

ESL READINGS^{SMART}

PROGRAM EVALUATION 2006 THROUGH 2009

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Houston Independent School District ESL Reading Smart Program Evaluation 2006 though 2009

Houston Independent School District and Multilingual Department Program Background

The Houston Independent School District is the largest public school system in Texas and the seventh-largest in the United States. Its schools are dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. HISD is working hard to become Houstonians' K–12 school system of choice, by constantly improving instruction and management to be as effective, productive, and economical as possible.

The multilingual/multicultural department serves students by providing programs and services which give those students an equal chance to learn. Instructional programs are only as effective as the people who implement them. The Department of Multilingual Programs is committed to providing all staff members with the training, support, and resources to teach students effectively.

ESL ReadingSmart Program Findings

School Profile Grades 9-12

2006-2007

- 26 ELLs in treatment school
- 26 ELLs in non-treatment school

2007-2008

- 27 ELLs in treatment school
- 27 ELLs in non-treatment school

2008-2009

- 42 ELLs in treatment school
- 42 ELLs in non-treatment school

During the 2006 through the 2009 school years, Sharpstown High School partnered with Alloy Multimedia to improve English reading performance for English Language Learners (ELLs) in grades 9–12. The **ESL ReadingSmart** Program was implemented to focus improvement in English reading as measured by the Texas English Language Proficiency Assessment System – Reading (TELPAS). Students participated in the program during their ESL classes and the program was implemented as a supplemental reading program.

Percent of matched students scoring at each proficiency level of the Texas English Language Proficiency Assessment System (TELPAS)

TELPAS Performance

Levels	Cohort I N=26		Cohort II N=27		Cohort II N=42	
	2006	2007	2007	2008	2008	2009
Beginning	77%	15%	48%	7%	47%	16%
Intermediate	19%	35%	41%	52%	36%	28%
Advanced	4%	46%	11%	30%	12%	42%
Ad. High	0%	4%	0%	11%	6%	14%

TELPAS Progress

Cohort I 2006-2007

Results indicate that **73%** or 19 of the 26 students made at least a one level gain in TELPAS assessment.

Cohort II 2007-2008

Data indicates that **70%** or 19 of the 27 students made at least a one level gain in TELPAS assessment.

Cohort II 2008-2009

Data indicates that **62%** or 26 of the 42 students made at least a one level gain in TELPAS assessment.

ESL ReadingSmart Implementation

- Supplemental Reading Program
- Web-based
- Supports classroom instruction
- Supports State adopted objectives
- Materials for all ESL levels

Research Instrument

- Texas English Language Proficiency Assessment System (TELPAS)

Research Time Frame

Cohort I

- September 2006 – May 2007

Cohort II

- September 2007 – May 2008

Cohort III

- September 2008 – May 2009

What number and percent of cohort ESL Reading Smart students (treatment group) scored at each reading proficiency level by year?

Cohort I

- The majority of ESL students in ESL Level 1 and 2 classes scored at the Beginning Level of the TELPAS in 2006.
- ESL students who participated in the ESL Reading Smart Program demonstrated gains from 2006 to 2007.

	Beginning	Inter-mediate	Advanced	Advanced High	Total
Cohort I					
Number 2006	20	5	1	0	26
Percent 2006	77%	19%	4%	0%	100%
Number 2007	4	9	12	1	26
Percent 2007	15%	35%	46%	4%	100%

Cohort II

- Almost half (48%) of ESL students in ESL Level 1 and 2 classes scored at the Beginning Level of the TELPAS in 2007.
- ESL students who participated in the ESL Reading Smart Program demonstrated gains from 2007 to 2008.

	Beginning	Inter-mediate	Advanced	Advanced High	Total
Cohort II					
Number 2007	13	11	3	0	27
Percent 2007	48%	41%	11%	0%	100%
Number 2008	2	14	8	3	27
Percent 2008	7%	52%	30%	11%	100%

Cohort III

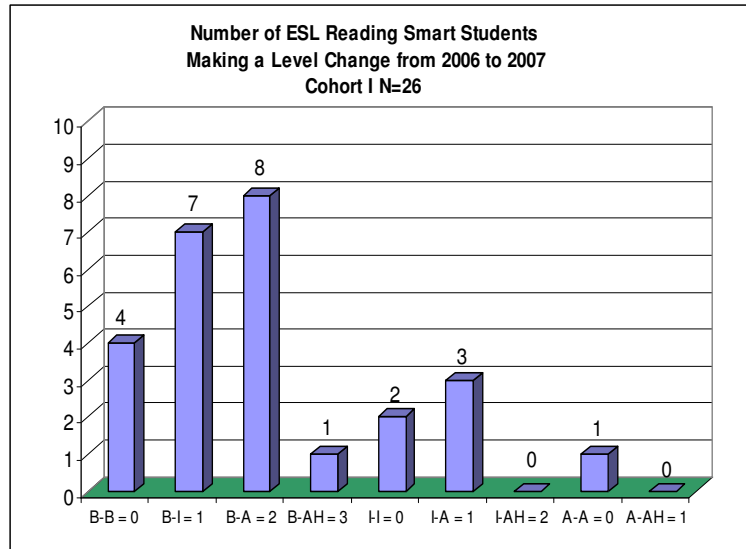
- Almost half (47%) of ESL students in ESL Level 1 and 2 classes scored at the Beginning Level of the TELPAS in 2008.
- ESL students who participated in the ESL Reading Smart Program demonstrated gains from 2008 to 2009.

	Beginning	Inter-mediate	Advanced	Advanced High	Total
Cohort III					
Number 2008	20	15	5	2	42
Percent 2008	47%	36%	12%	5%	100%
Number 2009	7	12	18	6	42
Percent 2009	16%	28%	42%	14%	100%

What number of ESL Reading Smart students made a level change?

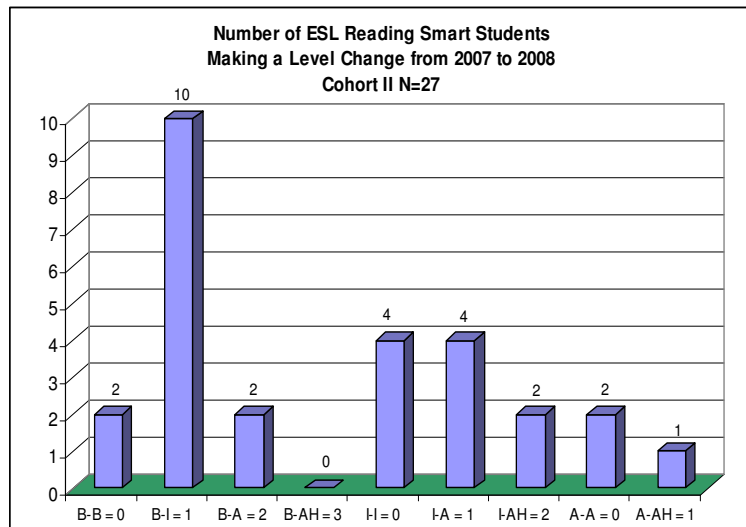
Cohort I 2006-2007

- Sixteen of the twenty or 80% of the Beginning Level ESL students made a change from 2006 to 2007.
- Three of the five or 60% of the Intermediate ESL students made a change over time.
- One advanced student did not make a change in level.



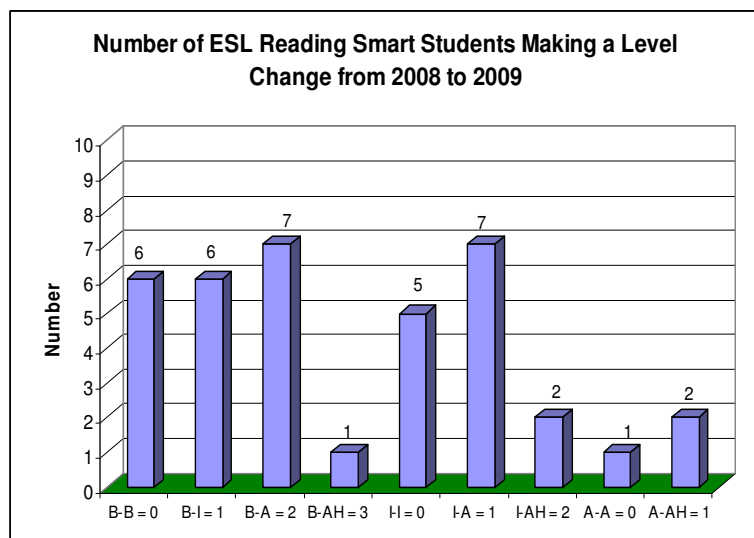
Cohort II 2007-2008

- Twelve of the fourteen or 86% of the Beginning Level ESL students made a change from 2007 to 2008.
- Six of the ten or 60% of the Intermediate ESL students made a change from one year to the next.
- One of three or 33% of the Advanced students made a change from 2007 to 2008



Cohort III 2008-2009

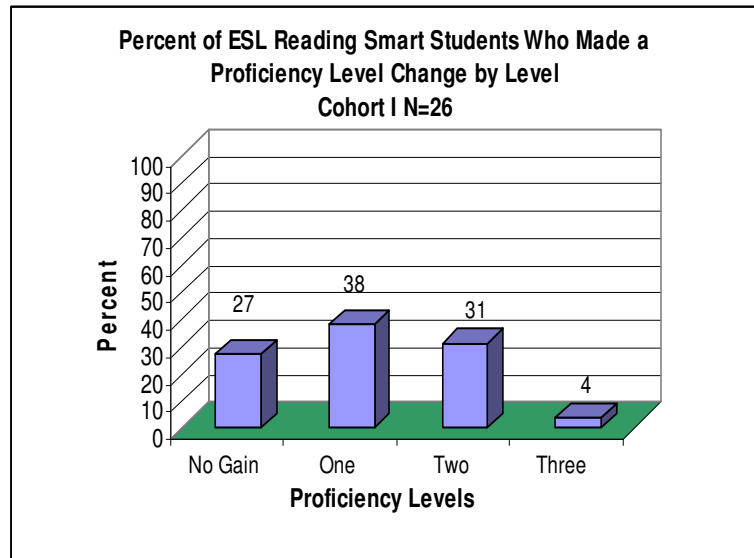
- Fourteen of the twenty or 70% of the Beginning Level ESL students made a change from 2008 to 2009.
- Nine of the fourteen or 64% of the Intermediate ESL students made a change from one year to the next.
- Two of three or 66% of the Advanced Level ESL students made a change from 2008-2009.



What percent of ESL Reading Smart students made a change in proficiency level from one year to the next?

Cohort I 2006-2007

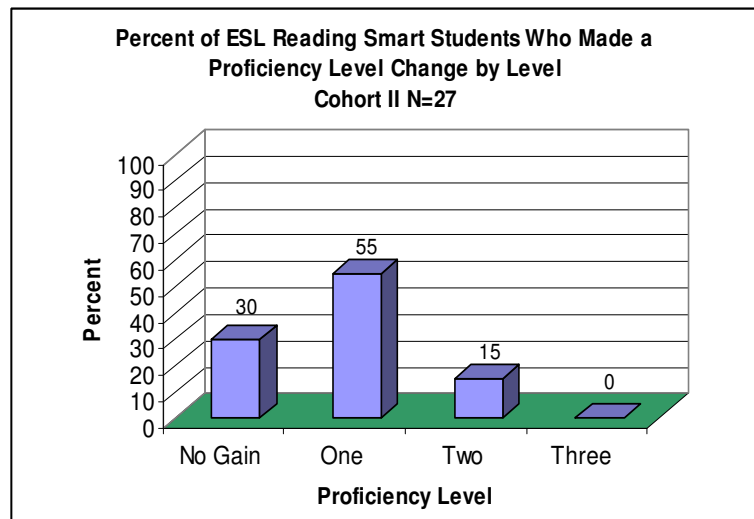
- Seventy-three percent or 19 of 26 ESL Reading Smart students made change in proficiency level from 2006 to 2007.



Cohort II 2007-2008

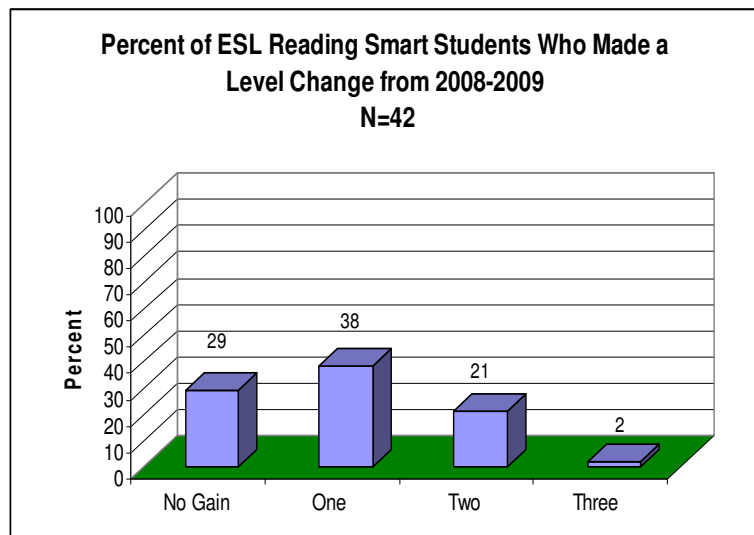
- Seventy percent or 19 of 27 ESL Reading Smart students made change in proficiency level from 2007 to 2008.

* Note: The percent of students who made a change in proficiency level from 2007 to 2008 were calculated for use by the ESL teacher who taught the students. The Texas Education Agency (TEA) re-named the TELPAS reading assessment in 2007-08 and it is inappropriate to compare student performance levels obtained under the new and old versions of the TELPAS.



Cohort I 2006-2007

- Sixty-one percent or 26 of 42 ESL Reading Smart students made change in proficiency level from 2008 to 2009.



What percent of ESL Reading Smart Students made progress towards English language proficiency on the TELPAS compared to a non-treatment school, HISD district-wide and Texas students?

Cohort I 2006-07

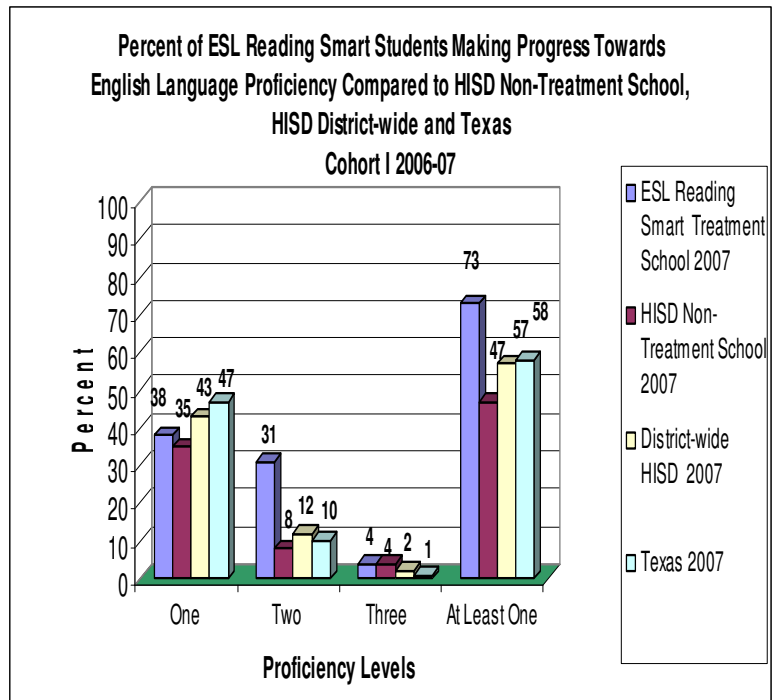
- A higher percentage of ESL Reading Smart students increased two levels on the TELPAS compared to HISD non-treatment, HISD district-wide or Texas.
- ESL Reading Smart students increased at least one proficiency level when compared to HISD non-treatment, HISD district-wide and Texas performance at a higher percentage level.

Cohort II 2007-08

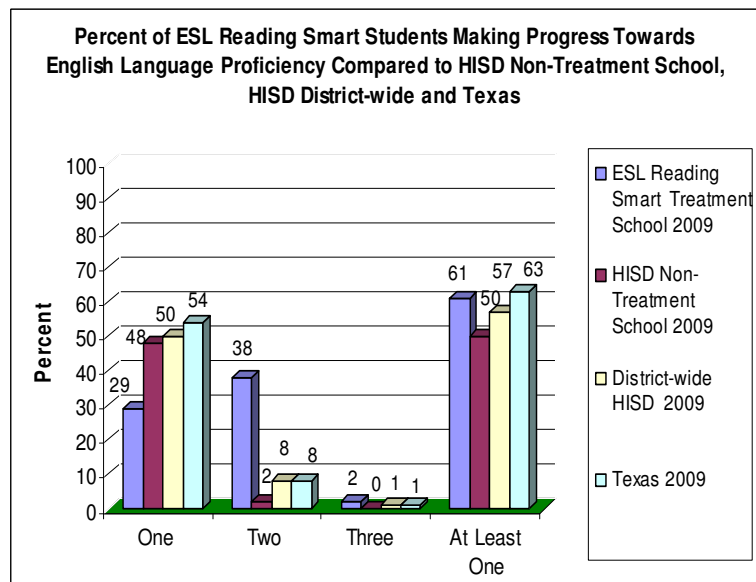
- The Texas Education Agency (TEA) re-named the TELPAS reading assessment in 2007-08 and it is inappropriate to compare student performance levels obtained under the new and old versions of the TELPAS.

Cohort III 2008-09

- A higher percentage of ESL Reading Smart students increased two levels on the TELPAS compared to HISD non-treatment, HISD district wide or Texas.
- ESL Reading Smart students increased at least one proficiency level when compared to HISD non-treatment, HISD district wide and Texas performance at a higher percentage level.



The percent of students who made a change in proficiency level from 2007 to 2008 were calculated for use by the ESL teacher who taught the students. The Texas Education Agency (TEA) re-named the TELPAS reading assessment in 2007-08 and it is inappropriate to compare student performance levels obtained under the new and old versions of the TELPAS.



Summary

Based on increased performance and progress made by English Language Learners as measured by the Texas English Language Proficiency Assessment System (TELPAS), Sharpstown High School plans to continue use of ESL ReadingSmart in 2009-2010 to ensure success of ESL students.