

ESL READINGSMART PROGRAM
FINAL EVALUATION REPORT
2006-2007

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Katy Independent School District ESL ReadingSmart Program Evaluation - 2007

Katy Independent School District and ESL Reading Smart Program Background

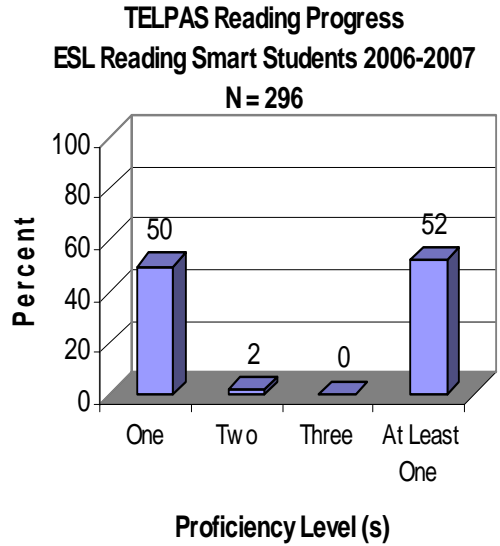
Encompasses 181 square miles 20 miles west of downtown Houston in Harris, Fort Bend and Waller Counties. The district has 47 campuses including 29 elementary schools, 10 junior highs, 6 high schools, a career-technology center and an alternative center. Instructional quality guided by a comprehensive district wide curriculum management plan, which coordinates development, delivery and assessment of teaching throughout the district. It also has a highly advanced technology program which includes one to three computers in each classroom, stationary and wireless labs in each school, campus-based technology facilitators, distance learning capabilities, a fiber optic network linking every school and facility, and an automated curriculum management plan. Katy ISD is one of the fastest-growing school districts in Texas with an annual growth rate of about 5 to 6 percent projected through 2016.

In partnership with parents and community, the mission of the Katy Independent School District, as a premier district in the state of Texas, seeks academic excellence for each student to pursue a productive and fulfilling life through a balanced curriculum aligned with quality instruction and assessment of achievement.

ESL ReadingSmart Program Findings	School Profile
	<ul style="list-style-type: none"> • 538 English Language Learners • Grades 6–12
	ESL ReadingSmart Implementation
<p>During the 2006–2007 school year, Katy Independent School District partnered with Alloy Multimedia to improve academic performance for English Language Learners (ELLs) in grades 6–12. Title III funds were used to purchase the ESL ReadingSmart Program focusing on improved student achievement on the Texas English Language Proficiency Assessment System – Reading (TELPAS) Texas Assessment of Knowledge and Skills (TAKS) and Stanford Achievement Tests (SAT 10). Students participated in the program during their ESL classes for one session a week. Each session was conducted for one hour.</p>	<ul style="list-style-type: none"> • Supplemental Reading Program • Web-based • Supports classroom instruction • Supports State adopted objectives • Materials for all ESL levels
	Research Instruments
<p>Texas English Language Proficiency Assessment System (TELPAS) attainment reveals students achieved the following levels: beginning-0%, Intermediate-3%, Advanced-37% and Advanced High-60%. TELPAS progress indicates that 52% of students made at least a one level gain.</p>	<ul style="list-style-type: none"> • Texas English Language Proficiency • Texas Assessment of Knowledge and Skills • Stanford Achievement Test • Teacher Survey
	Research Time Frame
<p>Texas Assessment of Knowledge and Skills (TAKS) pre-post tests results reveal increases of 156 scale score points in reading. The percent of students that met standard on the TAKS reading subtest in 2006 was 35%, which increased to 58% in 2007.</p>	<ul style="list-style-type: none"> • August 2006 – May 2007
<p>Stanford Achievement Test (SAT10). The majority of ESL students scored below the 40%. Stanford -10, 2007 results for ESL ReadingSmart students indicate that 9% (48 students) in reading and 16% (86 students) in language scored above the 40th percentile. ESL students who score above the 40 percentile are considered for exit from the program.</p>	
<p>Teacher surveys revealed (strongly agreed or agreed) that: 100% of teachers had received the training needed to implement the program, 82% of teachers liked using the program; 78% indicated that use of ESL ReadingSmart lessons improved student learning and 91% stated they would continue using the program for the next school year.</p>	

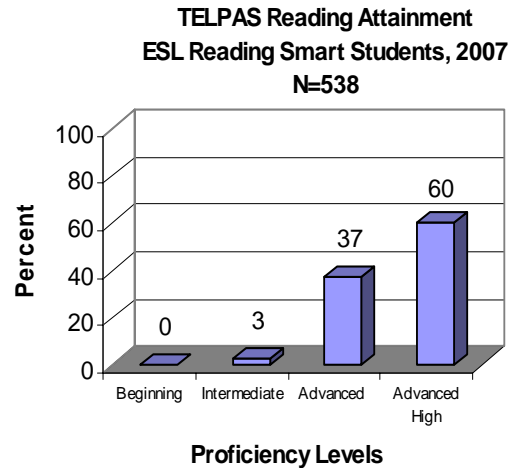
Fifty two percent of the 296 ESL Reading Smart program participants improved at least one proficiency level on TELPAS Reading from 2006 to 2007.

ESL students in grades 6–12 are required to meet the *No Child Left Behind* (NCLB) progress Annual Measurable Achievement Objective (AMAO), which states that 44% of current students show progress of at least one proficiency level. A total of 242 students had already reached Advanced High level in 2006, so these students were not included in this analysis. This AMAO objective was met with 52% of the 296 ESL students improving at least one level.



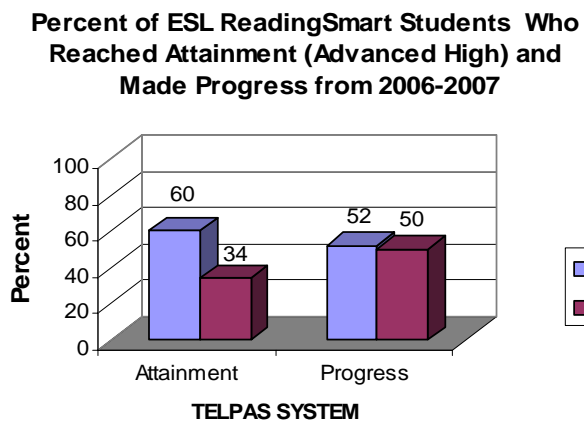
Sixty percent of ESL ReadingSmart Program participants attained an Advanced High Level on the TELPAS Reading Test, 2007.

ESL students in grades 6–12 are required to meet the NCLB attainment Annual Measurable Achievement Objective (AMAO) that 26% of students reach an Advanced High level in 2007. This AMAO objective exceeded the target with 60% of the students reaching the Advanced High Level.



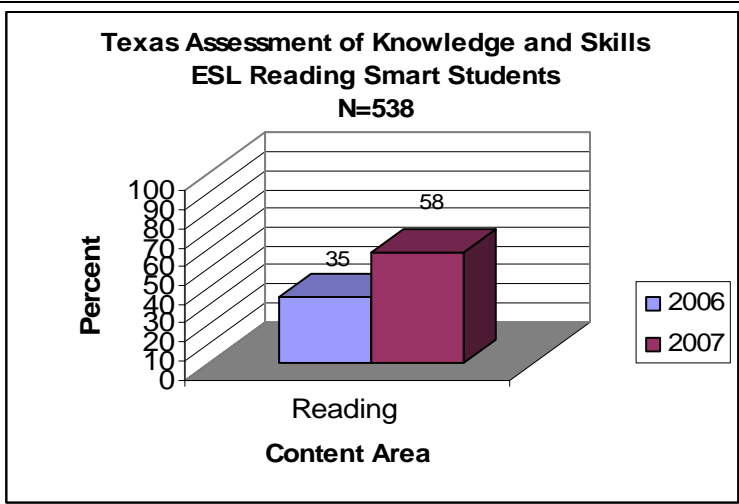
Katy ISD ESL ReadingSmart students had a higher percent of students than the state who reached the advanced high level and that progressed from 2006 to 2007.

Twenty six percent more Katy students than state students reached the Advanced High level. Progress from 2006 to 2007 was higher for Katy than for the state.



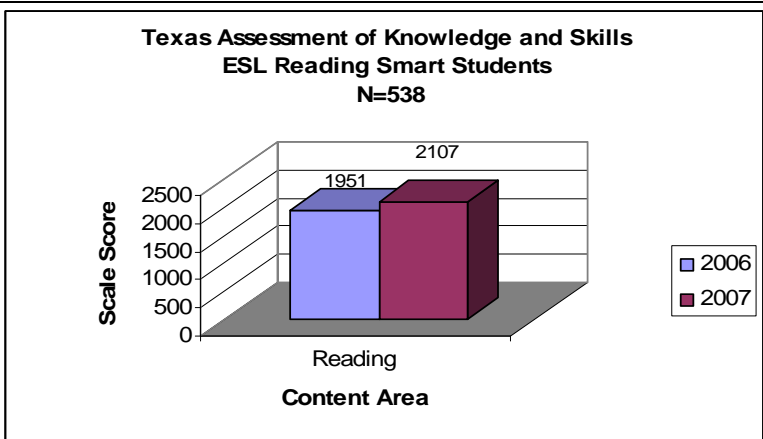
The percent of ESL Reading Smart students who met standard on the TAKS increased in both reading and mathematics from 2006 to 2007.

An increase of 13% more ESL ReadingSmart students met standard on the reading subtest of the TAKS. An increase of 10% additional ESL students met standard on the mathematics subtest of the TAKS.



The scale scores of ESL ReadingSmart students on the TAKS increased in both reading and language from 2006 to 2007.

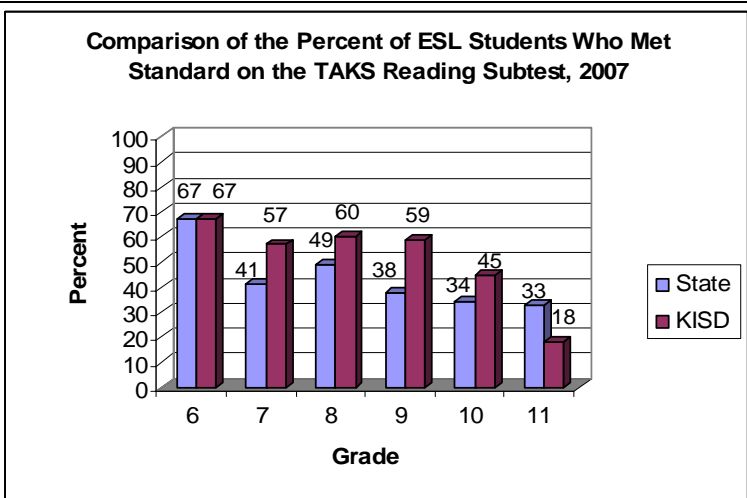
TAKS reading scale scores increased by 156 points from 2006 to 2007. TAKS language scale scores increased by 46 points from 2006 to 2007.



TAKS reading data shows that overall the percent of students who met standard in Katy ESL ReadingSmart program outperformed State ESL.

Sixth grade students in both groups reached the same standard on the TAKS reading subtest.

Eleventh grade students in Katy did not out perform the state.



Teacher Survey
Open-Ended Questions
(sample responses)

Program Strengths

- Motivates some students
- Students remain engaged throughout activities and enjoy the challenge
- Increased student vocabulary
- The jump start section is excellent for Newcomers
- The pre-test which levels the students ability is great

<p>Teacher Survey Open-Ended Questions (sample responses)</p>	<p>Program Weaknesses</p> <ul style="list-style-type: none"> - Font size is very small in some activities - One thing is that students can finish reading rapidly - It would be nice to see a wider variety of selections at a higher level - Some questions that were asked did not have answers in the lesson - Students who are finished don't have anything to do
<p>Teacher Survey Open-Ended Questions (sample responses)</p>	<p>Recommendations</p> <ul style="list-style-type: none"> - Add more difficult readings - More selections that are by authors we teach - Make it more user friendly for deleting and adding students and running reports - More engaging stories for older students - Give directions for activities
<p>Summary</p>	
<p>Based on increased student achievement and feedback from teachers, Katy ISD plans to continue use of ESL ReadingSmart in 2007-08 to ensure success of ESL students. The program will be implemented at all middle and high schools.</p>	