Accountability Report
Conroe Independent School District
Texas English Language Proficiency Assessment System - TELPAS

- TELPAS is part of an ESSA accountability system for ELs. States must show annual increases in the progress ELs make in learning English and attaining proficiency.

4 language domains
- Listening
- Speaking
- Reading
- Writing

4 proficiency levels
- Beginning
- Intermediate
- Advanced
- Advanced High
Key Features of Each Proficiency Level

✓ **Beginning**
  - Little or no English ability

✓ **Intermediate**
  - Limited ability, simple language structures, high-frequency vocabulary, routine contexts

✓ **Advanced**
  - Grade appropriate, with second language acquisition support

✓ **Advanced High**
  - Grade appropriate, with minimal second language acquisition support
Spring 2018 Updates

- In an effort to increase the reliability of the TELPAS Listening and Speaking domains and meet ESSA requirements, these areas are no longer holistically rating by a test administrator, but rather assessed via the on-line interface.
- These domains will NOT be considered for accountability purposes for the 2018-2019 school year only.
- As a result of the assessment change, yearly progress cannot be determined for this school year.
<table>
<thead>
<tr>
<th>Year Grade Level/Number of Students</th>
<th>Conroe ISD TELPAS Composite Rating Spring 2018 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of students in each rating</td>
</tr>
<tr>
<td></td>
<td>Beginning</td>
</tr>
<tr>
<td>K / 854</td>
<td>43</td>
</tr>
<tr>
<td>1st / 882</td>
<td>12</td>
</tr>
<tr>
<td>2nd / 947</td>
<td>5</td>
</tr>
<tr>
<td>3rd / 919</td>
<td>2</td>
</tr>
<tr>
<td>4th / 870</td>
<td>3</td>
</tr>
<tr>
<td>5th / 741</td>
<td>2</td>
</tr>
<tr>
<td>6th / 629</td>
<td>1</td>
</tr>
<tr>
<td>7th / 563</td>
<td>2</td>
</tr>
<tr>
<td>8th / 437</td>
<td>2</td>
</tr>
<tr>
<td>9th / 377</td>
<td>10</td>
</tr>
<tr>
<td>10th / 348</td>
<td>7</td>
</tr>
<tr>
<td>11th / 255</td>
<td>2</td>
</tr>
<tr>
<td>12th / 173</td>
<td>2</td>
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<tr>
<td>Domain</td>
<td>Component</td>
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<tr>
<td>I</td>
<td>Overall</td>
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<tr>
<td>I</td>
<td>Student Achievement</td>
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<tr>
<td></td>
<td>STAAR Performance</td>
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<tr>
<td></td>
<td>College, Career, and Military Readiness</td>
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<td></td>
<td>Graduation Rate</td>
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<tr>
<td>II</td>
<td>School Progress</td>
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<td></td>
<td>Academic Growth</td>
</tr>
<tr>
<td></td>
<td>Relative Performance (Eco. Dis: 37.2%)</td>
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<tr>
<td>III</td>
<td>Closing the Gaps</td>
</tr>
</tbody>
</table>
Domain I: Student Achievement

Provides an overview of student performance based on student achievement across all subjects for all students.

**Elementary/Middle Schools**
- STAAR scores only

**High Schools**
- STAAR scores
- College, Career, and Military Readiness (CCMR)
- Graduation Rate
Domain I: Student Achievement

2018 Student Achievement

Conroe ISD: 89
State: 76

Includes STAAR Scores, CCMR, and Graduation Rates
Domain II: Student Progress

**Part A: Academic Growth** - credit awarded for students who improve performance year over year as measured by STAAR.

- **By Subject Area:** Reading and Mathematics for available grades

**Part B: Relative Performance** - credit awarded based on performance relative to similar districts.

Domain score is the better of Part A and Part B.
Domain II: Student Progress

2018 Student Progress: Academic Growth Part A (Scale Scores)

Includes Student Progress Scores
Texas Education Agency
2018 Relative Performance
CONROE ISD (170902)

STAAR and CCMR

% Economically Disadvantaged

Scale
Score of 88
Domain III: Closing Performance Gaps

Closing Performance Gaps credit awarded based on weighted performance of student groups against annual targets.

ESSA compliance

• **Credit based on weighted performance:**
  • One point for each percent of students at or above the Approaches Grade Level Standard
  • Two points for each percent of students at the Masters Grade Level Standard

• **By Subject Area:** Reading, Mathematics, Writing, Science, and Social Studies

• **Student Groups:**
  • Socioeconomic: Economically Disadvantaged
  • Lowest Performing Race/Ethnicity: Up to two of the lowest performing race/ethnicity student groups on the campus or district (based on prior-year assessment results)
Domain III: Closing Performance Gaps

Closing the Gaps (Scale Scores)

- **2016-17 School Year**
  - 74 of 86 met = 86%

- **2017-18 School Year**
  - 85 of 91 met = 93%
Possible Campus Distinction Designations

- Top 25% Student Progress
- Top 25% Closing Achievement Gaps
- Post-Secondary Readiness
- Academic - Reading/English Language Arts, Mathematics, Social Studies and Science

✓ Distinction Designation Targets

- **Elementary, Intermediate and Jr. High school** campuses in the top quartile on at least 50% of their eligible measures are qualified to receive a distinction designation for that subject area.
- **High schools** in the top quartile on at least 33% of their eligible measures are qualified to receive a distinction designation for that subject area.
Campus Distinction Designations

2018 Campus Distinctions Earned vs. Available