MEMORANDUM   January 23, 2015

TO: Board Members

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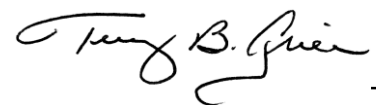   Superintendent of Schools

SUBJECT: **2014 EVERYDAY EXCELLENCE INSTITUTE EVALUATION REPORT**

CONTACT: Carla Stevens, 713-556-6700

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 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 2013–2014. 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 455 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 only weak evidence for beneficial effects compared to ESL students whose teachers did not receive training. However, there was stronger evidence for benefits of training when campuses had evidence of administrative buy-in and an ongoing focus on the use of the trained strategies.

_____TBG

cc: Superintendent's Direct Reports   Chief School Officers
      Gracie Guerrero   School Support Officers
      Jennifer Alexander
      Terrie Armstrong

RESEARCH

Educational Program Report

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EVERYDAY EXCELLENCE INSTITUTE PROGRAM EVALUATION REPORT 2013–2014

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. Without proper instructional supports, these students are at risk of falling behind academically. The Everyday ExcELLence Institute is a training session for teachers of ELL students, and has been offered since 2012. For the 2013–2014 school year, the sessions were offered over a five-month period starting in June of 2013. There were two separate four-day sessions in June and July, as well as two one-day sessions in September and October of 2013. 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 one 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. Attendees 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. In addition, teachers were instructed in the use of eight literacy routines. 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 of the four-day training sessions, while the eight literacy routines were reviewed on the final two days. In addition, during these final two days teachers had to create a lesson plan utilizing these newly acquired techniques (the schedule was adjusted accordingly for participants in the one-day Sessions). Training was provided by a team of district staff (Multilingual department staff and Teacher Development Specialists) who had themselves been trained on the various techniques covered.

Highlights

- A total of 455 teachers participated in the Everyday ExcELLence Institute, with 380 of them participating for the full four days (24 hours) and an additional 75 attending for less than four days.

- Institute participants, compared to other HISD teachers, were slightly older, had more teaching experience, and were more likely to be African American.

- One hundred and seven 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 88% 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 and other district staff.

- Performance of ELL students whose teachers received ExcELLence Institute training showed only weak evidence for beneficial effects, compared to those of other ELL students.

- Those benefits which were seen depended on both teachers' core area (reading teachers had a lesser impact than did social studies teachers) and on the subject area tested.

- There was stronger evidence for benefits of training when student data were analyzed for three campuses identified as having administrative buy-in and an ongoing focus on use of the strategies.

Recommendations

1. Available data indicates that this program improves student performance only weakly unless there is evidence that it was implemented to a high degree. More effort should be directed at ensuring that there is campus-level support and buy-in from administrators.

2. The generally weak benefits seen for subjects other than reading/language arts indicates that the strategies, even when used, are not useful across all content areas. This counterintuitive finding should be investigated further by program staff to determine whether content-are teachers are implementing the strategies adequately.

3. Broadening the program to include elementary as well as secondary students, and to target teachers of non-ELLs, suggests that the program may have lost focus. Irregardless of the potential benefits of this training to teachers of students at all levels, the original need (literacy issues with secondary ELLs) may no longer be being met. Program staff should determine whether this program still addresses the needs of these students, and if necessary develop a program that targets them.

Administrative Response

One school, Hartman MS, showed a very high level of implementation. The principal, an immigrant himself, is keenly aware of the needs of ELLs. He supported the implementation of this program at Hartman and also agreed to host summer trainings on his campus. In doing so, it is evident that a focus on meeting the needs of ELLs produced results (see p. 10).

This project is now in the third year of implementation. At this time, the training has been divided up to offer the training during the school year. The first two days of the training, Sheltered Instruction Plus, is offered through the Multilingual Programs Department. The literacy routines have been divided in four sessions of two routines each. These sessions have been offered during district-wide early dismissal days. Very few teachers are receiving the four-day training as it was intended. Further changes have included an update of the eight literacy strategies with a focus of literacy development in general. In essence, the initiative has lost focus on the instructional needs of ELLs.

The Multilingual Department is now looking at other sheltered instruction training approaches. One such training may be piloted this spring, and is based on the work of Dr. Eugenie Mora-Flores.

Introduction

There are more than 60,000 students in Houston ISD 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 ExcEL-Lence Institute is a training session for teachers of ELL students, and has been offered since 2012. For the 2013–2014 school year the sessions were offered over a five-month period starting in June of 2013. There were two separate four-day sessions in June and July, as well as two one-day sessions in September and October of 2013. 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 one 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. Attendees 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. Sheltered instruction training promotes and enhances the use of instructional strategies and modifications that allow ELLs to access an English language curriculum more effectively. This 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. 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 of the four-day training sessions, while the eight literacy routines were reviewed on the final two days. In addition, during these final two days teachers had to create a lesson plan utilizing these newly acquired techniques (the schedule was adjusted accordingly for participants in the one-day Sessions). Training was provided by a team of district staff (Multilingual department staff and Teacher Development Specialists) who had themselves been trained on the various techniques covered. **Appendix A** (p. 13) summarizes the eight literacy routines, and **Appendix B** (p. 15) provides further background on sheltered instruction.

Methods

Participants

A total of 455 teachers attended the Everyday ExcELLence Institute in 2013–2014. Most of these (380 teachers, or 84%) received at least 24 hours of training, with an additional 50 (11% of teachers) receiving at least 12 hours and 25 (5%) less than 12 hours (142 teachers registered for the training but did not attend). **Appendix C** (see p. 17) shows counts of teaching and non-teaching staff who attended training by campus. Student performance data were analyzed from all English as a Second Language (ESL) students who were in classes taught by teachers who attended the Everyday ExcELLence Institute in 2013–2014.

Data Collection & Analysis

The Multilingual Department provided of a list of teachers attending the Everyday ExcELLence Institute, and teacher's employee ID codes were retrieved from the district's Chancery database. Next, teacher

demographic information was extracted from Chancery, including years of teaching experience. A list was created of all students in subjects taught by teachers who attended the training, which was then used to retrieve student performance data on various standardized tests.

An online survey was used to collect data from teachers and other staff who attended the Everyday ExcELLence Institute 2013–2014. The first section of the survey sought feedback on attendees' 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 section 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), Stanford Achievement Test (Stanford 10), and the Texas English Language Proficiency Assessment System (TELPAS). STAAR results are reported for the reading, mathematics, science, and social studies tests. For STAAR EOC, results were analyzed for Algebra I, Biology, English I and II, and U.S. History. Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, language, science, and social science.

TELPAS results are reported for two indicators. One indicator reflects the level of English language reading proficiency exhibited by ELL students (TELPAS reading scale score). The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2013 and 2014. For this second TELPAS indicator, the percent of students 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.

Results

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

- Eighty-three percent of teachers receiving training were female, compared to 75% for the district overall (significant difference at p<.05).

- Everyday ExcELLence teachers were more likely to be African American, and less likely top be either Hispanic or White, compared to all district teachers (see **Figure 1**).

**Figure 1. Distribution of Everyday ExcELLence Institute trained teachers by ethnicity.**
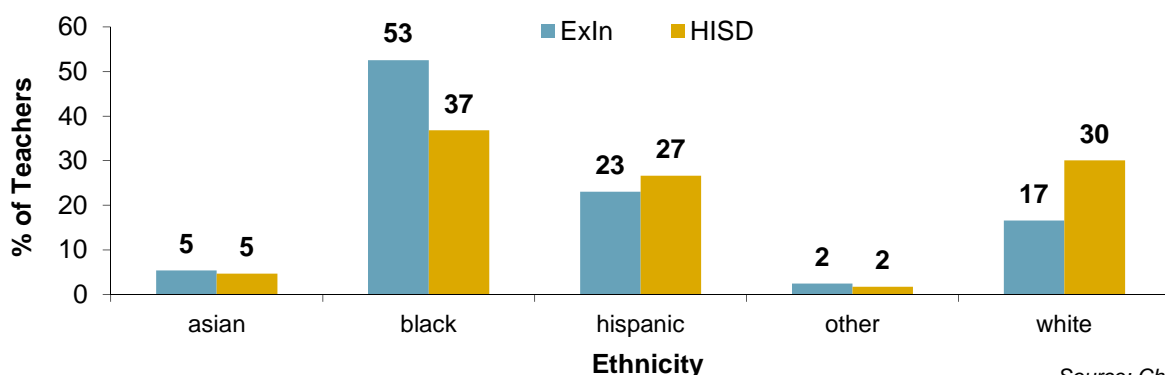
Source: Chancery

Figure 2. Distribution of Everyday ExcELLence Institute trained teachers by age.

Source: Chancery
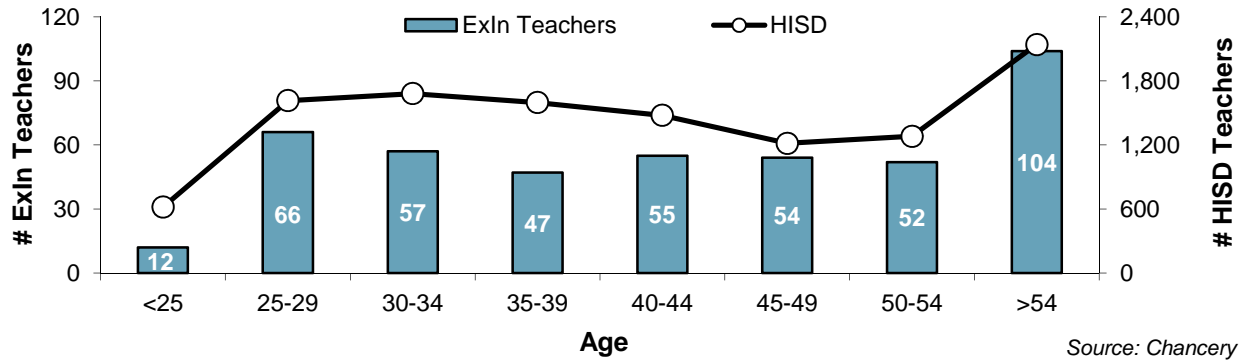
- **Figure 2** shows the distribution of ages for teachers who received ExcELLence Institute training (shaded bars). Also included, for comparison, is the relative distribution of ages for teachers in the district (open circles).

- ExcELLence Institute teachers were on average slightly older than the average district teacher. The odds of being younger than 40 years old were lower for teachers who attended training than they were for other teachers in the district (odds ratio = 0.76, z = 2.77, p < .01, significant at p < .05).

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

Source: Chancery
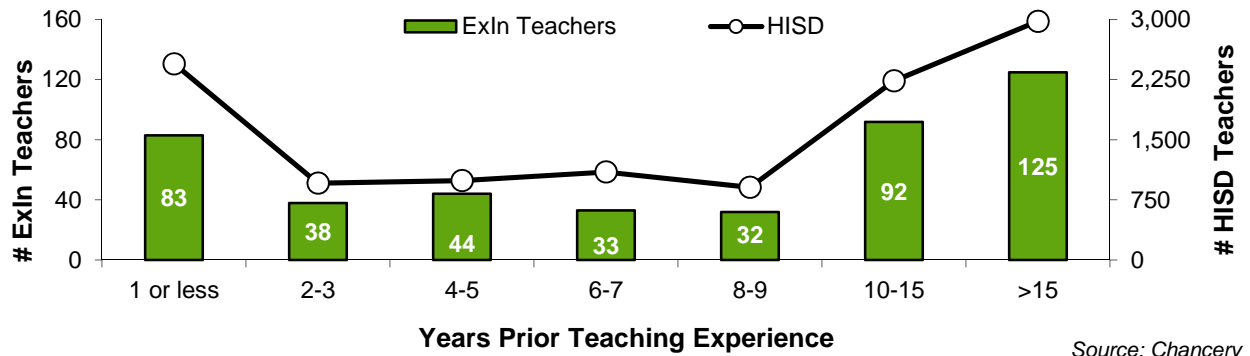
- **Figure 3** shows the distribution of prior experience (ExcELLence Institute teachers as bars, HISD overall as open circles). Trained teachers were no more likely to have one or fewer years of experience than other teachers in the district (odds ratio = 0.85, z = 1.28, p>.10, not significant at p < .05).

- **Figure 4** 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 = 2.64, p<.01, significant at p < .05).

Figure 4. Distribution of trained teachers by years of previous experience teaching in HISD.

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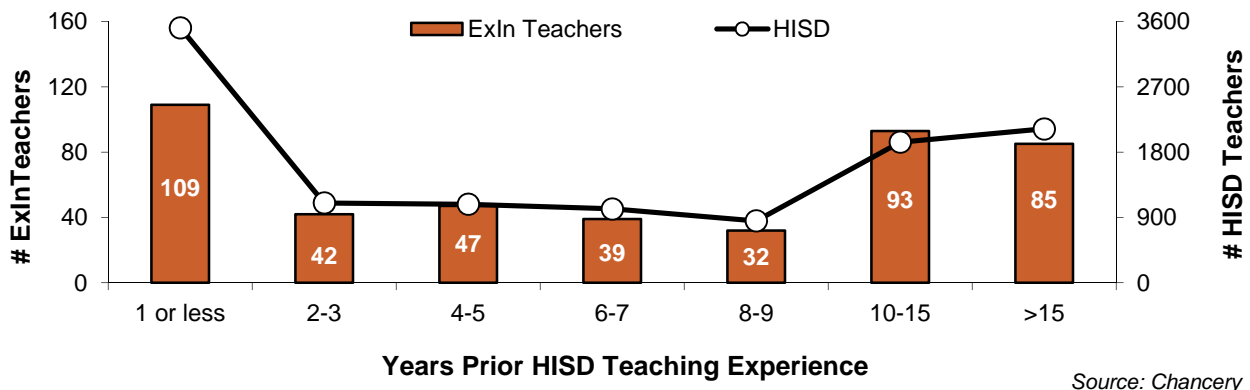
How satisfied were teachers with the training received at the Everyday ExcELLence Institute?

One hundred and seven individuals who had attended ExcELLence Institute training responded to an online survey assessing reaction to the training sessions (this was 24% of all those who attended). A full summary of responses to the entire survey can be found in **Appendix D** (p. 19).

- Respondents were divided amongst elementary (40%), middle school (27%), and high school teachers (31%), with two non-teachers. Of the teacher respondents, 55% taught reading or English language arts, 34% taught math, 31% taught science, 33% taught social studies, and 13% taught other subjects. 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 88% of responses being positive.

- The trainers: Opinions about the trainers were highly positive, with 90 percent or more either agreeing or strongly agreeing with the following statements: "adequately set the tone and background for information presented" (90%), "allowed me to reflect and share my ideas/views about the topics presented" (90%), "Helped me to make connections with the information so that I could use it in my teaching" (90%), and "actively encouraged collaborative discussion" (92%).

- The training sessions: Statements which received the highest degree of support were the following: "My awareness of these teaching strategies was enhanced" (90%), "I am prepared to use these strategies in my teaching" (90%), "the session(s) was/were relevant to my teaching/work within the school" (90%), and "the information was conveyed in a way that was easy to comprehend and follow" (89%).

- 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 81% 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 (79% of statements rated positive).

- The most positive responses were to the item "things I learned during training were easily implemented in the classroom" (85%). Teachers also felt that students liked the inclusion of them in their classes (81%) and observed positive benefits for students after using the strategies in their classroom (78%).

- 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" (53% agreement), and "principals and other administrators facilitated my use of these strategies" (46%).

- More than half of teachers (52%) 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 strategies in their classroom during the year (see **Appendix F** for responses, p. 21).

- Among the most frequently used strategies were: "model and use complete sentences" (87% "usually" or "always"), "randomize/rotate to call on students" (86%), "use sentence stems to develop language and academic vocabulary" (84%), "post and use word walls" (83%), "scaffolding using a gradual release model" (81%), and "implement language and content objectives" or use of response signals" (71%).

- Methods used less frequently included "use of huddle" (45%), "be the lead reader" (48%), and "turn the light on" or "get to know me" (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 ($r = 0.89$, $p < .01$, statistically significant at $p < .05$).

- Strategies judged to be the easiest to use were "randomize/rotate to call on students" (87%) and "model and use complete sentences (86%). Those judged to be more difficult included "use of huddle" (66%) and "be the lead reader" or "turn the light on" (67%).

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 an-

Table 1. Student Performance Matrix, Including the Subject Tests Included for Each Assessment				
	Student Performance Assessment			
Tested Subject	**STAAR 3-8**	**STAAR EOC**	**Stanford**	**TELPAS**
Math	1	1 (Algebra I)	1	
Reading/Language/Writing	1	2 (English I & II)	1	2 (reading, yearly progress)
Science	1	1 (Biology)	1	
Social Studies	1	1 (US History)	1	
Performance Measure	Scale Score	Scale Score	NCE	Scale Score (Reading) & Percent Gained (Yearly Progress)
Covariate in Analyses	TELPAS R 2013	TELPAS R 2013	NCE 2013	TELPAS R 2013

alyzed. Data from both elementary and secondary students were analyzed. Briefly, student performance data included results from four different standardized tests. 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, five separate test results were analyzed; Algebra I, Biology, English I and II, and U.S. History. 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 2013 and 2014).

Detailed student performance results can be found in **Appendix J** (pp. 25-26). Summary results are shown schematically in **Table 2**, which should be interpreted as follows:

- On the left side of the matrix are the four subject areas tested; mathematics, reading/language arts, science, and social studies.

- 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 red) shows that out of the seven different measures analyzed, none showed a significant performance advantage on reading assessments for ESL students of trained teachers whose core area was reading.

- Similarly, the intersection of the social studies row and the social studies column (highlighted in dark green) showed that students whose social studies teachers received training showed a performance advantage in social studies tests for two of the three tests analyzed.

- Overall, students whose social studies teachers were trained showed the most performance gains, with all subject areas except reading showing some evidence for improvement (fourth column).

- In total, 4 out of 16 separate analyses showed performance benefits for students whose social studies teachers were trained (25%), compared to 2 out of 16 for mathematics or science teachers and 0 out of 16 for reading/language arts teachers.

Table 2. Schematic Summary of Student Performance Results (see Appendix J for details)						
		Teacher's Trained Subject				
		Math	Read/ELA	Science	SocStudies	All Teachers
Tested Subject	Math	0/3	0/3	0/3	1/3	0/3
	Reading/Language/Writing	1/7	0/7	1/7	0/7	1/7
	Science	0/3	0/3	0/3	1/3	0/3
	Social Studies	1/3	0/3	1/3	2/3	2/3

- In terms of subject area, social studies assessments showed the most evidence for performance gains, with 6 of 15 measures analyzed showing significant benefits for students of trained teachers (fourth row of Table 2).

- In summary, while there was some evidence that ExcELLence Institute training benefited student performance on assessments, this was mostly limited to social studies and was weak overall (only 11 of 80 analyses showing positive effects).

What was the impact of ExcELLence Institute training on the academic performance of students at campuses that were known to have implemented the strategies?

The data overall show that there are some performance benefits for students of trained teachers, but that these effects are weak 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 an attempt at this type of analysis.

Consultation with Multilingual Programs department and Professional Support and Development department staff suggested that there were three campuses where special efforts were made to use the strategies included in the Everyday ExcELLence Institute during the 2013–2014 school year: Hartman MS, Deady MS, and Sam Houston HS. At these campuses, the principals and deans attended the Excellence Institute training and there were a number of additional training opportunities offered during the year (e.g., early dismissals, PLCs, etc.). The training and strategies from the Institute were included as part of their campus improvement plans for 2013–2014, and these campuses appeared to offer the type of administrative support that has been noted as a weakness in previous years (see p. 6). *Note that these three campuses were identified not by a review of student performance data, but on the basis of staff judgments as to how dedicated the campuses were to implementing the strategies in the classroom.*

Table 3. Schematic Summary of Student Performance Results (see Appendix K for details): Analyses of Data From the Three Targeted Campuses

Tested Subject		Teacher's Trained Subject				
		Math	Read/ELA	Science	SocStudies	All Teachers
	Math	1/3	0/3	0/3	0/3	1/3
	Reading/Language/Writing	2/7	2/7	2/7	2/7	2/7
	Science	0/3	0/3	0/3	0/3	0/3
	Social Studies	1/3	1/3	1/3	1/3	1/3

- A schematic summary of results is shown in **Table 3** above. This table can be interpreted in the same way as Table 2 (p. 8). For details see **Appendix K** (pp. 27-28).

- Overall, there was more evidence for positive effects of the training, with 17 of 80 separate analyses showing a significant advantage for students of teachers at these campuses.

- In particular, performance on reading/language arts tests was benefited to at least some extent regardless of the subject taught by the teacher (10 of 35 analyses showing positive effects).

- Positive effects for reading were seen on STAAR 3-8 and on TELPAS yearly progress.

Figure 5. STAAR reading and TELPAS progress results for Excellence Institute students at targeted campuses and other ESL students 2014: A. Adjusted scale score in STAAR reading, and B. Adjusted percent making gains in English proficiency (significant effects indicated)
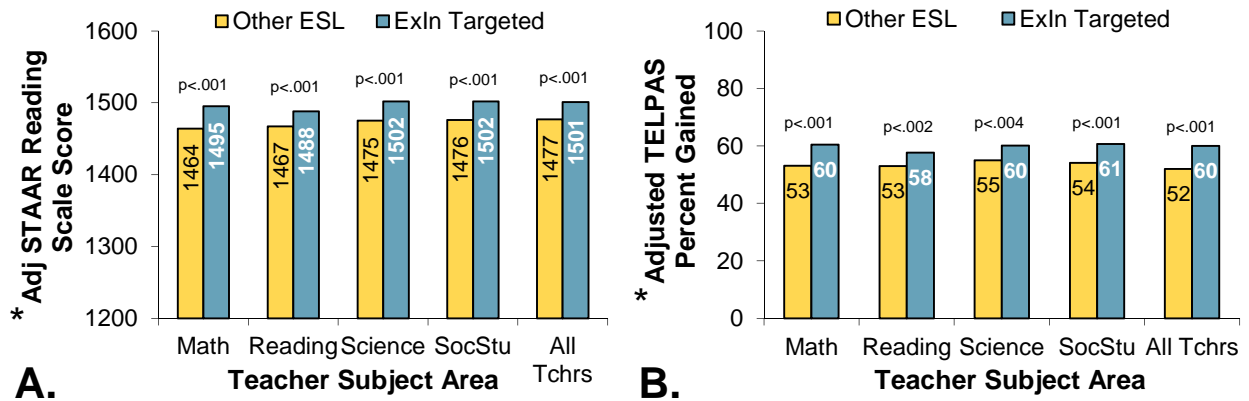
Source: STAAR, TELPAS, Chancery   * Scores adjusted based on covariate value

- Summary data for STAAR reading and TELPAS yearly progress are shown in **Figure 5**. Data from ESL students at the targeted schools are shown in blue, and data from district ESL students whose teachers received no training are shown in yellow.

- ESL students at targeted campuses showed large benefits on both STAAR reading (average 26 scale score points) and in the percentage of students who improved their TELPAS rating in 2013 (average of 7 percentage points), compared to students of untrained teachers.

Figure 6. STAAR reading and TELPAS progress results for Excellence Institute at targeted campuses and other ESL students 2014: A. Adjusted scale score in STAAR reading, and B. Percent making gains in English proficiency (Data shown for the individual campuses)
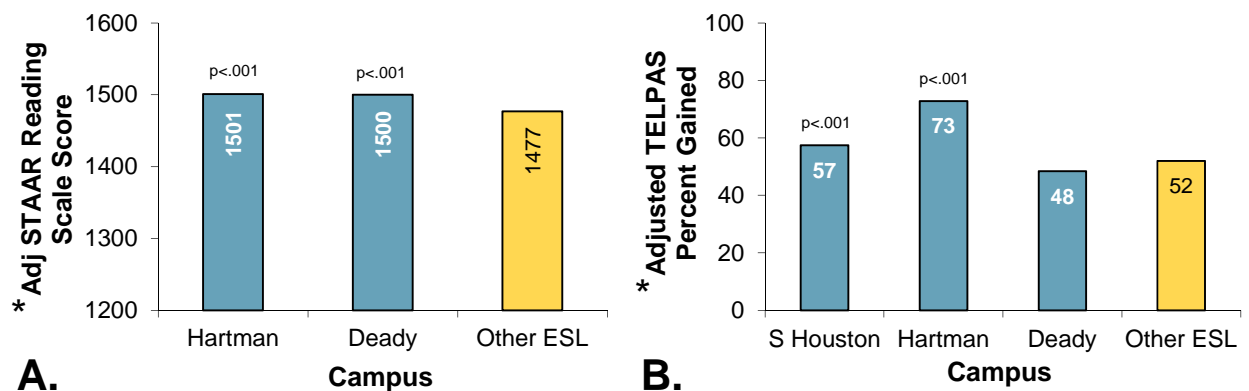
Source: STAAR, TELPAS, Chancery   * Scores adjusted based on covariate value

- Followup analyses revealed that Hartman MS showed more robust benefits from the training (see **Figure 6**). Hartman ESL students showed large benefits on both STAAR reading and TELPAS progress, relative to other ESL students in the district, and showed positive effects of training on 26 of 55 comparisons across all assessments (see **Appendix L**, p. 29).

- Deady ESL students showed benefits on STAAR reading but not TELPAS progress (and on only 10 of 55 total comparisons), while Sam Houston ESL students showed only a small 5 percent benefit on TELPAS progress (this was the only positive effect of 60 possible comparisons).

Discussion

The goal of the Everyday ExcELLence Institute training is to provide 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. The 2013–2014 school year was the second year of the program. 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 appeared modest at best.

Even at campuses where there was, reportedly, buy-in from administrators, and a concerted emphasis on the use of the strategies reviewed in the Institute, there was no evidence for a general improvement in student performance across core subject areas. Furthermore, gains were not uniformly observed across all targeted campuses. Reading/language arts performance of ESL students appeared to benefit the most from the training, as indicated by the positive effects observed on the STAAR and on TELPAS yearly progress. There was also some evidence of a positive impact on social studies performance.

Prior versions of sheltered instruction training offered by the district (Houston Independent School District, 2010; 2011, 2012, 2013) found evidence for small but beneficial effects of sheltered instruction training on student performance. However, these benefits were not uniform across core subject areas and sometimes only appeared in cases where teachers were judged to have implemented the strategies to a high degree (Houston Independent School District, 2013). The present results would appear to continue this pattern, which suggests that the training offered via the Institute provides some benefits for students, but that these are relatively small. In addition, the training does not appear to benefit students across content areas, which was supposedly one of the advantages of this "strategies" approach.

Before concluding, it must be pointed out that the Everyday ExcELLence institute has developed over the past two years to become a much different program than was originally anticipated. When it was originated, the program was focused on secondary-level ELL students only, and including training on more than two dozen different strategies in eight categories. The Everyday ExcELLence Institute evolved out of this and focuses on a much smaller set of eight core strategies teachers could use. However, it is now targeted at teachers in grades 1–12, and is also open to teachers of non-ELLs. Indicative of this latter trend is the fact that the title "Everyday ExcELLence" has now become "Everyday Excellence" (note the lack of capitalization for "ELL"). Given these developments, it is unclear what expectations there should be concerning the program's impact on the district's ELL students.

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Appendix A

Everyday ExcELLence Institute: Overview of Eight Literacy Routines

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 Institute: Overview of Eight Literacy Routines

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.

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 three years. A significant factor in this has been the prominence of literacy issues for the district's secondary ELL students. Results of the 2013 NAEP reading test showed that 22% of district non-ELL students in grade 8 were at least proficient in reading (i.e., reading at roughly an 8th grade level or higher). Howev-

er, only 1% of 8th grade ELL students were rated as proficient (NCES, 2014). Note that these figures represent a performance decline from 2011, where the corresponding values were 20% and 2% respectively. 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 2013–2014, by Campus

Campus	# Teachers	# Others	Total	Campus	# Teachers	# Others	Total
Almeda ES	2	0	2	Furr HS	2	0	2
Askew ES	4	1	5	Garden Villas ES	1	0	1
Atherton ES	2	0	2	Gregg ES	1	1	2
Attucks MS	1	0	1	Gregory-Lincoln MS	1	1	2
Austin HS	11	1	12	Grissom ES	2	0	2
Barrick ES	3	0	3	Gross ES	4	0	4
Bellaire HS	8	0	8	Hamilton MS	1	0	1
Benavidez ES	3	0	3	Harper Alternative	2	0	2
Berry ES	1	0	1	Harris, R P ES	2	0	2
Black MS	1	0	1	Hartman MS	7	0	7
Bonham ES	3	0	3	Hartsfield ES	12	1	13
Brookline ES	1	0	1	Helms ES	2	0	2
Browning ES	1	0	1	Henry MS	4	1	5
Bruce ES	1	0	1	Herod ES	1	0	1
Burbank MS	6	0	6	Herrera ES	1	0	1
Burnet ES	2	0	2	HS Ahead Academy	1	0	1
Carrillo ES	1	0	1	Hilliard EL	2	0	2
Chavez HS	6	0	6	Hines-Caldwell ES	1	0	1
Clifton MS	4	0	4	Holland MS	12	0	12
Coop ES	1	0	1	Jackson MS	7	0	7
Cornelius ES	2	0	2	Jefferson ES	1	0	1
Crockett ES	1	0	1	Johnston MS	4	0	4
Cullen MS	4	0	4	Jones HS	1	1	2
Cunningham ES	3	0	3	Jordan HS	5	0	5
Daily ES	1	0	1	Kashmere HS	1	0	1
Davis HS	7	1	8	Kelso ES	1	0	1
De Zavala ES	1	0	1	Kennedy ES	1	0	1
Deady MS	18	4	22	Key MS	1	0	1
DeAnda ES	3	0	3	King ECC	0	1	1
DeBakey HSHP	1	1	2	Kolter ES	1	0	1
Dogan ES	1	0	1	Lee HS	5	0	5
Dowling MS	2	0	2	Liberty HS	3	0	3
Durkee ES	3	0	3	Long Academy	4	0	4
Eliot ES	2	0	2	Longfellow ES	4	2	6
Elrod ES	4	0	4	MacGregor ES	1	0	1
Emerson ES	1	0	1	Madison HS	13	0	13
Field ES	2	0	2	Marshall MS	8	0	8
Fleming MS	10	0	10	Martinez ES	2	0	2
Foerster ES	2	0	2	McGowen ES	2	0	2
Fondren MS	2	0	2	McReynolds MS	5	2	7
Fonville MS	11	0	11	Milby HS	9	0	9
Forest Brook MS	2	1	3	Milne ES	1	0	1
Frost ES	1	0	1	Mitchell ES	6	0	6

Continued next page

Campus	# Teachers	# Others	Total	Campus	# Teachers	# Others	Total
Montgomery ES	3	0	3	Scarborough HS	6	0	6
Neff ECC	1	0	1	Scroggins ES	2	1	3
Neff ES	3	0	3	Shadydale EL	2	0	2
North Forest HS	1	0	1	Sharpstown HS	6	0	6
North Houston ECHS	1	0	1	Southmayd ES	6	2	8
Osborne ES	1	0	1	Sterling HS	1	0	1
Paige ES	1	0	1	Stevens ES	2	0	2
Park Place ES	5	1	6	Stevenson MS	6	0	6
Patterson ES	2	2	4	Sugar Grove Academy	8	0	8
Pershing MS	11	0	11	Sutton ES	1	0	1
Petersen ES	1	0	1	Tinsley ES	2	0	2
Pilgrim Academy	3	0	3	Twain ES	1	0	1
Pin Oak MS	1	0	1	Valley West ES	1	0	1
Piney Point ES	4	0	4	Waltrip HS	3	0	3
Poe ES	1	0	1	Washington HS	7	0	7
Pugh ES	4	1	5	Welch MS	7	0	7
Reagan HS	6	0	6	Wesley ES	1	0	1
Reagan K-8 Ed Center	3	0	3	West Briar MS	4	0	4
Revere MS	2	1	3	Westbury HS	9	2	11
Reynolds ES	2	0	2	Westside HS	4	0	4
Rice School	1	0	1	Wheatley HS	1	0	1
River Oaks ES	1	0	1	White ES	2	0	2
Robinson ES	1	0	1	Williams MS	1	0	1
Rodriguez ES	1	0	1	Worthing HS	2	0	2
Roosevelt ES	1	2	3	Yates HS	3	1	4
Rucker ES	1	1	2	Young ES	2	0	2
Sam Houston MST	9	0	9	Young Men's College Prep	2	0	2
Scarborough ES	1	0	1	Other District Staff	0	7	7

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)	59% (62)	31% (32)	8% (8)	0% (0)	3% (3)
Allowed me to reflect and share my ideas/views about the topics presented	58% (61)	32% (34)	7% (7)	0% (0)	3% (3)
Helped me to make connections with the information so that I could use it in my teaching	60% (63)	30% (31)	7% (7)	1% (1)	3% (3)
Actively encouraged collaborative discussion	63% (65)	30% (31)	5% (5)	0% (0)	3% (3)

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	58% (61)	28% (29)	11% (11)	0% (0)	4% (4)
The topics were well organized and paced	58% (61)	28% (29)	10% (10)	1% (1)	4% (4)
The learning outcomes for the sessions were clearly communicated	57% (60)	30% (31)	10% (10)	0% (0)	4% (4)
I feel comfortable enough with the information I learned that I could share it with my colleagues	51% (54)	30% (31)	15% (16)	1% (1)	3% (3)
Handouts were useful and adequately supported the information presented	58% (60)	27% (28)	10% (10)	2% (2)	4% (4)
The information was conveyed in a way that was easy to comprehend and follow	55% (57)	34% (35)	8% (8)	0% (0)	4% (4)
My awareness of these teaching strategies was enhanced	54% (57)	35% (37)	8% (8)	0% (0)	3% (3)
I am prepared to use the strategies in my teaching	48% (50)	42% (44)	8% (8)	0% (0)	3% (3)
Overall, the session(s) was/were relevant to my teaching/work within the school	57% (60)	32% (34)	7% (7)	0% (0)	4% (4)

Appendix E

Questions and Responses From Online Survey Administered to
Everyday ExcELLence Institute Teachers Concerning the Overall Ease
of Implementing ExcELLence 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	35% (36)	51% (52)	10% (10)	3% (3)	2% (2)
Including the strategies in my teaching increased my workload	25% (26)	27% (28)	19% (20)	22% (23)	6% (6)
I observed positive benefits for students after using these strategies in my classroom	41% (44)	37% (40)	14% (15)	7% (7)	2% (2)
Students appear to like the inclusion of these strategies in my classroom	39% (39)	43% (43)	16% (16)	1% (1)	2% (2)
Other district staff (teachers, curriculum specialists, etc.) facilitated my use of these strategies	22% (21)	31% (29)	36% (34)	8% (8)	3% (3)
Principals and other administrators facilitated my use of these strategies	27% (26)	19% (19)	38% (37)	11% (11)	5% (5)

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% (26)	37% (36)	27% (26)	3% (3)	7% (7)
Let's Talk	26% (25)	38% (37)	25% (24)	6% (6)	6% (6)
Be The Lead Reader	17% (16)	32% (30)	34% (32)	6% (6)	3% (11)
Pen/cil to Paper	28% (27)	30% (29)	32% (31)	2% (2)	7% (7)
Turn The Light On	17% (16)	32% (30)	33% (31)	6% (6)	12% (11)
Do I Really Get It?	25% (23)	29% (27)	27% (25)	7% (6)	12% (11)
Huddle	21% (20)	23% (22)	35% (33)	6% (6)	14% (13)
Get To Know Me	21% (20)	28% (27)	35% (34)	7% (7)	9% (9)
Implement Language and Content Objectives	38% (36)	33% (32)	23% (22)	1% (1)	5% (5)
Use Response Signals	35% (34)	35% (34)	18% (17)	4% (4)	7% (7)
Question Using Q3SA (Question, Signal, Stem, Share, Assess)	20% (19)	37% (34)	24% (22)	13% (12)	7% (6)
Embed gestures Into Learning Process	29% (28)	37% (35)	18% (17)	8% (8)	8% (8)
Post And Use Word Walls	54% (51)	30% (28)	12% (11)	2% (2)	3% (3)
Model And Use Complete Sentences	61% (60)	26% (25)	8% (8)	1% (1)	4% (4)
Randomize And Rotate To Call On Students	66% (64)	20% (19)	10% (10)	0% (0)	4% (4)
Use Sentence Stems To Develop Language And Academic Vocabulary	47% (46)	36% (35)	10% (10)	2% (2)	4% (4)
Scaffold Using A Gradual Release Model (e.g., "I Do, We Do, You Do")	48% (47)	33% (33)	14% (14)	3% (3)	2% (2)

Appendix G

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

Survey Item	Very Easy	Easy	Neutral	Difficult	Very Difficult
Pump Up The Vocab	28% (27)	39% (37)	31% (29)	2% (2)	0% (0)
Let's Talk	29% (27)	44% (41)	24% (22)	3% (3)	0% (0)
Be The Lead Reader	20% (19)	46% (43)	30% (28)	2% (2)	1% (1)
Pen/cil to Paper	32% (29)	45% (41)	21% (19)	3% (3)	0% (0)
Turn The Light On	21% (19)	46% (42)	33% (30)	0% (0)	0% (0)
Do I Really Get It?	28% (25)	39% (35)	29% (26)	4% (4)	0% (0)
Huddle	28% (26)	38% (35)	28% (26)	5% (5)	0% (0)
Get To Know Me	33% (31)	41% (38)	26% (24)	0% (0)	0% (0)
Implement Language and Content Objectives	29% (26)	44% (40)	24% (22)	2% (2)	0% (0)
Use Response Signals	37% (34)	43% (39)	19% (17)	1% (1)	0% (0)
Question Using Q3SA (Question, Signal, Stem, Share, Assess)	25% (23)	43% (39)	24% (22)	7% (6)	1% (1)
Embed gestures Into Learning Process	22% (20)	50% (46)	26% (24)	3% (3)	0% (0)
Post And Use Word Walls	48% (45)	36% (33)	14% (13)	2% (2)	0% (0)
Model And Use Complete Sentences	51% (46)	35% (32)	14% (13)	0% (0)	0% (0)
RandomizeAnd Rotate To Call On Students	53% (48)	33% (30)	13% (12)	0% (0)	0% (0)
Use Sentence Stems To Develop Language And Academic Vocabulary	40% (37)	44% (41)	16% (15)	0% (0)	0% (0)
Scaffold Using A Gradual Release Model (e.g., "I Do, We Do, You Do")	37% (34)	47% (43)	16% (15)	0% (0)	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 I and II, Algebra I, Biology, and U.S. History. In 2013–2014, students in grades 9 through 11 took the EOC exams. Students who were in grade 12 (as well as some who had been retained) took the exit-level TAKS tests in order to graduate, but given the small amount of data available for this group no TAKS data were included in the present analyses.

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.

Appendix I

Analysis of Student Performance Data

Student performance data was analyzed for the STAAR, STAAR EOC, Stanford 10, and TELPAS. The following describes some factors which guided 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 not be precisely matched, all analyses used an analysis of covariance procedure. In this, the students performance in 2014 was analyzed, with their performance in 2013 serving as a covariate. In this way, student performance in 2014 was adjusted 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 four previous years in the district. Therefore, it is not sufficient to simply compare student of teachers trained in 2013–2014 to students whose teachers were not trained in 2013–2014, 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, between 2009–2010 and 2013–2014.

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, STAAR EOC, and TELPAS reading, the data analyzed were the scale scores for particular subjects from 2014. The covariates used were the 2013 TELPAS reading scale score for that student. If a student did not have two years of results then their data were excluded from analysis. For the the Stanford 10, the NCE from 2014 was the dependent variable, and the NCE from 2013 was the covariate. All assessment subtests or subjects were analyzed separately. Finally, analyses were conducted using the combined data from all teachers, ignoring the specific subject they happened to teach.

Appendix J

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

STAAR 3-8

Teacher Subject (Self-Identified)

Tested Subject	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	24.89	>.05	1545/1523	3.06	>.05	1545/1540	2.67	>.05	1553/1545	9.11	.003	1552/1566	14.85	>.05	1550/1541
Reading/ELA	7.74	.005	1465/1473	1.15	>.05	1468/1470	13.70	.001	1475/1488	2.98	.084	1477/1485	8.20	.004	1478/1482
Science	17.85	>.05	3470/3355	18.90	>.05	3469/3391	15.80	>.05	3471/3379	5.39	.02	3451/3499	25.43	>.05	3437/3374
Social Studies	<1	>.05	3231/3226	9.90	>.05	3230/3160	15.39	.001	3217/3313	23.15	.001	3212/3361	5.47	.019	3224/3254

STAAR End-of-Course

Teacher Subject (Self-Identified)

Tested Subject	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Algebra I	<1	>.05	3507/3503	<1	>.05	3518/3507	<1	>.05	3502/3500	1.91	>.05	3516/3466	1.00	>.05	3511/3496
Biology	2.97	>.05	3581/3542	1.50	>.05	3576/3552	<1	>.05	3571/3558	<1	>.05	3571/3577	3.81	>.05	3575/3551
English I	<1	>.05	3392/3395	4.16	>.05	3415/3388	<1	>.05	3420/3441	2.66	>.05	3409/3372	3.82	>.05	3407/3391
English II	<1	>.05	3336/3328	4.26	>.05	3338/3294	<1	>.05	3340/3329	<1	>.05	3336/3317	3.20	>.05	3337/3315
US History	5.08	.025	3582/3697	<1	>.05	3608/3612	<1	>.05	3608/3642	4.97	.026	3585/3776	5.06	.025	3597/3653

Stanford 10

Teacher Subject (Self-Identified)

Tested Subject	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	46.10	>.05	44.1/40.9	15.25	>.05	44.0/42.6	19.36	>.05	43.6/41.3	<1	>.05	43.3/42.8	59.59	>.05	42.9/41.1
Reading	65.96	>.05	30.0/26.8	30.62	>.05	29.8/28.0	<1	>.05	28.8/28.4	<1	>.05	28.7/28.7	45.98	>.05	28.4/26.9
Science	50.75	>.05	41.4/37.2	36.72	>.05	41.3/38.6	2.09	>.05	41.5/40.5	<1	>.05	41.4/41.4	50.31	>.05	40.5/38.4
Social Science	76.11	>.05	34.1/29.6	31.05	>.05	34.1/31.9	<1	>.05	34.0/33.4	<1	>.05	34.0/33.9	54.28	>.05	33.2/31.2
Language	41.75	>.05	34.5/31.6	13.35	>.05	34.4/33.1	2.46	>.05	33.8/33.0	<1	>.05	33.6/33.1	28.04	>.05	32.8/31.5

Appendix J (continued)

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

TELPAS

Tested Subject	Teacher Subject (Self-Identified)															
	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Reading Proficiency	47.04	> .05	718/710	90.17	> .05	718/710	<1	> .05	728/727	1.53	> .05	727/725	114.64	> .05	723/717
Yearly Progress	3.74	> .05	53.3/50.8	14.56	> .05	53.2/49.4	1.79	> .05	55.3/57.6	<1	> .05	54.3/54.5	10.11	> .05	52.4/50.1

Appendix K

Results of Statistical Analyses of Student Performance Data: Selected Campuses Versus Untrained Teachers

STAAR 3-8

Teacher Subject (Self-Identified)

Tested Subject	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	3.35	.067	1544/1555	4.084	>.05	1544/1543	1.02	>.05	1552/1558	1.76	>.05	1552/1559	11.68	.001	1549/1557
Reading/ELA	61.57	.001	1464/1495	48.41	.001	1467/1488	52.83	.001	1475/1502	46.46	.001	1476/1502	175.03	.001	1477/1501
Science	26.47	>.05	3473/3298	24.75	>.05	3472/3300	32.72	>.05	3472/3282	19.05	>.05	3456/3300	55.57	>.05	3440/3307
Social Studies	44.15	.001	3213/3407	43.03	.001	3219/3404	48.68	.001	3213/3412	49.13	.001	3203/3403	183.99	.001	3213/3407

STAAR End-of-Course

Teacher Subject (Self-Identified)

Tested Subject	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Algebra I	13.34	>.05	3518/3433	10.65	>.05	3522/3424	7.22	>.05	3511/3431	10.94	>.05	3529/3439	41.79	>.05	3520/3433
Biology	2.82	>.05	3587/3553	8.91	>.05	3576/3501	<1	>.05	3572/3548	1.35	>.05	3575/3548	11.37	>.05	3578/3540
English I	11.28	>.05	3404/3360	16.17	>.05	3417/3356	6.27	>.05	3426/3388	8.41	>.05	3420/3378	41.41	>.05	3416/3370
English II	2.71	>.05	3352/3325	2.60	>.05	3343/3314	<1	>.05	3341/3346	<1	>.05	3339/3331	3.19	>.05	3341/3328
US History	28.64	>.05	3613/3453	23.01	>.05	3614/3467	14.14	>.05	3620/3489	15.17	>.05	3608/3472	81.98	>.05	3615/3469

Stanford 10

Teacher Subject (Self-Identified)

Tested Subject	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Math	<1	>.05	44.5/44.2	2.73	>.05	44.1/43.4	<1	>.05	43.6/43.5	<1	>.05	43.1/43.3	<1	>.05	43.0/42.9
Reading	21.40	>.05	30.5/28.1	68.10	>.05	30.0/26.9	17.19	>.05	28.9/26.9	15.56	>.05	28.7/26.7	80.04	>.05	28.5/26.4
Science	18.56	>.05	41.7/38.6	94.07	>.05	41.6/36.3	28.11	>.05	41.7/37.9	26.92	>.05	41.4/37.7	114.04	>.05	40.7/37.2
Social Science	<1	>.05	34.2/34.5	3.87	>.05	34.2/33.2	<1	>.05	33.9/34.1	<1	>.05	33.8/33.9	1.36	>.05	33.1/33.4
Language	5.91	>.05	34.9/33.5	16.76	>.05	34.7/32.9	4.75	>.05	33.8/32.6	3.06	>.05	33.5/32.5	13.41	>.05	32.9/32.0

Results of Statistical Analyses of Student Performance Data: Selected Campuses Versus Untrained Teachers

TELPAS

Tested Subject	Teacher Subject (Self-Identified)														
	Math			Reading			Science			Social Studies			All Teachers		
	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means	F test	p	Means
Reading Proficiency	44.27	> .05	718/709	75.99	> .05	718/708	20.16	> .05	728/722	17.21	> .05	727/721	71.96	> .05	724/718
Yearly Progress	18.86	.001	53.1/60.4	9.44	.002	53.0/57.6	8.45	.004	55.0/60.1	14.93	.001	54.1/60.7	93.46	.001	52.0/60.0

Appendix L

Summary of Campus-Level Results for Selected Campuses: Schematic Results for All Possible Assessments and Test Subjects

TEST SUBJECT		TEACHER SUBJECT					STAAR 3-8
		Math	Reading	Science	SocStu	All Tchrs	
	Math	H	H	H	H	H	
	Reading	HD	HD	HD	HD	HD	
	Science	--	--	--	--	--	
	SocStu	HD	HD	HD	HD	HD	

TEST SUBJECT		TEACHER SUBJECT					EOC
		Math	Reading	Science	SocStu	All Tchrs	
	Algebra 1	--	--	--	--	--	
	Biology	--	--	--	--	--	
	English 1	--	--	--	--	--	
	English 2	--	--	--	--	--	
	US History	--	--	--	--	--	

TEST SUBJECT		TEACHER SUBJECT					Stanford
		Math	Reading	Science	SocStu	All Tchrs	
	Math	--	H	H	H	H	
	Reading	--	--	--	--	--	
	Language	--	--	--	--	--	
	Science	--	--	--	--	--	
	Soc Sci	--	--	--	--	H	

TEST SUBJECT		TEACHER SUBJECT					TELPAS
		Math	Reading	Science	SocStu	All Tchrs	
	R Scale Score	--	--	--	--	H	
	Yrly Progress	H	H	H	H	HS	

Note: Letters indicate campuses where a statistically significant benefit was observed for a particular comparison.

H = Hartman MS, D = Deady MS, S = Sam Houston HS