

2025 TELPAS Composite Scores Overview

What is TELPAS?

The Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment for students identified as emergent bilinguals. TELPAS assesses English language proficiency in four language domains—listening, speaking, reading, and writing for Emergent Bilingual (EB)/English Learner (EL) students.

What is Progress in English Language Proficiency?

Within the Closing the Gaps Domain, the Progress in Achieving English Language Proficiency component measures an EB student/EL's progress towards achieving English language proficiency. Current EB students/ELs are the only students evaluated in this component.

The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current-year TELPAS and TELPAS Alternate results are compared with prior-year results to determine whether the student made progress. As the TELPAS writing domain was updated in 2022-2023, TELPAS results were evaluated at the domain level for 2023, 2024, and 2025 accountability. Credit was awarded for a student advancing by at least one score in at least two of the four domains from the prior year to the current year, or a rating of Advanced High or Basic Fluency in two of the four domains in the current year.

As a reminder, 2026 accountability will return to progress in achieving English language proficiency based on year-over-year TELPAS composite proficiency results.

A student is considered to have made progress if:

- the student has a composite proficiency rating of Advanced High or Basic Fluency in the current year, OR
- the student advances at least one TELPAS composite proficiency level from the most recent prior year to the current year.

Students are evaluated for progress if the student's current year composite score on TELPAS or TELPAS Alternate is Advanced High or Basic Fluency, or if the student received a composite score in both the current year and the most recent prior year. Students in kindergarten whose composite score is Advanced High or Basic Fluency are also included in the progress measure. Additionally, there can be additional considerations for students with disabilities; please see [Appendix H](#) of the *2026 Accountability System Manual* for additional information on data sources used in the Progress in English Language Proficiency component scoring.

How are prior year TELPAS scores used in Closing the Gaps component scoring?

The performance of EB/ELs assessed within the Progress in English Language Proficiency component is compared to the performance target based on school type.

Student groups earn 0–4 points for each indicator based on the following gradated point methodology.

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (target through 2026-27)
2	Did not meet interim target but showed expected growth toward next interim target (target through 2031-32)
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

To calculate 1 point, *Did not meet interim target but showed minimal growth*, or 2 points, *Did not meet interim target but showed expected growth toward next interim target*, the group's prior year's result is needed. This means, for 2026 accountability ratings, 2025 results will be used to determine if progress was made.

As 2026 represents a shift back to composite scores to measure Progress in English Language Proficiency, **the 2025 TELPAS Composite Scores reported in TEAL will be used as prior year data for 2026 accountability calculations.**

What are the 2025 TELPAS Composite Scores available for campuses in TEAL?

2025 Accountability measured TELPAS domain progress rates for the Progress in Achieving English Language Proficiency component measures, which will not be used in 2026 accountability calculations. While student listings and TELPAS reports provide composite scores, stakeholders have requested aggregated campus level rates that reflect what will be used in 2026 accountability. In response to stakeholder need and to promote transparency, this additional information is now available in TEAL.

The 2025 TELPAS Composite Scores are now available and include:

- Campus Number
- Campus Name
- 2025 TELPAS Composite Score, Progress in Achieving EL Proficiency
- 2025 Denominator, Progress in Achieving EL Proficiency
- 2025 Numerator, Progress in Achieving EL Proficiency

The 2025 TELPAS Composite Scores will be used for determining 1 and 2 points within the 0-4 gradated scoring for Progress in Achieving EL Proficiency within the Closing the Gaps Domain.

Elementary School Example:

For example, on 2025 Accountability, an elementary school had a 2025 Progress in Achieving EL Proficiency Rate of 63%. However, within the 2025 TELPAS Composite Scores, the campus data shows a 2025 Progress in EL Proficiency Rate of 33%.

The 2025 prior year data, to be used in 2026 accountability calculations, **will be 33% (the composite-based score), not 63% (the domain-based score reported in 2025)**. The score of 33% from the 2025 TELPAS Composite Scores will be used in the 0-4 gradated scoring within Domain 3, to determine if the campus is eligible to earn 1 or 2 points.

If the school then has a 2026 Progress in EL Proficiency Rate of 38%, the campus would determine the gradated 0-4 scoring using:

- 2025 Progress in EL Proficiency: 33% composite
- 2026 Progress in EL Proficiency: 38% composite
- Interim, Next Interim, and Long-Term Targets for Elementary Schools remain:

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB ¹ (Current & Monitored)	Eco Dis	SPED (Current)	SPED (Former)	Cont Enrolled
Progress in Achieving EL Proficiency	Interim Target (2025-26 through 2026-27)										40%				
	Next Interim Target (2027-28 through 2031-32)										42%				
	Long Term Target (2037-38)										46%				

(Source: [2026 Accountability Manual — Chapter 4: Closing the Gaps Domain](#))

$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{\text{Years remaining until new interim targets}}$	
Student Group Growth	Expected Growth
38-33	42 (next interim) - 33 3*
5	3

*The denominator 2026 is three (years remaining until new interim targets in 2027-2028).

Points Available	Points Earned If	Met by this Campus?
4	Met long-term target	NO: The long-term target for an elementary school is 46%
3	Met the interim target	NO: The interim target for an elementary school is 40%
2	Made expected growth	YES: The actual student group growth (5%) is higher than expected growth (3), so this campus does make expected growth from 2025 to 2026
1	Made minimum growth	YES: this campus grew at least one percentage point from 2025 composite to 2026 composite.
0	No growth or declined	NO: While the composite score from 2026 is lower than the <i>reported domain</i> data from 2025, the TELPAS <i>composite</i> score was 33%, and the campus did show growth from the 2025 composite score to the 2026 composite score

Next Steps

- Campus and district leaders are reminded to use the 2025 TELPAS Composite Scores for making predictions for 2026 accountability ratings
- Campuses are reminded that the A-F Estimator is a tool that enables the calculation and estimation of a campus's performance in each domain and overall ratings.
 - [A-F Estimator](#) (or)
 - [A-F Estimator AEA](#)
 - [Using the A-F Estimator Tool](#) provides step-by-step instructions for using the A-F Estimator for both goal setting and internalization of results.

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