MEMORANDUM February 5, 2014

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

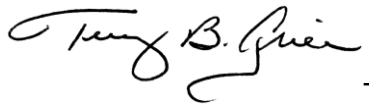
SUBJECT: **2013 EVERYDAY EXCELLENCE INSTITUTE EVALUATION REPORT**

CONTACT: Carla Stevens, 713-556-6700

Secondary-level English language learners (ELLs) are at risk of falling behind academically because of unaddressed gaps in academic language and literacy skills. The Everyday ExcELLence Institute was a collaboration between the Multilingual, Curriculum, Instruction, & Assessment, and Professional Support & Development departments and was intended to provide secondary-level ELL teachers with practical instructional routines that could be used in a variety of content areas.

The report summarizes data from the ExcELLence Institute training for teachers which occurred in 2012–2013. Included are demographic data for program participants, information on teacher reactions to the training and on their implementation of the strategies they learned, as well as data on the impact of training on the academic performance of students of those teachers.

A total of 493 teachers attended the Everyday ExcELLence Institute, teaching in the areas of reading/ELA, mathematics, science, or social studies. Results showed that teachers were satisfied overall with the quality of the training. Teachers reported using most ExcELLence Institute strategies fairly frequently, but did express concern over the amount of ongoing support they had available, particularly from principals and others administrators. Finally, performance of ESL students whose teachers received training showed some evidence for beneficial effects compared to ESL students whose teachers did not receive training. These effects depended on the teacher's core area and on the subject area tested, and teachers who implemented the strategies well appeared to have a greater impact on their students.



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RESEARCH

Educational Program Report

Everyday ExcELLence Institute Program Evaluation 2012-2013

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EVERYDAY EXCELLENCE INSTITUTE PROGRAM EVALUATION REPORT 2012–2013

Executive Summary

Program Description

More than 60,000 students in Houston ISD are labeled as “English language learners”, or ELLs. Many of these students have unaddressed gaps in academic language and literacy skills, particularly at the secondary level. Without proper instructional supports, these students are at risk of falling behind academically. The Everyday ExcELLence Institute was a four-day training session for teachers of secondary-level ELL students, and was held in August of 2012. The Institute was the product of a joint collaboration between the Multilingual, Curriculum, Instruction, & Assessment, and Professional Support and Development (PSD) departments of HISD, and was aimed at teachers in grades six through twelve. The intent of the Everyday ExcELLence Institute was to provide teachers with practical instructional routines that could be used with ELL students in any content area.

Teachers attending the Institute were exposed to skills and practices that should allow them to better reach and engage their ELL students. These practices fell into two main categories. First, participants at the ExcELLence institute received training on sheltered instruction from ELL expert John Seidlitz. Sheltered instruction training promotes and enhances the use of instructional strategies and modifications that allow ELLs to access an English language curriculum more effectively. Dr. Seidlitz’s practical approach to "sheltering" English language learners emphasizes giving students the support they need to learn difficult new content while learning academic language. In addition, teachers were instructed in the use of eight literacy routines. Adolescent literacy and language acquisition research suggests that simple, high-impact instructional actions can help ELLs learn more new content while developing stronger vocabulary and literacy skills. The everyday excellence routines were intended to be used daily, and are summarized on the PSD website at **http://houstonisdpsd.org/literacy-routines.html**.

The sheltered instruction portion of the training was delivered over the first two days, while the eight literacy routines were reviewed on the final two days. Training was provided by a team of eighty district staff (Multilingual department staff and Teacher Development Specialists) who had themselves been trained on the various techniques covered.

Highlights

- A total of 493 teachers participated in the Everyday ExcELLence Institute, with 318 of them participating for the full four days and an additional 128 attending for at least two days.
- There was no statistically significant difference between Institute participants and other HISD teachers (secondary) in either age or in amount of overall teaching experience.
- The amount of HISD teaching experience did differ between the groups, with the Institute attendees being slightly less likely to have one or fewer years experience teaching in the district.
- One hundred and three participants completed an online survey regarding their reactions to the training sessions, and their use of strategies learned while attending.

- Overall, there was a high degree of satisfaction with the training, with 92% of teacher responses being positive.

- Teachers were relatively less positive when asked to comment on their use of specific strategies during the school year. Some strategies were more difficult to use than others, and teachers also expressed concern over the support they received from administrators.

- Performance of ESL students whose teachers received ExcELLence Institute training showed some evidence for beneficial effects, compared to those of ESL students whose teachers had not received similar training.

- These beneficial effects depended on both teachers' core area (reading and mathematics teachers had a greater impact than did science or social studies teachers) and on the subject area tested.

- English language proficiency, as measured by the TELPAS, did show benefits for students of trained teachers, but only for students whose teacher's core area was reading.

- Gains on TELPAS were significantly greater for students whose teachers had been identified as having good implementation of the strategies in their classrooms.

Recommendations

1. There is only sparse data concerning whether learned strategies are actually being implemented in the classroom. Teacher self-report via surveys has been relied on to provide some idea of what is happening, but a full analysis of program impact will need to find a better way of linking observed frequency of strategy use with actual student performance.

2. Future implementations of this and similar programs should address the trends observed here, specifically the weak benefits observed for teachers in the core areas of science and social studies. Training procedures may need to be reviewed.

3. Responses on the teacher survey indicate that a lack of support for teachers by campus administration and central office staff may be a problem. This issue has also come up in evaluations of previous versions of this program. The Professional Support & Development (PSD) and Multilingual departments should identify ways in which campus administrators and Teacher Development Specialists can support teachers who have gone through this training.

Administrative Response

Spring 2014 Walkthroughs: In order to further refine the model, PSD and Multilingual staff will conduct observations in Spring 2014 of classrooms with ExcELLence-trained teachers who have received robust coaching by Seidlitz-trained TDS.

Administrative Support: PSD and Multilingual will provide more overview training and resources to campus and central office administrators, including sessions at the Summer Leadership Institute and sessions offered to new and aspiring campus administrators. This support will emphasize the role of the English Language Proficiency Standards (ELPS, TAC § 74.4), differentiating based on language proficiency levels, and implementation of the literacy routines.

Additional Training: The Everyday ExcELLence institute will again be offered in summer 2014. The Multilingual Department and PSD will continue to improve excELLence training and coaching based on data and stakeholder feedback. Additional training and an "endorsement" will be developed for teachers who have completed initial training and have actively implemented the Everyday ExcELLence routines. Early adopters will also be highlighted in upcoming training and promotional materials. PSD and Multilingual staff will also develop a Level 2 Everyday ExcELLence institute for the 2014-15 school year.

Additional Capacity Building: TDS and Multilingual Specialists will continue to receive training, practice, and coaching to increase their capacity to train and coach teachers in routine implementation.

Campus-Based Training/Coaching: As a critical adjunct to institute training, TDS will continue to deliver training and coaching in the distributed practice model on high-needs campuses (training one routine at a time then following up with targeted coaching and learning walks with administrators).

Support Materials: PSD is creating video exemplars for the routines. Additional online and print resources will be created to increase awareness and circulation of the materials as well as to increase the number of teachers and administrators who access these materials to reinforce training concepts.

School Administrator Input: School administrators will be surveyed during the annual Summer Leadership Institute to determine excELLence implementation plans and to select campuses which are committed to providing additional training with ongoing follow-up and support during the school year.

Introduction

More than 60,000 students in Houston ISD are labeled as “English language learners”, or ELLs. Many of these students have unaddressed gaps in academic language and literacy skills. Without proper instructional supports, these students are at risk of falling behind academically. The Everyday ExcELLence Institute, a four-day training session for teachers of ELL students, was held in August of 2012. The Institute was the product of a collaboration between the Multilingual, Curriculum, Instruction & Assessment, and Professional Support and Development (PSD) departments of HISD, and was aimed at teachers in grades three through twelve. The intent of the Everyday ExcELLence Institute was to provide teachers with practical instructional routines that could be used with ELL students in any content area.

Teachers attending the Institute were exposed to skills and practices that should allow them to better reach and engage their ELL students. These practices fell into two main categories. First, participants at the ExcELLence institute received training on sheltered instruction from ELL expert John Seidlitz. Sheltered instruction training promotes and enhances the use of instructional strategies and modifications that allow ELLs to access an English language curriculum more effectively. Dr. Seidlitz’s practical approach to "sheltering" English language learners emphasizes giving students the support they need to learn difficult new content while learning academic language. In addition, teachers were instructed in the use of eight literacy routines. Adolescent literacy and language acquisition research suggests that simple, high-impact instructional actions can help ELLs learn more new content while developing stronger vocabulary and literacy skills. These eight routines were intended to be used daily, and are summarized on the PSD website at **http://houstonisdpsd.org/literacy-routines.html**.

The sheltered instruction portion of the training was delivered over the first two days, while the eight literacy routines were reviewed on the final two days. Training was provided by a team of eighty district staff (Multilingual department staff and Teacher Development Specialists) who had themselves been trained on the various techniques covered. **Appendix A** (see p. 14) summarizes the eight everyday excellence routines, and **Appendix B** (see p. 16) provides further background on sheltered instruction.

Methods

Participants

A total of 493 teachers attended the Everyday ExcELLence Institute in 2012–2013. Most of these (318 teachers, or 65%) attended four full days, with an additional 128 (26% of teachers) attending at least two days and 47 (9.5%) attending only one day. All teachers received ongoing consultation with the teacher development specialists. **Appendix C** (see p. 18) shows counts of teaching and non-teaching staff who attended training by campus. Student performance data were analyzed from all ESL students who were in classes taught by teachers who attended the Everyday ExcELLence Institute. Data for all other ESL students in the district served as a comparison.

Data Collection & Analysis

The Multilingual Department provided of a list of teachers attending the Everyday ExcELLence Institute. Teacher’s employee ID codes were retrieved from the district’s Chancery database in order to gather a list of classes which they taught. Next, teacher demographic information was extracted from Chancery, including years of teaching experience. A list was created of all students in classes taught by teachers who attended the training, which was then used to retrieve student performance data on various standardized tests. Course grade results were also included in the analyses.

An online survey was used to collect data from teachers and other staff who attended the Everyday ExcELLence Institute 2012–2013. The first section of the survey sought feedback from the institute attendees on their reactions to the training, what their experiences had been, what had worked, and what had not. A copy of the full survey, along with responses, is shown in **Appendix D** (p. 19). The second part of the survey concerned implementation of the various strategies they had learned. This survey included questions about implementing these methods in the classroom, as well as questions concerning teachers' use of specific strategies (**Appendices E-G**, pp. 20-22). Teachers completed the survey online at the end of the school year. Appendices D through G also include a summary of responses.

Student performance data were collected from the State of Texas Assessments of Academic Readiness (STAAR and STAAR End-of-Course), the Texas Assessment of Knowledge and Skills (TAKS), Stanford Achievement Test (Stanford 10), and the Texas English Language Proficiency Assessment System (TELPAS). STAAR results are reported for the reading and mathematics tests. For each test, the percentage of students who met the Phase-In 1 Satisfactory standard is shown. For STAAR EOC, the percent of students who met the Satisfactory standard are reported for English I and II Reading and Writing, Algebra I, Biology, Chemistry, Geometry, World Geography, and World History. For TAKS, the percent of students meeting standard are reported for the reading and mathematics tests. Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

TELPAS results are reported for two indicators. One indicator reflects attainment, i.e., the overall level of English language proficiency exhibited by ELL students. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2012 and 2013. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix H** (see p. 23) provides further details on each of the assessments analyzed for this report.

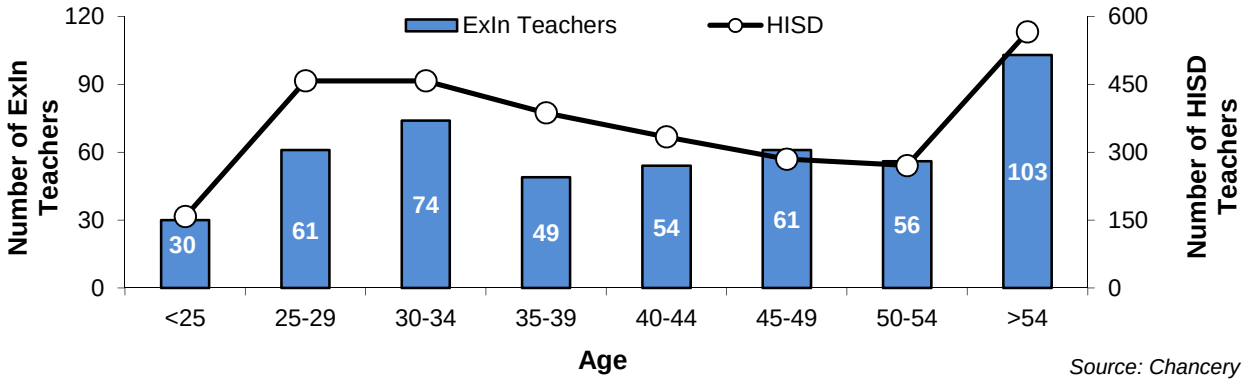
Student grades were included for selected courses that were aimed primarily at ELL students. These included courses in the core areas of reading/language arts, mathematics, science, and social studies.

Results

What was the demographic profile of teachers who received ExcELLence Institute training?

- **Figure 1** shows the distribution of ages for teachers who received ExcELLence Institute training (shaded bars). Also included, for comparison, is the relative distribution of ages for teachers in the district (open circles). Note that HISD data only includes middle and high school teachers.

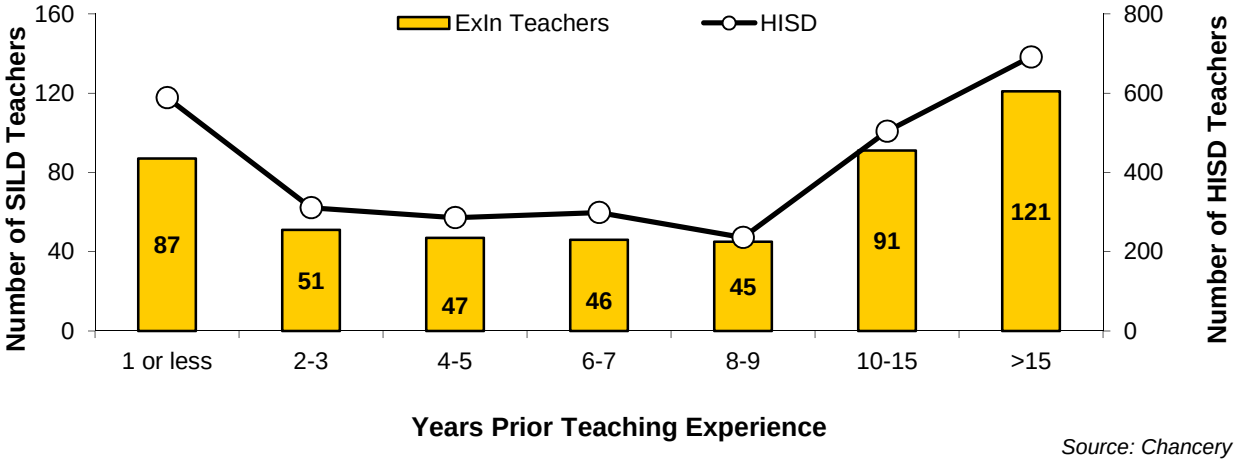
Figure 1. Distribution of Everyday ExcELLence Institute trained teachers by age.



Source: Chancery

- Seventy-five percent of teachers receiving training were female and 25 percent were male.
- The mean age of teachers receiving training was 42.7 years (median = 42 years).
- The distributions of ExcELLence Institute teachers and other non-trained secondary-level teachers were roughly the same. The odds of being younger than 35 years old were almost the same for teachers who attended training as they were for other teachers in the district (odds ratio = 0.88, z = 1.28, p > .10, not significant at p < .05).

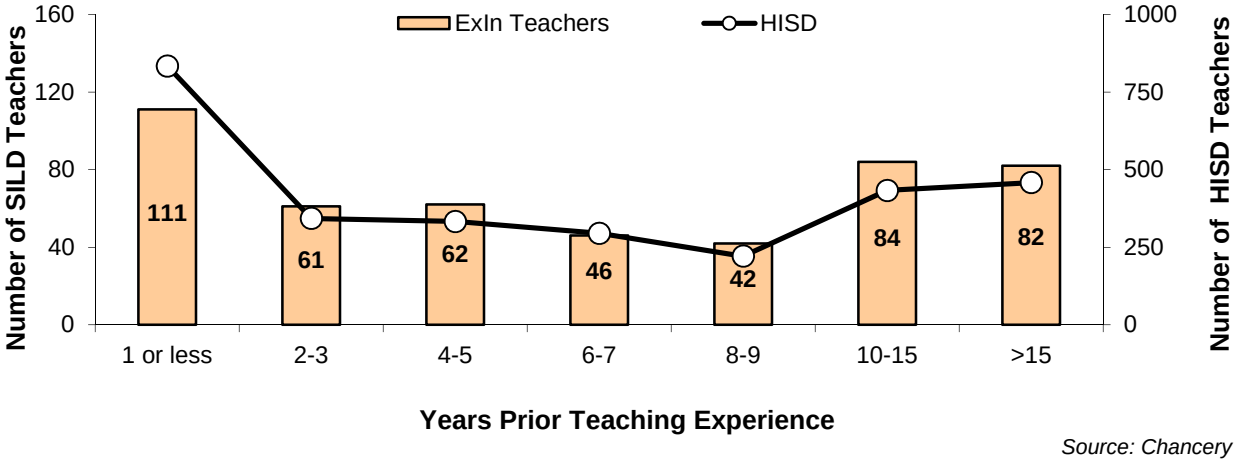
Figure 2. Distribution of trained teachers by years of previous experience teaching overall.



Source: Chancery

- The average amount of prior teaching experience for trained teachers was 10.7 years (median = 6 years).
- **Figure 2** shows the distribution of prior experience (ExcELLence Institute teachers as bars, HISD overall as open circles). Trained teachers were no more likely to have one or fewer years of experience than other teachers in the district (odds ratio = 0.86, z = 1.21, p>.11, not significant at p < .05).

Figure 3. Distribution of trained teachers by years of previous experience teaching in HISD.



Source: Chancery

- **Figure 3** shows the distribution of teaching experience within HISD. ExcELLence Institute teachers were less likely to have one or fewer years of experience than other teachers in the district (odds ratio = 0.74, z = 2.66, p<.01, significant at p < .05).

How satisfied were teachers with the training received at the Everyday ExcELLence Institute?

One hundred and three individuals who had attended ExcELLence Institute training responded to an online survey assessing reaction to the training sessions (this was 21% of all those who attended). A full summary of responses to the entire survey can be found in **Appendix D** (p. 19).

- Respondents were equally divided between middle and high school teachers (49.0% each; with two non-teachers). Of the teacher respondents, 49.5% taught reading or English language arts, 26.2% taught math, 21.4% taught science, 18.4% taught social studies, and 17.5% taught other subects. Note that the total is greater than 100% because some taught multiple subjects.

- Overall, responses to this survey indicated a high degree of satisfaction with the training, with 92% of responses being positive.

- The trainers: Opinions about the trainers were highly positive, with 92 percent or more either agreeing or strongly agreeing with the statements such as the following: "adequately set the tone and background for information presented" (95%), "actively encouraged collaborative discussion" (95%), and "allowed me to reflect and share my ideas/views about the topics presented" (94%).

- The training sessions: Statements which received the highest degree of support were the following: "the learning outcomes for the sessions were clearly communicated" (96%), "the information was conveyed in a way that was easy to comprehend and follow" (93%), "the session(s) was/were relevant to my teaching/work within the school" (93%), and "the information was relevant and useful to my daily teaching/work" (92%).

- The question with the lowest level of agreement was "I feel comfortable enough with the information I learned that I could share it with my colleagues," with 86% either agreeing or strongly agreeing.

How effectively were strategies implemented by teachers who attended the Institute?

The effectiveness of implementation of ExcELLence Institute strategies was assessed via an online survey completed by teachers who had attended the training sessions - this was a continuation of the survey described above. The first six items in the survey concerned degree of difficulty faced when trying to implement the learned strategies in their classrooms (see **Appendix E**, p. 20).

- Ease of implementation: In comparison with the questions concerning the reactions to the original training they received (see above), attitudes toward implementation of ExcELLence Institute strategies were less positive.

- The most positive responses were to the item "things I learned during training were easily implemented in the classroom" (85%). Teachers also reported observing positive benefits for students after using the strategies in their classroom (83%), and felt that students liked the inclusion of them in their classes (81%).

- Positive reaction fell off quickly after this, particularly to survey items that concerned support or assistance they had received; "other district staff facilitated my use of these strategies" (45% agreement), and "principals and other administrators facilitated my use of these strategies" (30%).

- Nearly half of teachers (48%) felt that including the ExcELLence Institute strategies in their teaching increased their workload.

- How often were specific strategies used: Seventeen items in the survey asked how frequently teachers used specific stragies in their classroom during the year (see **Appendix F** for responses, p. 21).

- Among the most frequently used strategies were: "randomize/rotate to call on students" (85% "usually" or "always"), "model and use complete sentences" (83%), "post and use word walls" and "implement language and content objectives" (77%), "use stems to develop language and academic vocabulary" (74%), "scaffolding using a gradual release model" (71%), and "use of response signals" (70%).

- Methods used less frequently included "Use of Huddle" (42%), "Be the Lead Reader" (48%), and "Turn the Light On" (49%).

- How easy was it to use specific strategies: Seventeen items also asked how easy or difficult it was to use the various learned strategies in their classroom (see **Appendix G**, p. 22).

- Not surprisingly, whether a strategy was judged to be "very easy" or "easy" to use was related to how frequently it was used. The correlation between these two variables was significant ($r = 0.71$, $p < .01$, statistically significant at $p < .05$).

- Strategies judged to be the easiest to use were "use of response signals" (81% "very easy" or "easy) and "randomize/rotate to call on students" (81%). Those judged to be more difficult included "Use of Huddle" (55%) and "Be the Lead Reader" (58%).

What was the impact of ExcELLence Institute training on the academic performance of students in classes taught by trained teachers?

A detailed explanation of data analysis procedures for student performance can be found in **Appendix I** (p. 24). **Table 1** provides a brief summary of the various student performance measures which were analyzed. Only data from secondary students were analyzed. Briefly, student performance data included

Table 1. Student Performance Matrix, Including the Subject Tests Included for Each Assessment

	Student Performance Assessment					
Tested Subject	**STAAR 3-8**	**STAAR EOC**	**TAKS**	**Stanford**	**TELPAS**	**Course Grades**
Math	1	2 (algebra, geometry)	1	1		1
Reading	1	2 (reading I & II)	1	1	2 (reading, yearly progress)	1
Science	1	2 (biology, chemistry)	1	1		1
Social Studies	1	2 (world history & geography)	1	1		1
Language/Writing		2 (writing I & II)		1		
Performance Measure	Scale Score	Scale Score	Scale Score	NCE	Scale Score (Reading) & Percent Gained (Yearly Progress)	Final Grade Avg

results from five different standardized tests as well as course grades in four core areas. For example, the STAAR 3-8 assessment included tests for mathematics, reading, science, and social studies. The performance measure analyzed for the STAAR 3-8 was the scale score on each of these four tests. For the STAAR EOC, ten separate test results were analyzed; two each for mathematics (algebra and geometry), reading (English I & II Reading), science (biology & chemistry), social studies (world history and world geography), and writing (English I & II Writing). TAKS and Stanford 10 can be interpreted similarly.

For the TELPAS, results were analyzed for reading (reading scale score) and yearly progress (percent of student who made gains in proficiency between 2012 and 2013). For student grade data, results were averaged across courses, so that (for example) a student received only one grade for mathemartics even if they took multiple mathematics courses. Only the final grade average was included for each course a student may have taken. A list of courses included is shown in **Appendix J** (p. 25)

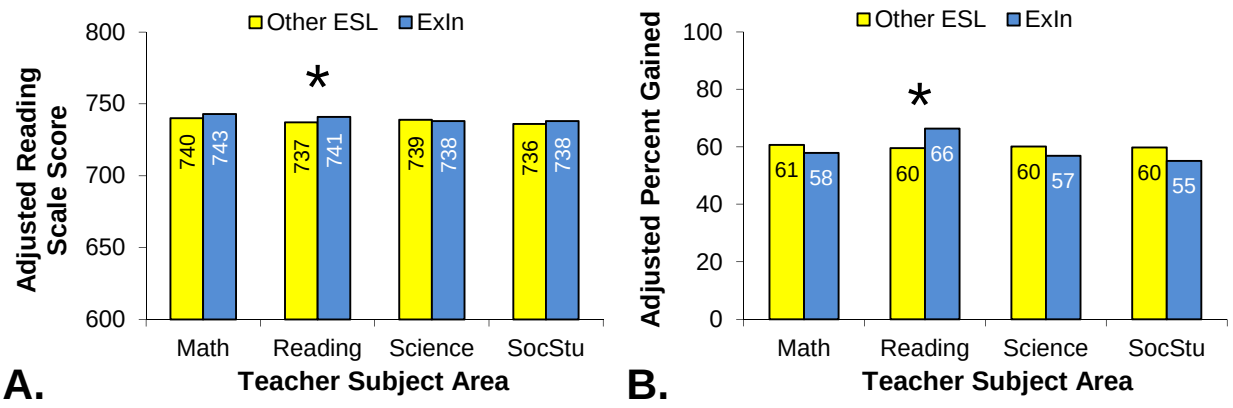
Detailed student performance results can be found in **Appendix K** (pp. 26-27). Summary results are shown schematically in **Table 2**, which should be interpreted as follows:

- On the left side of the matrix are the five subject areas tested; mathematics, reading, science, social studies, and writing/language arts.
- At the top of the matrix are the four self-identified subject areas taught by teachers who participated in the ExcELLence Institute training. Each teacher selected one and only one of these core areas.
- All results are summed across the various different assessments shown in Table 2 (STAAR, EOC, Stanford, etc.).
- Each cell shows the number of different analyses which showed a significant performance advantage for students whose teachers participated in training, compared to those whose teachers had never received any similar training.
- For example, the cell representing the intersection of reading/ELA and reading (dark green) shows that out of the eight different measures analyzed, three showed a significant performance advantage on reading assessments for ESL students of trained teachers whose core area was reading.
- Similarly, the intersection of the reading and science columns (highlighted in red) showed that students whose science teachers received training did not show a performance advantage in reading for any of the eight different measures analyzed.
- Overall, students whose mathematics or reading/ELA teachers were trained showed the most performance gains, with all subject areas showing some evidence for improvement.

Table 2. Schematic Summary of Student Performance Results (see Appendix K for details)

Tested Subject	Teacher's Trained Subject: Math	Read/ELA	Science	SocStudies
Math	1/6	1/6	0/6	0/6
Reading	2/8	3/8	0/8	1/8
Science	1/6	2/6	1/6	2/6
Social Studies	1/6	1/6	0/6	1/6
Language/Writing	2/3	1/3	0/3	1/3

Figure 4. TELPAS results for Excellence Institute and other ESL students 2013: A. Adjusted scale score in reading, and B. Percent making gains in English proficiency



Source: TELPAS, Chancery

- In total, 8 out of 29 separate analyses showed performance benefits for students whose reading teachers were trained (> 27%), compared to 7 out of 29 for mathematics teachers (> 24%, two left-most columns in Table 2).

- In contrast, students whose *science* teachers participated in the ExcELLence Institute showed only weak evidence for performance gains, with only 1 out of 29 separate analyses (< 3%) showing a significant advantage compared to students of untrained teachers (third column in Table 2).

- In terms of subject area, language/writing assessments showed the most evidence for performance gains, with 4 of 12 measures analyzed showing significant benefits for students of trained teachers (fifth row of Table 2).

- Reading (6 of 32) and science (6 of 24) also showed some evidence for performance benefits from ExcELLence Institute training, with mathematics (2 of 24) showing the weakest evidence.

- In summary, teachers of science, and possibly social studies, showed less of a benefit from the ExcELLence Institute training, with mathematics and social studies assessments showing less improvement than other subject areas.

- Since TELPAS performance is a key metric used to assess performance of ELL students, **Figure 4** shows results for the TELPAS reading and TELPAS yearly progress measures.

- TELPAS results showed that students of trained teachers had a higher average reading scale score, and that a higher percentage of them showed progress in English proficiancy, than did students of untrained teachers. However, this was only true for reading/ELA teachers; teachers of other core subjects did not improve their students TELPAS performance if trained.

What was the impact of ExcELLence Institute training on the academic performance of students whose teachers were known to have implemented the strategies?

The data overall show that there are performance benefits for students of trained teachers, but that these effects are modest, and dependent on both the core subject taught by the teacher and the subject tested. An important question is whether these benefits can be shown to be greater for teachers who are

known to have implemented and used the strategies in their classrooms. The final data analysis reported here summarizes results from just this type of analysis. In order to address this issue we took advantage of a follow-up training session that was held in May of 2013.

Institute attendees were invited to deliver presentations to showcase implementation of the Everyday ExcELLence routines at a training event in May 2013, the Everyday ExcELLence Expo. Interested teachers submitted a proposal form that included the teacher's campus, grade level, content area, routine(s), and a description of the practices to be presented. These proposals were reviewed by a committee of Teacher Development Specialists (TDS) and Multilingual Program (MPS) Specialists. The proposal review process, as well as "presentation coaching" for all selected presenters, resulted in high quality presentations.

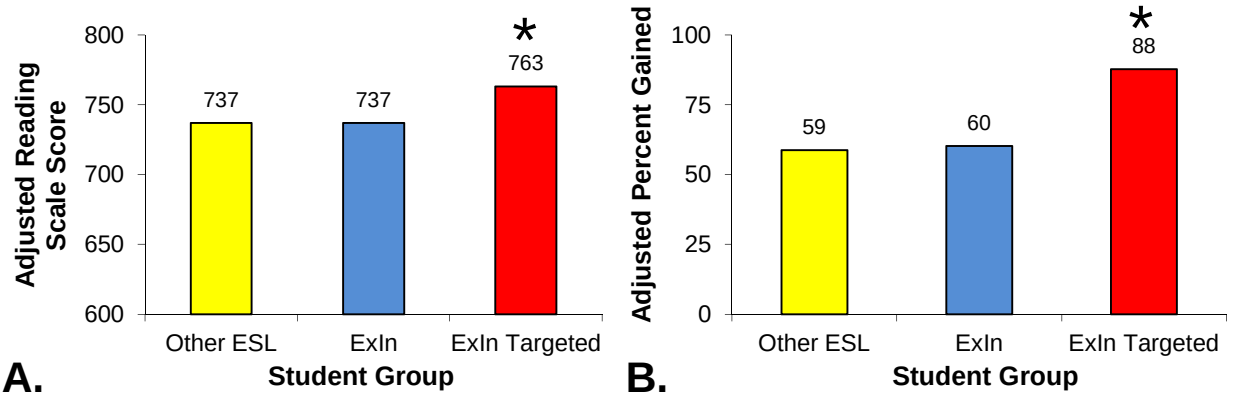
Expo presenters tended to be eager institute attendees or teachers who had been highly coached by their TDSs throughout the year. Quantitative data regarding frequency of literacy routines coaching sessions is not available, so the "highly coached" identification is anecdotal and based on TDS and MLP specialists' reports during Everyday ExcELLence Expo steering meetings. Specialists who agreed to serve as "presentation coaches" followed checkpoints established by project leadership and shared the presenters' progress during regularly scheduled meetings prior to the Expo.

The steering committee selected 20 teachers to present at the Everyday ExcELLence Expo training event. Of these, seven teachers were selected due to participant anecdotal reporting of session relevance and quality. The data from these seven teachers was reviewed to determine if high implementation of the routines would show a positive academic impact for ELLs. *It is important to note that these seven teachers were identified not by a review of student performance data, but on the basis of observers judgements as to how effectively teachers were using the strategies in their classrooms*.

- Summary data for TELPAS is shown in **Figure 5**. Data from students of the targeted teachers is shown in red, data from students of all other trained teachers is in blue, and data from ESL students whose teachers received no training is shown in yellow.

- Students of targeted teachers showed large benefits on both overall TELPAS reading (46 scale score points) and in the percentage of students who improved their TELPAS rating in 2013 (28 percentage points), compared to students of all other trained teachers.

Figure 5. TELPAS results for students of targeted teachers, non-targeted teachers, and other ESL students, 2013: A. Adjusted scale score in reading, and B. Percent making gains in English proficiency



Source: TELPAS, Chancery

Discussion

The goal of the Everyday ExcELLence Institute training was to provide secondary ELL teachers with practical instructional routines that could be used with ELL students in any content area. This included an overview of sheltered instruction techniques, as well as eight other literacy routines. Data suggest that even though those teachers who responded to a survey indicated that they used the various ExcELLence Institute strategies to at least some extent in their teaching, the impact of training on student performance was highly variable. Teachers from some core areas (reading and mathematics) showed evidence for beneficial effects on their students, while those in other areas (e.g., science) showed little evidence of benefits. Overall, reading teachers seemed to have the strongest evidence for improved student performance, and reading/writing also was the subject area or skill that seemed to have benefited the most from teacher participation in the institute. English language proficiency, as measured by the TELPAS, was positively affected by teacher participation in the ExcELLence Institute, but only if the teacher's core area was reading. However, students showed large gains in English proficiency if their teachers were judged to have implemented the strategies to a high degree.

Evaluations of two prior versions of sheltered instruction training offered by the district (Houston Independent School District, 2010; 2011) found evidence for small but beneficial effects of sheltered instruction training on student performance. A similar evaluation conducted in 2012 (Houston Independent School District, 2012) found no consistent benefits for students of teachers who received a combination of sheltered instruction and literacy development training. The present findings suggest that further investigation is needed, and also that the training might need to be revised for teachers of certain core subject areas.

Limitations

This study assumed that a student whose teacher went through ExcELLence Institute training were exposed to the “treatment” (i.e., use of certain strategies in classes they take), and that the benefits of teacher participation would be reflected in student performance on STAAR and other assessments. However, students take a variety of classes with different teachers at the secondary level, and students also differ greatly in terms of a whole variety of demographic and personal factors, any of which may mask beneficial effects of the “treatment”. It is also true that benefits from exposure to ExcELLence Institute strategies in the classroom may occur only over the long-term, or following prolonged exposure to such techniques. Neither of these was possible given the brief timeline involved. Another limitation of the report is that there was little data available on how well the strategies were actually being implemented in the classroom by teachers. Such data, if reliable, could provide for a more powerful analysis of program impact since student performance benefits should be related to whether teachers did actually use the strategies effectively. Present data do not allow this to be done, however.

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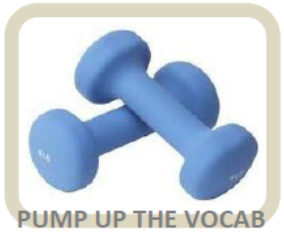
everyday excELLence literacy routines

Plan Assess Teach Ongoing

GET TO KNOW ME

Identify and monitor the literacy and language needs of individual students. (PL-2)

- **A** Get to know students' personal stories, learning histories, and preferences.
- **P** Discover and document information about each student's literacy status.
- **P** Compare early student work to proficiency level descriptors.
- **P** Create a learner profile for each English language learner and maintain a portfolio for each student.
- **A** Have students complete a quick, ungraded unit pre-assessment (written and/or verbal).
- **P** Plan extra support or extension for individual students as needed.
- **O** Signal that you are monitoring progress and remain interested in them as people and learners.



PUMP UP THE VOCAB

Create opportunities for students to build and apply academic vocabulary daily. (I-6)
(ELPS: 1A, 1C, 1E, 2B, 2E, 2F, 3A, 3D, 4A,5B)

- **P** Identify a handful of key vocabulary terms for the unit. Choose one or two high-power terms to introduce most days.
- **P** Decide: whole group or **HUDDLE**?
- **T1** Quickly assess students' familiarity with terms.
- **T2** Generate a simple definition, example, and visual. Point out word parts and cognates.
- **T3** Have students generate their own associations, definitions, examples, and visuals with at least one partner.
- **O** Post terms and visuals and refer to terms often.
- **O** Create opportunities for students to apply vocabulary. Listen and read for their use of terms.

TURN THE LIGHT ON

Scaffold direct instruction to increase comprehensible input and meet the literacy and language needs of diverse learners. (I-1, I-3, I-6)
(ELPS: 1A, 1E, 1H, 2D, 2E, 2I, 4D, 4E, 4F, 4J)

- **T1** Start with a compelling visual, word, scenario, quote, demonstration, or problem.
- **T2** Lead students to generate what they already know, what they predict, or what they would do.
- **T3** Cue the brain to focus on the most important information.
- **T4** Anchor key points and steps visually, orally, and in writing.
- **T5** Say, write, and model instructions.
- **T6** Chunk input, pausing to let students make sense of new information: think, discuss, write, and/or sketch.
- **T7** Scaffold as needed with supporting text, video, and/or reference materials.

LET'S TALK

Facilitate a variety of structured academic conversations that enable students to monitor and build understanding. (I-2, I-3, I-4, I-8)
(ELPS: 1C, 1D, 1E, 2D, 2E, 2G, 2I, 3D, 3F, 3G)

- **T1** Teach students your procedures for structured peer conversations.
- **P** Plan questions and sentence stems to guide academic conversations.
- **T2** Guide students to speak in complete sentences starting with the stem and using academic language.
- **T3** Guide students to clarify, paraphrase, and acknowledge different viewpoints.
- **T4** Pose the question, say and show the stem, then ask students to signal when they are ready to respond.
- **T5** Monitor group conversations and prompt as needed.
- **T6** Have pairs report their ideas to other pairs or the whole class.

everyday excELLence literacy routines

Plan Assess Teach Ongoing

DO I REALLY GET IT?

Teach students to monitor their comprehension and check for understanding frequently through structured questions. (PL-2, I-2, I-3)
(ELPS: 1B, 1C, 1D, 2D, 2I, 3F, 5B)

- **P** Predict student confusion. Plan tiered questions.
- **T1** Monitor students' nonverbal cues, talk, and writing.
- **T2** Ask students to repeat directions and procedures (chorally, paired, in writing).
- **T3** Provide options for getting clarification and help from peers and the teacher.
- **A** Have students think and pair to discuss tiered questions. Cold call strategically to check understanding.
- **A** Check for understanding of the whole group at key points via response signals.
- **T4** When students misunderstand, re-teach whole-group or **HUDDLE**.

HUDDLE

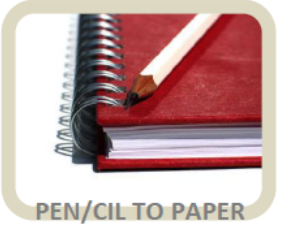
Frontload new learning and respond to misunderstanding in flexible groups. (PL-2, I-3)
(ELPS:1A, 2D, 2E, 2G, 2I, 3E, 3F, 4D, 4E, 4F, 4G)

- **P** Anticipate and plan for individual students using formative data.
- **T1** BEFORE: Pull a small group to frontload vocabulary (**PUMP UP THE VOCAB**) and build background knowledge needed for mastery.
- **T2** DURING: Based on **DO I REALLY GET IT?,** pull a small group as needed to re-teach major concepts during guided or independent practice.
- **T3** DURING: Employ language buddies strategically to support students who need extra help.
- **T4** AFTER: Provide additional support (re-teach, reinforce, repeat, or reflect) to flexible small groups based on data.

BE THE LEAD READER

Lead guided reading experiences to ensure students make sense of complex text. (I-1, I-6)
(ELPS: 1A, 1C, All of ELPS Strand 4)

- **P** Select interesting, relevant, well written texts for students to read.
- **P** Pre-read with your mind on the learning standard, noting the overall structure and points of potential confusion.
- **T1** Have students skim the text then predict what they will learn.
- **T2** Set a focus for the reading related to the standard and connect to what students know.
- **T3** Gradually release reading to your students – I Do, We Do, You Do.
- **T4** Chunk reading and coach students in processing each chunk.
- **A** After reading, connect students back to the focus.



PEN/CIL TO PAPER

Structure student opportunities to employ writing to make sense of new learning. (I-2, I-4)
(ELPS: 1B, 1C, 1F, All of ELPS Strand 5)

- **P** Plan for students to write informally throughout the lesson.
- **T1** Prompt students to write as a follow-up to **LET'S TALK**.
- **T2** Provide sentence and paragraph frames. Model and guide writing in well structured complete sentences.
- **T3** Model and guide the use of graphic organizers.
- **T4** Model and guide note-taking, emphasizing paraphrasing, capturing main ideas and details, and summarizing.
- **T5** Prompt students to incorporate academic language and vocabulary in their writing.
- **A** Read samples of student writing, focusing on students' content mastery. Give encouraging, precise feedback.

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Appendix B

Sheltered Instruction Background Information

Sheltered instruction is a style of teaching which makes grade-level academic content in core areas (e.g., math, science, social studies) more accessible for English Language Learners (ELLs), while at the same time promoting development of English language proficiency. It highlights key language features and incorporates strategies to make content more comprehensible to students, without sacrificing rigor. Sheltered instruction is sometimes referred to as SDAIE (specially designed academic instruction in English). While use of sheltered instruction techniques has come to be widespread in U.S. schools, this growth has often been characterized by inconsistent practices from district to district, and even from class to class within the same school (August & Hakuta, 1997; Berman et al, 1994; Kaufman, et al., 1994; Sheppard, 1995; Short, 1998)

Arguably, the most popular version currently in use is the sheltered instruction observational protocol, or SIOP (Echevarria & Graves, 1998; Echevarria, Vogt, & Short, 2000). The SIOP model was developed in a seven-year national research project (1996-2003) sponsored by the Center for Research on Education, Diversity, and Excellence (CREDE). Researchers identified features of instruction present in high-quality sheltered lessons, and developed an observational tool consisting of 30 items grouped into three sections: *preparation*, *instruction*, and *review/evaluation*. The instruction component is further broken down into clusters of items dealing with *building background*, *comprehensible input*, *strategies*, *interaction*, *practice/application*, and *lesson delivery*.

All features of the SIOP model are aligned with current research on instruction for ELLs. SIOP was originally designed to be used as an observation and rating tool for researchers, but it was soon recognized that the instrument could be used by teachers for lesson planning and reflection. Some of the techniques and strategies which SIOP encourages include the following:

- use of supplemental materials,
- adapt content to level of student proficiency,
- link concepts to student background and experiences,
- link past learning and new concepts,
- use scaffolding techniques,
- allow for frequent interactions between student-teacher and among students,
- use hands-on materials or manipulatives, and
- provide activities that integrate all language skills (reading, writing, listening, speaking).

Research has shown that the SIOP model is effective for learners at all grade levels across many subject areas, and can impact student achievement (Echevarria, Vogt, & Short, 2004).

District teachers received SIOP training in 2009–2010, and two different evaluations (Houston Independent School District, 2010; 2011) found evidence of performance gains for students whose teachers had received sheltered instruction training,

Sheltered instruction training for district ELL teachers has undergone modification in the past two years. A significant factor in this has been the prominence of literacy issues figure for the district's secondary ELL students. Results of the 2011 NAEP reading test showed that 18% of district students in grade 8 were at least proficient in reading (i.e., reading at roughly an 8th grade level or higher). However,

only 2% of 8th grade ELL students were rated as proficient (NCES, 2012). Poor reading skills constitute a significant barrier for ELL students. This is because addition to interfering with their ability to master course content, inadequate reading skills prevent many ELLs from exiting ELL status (ELLs must meet specific standards in reading, writing, and oral English proficiency in order to cease being classified as ELL). Accordingly, sheltered instruction training in 2011–2012 was augmented by including a review of various strategies meant to improve student literacy. This portion of training borrowed heavily from a recent review by Beers (2003). Subsequently, in 2012–2013, the ExcELLence Institute attempted an approach which simplified things by reducing the number of individual strategies that were taught to secondary ELL teachers, while still placing a dual emphasis on sheltered instruction and strategies for improving student's literacy.

Appendix C

Number of Teachers and Other Staff Attending the Everyday ExcELLence Institute in 2012–2013, by Campus

Campus	# Teachers	# Others	Total	Campus	# Teachers	# Others	Total
Attucks MS	2	0	2	Las Americas MS	5	0	5
Austin HS	9	0	9	Lee HS	5	0	5
Barbara Jordan HS	2	0	2	Liberty HS	6	0	6
Bellaire HS	7	0	7	Long MS	5	0	5
Black MS	8	0	8	Madison HS	15	1	16
Briarmeadow MS	3	0	3	Marshall MS	4	0	4
Burbank MS	10	0	10	McReynolds MS	9	1	10
Chavez HS	17	0	17	Milby HS	17	0	17
Clifton MS	13	0	13	N Q Henderson ES	2	0	2
Community Services	3	0	3	Ortiz MS	9	0	9
Cullen MS	4	0	4	Pershing MS	6	0	6
Davis HS	2	0	2	Pin Oak MS	13	0	13
Deady MS	28	1	29	Reagan HS	9	0	9
DeBakey HSHP	1	0	1	Reagan K-8	1	0	1
Dowling MS	5	0	5	Revere MS	6	0	6
Eastwood Academy HS	4	0	4	Rice MS	1	0	1
Edison MS	8	1	9	Sam Houston MSTC	17	0	17
Empowerment CP HS	1	0	1	Scarborough HS	2	0	2
Energ For Exc Acad MS	4	0	4	Sharpstown HS	3	0	3
Fleming MS	13	1	14	Sharpstown International	11	0	11
Fondren MS	4	0	4	Sterling HS	3	0	3
Fonville MS	6	0	6	Stevenson MS	4	0	4
Furr HS	1	0	1	Sugar Grove Academy	5	0	5
Grady MS	1	0	1	Thomas MS	2	0	2
Hamilton MS	11	2	13	Waltrip HS	3	0	3
Harper Alternative	1	0	1	Washington BT HS	3	0	3
Hartman MS	8	0	8	Welch MS	9	0	9
Henry MS	16	0	16	West Briar MS	6	0	6
Hogg MS	7	0	7	Westbury HS	42	3	45
Holland MS	9	0	9	Westside HS	6	0	6
HS Ahead Academy	3	0	3	Wheatley HS	8	1	9
Jackson MS	8	0	8	Williams MS	10	0	10
Johnston MS	9	0	9	Woodson K-8	2	0	2
Jones HS	1	0	1	Worthing HS	1	0	1
Kashmere HS	2	1	3	Worthing MS	1	0	1
Key MS	2	0	2	Yates HS	2	0	2
Lamar HS	2	0	2	Young Men's CollegePrep	1	0	1
Lanier MS	3	0	3	Young Women's College Prep	1	0	1

Appendix D

Questions and Responses From Online Survey Administered to Everyday ExcELLence Institute Participants

Items concerning the trainers/facilitators:

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adequately set the tone and background for information presented in the session(s)	58% *(59)*	37% *(38)*	3% *(3)*	2% *(2)*	0% *(0)*
Allowed me to reflect and share my ideas/views about the topics presented	54% *(55)*	40% *(41)*	5% *(5)*	1% *(1)*	0% *(0)*
Helped me to make connections with the information so that I could use it in my teaching	58% *(59)*	34% *(35)*	7% *(7)*	1% *(1)*	0% *(0)*
Actively encouraged collaborative discussion	61% *(61)*	34% *(34)*	4% *(4)*	1% *(1)*	0% *(0)*

Items concerning the sessions themselves:

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The information was relevant and useful to my daily teaching/work	54% *(54)*	38% *(38)*	7% *(7)*	2% *(2)*	0% *(0)*
The topics were well organized and paced	58% *(57)*	33% *(33)*	6% *(6)*	3% *(3)*	0% *(0)*
The learning outcomes for the sessions were clearly communicated	58% *(58)*	38% *(38)*	3% *(3)*	1% *(1)*	0% *(0)*
I feel comfortable enough with the information I learned that I could share it with my colleagues	46% *(46)*	40% *(40)*	13% *(13)*	1% *(1)*	1% *(1)*
Handouts were useful and adequately supported the information presented	57% *(58)*	34% *(34)*	8% *(8)*	1% *(1)*	0% *(0)*
The information was conveyed in a way that was easy to comprehend and follow	57% *(58)*	36% *(36)*	5% *(5)*	2% *(2)*	0% *(0)*
My awareness of these teaching strategies was enhanced	55% *(55)*	35% *(35)*	6% *(6)*	3% *(3)*	0% *(0)*
I am prepared to use the strategies in my teaching	53% *(53)*	36% *(36)*	9% *(9)*	2% *(2)*	1% *(1)*
Overall, the session(s) was/were relevant to my teaching/work within the school	53% *(53)*	40% *(40)*	7% *(7)*	1% *(1)*	0% *(0)*

Appendix E

Questions and Responses From Online Survey Administered to Everyday ExcELLence Institute Teachers Concerning the Overall Ease of Implementing the Strategies in Their Classroom

How easy was it to use the methods you learned about in the classroom?

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Things I learned during training were easily implemented in the classroom	41% *(41)*	44% *(44)*	11% *(11)*	3% *(3)*	1% *(1)*
Including the strategies in my teaching increased my workload	16% *(16)*	32% *(2)*	22% *(22)*	26% *(26)*	4% *(4)*
I observed positive benefits for students after using these strategies in my classroom	42% *(42)*	41% *(41)*	15% *(15)*	1% *(1)*	1% *(1)*
Students appear to like the inclusion of these strategies in my classroom	33% *(32)*	48% *(47)*	16% *(16)*	1% *(1)*	2% *(2)*
Other district staff (teachers, curriculum specialists, etc.) facilitated my use of these strategies	20% *(20)*	25% *(25)*	33% *(33)*	15% *(15)*	6% *(6)*
Principals and other administrators facilitated my use of these strategies	11% *(10)*	19% *(17)*	41% *(37)*	19% *(17)*	10% *(9)*

Appendix F

Questions and Responses From Online Survey Administered to Teachers Concerning How Often They Used Specific Strategies

Survey Item	Always	Usually	Sometimes	Seldom	Never
Pump Up The Vocab	27% *(25)*	28% *(26)*	28% *(26)*	11% *(10)*	5% *(5)*
Let's Talk	24% *(21)*	35% *(31)*	33% *(29)*	6% *(5)*	3% *(3)*
Be The Lead Reader	18% *(16)*	30% *(26)*	28% *(25)*	16% *(14)*	8% *(7)*
Pen/cil to Paper	22% *(19)*	42% *(37)*	26% *(23)*	8% *(7)*	2% *(2)*
Turn The Light On	13% *(11)*	36% *(31)*	29% *(25)*	15% *(13)*	7% *(6)*
Do I Really Get It?	26% *(23)*	25% *(22)*	35% *(30)*	12% *(10)*	2% *(2)*
Huddle	11% *(10)*	31% *(27)*	31% *(27)*	18% *(16)*	9% *(8)*
Get To Know Me	17% *(15)*	34% *(30)*	32% *(28)*	14% *(12)*	3% *(3)*
Implement Language and Content Objectives	44% *(39)*	33% *(29)*	15% *(13)*	7% *(6)*	1% *(1)*
Use Response Signals	49% *(44)*	21% *(19)*	19% *(17)*	9% *(8)*	2% *(2)*
Question Using Q3SA (Question, Signal, Stem, Share, Assess)	21% *(19)*	28% *(25)*	32% *(28)*	14% *(12)*	6% *(5)*
Embed gestures Into Learning Process	29% *(26)*	34% *(30)*	23% *(20)*	10% *(9)*	5% *(4)*
Post And Use Word Walls	49% *(44)*	28% *(25)*	11% *(10)*	7% *(6)*	5% *(4)*
Model And Use Complete Sentences	60% *(55)*	23% *(21)*	13% *(12)*	2% *(2)*	1% *(1)*
RandomizeAnd Rotate To Call On Students	58% *(52)*	27% *(24)*	11% *(10)*	3% *(3)*	1% *(1)*
Use Sentence Stems To Develop Language And Academic Vocabulary	46% *(42)*	28% *(26)*	22% *(20)*	4% *(4)*	0% *(0)*
Scaffold Using A Gradual Release Model (e.g., "I Do, We Do, You Do")	40% *(36)*	31% *(28)*	22% *(20)*	8% *(7)*	0% *(0)*

Appendix G

Questions and Responses From Online Survey Administered to Teachers Concerning How Easy or Difficult It Was to Use Specific Strategies

Survey Item	Very Easy	Easy	Neutral	Difficult	Very Difficult
Pump Up The Vocab	22% *(19)*	43% *(37)*	31% *(27)*	2% *(2)*	1% *(1)*
Let's Talk	24% *(20)*	52% *(44)*	22% *(19)*	1% *(1)*	1% *(1)*
Be The Lead Reader	22% *(19)*	36% *(31)*	35% *(30)*	5% *(4)*	2% *(2)*
Pen/cil to Paper	26% *(22)*	47% *(40)*	24% *(21)*	4% *(3)*	0% *(0)*
Turn The Light On	13% *(11)*	49% *(42)*	34% *(29)*	2% *(2)*	1% *(1)*
Do I Really Get It?	18% *(15)*	55% *(46)*	25% *(21)*	1% *(1)*	0% *(0)*
Huddle	19% *(16)*	36% *(30)*	35% *(29)*	8% *(7)*	2% *(2)*
Get To Know Me	22% *(19)*	52% *(44)*	22% *(19)*	2% *(2)*	1% *(1)*
Implement Language and Content Objectives	16% *(14)*	50% *(43)*	28% *(24)*	6% *(5)*	0% *(0)*
Use Response Signals	33% *(28)*	48% *(41)*	14% *(12)*	4% *(3)*	1% *(1)*
Question Using Q3SA (Question, Signal, Stem, Share, Assess)	18% *(16)*	43% *(37)*	25% *(22)*	13% *(11)*	1% *(1)*
Embed gestures Into Learning Process	31% *(27)*	42% *(36)*	23% *(20)*	2% *(2)*	1% *(1)*
Post And Use Word Walls	39% *(33)*	39% *(33)*	14% *(12)*	7% *(6)*	1% *(1)*
Model And Use Complete Sentences	38% *(33)*	42% *(36)*	13% *(11)*	7% *(6)*	0% *(0)*
RandomizeAnd Rotate To Call On Students	42% *(36)*	39% *(33)*	15% *(13)*	4% *(3)*	0% *(0)*
Use Sentence Stems To Develop Language And Academic Vocabulary	31% *(27)*	46% *(40)*	18% *(16)*	5% *(4)*	0% *(0)*
Scaffold Using A Gradual Release Model (e.g., "I Do, We Do, You Do")	24% *(21)*	41% *(36)*	31% *(27)*	3% *(3)*	0% *(0)*

Appendix H

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II, and III), mathematics (Algebra I, Geometry, Algebra II), science (Biology, Chemistry, Physics), and social studies (World Geography, World History, U.S. History). In 2011–2012, only grade 9 students took the EOC exams, while those in grades 10 and 11 continued to take the TAKS.

The TAKS is a state-mandated, criterion-referenced test first administered in the spring of 2003, and which is being phased out beginning in 2012. It measures academic achievement in reading, mathematics, science, and social studies in grades 10 and 11. Students currently in grades 10 and higher as of 2011–2012 will continue to take exit-level TAKS tests in order to graduate, while those in grades 9 and lower will instead take STAAR EOC exams (see above).

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Stanford 10 tests exist for reading, mathematics, and language (grades 1–8), science (3–8), and social science (grades 3–8). This test provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

Student final grades in selected courses were analyzed. The courses were in the areas of reading, English language arts, mathematics, science, and social studies. The analyzed courses did not include all courses taken by ESL students in these areas, but a subset which were specifically targeted at ELL students. A full list of courses included in the analysis is shown in **Appendix J** (p. 25).

Appendix I

Analysis of Student Performance Data

Student performance data was analyzed for the STAAR, STAAR EOC, TAKS, Stanford 10, and TELPAS. Also analyzed were final course grades from selected courses for ELL students. The following describes some of factors that were important in these analyses:

Post Hoc Design: The study used a post hoc design, where students were identified only after being taught by one of the teachers who received training. This meant that it was not possible to select an appropriately matched comparison group. Instead, the group of comparison students was composed of all other secondary ESL students whose teachers had not participated in the ExcELLence Institute.

Analysis of Covariance: Since treatment and comparison groups could be precisely matched, all analyses used an analysis of covariance procedure. In this, the students performance in 2013 was analyzed, with their performance in 2012 serving as a covariate. In this way, student performance in 2013 was corrected to take into account their prior performance level.

Teachers Who Were Previously Trained: A related difficulty concerned the fact that some version of sheltered instructional training for secondary ELL teachers has occurred in three previous years in the district. Therefore, it is not sufficient to simply compare student of teachers trained in 2012–2013 to students whose teachers were not trained in 2012–2013, since some of these "comparison" teachers may well have been trained in the use of similar strategies in previous years. Instead, students of teachers trained in the current year need to be compared to students of teachers who had *never* been trained. This was accomplished by recording, for each teacher who participated in the ExcELLence Institute, a record of how many previous training they had received, if any.

Teacher Subject Area: Another important aspect of the analyses was that data were analyzed separately for different groups of teachers who specialized by subject area. For example, results for mathematics teachers who were trained were analyzed separately from those of teachers who specialized in reading/ELA. This was done because it made it easier to determine whether students benefited by having their teachers of specific subject areas trained in use of these ESL strategies. In addition, it potentially allowed differences between teachers across subject area to be seen, which could facilitate modifications to training procedures in the future.

Covariates: For STAAR, TAKS, and TELPAS reading, the data analyzed were the scale scores for particular subjects from 2013. The covariates used were the corresponding data for that student from 2012. If a student did not have two years of results then their data were excluded from analysis. For the STAAR EOC, scale scores from ten different subject tests in 2013 were analyzed, but since students seldom took the same EOC test in the previous year, their 2012 TELPAS reading scale score was used as the covariate. For the the Stanford 10, the NCE from 2013 was the dependent variable, with NCE from 2012 was the covariate. All assessment subtests or subjects were analyzed separately.

Course Grades: Course grade data consisted of the final grade in the areas of reading/English language arts, mathematics, science, and social studies. Courses included were those which were identified by staff from the multilingual department as being specifically targeted at secondary ELL students. If a student took multiple courses within one area, the average grade across all courses was used. For all course grade analyses, the TELPAS reading scale score from 2012 served as the covariate.

Appendix J

Courses Included in Grade Analyses for ESL Students

Course Number	Course Name	Course Number	Course Name	Course Number	Course Name
ELA1508A	ESL CREATIVE WRITING A	ENG1266A	ENG SOL 2A-INT	MTH2329B	ESL MATH MDLS B
ELA1508B	ESL CREATIVE WRITING B	ENG1266B	ENG SOL 2B-INT	MTH2359A	ALGEBRA 2A-ESL
ELA1518A	ESL PRAC WRITING A	ENG1268A	ENG SOL 2A-ADV	MTH2359B	ALGEBRA 2B-ESL
ELA1518B	ESL PRAC WRITING B	ENG1268B	ENG SOL 2B-ADV	RDG16062	ORAL LNG DEV 6
ELA1528A	ESL TECH WRITING A	ENG1366A	ENG 3A INT	RDG16065	ESL READ 6-BEG
ELA1528B	ESL TECH WRITING B	ENG1366B	ENG 3B INT	RDG16066	ESL READ 6-INT
ELD1976A	NEWCOMER ELD A	ENG1368A	ENG 3A ADV	RDG16068	ESL READ 6-ADV
ELD1977A	NEWCOMER ELD B	ENG1368B	ENG 3B ADV	RDG16069	TRANS READ 6
ELD1979A	ESOL SCIENCE 1A	ENG1369A	ENG 3A TRANS	RDG16072	ORAL LNG DEV 7
ELD1979B	ESOL SCIENCE 1B	ENG1369B	ENG 3B TRANS	RDG16075	ESL READ 7-BEG
ENG 10690	ENG 6 TRANS	ENG1466A	ENG 4A INT	RDG16076	ESL READ 7-INT
ENG1073E	ENG 7 PREAP ESL	ENG1466B	ENG 4B INT	RDG16078	ESL READ 7-ADV
ENG10790	ENGLISH 7 TRANS	ENG1468A	ENG 4A ADV	RDG16079	TRANS READ 7
ENG1083E	ENG 8 PREAP ESL	ENG1468B	ENG 4B ADV	RDG16085	ESL READ 8-BEG
ENG10890	ENGLISH 8 TRANS	ENG1469A	ENG 4A TRANS	RDG16086	ESL READ 8-INT
ENG1153C	ENG 1A PAP ESL	ENG1469B	ENG 4B TRANS	RDG16088	ESL READ 8-ADV
ENG1153D	ENG 1B PAP ESL	ESL10640	ESL 6 BEG(LEV1)	RDG1718A	ESL READ 1A
ENG1158A	ENG 1A ADV	ESL10660	ESL 6 INT(LEV2)	RDG1718B	ESL READ 1B
ENG1158B	ENG 1B ADV	ESL10680	ESL 6 ADV(LEV3)	RDG1728A	ESL READ 2A
ENG1159A	ENGLISH 1A TRAN	ESL10740	ESL 7 BEG(LEV1)	RDG1728B	ESL READ 2B
ENG1159B	ENGLISH 1B TRAN	ESL10760	ESL 7 INT(LEV2)	RDG1738A	ESL READ 3A
ENG1162A	ENG SOL 1A-PRE	ESL10780	ESL 7 ADV(LEV3)	RDG1738B	ESL READ 3B
ENG1162B	ENG SOL 1B-PRE	ESL10840	ESL 8 BEG(LEV1)	SCI40690	ESL SCIENCE 6
ENG1164A	ENG SOL 1A-BG	ESL10860	ESL 8 INT(LEV2)	SCI40790	ESL SCIENCE 7
ENG1164B	ENG SOL 1B-BG	ESL10880	ESL 8 ADV(LEV3)	SCI40890	ESL SCIENCE 8
ENG1166A	ENG SOL 1A-INT	LOC9004A	FOUND MATH A	SCI4259A	BIOLOGY A-ESL
ENG1166B	ENG SOL 1B-INT	LOC9004B	FOUND MATH B	SCI4259B	BIOLOGY B-ESL
ENG1168A	ENG SOL 1A-ADV	MTH20690	MATH 6-ESL	SST30690	ESL W CULT STDY6
ENG1168B	ENG SOL 1B-ADV	MTH20790	MATH 7-ESL	SST30790	ESL TEX HIST 7
ENG1253C	ENG 2A PAP ESL	MTH20890	MATH 8-ESL	SST30890	ESL US HIST 8
ENG1253D	ENG 2B PAP ESL	MTH2159A	ALGEBRA 1A-ESL	SST3159A	ESL W GEO STDYA
ENG1258A	ENG 2A ADV	MTH2159B	ALGEBRA 1B-ESL	SST3159B	ESL W GEO STDYB
ENG1258B	ENG 2B ADV	MTH2259A	ESL GEOMETRY A	SST3259A	ESL W HISTORY A
ENG1259A	ENG 2A TRANS	MTH2259B	ESL GEOMETRY B	SST3259B	ESL W HISTORY B
ENG1259B	ENG 2B TRANS	MTH2327A	MATH MDL APPL A	SST3359A	ESL US HIST A
ENG1264A	ENG SOL 2A-BG	MTH2327B	MATH MDL APPL B	SST3359B	ESL US HIST B
ENG1264B	ENG SOL 2B-BG	MTH2329A	ESL MATH MDLS A		

Appendix K

Results of Statistical Analyses of Student Performance Data: Assessment Type, Subject Tested, and Teacher Subject Area

STAAR

	Teacher Subject (Self-Identified)											
	Math			Reading			Science			Social Studies		
Tested Subject	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	6.678	.005	1524/1542	4.084	> .05	1524/1515	4.776	> .05	1524/1504	<1	> .05	1524/1519
Reading/ELA	<1	> .05	1517/1516	<1	> .05	1512/1512	<1	> .05	1514/1514	<1	> .05	1515/1509
Science	4.161	> .05	3452/3367	3.971	> .05	3429/3372	1.542	> .05	3452/3578	<1	> .05	3450/3481
Social Studies	9.025	> .05	3336/3232	8.877	> .05	3319/3247	1.302	> .05	3336/3431	1.050	> .05	3334/3379

STAAR End-of-Course

	Teacher Subject (Self-Identified)											
	Math			Reading			Science			Social Studies		
Tested Subject	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Algebra I	2.983	> .05	3651/3548	<1	> .05	3599/3602	10.578	> .05	3637/3493	<1	> .05	3608/3585
Biology	2.720	> .05	3548/3602	3.592	.03	3517/3570	1.693	> .05	3538/3580	<1	> .05	3514/3519
Reading I	<1	> .05	1690/1688	1.785	> .05	1672/1653	<1	> .05	1685/1679	<1	> .05	1667/1659
Reading II	9.606	.001	1737/1807	2.370	> .05	1718/1676	<1	> .05	1727/1705	2.544	> .05	1723/1764
Writing I	<1	> .05	1626/1616	9.307	> .05	1606/1566	2.215	> .05	1623/1598	<1	> .05	1604/1606
Writing II	2.997	.042	1640/1666	5.091	> .05	1622/1581	2.175	> .05	1630/1654	3.817	.026	1627/1661
Chemistry	2.102	> .05	3473/3553	<1	> .05	3455/3497	1.594	> .05	3462/3396	3.023	.041	3462/3560
Geometry	4.089	.022	3544/3615	4.835	.014	3520/3630	<1	> .05	3531/3526	1.700	> .05	3524/3578
World History	8.138	.003	3241/3368	<1	> .05	3220/3232	6.254	> .05	3227/3104	7.828	.003	3223/3366
World Geography	<1	> .05	3426/3425	1.115	> .05	3395/3365	<1	> .05	3412/3399	<1	> .05	3382/3393

TAKS

	Teacher Subject (Self-Identified)											
	Math			Reading			Science			Social Studies		
Tested Subject	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	<1	> .05	2183/2178	<1	> .05	2156/2150	2.227	> .05	2185/2113	4.209	> .05	2183/2121
Reading/ELA	<1	> .05	2131/2123	<1	> .05	2112/2102	<1	> .05	2133/2109	<1	> .05	2125/2109
Science	<1	> .05	2186/2179	<1	> .05	2180/2164	2.684	> .05	2191/2129	<1	> .05	2181/2164
Social Studies	<1	> .05	2327/2291	<1	> .05	2322/2297	<1	> .05	2335/2297	3.727	> .05	2322/2246

Appendix K (continued)

Results of Statistical Analyses of Student Performance Data: Assessment Type, Subject Tested, and Teacher Subject Area

Stanford 10

	Teacher Subject (Self-Identified)											
	Math			Reading			Science			Social Studies		
Tested Subject	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	<1	> .05	43.7/43.0	<1	> .05	43.8/43.6	1.603	> .05	43.6/42.4	2.523	> .05	43.4/41.9
Reading	<1	> .05	27.6/27.8	4.013	.022	27.4/28.2	<1	> .05	27.4/27.0	<1	> .05	27.4/27.8
Science	<1	> .05	41.0/41.8	<1	> .05	41.2/41.4	<1	> .05	41.0/40.2	6.092	> .05	41.1/38.1
Social Science	<1	> .05	33.3/33.7	2.970	.043	33.4/34.2	<1	> .05	33.4/32.3	<1	c	33.4/32.5
Language	5.942	.007	31.2/32.9	3.075	.040	31.1/31.9	<1	> .05	31.1/30.6	<1	> .05	31.0/30.6

TELPAS

	Teacher Subject (Self-Identified)											
	Math			Reading			Science			Social Studies		
Tested Subject	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Reading Proficiency	1.626	> .05	740/743	7.396	.004	737/741	<1	> .05	739/738	<1	> .05	738/736
Yearly Progress	1.330	> .05	60.6/57.9	20.509	.001	59.5/66.3	1.363	> .05	60.1/56.9	3.295	> .05	59.8/55.1

Course Grades

	Teacher Subject (Self-Identified)											
	Math			Reading			Science			Social Studies		
Tested Subject	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Reading/ELA	<1	> .05	76.2/76.1	64.294	.001	76.0/78.8	12.462	> .05	76.1/73.9	17.767	.001	76.1/78.6
Math	<1	> .05	75.0/74.6	4.129	> .05	74.9/72.6	6.271	> .05	74.9/70.5	4.884	.014	74.9/77.7
Science	12.075	.001	75.5/79.8	26.658	.001	75.1/81.0	4.037	.023	75.4/79.1	7.740	.004	75.1/77.8
Social Studies	7.792	> .05	78.9/73.4	<1	> .05	78.7/77.6	4.327	> .05	78.8/74.7	6.052	>.05	78.6/75.4