

ESL READINGS^{SMART}

RESEARCH STUDY
2008-2009 AND 2009 - 2010

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ESL READINGS^{SMART}

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Houston Independent School District
ESL Reading Smart Sharpstown High School Correlation Study
2008-2009 and 2009 - 2010

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.

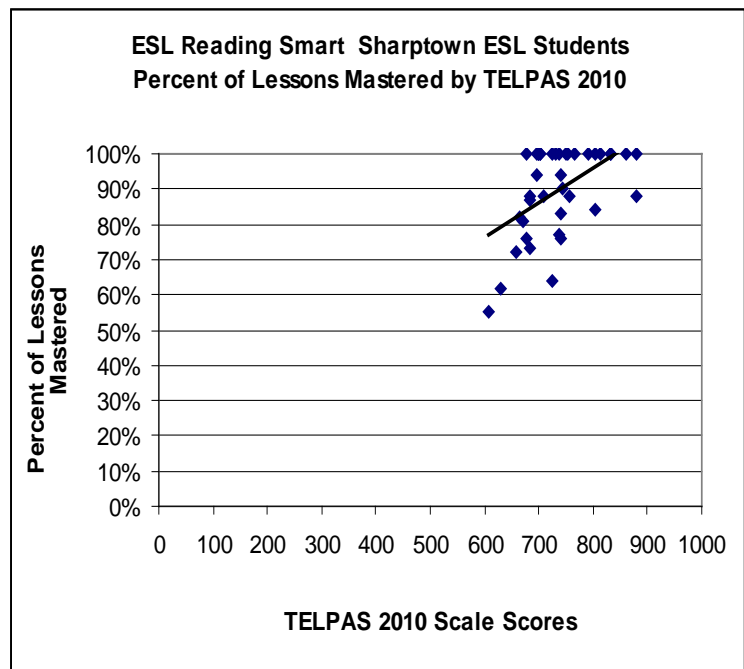
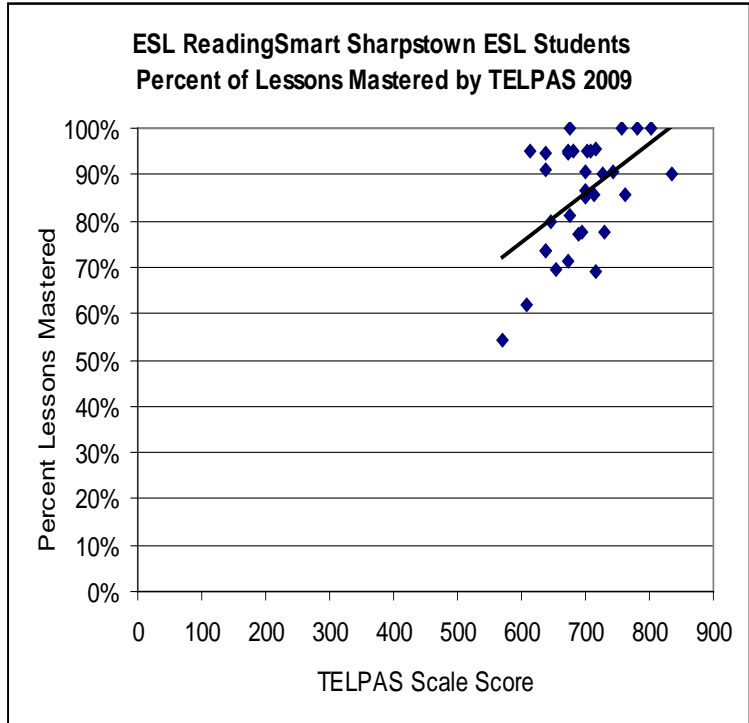
The multilingual/multicultural department serves students by providing programs and services which give those students an equal chance to learn. Instructional programs are only as effective as the people who implement them. The Department of Multilingual Programs is committed to providing all staff members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

ESL ReadingSmart Program and Research Results	School Profile Grades 9-12
	<p>2008-2009</p> <ul style="list-style-type: none"> • 44 ELLs in treatment school <p>2009-2010</p> <ul style="list-style-type: none"> • 39 ELLs in treatment school who mastered 10 lessons and had matched TELPAS scale scores
<p>During the 2008-2009 and 2009-2010 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.</p>	ESL ReadingSmart Implementation
	<ul style="list-style-type: none"> • Supplemental Reading Program • Web-based • Supports classroom instruction • Supports State adopted objectives • Materials for all ESL levels
TELPAS Scale Scores and Gains	Research Instrument
<p>Mean SS for 2009 = 695 Mean SS for 2010 = 735 <u>Mean SS for 2008 = 637</u> <u>Mean SS for 2009 = 672</u> Mean SS Gain = 58 Mean SS Gain = 63</p>	<ul style="list-style-type: none"> • Texas English Language Proficiency Assessment System (TELPAS)
Scatter Diagrams and Regression Line Results	Research Time Frame
<p>Frequency distributions are presented through scatter diagrams of plotted data. The first three figures demonstrate the relationship between the percent of students mastering lessons, activities, or an index of both mastered lessons and activities and TELPAS scale scores.</p> <p>The scatter plots for the three analyses reveal positive regression slopes. This means that as the number of lessons or activities mastered increases so does the TELPAS scale scores.</p>	<ul style="list-style-type: none"> • September 2008 – May 2009 • September 2009 – May 2010
Correlation Study Results	Data Analysis
<p>The Pearson or product-moment correlation coefficient for a particular set of data measures a specific of relationship: the linear correlation between two variables. The r measures the degree to which a straight line relating x and y can summarize the trend in a scatter plot.</p> <p>The correlation (r =.533) between lessons mastered and TELPAS 2009 scale score was significant at the 0.01 level (2-tailed). The correlation (r =.511) between lessons mastered and TELPAS 2010 scale score was significant at the 0.01 level (2-tailed).</p>	<ul style="list-style-type: none"> • A graph called a scatter diagram provides one of the most useful ways of seeing whether, and to what degree (regression line – slope), two variables co-vary. • Correlation is an interrelation between two or more sorts of conditions or events. • A correlation study rarely indicates which variable influences which, or even whether either variable is influencing the other one directly. • A correlation coefficient can never tell us anything about causality.

Is there a relationship between a group of ESL ReadingSmart students who mastered at least 10 lessons and their TELPAS scale score for 2009 and 2010?

- The results indicate that as the percent of lessons mastered increases so does the TELPAS scale score.
- The scatter plots for percent of lessons mastered to TELPAS scale score for 2009 reveals a positive regression line.

- TELPAS scale score increase as the percent of lessons mastered increases.
- A positive regression line is shown in the scatter plots for percent of lessons mastered to TELPAS scale score for 2010.

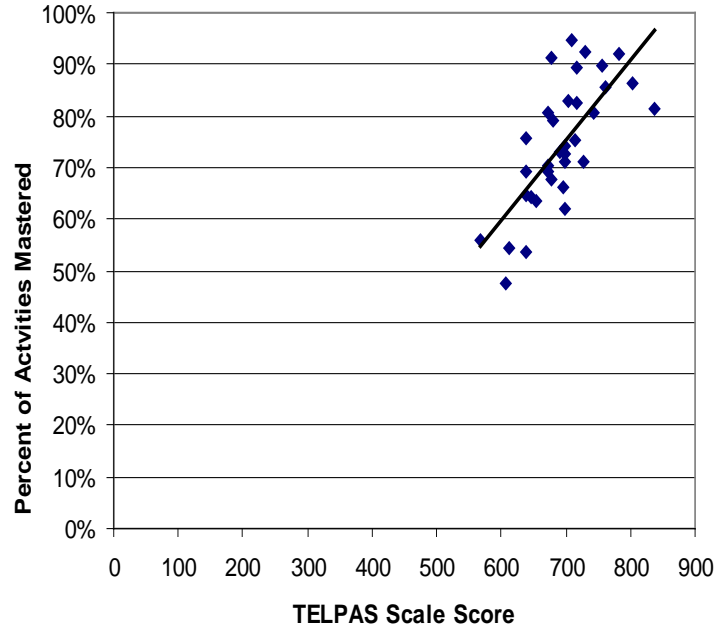


Is there a relationship between a group of ESL ReadingSmart students who mastered at least 100 activities and their TELPAS scale score for 2009?

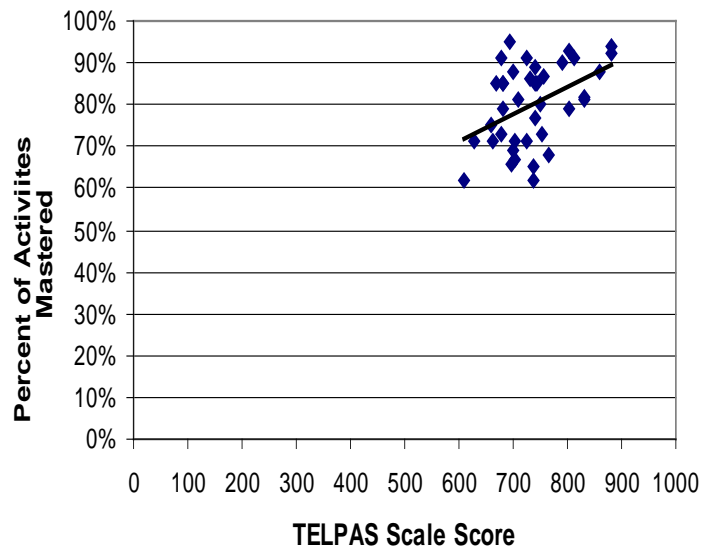
- The results indicate that as the percent of activities mastered increases so does the TELPAS scale score.
- The scatter plots for percent of activities mastered to TELPAS scale score for 2009 reveals a positive regression line.

- TELPAS scale scores increase as the percent of activities mastered increases.
- A positive regression line is demonstrated in the scatter plots for percent of activities mastered to TELPAS scale score for 2010.

**ESL ReadingSmart Sharptown ESL Students
Percent of Activities Mastered by TELPAS 2009**



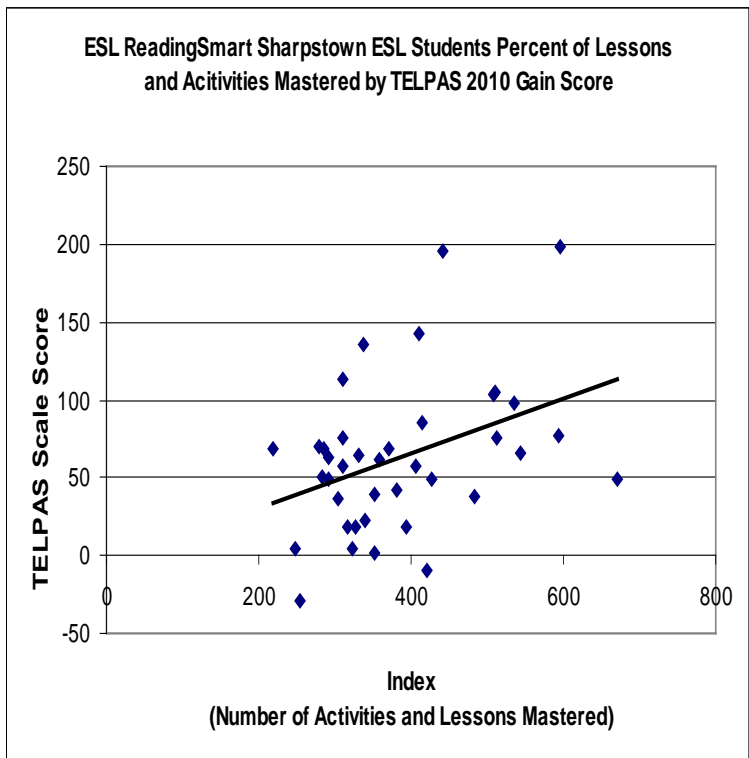
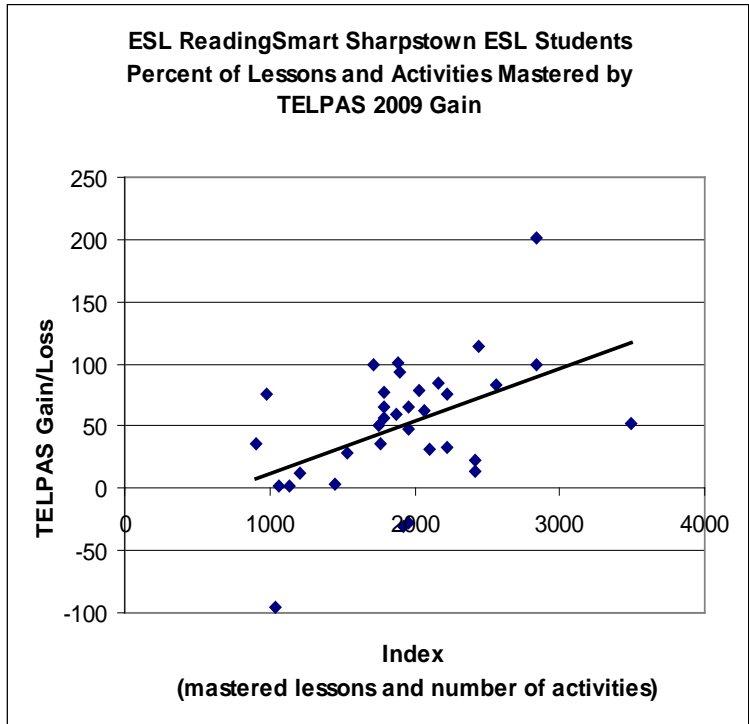
**ESL ReadingSmart Sharpstown Students Percent of
Activities Mastered by TELPAS 2010**



Is there a relationship between a group of ESL ReadingSmart students who mastered at least 10 lessons and 100 activities and their TELPAS Gain score between 2009 and 2010?

- The results indicate that as the percent of lessons and activities mastered increases so does the TELPAS scale score.
- The scatter plots for percent of lessons and activities mastered to TELPAS gain reveals a positive regression line.

- TELPAS scale score increase as the percent of lessons and activities mastered increases.
- A positive regression line is shown in the scatter plots for percent of lessons and activities mastered to TELPAS gain.



Was there a significant correlation between lessons mastered and TELPAS scale scores for the Sharpstown ESL students who were instructed with ESL ReadingSmart during the 2008-2009 and 2009-2010 school year?

- The correlation ($r = .533$) between lessons mastered and TELPAS 2009 scale score was significant at the 0.01 level (2-tailed).
- The magnitude of the correlation was moderate.
- A significant finding at the .01 level (2-tailed) was found between lessons mastered and TELPAS 2010 with a correlation at ($r = .511$).
- The magnitude of the correlation was moderate.

Correlation – 2008-2009			
		Mastered Lessons	TELPAS 2009
Mastered Lessons	Pearson Correlation	1.000	.533**
	Sig. (2-tailed)		.001
	N	34.000	34
TELPAS 2009	Pearson Correlation	.533**	1.000
	Sig. (2-tailed)	.001	
	N	34	34.000
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlation – 2009-2010			
		Mastered Lessons	TELPAS 2010
Mastered Lessons	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.001
	N	39.000	39
TELPAS 2010	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.001	
	N	39	34.000
**. Correlation is significant at the 0.01 level (2-tailed).			

Summary

Scatter plots revealed positive regression lines or a positive relationship for lessons mastered and TELPAS score, activities mastered and TELPAS score, and Index (combined lessons mastered and activities mastered) and TELPAS gain for both 2008-2009 and 2009-2010. Based on analysis performed on the ESL ReadingSmart Sharpstown students who completed 10 lessons and had TELPAS scale scores for 2008-2009 and 2009-2010, the correlation was significant at the .01 level. This means that there is a positive relationship between the two variables as number of lessons mastered increases then the TELPAS score also increases.