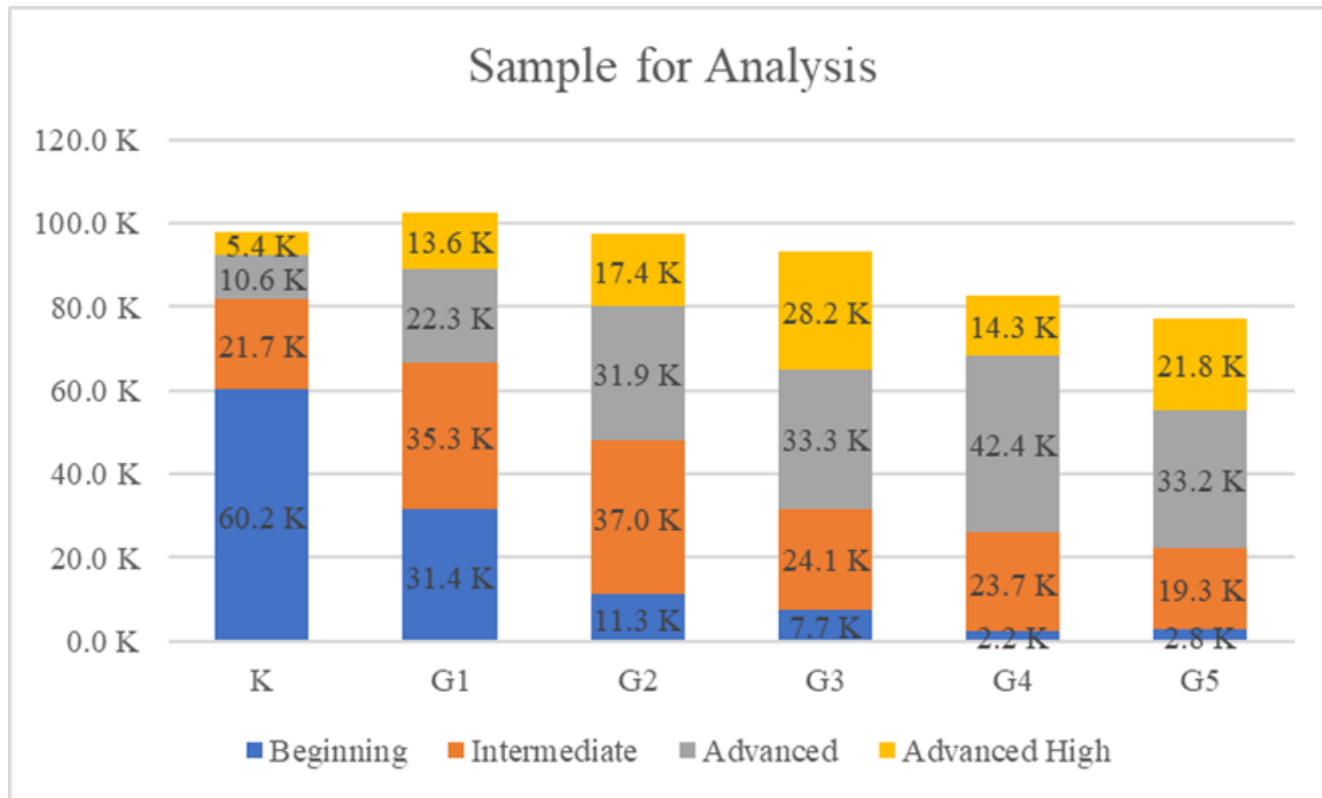
---Reading at third, fourth and fifth grade, and

---Writing at fourth grade?

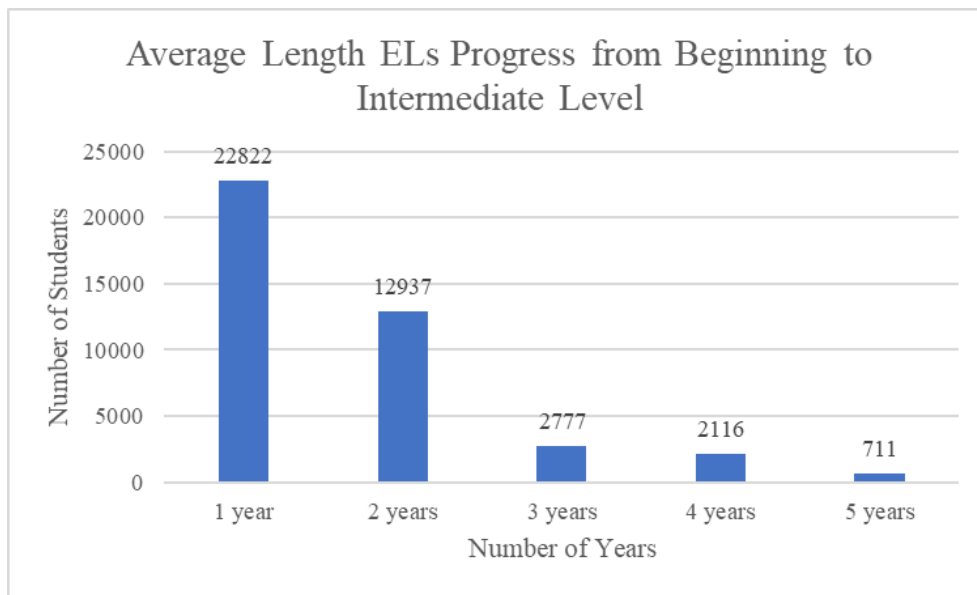
RQ5. Do ELs' proficiency in Grade 3, as measured by TELPAS, correlate with their STAAR performance in Reading in Grade 3?

RQ6. What is the longitudinal trajectory (linear vs. curvilinear) of ELs' English language development from K-5 as measured by TELPAS? (This is related to the grade level bands.)

EL Population by Grade Level from 2013-2019



RQ1. What is the average length of time for ELs to progress from Beginning to Intermediate levels as measured by the TELPAS?



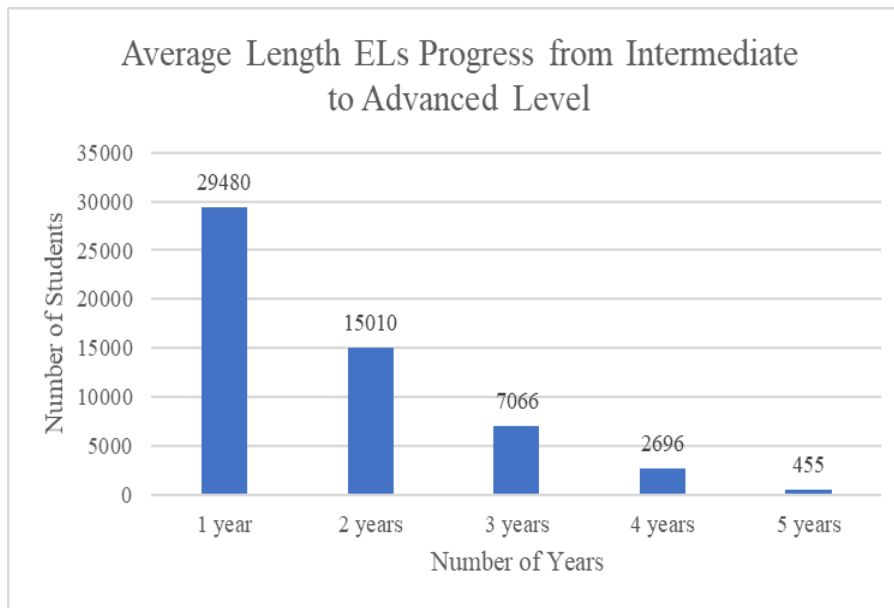
Among 97,920 students who took TELPAS test at K, 60,222 (61.5%) were classified as beginning.

41,363 (69%) of the analytical sample demonstrated growth from the beginning to the intermediate level.

The analysis of the TELPAS composite demonstrated that on average, it took **1.67 years** to progress from the beginning to the intermediate level.

Mean	1.66927
SD	0.932124
Mode	1
Median	1

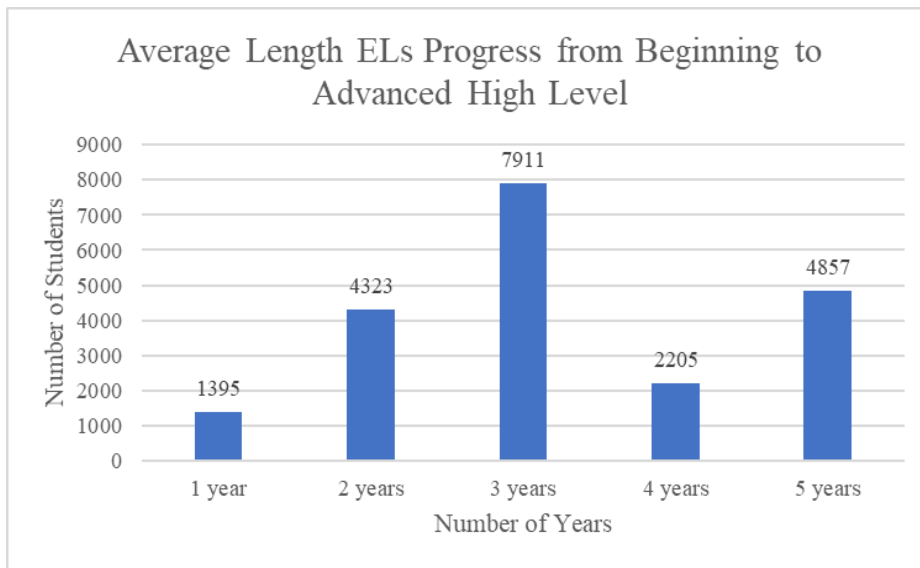
RQ2. What is the average length of time for ELs to progress from Intermediate to Advanced levels as measured by the TELPAS?



- Among 146,906 students, 87,264 (59%) were classified as intermediate.
- 54,707 (63%) of the analytical sample demonstrated growth from the intermediate to the advanced level.
- The analysis of the TELPAS composite demonstrated that on average, it took **1.71 years** to progress from the intermediate to the advanced level.

Mean	1.713803
SD	0.926345
Mode	1
Median	1

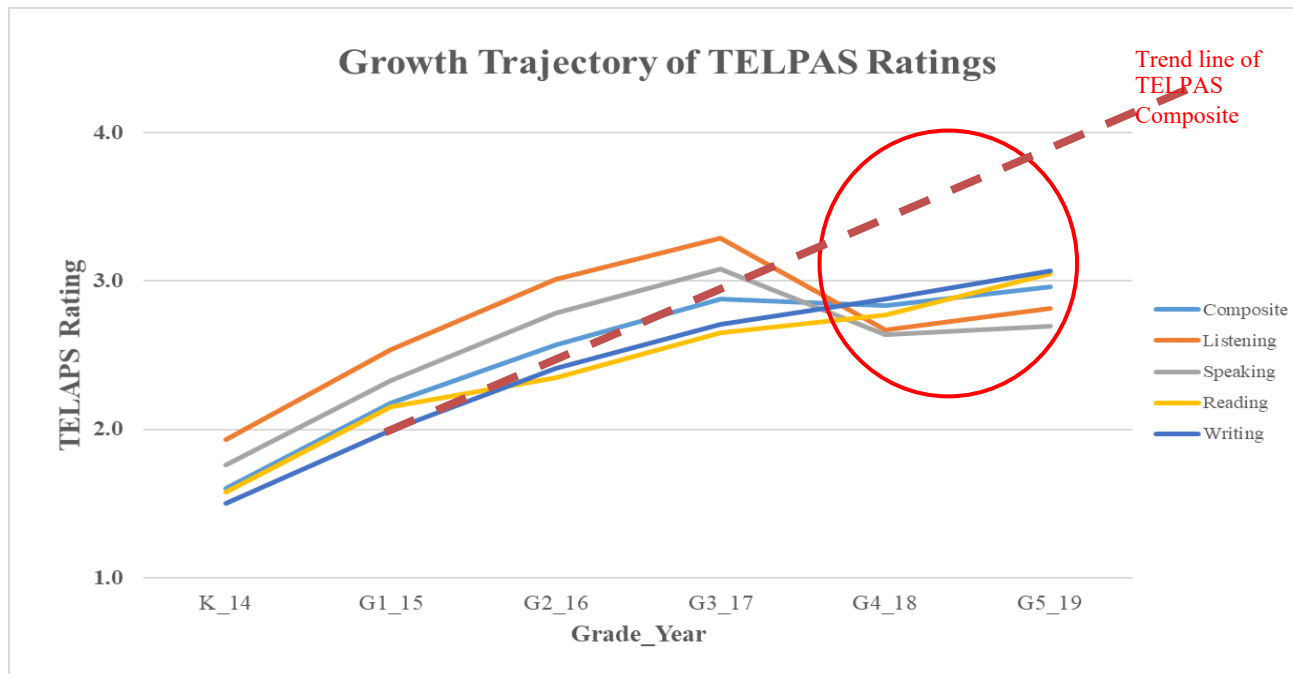
RQ3. What is the average length of time for ELs to progress from Beginning to Advanced high levels as measured by the TELPAS?



- Among 60,222 (61.5%) of the total sample classified as beginning in K, **20,691 (34.4%)** demonstrated growth from the beginning to the advanced high level.
- The analysis of the TELPAS composite demonstrated that on average, it took **3.23 years** to progress from the beginning to the advanced high level.

Mean	3.232275
SD	1.212543
Mode	3
Median	3

RQ6. What is the longitudinal trajectory (linear vs. curvilinear) of ELs' English language development from K-5 as measured by TELPAS? (This is related to the grade level bands.)



Findings

1. For GK ELs who were classified at the beginning level, there were 34.4% who made yearly progress, and could be exited by the end of G3; however, of concern are the 65.6% of GK ELs who did not make yearly progress and who would not have been exited by the end of G3.
 2. The changes in the TELPAS test (domains--listening and speaking) and the composite score weighting (all domains) in 2018 impacted ELs' progression.
 3. On average, by the end of G5, ELs had not reached the advanced high level.
 4. Out of 69,610 G3 ELs who took TELPAS, only 6,000 students classified as AH in four domains and exited ESL/bilingual program (no rating in G4)
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Considerations

Within the analytical sample, there is a large proportion of students without the pattern of progress from beginning to intermediate, intermediate to advanced, or beginning to advanced high levels.

1. Missing data.
 2. Psychometric properties of the TELPAS assessment.
 3. Alignment of TELPAS test and ELPS.
 4. Types of programs.
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TELPAS * STAAR

RQs 4 and 5

RQ4. Do ELs' proficiency in K, as measured by TELPAS, relate to their STAAR performance in:

- Reading at third, fourth and fifth grade, and**
- Writing at fourth grade?**

Analytical procedure: Kendall's tau-b correlation;

Sample: ELs with both TELPAS ratings in GK and STAAR in G3 (reading, n=74,520-74,529), G4 (reading/writing, n=69,565-70,629), and G5 (reading, n=67,462-90,411).

Results:

GK TELPAS *G3 STAAR

GK TELPAS composite rating and grade 3 STAAR reading level ($\tau_b = .190, p < .001$).

GK TELPAS reading rating and grade 3 STAAR reading level ($\tau_b = .184, p < .001$).

RQ4. Do ELs' proficiency in K, as measured by TELPAS, relate to their STAAR performance in:

---Reading at third, fourth and fifth grade, and

---Writing at fourth grade?

GK TELPAS *G4 STAAR

GK TELPAS composite rating and grade 4 STAAR reading level ($\tau_b = .207, p < .001$).

GK TELPAS reading rating and grade 4 STAAR reading level ($\tau_b = .203, p < .001$).

GK TELPAS composite rating and grade 4 STAAR writing level ($\tau_b = .174, p < .001$).

GK TELPAS writing rating and grade 4 STAAR writing level ($\tau_b = .179, p < .001$).

GK TELPAS *G5 STAAR

GK TELPAS composite rating and grade 5 STAAR reading level ($\tau_b = .186, p < .001$).

GK TELPAS reading rating and grade 5 STAAR reading level ($\tau_b = .180, p < .001$).

RQ5. Do ELs' proficiency in Grade 3, as measured by TELPAS, correlate with their STAAR performance in Reading in Grade 3?

Analytical procedure: Kendall's tau-b correlation;

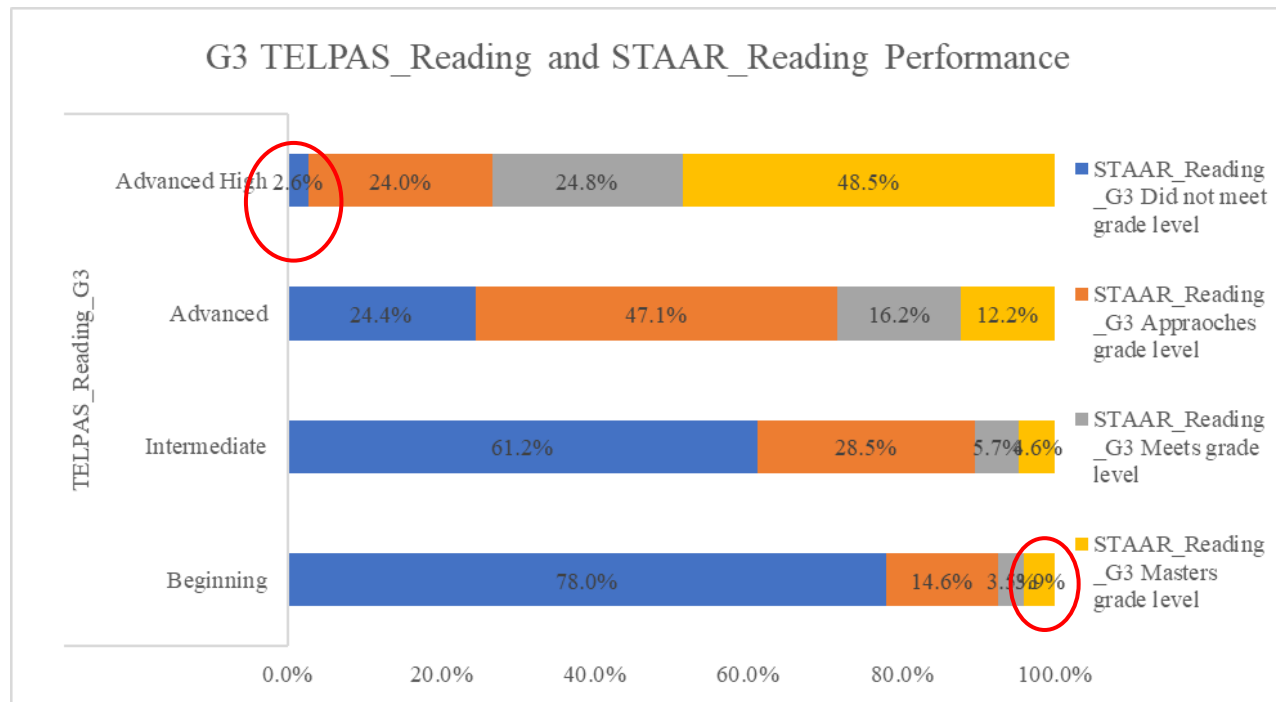
Sample: G3 ELs with both TELPAS and STAAR rating (n=89,991-90,411)

Results:

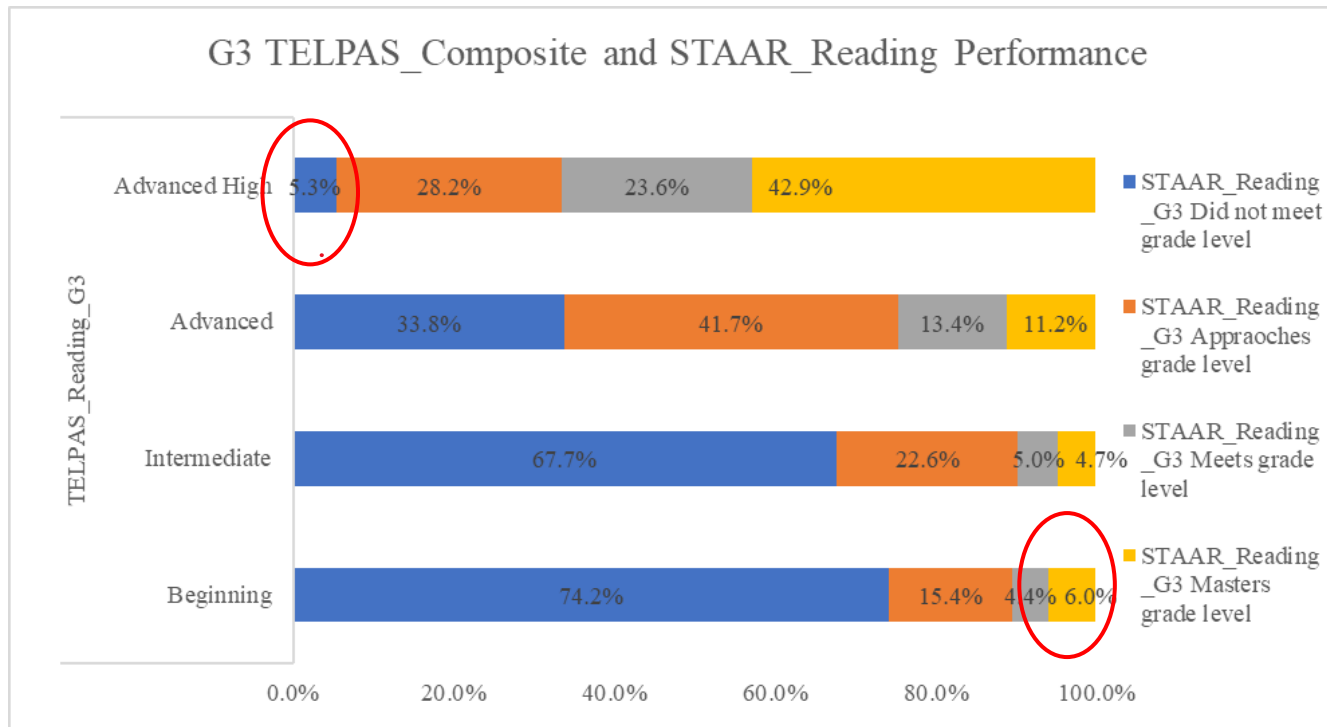
G3 TELPAS composite rating and grade 3 STAAR reading level ($\tau_b = .507, p < .001$).

G3 TELPAS reading rating and grade 3 STAAR reading level ($\tau_b = .560, p < .001$).

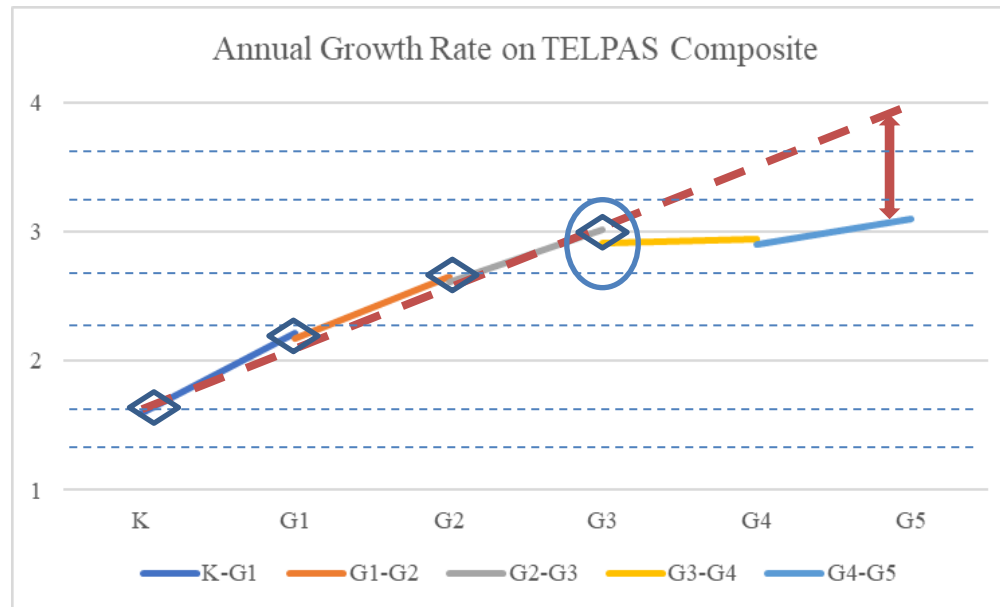
Data Exploration



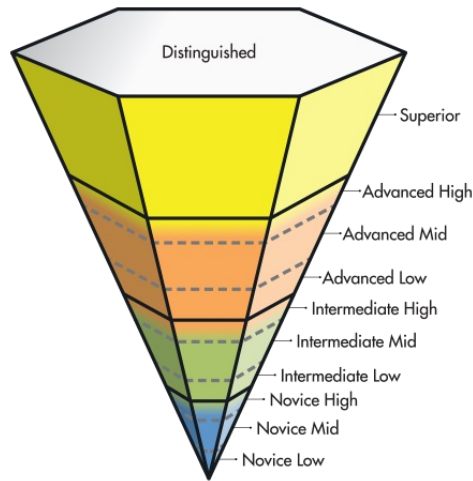
Data Exploration



TELPAS Composite



Recommendation



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished



Thank you!!