

Quality Teaching for English Learners (QTEL): TAKS Outcomes at Lanier, Year 3



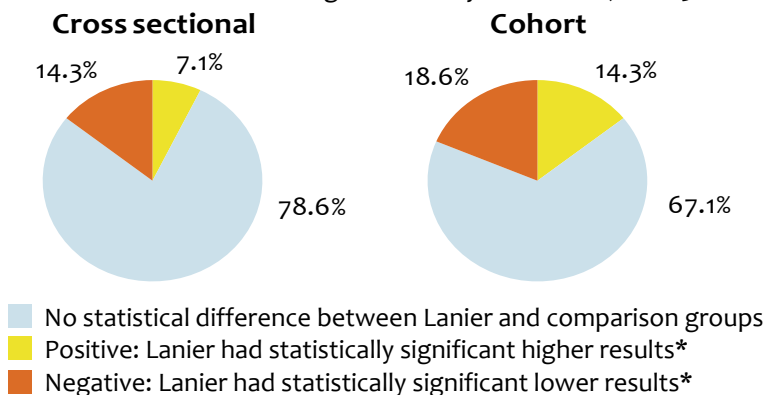
How Did Lanier Perform in Year 3, Compared to the District and to a Control Site (Travis)?

Year 3 Compared with Baseline. The statistical analyses of TAKS records provided 70 data points for year 3 (across limited English proficiency [LEP] status, comparison groups, grade-levels, TAKS subject areas, and analysis methods). All 70 statistical data points for year 3 were compared with baseline. There was one area of improvement: the achievement gap, which closed for several grade-levels and subject areas. The achievement gap closed for the cross-sectional and cohort groups and for both the district and Lanier.

TAKS Measure at Lanier	Positive change across time?	Statistically different from comparisons?
Average score	Yes	No
Passing rates	Yes	No
Achievement gap	Yes	Yes

Summary of Year 3 Findings. The two charts below summarize all 70 data points for 2009-2010 for both cross-sectional data and cohort data.

Distribution of Statistical Significance by Data Point, Year 3.



*Higher or lower than at least one comparison group

Most of the results were neutral; that is, Lanier did not perform any better or worse than the district or Travis. This suggests QTEL has not had a persistent, positive effect on TAKS outcomes at Lanier.

The cohort data yielded a higher number of positive results and a higher number of negative results than the cross-sectional data. All differences between the cross-sectional data and cohort data are noted on page 2.

Both cross-sectional and cohort data provided insight into program effectiveness. Cross-sectional data speak to campus accountability, while cohort data speak to fidelity and long-term student exposure to program implementation. It is also important to note cohort data did not accurately represent the highly mobile student population at Lanier.

Conclusion. Overall, results were mixed. Although improvement occurred in only one area (the achievement gap) from baseline to year 3, this area was congruent with the district strategic plan and the measurable outcome best aligned with QTEL program efforts.

About This Report. This report is one of several briefs that will be prepared about the QTEL program. This report speaks to goal 2 of the district's [Strategic Plan](#). Results shown in **green** are positive or comparatively higher. Results shown in **red** are negative or comparatively lower.

About the Program. QTEL is a professional development program for teachers. The QTEL work began as a pilot in 2007 at Lanier and International High Schools. The goals of the pilot were to close gaps and increase high-quality instruction for English language learners (ELLs). For a detailed description of this program, visit the [QTEL website](#) or review [DPE Publication 09.08](#).

Understanding the Data. TAKS records across time were analyzed using various methods. Cross-sectional data were measured to compare TAKS data at baseline (2007), year 1 (2008), year 2 (2009), and year 3 (2010) data. The baseline year is the year prior to QTEL implementation. Cross-sectional data were defined as all students at a high school at a given TAKS administration.

Cohort data also were analyzed using these same methods. Cohort were defined as students who persisted at one school (or in the district). That is, 9th graders were at one school for one full year, 10th graders for two full years, and 11th graders for three full years.

Lanier LEP and non-LEP students were compared with students at Travis, a control site with a comparable population, and with district high school students. Reviewing data from Travis helped answer, "What would Lanier look like without the QTEL program?"

These analyses did not include TAKS records from International High School. International has a unique student population; most TAKS exams did not contribute to accountability. In 2010, more than 90% of records were LEP exempt (exam was not scored) from at least one subject.

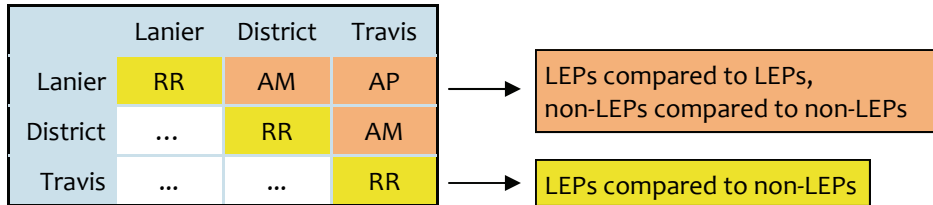


QTEL: TAKS Outcomes at Lanier, Year 3

Explanation of Methodology

Understanding the Methods. Multiple methods were used to evaluate Texas Assessment of Knowledge and Skills (TAKS) outcomes because QTEL is a complex program. The table below shows the campus-level comparison groups for each statistical test: analysis of proportions (AP), analysis of means (AM), and relative risk (RR). Differences between results for the cross-sectional data and the cohort data are noted.

The figure below is color coded to indicate comparison by student status as LEP and non-LEP. The AM and AP tests are “between” tests (i.e., students at Lanier were compared with students at the district and at Travis by LEP status). The RR is a “within” test (i.e., student groups were compared within Lanier, within the district, and within Travis).



The AP was a chi-square test and was used to discern whether the percentages of students (LEP and non-LEP) passing TAKS were significantly different at Lanier and at Travis. Percentage passing does not inform about changes in actual test scores. The AM was a *t*-test and was used to determine if any differences in these averages were statistically significant (data were normally distributed).

RR was calculated using a 2x2 contingency table. RR is the ratio of an outcome or event, given one treatment or exposure, to the risk of the outcome, given the other treatment or exposure. In this report, the RR represents the risk of failing TAKS for LEP students, compared with the risk of failing TAKS for non-LEP students.

Statistically Significant Results for Year 3

Cross-sectional Data. At baseline, the AP tests provided evidence that non-LEP students at Lanier had higher TAKS passing rates in all four subjects than non-LEP students at Travis, but this finding did not carry to year 3. However, passing rates for Lanier, as well as for the district and Travis, improved across time (see page 3).

Outcomes for Lanier, year 3

Grade	LEP	Non-LEP
ELA		
9th		AM
10th	RR	AM
11th	RR*	AM
MATH		
9th		AM
10th		AM
11th	RR	AM
SCIENCE		
10th		AM
11th		AM
SOCIAL STUDIES		
10th	RR*	AM
11th	RR*	AM

Cohort, Lanier to Travis, Year 3: AP LEPs 9th-grade ELA, AP non-LEPs 11th-grade Math.

At baseline, the AM tests demonstrated that non-LEP students at Lanier had higher mean scale scores in all four TAKS subjects than non-LEP students at Travis, but like the AP results, this was not true in year 3. Compared with TAKS means for the district, Lanier TAKS means were lower at both baseline and year 3. On the other hand, means for Lanier, as well as for the district and Travis, improved across time (see page 4).

Cohort, Lanier to Travis, Year 3: AM LEPs 9th-grade ELA, AM LEPs 10th-grade ELA, AM LEPs 11th-grade ELA, AM LEPs 9th-grade Math, AM LEPs 10th-grade Social Studies, AM non-LEPs 9th-grade ELA, AM non-LEPs 11th-grade Science.

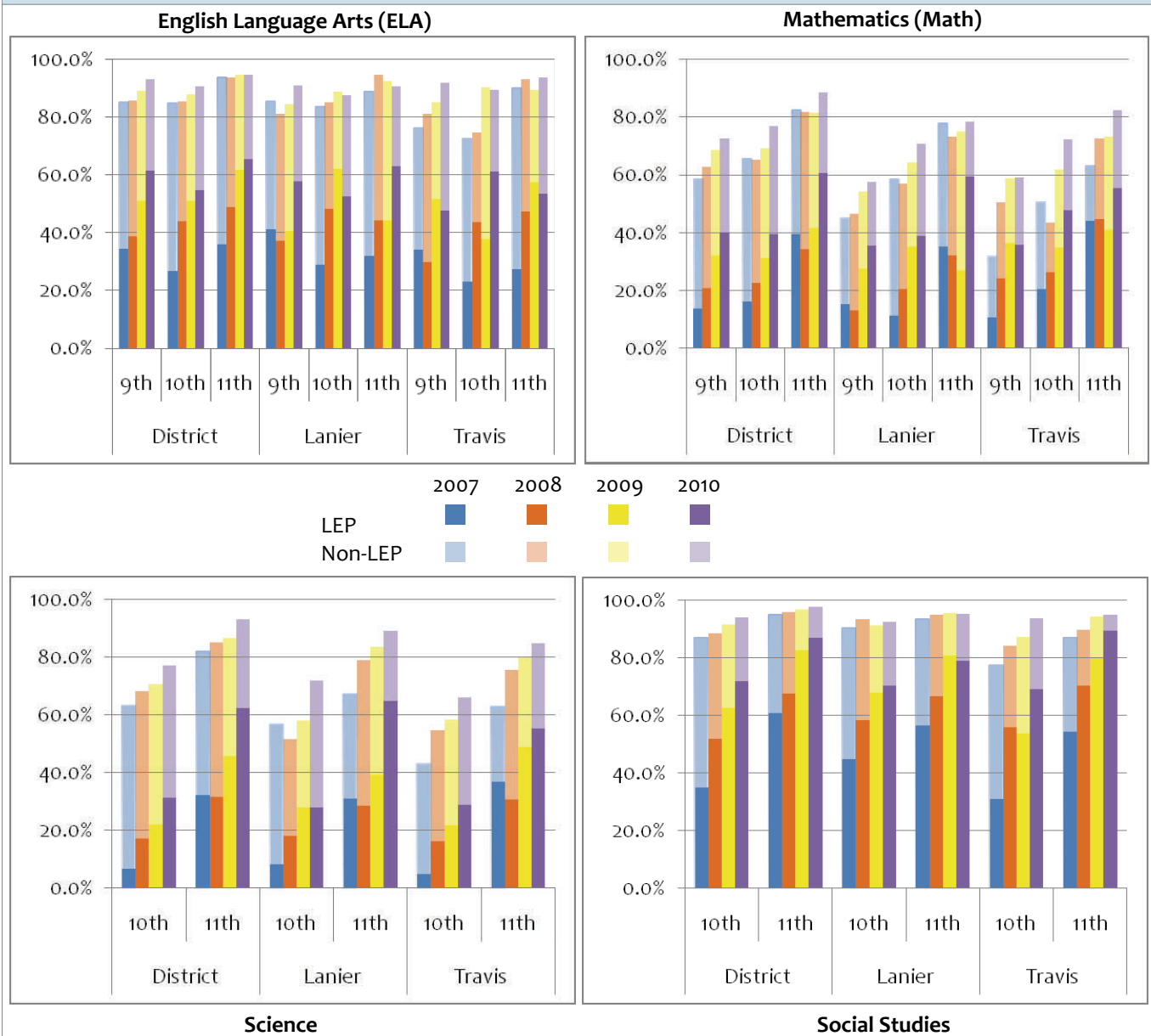
The achievement gap between LEPs and non-LEPs closed at Lanier from baseline to year 3 in five of the 10 possible grade-levels / subjects. This means the RR for LEPs failing TAKS was lower in year 3 than it was at baseline, and the TAKS passing rate for both LEPs and non-LEPs increased. The asterisk (*) represents areas where the gap also closed for the district. Note: All results for RR were statistically significant.

Cohort, Lanier, Baseline to Year 3: RR 9th-grade Math, RR 10th-grade ELA, RR 10th-grade Social Studies.

Overall, QTEL seemed to have a greater, positive impact on reading and comprehension than on math or science.



Proportion of Students Passing TAKS by Subject, Campus, Grade-level, LEP and Year



Changes in Cross-sectional Passing Rates. TAKS passing rates for the district, Lanier and Travis improved over time for all subjects and for most grade-levels. The district and Travis made greater gains in passing rates than Lanier between baseline and year 3, with several exceptions. The green numbers below indicate where Lanier made greater gains in passing rates. An asterisk (*) indicates Lanier passing rate was higher for year 3 than comparison group.

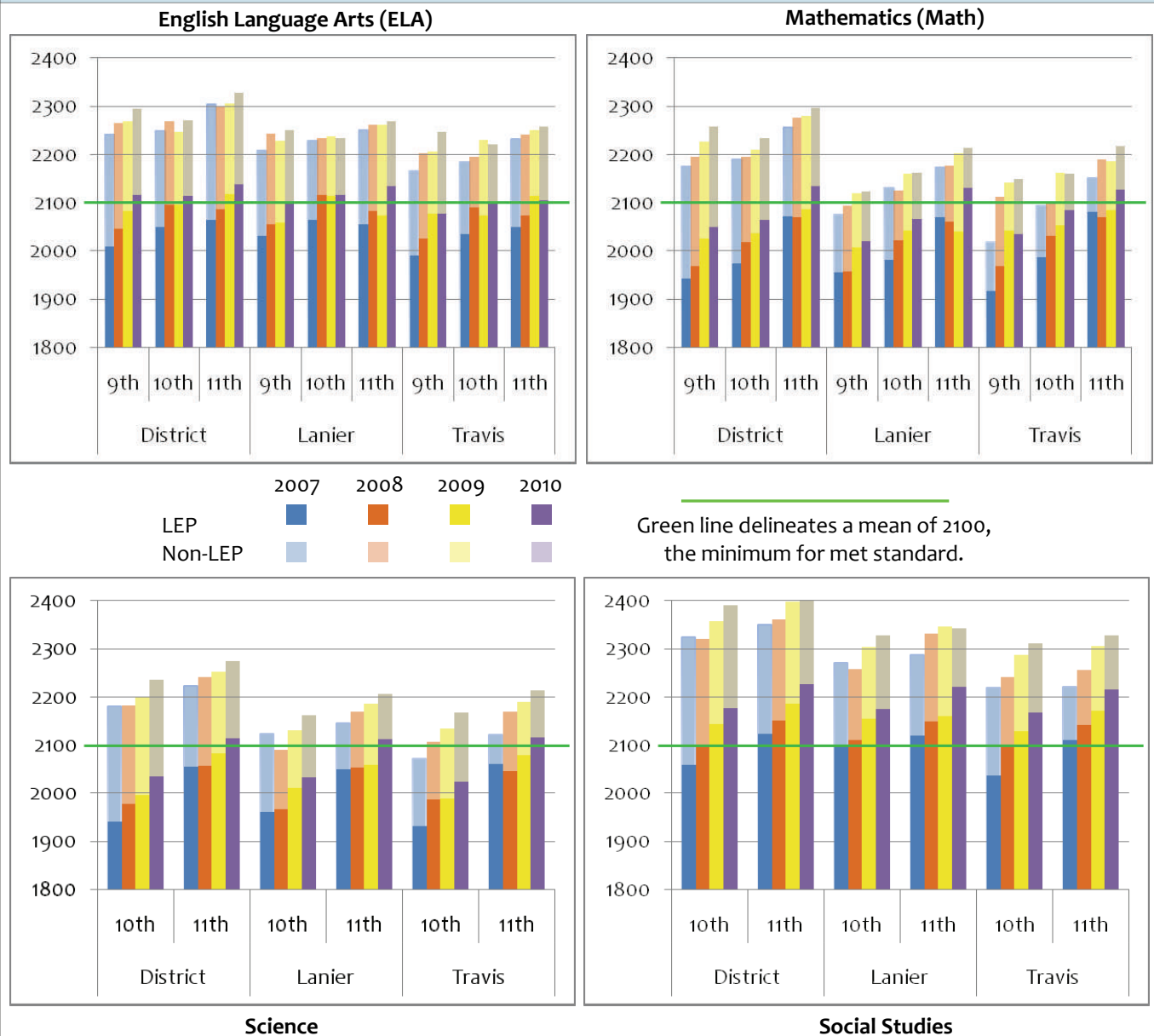
Note: These comparisons are based on percentage point differences, **not on a statistical test.**

Cohort: On average, passing rates at Lanier were higher than cross-sectional rates by about 5 percentage points in year 3.

Comparison of gains (baseline to year 3)		Grade Subject	9th				10th				11th			
			E	M	E	M	SCI	SS	E	M	SCI	SS		
LEPs	Lanier to district	-11	-6	-4	4	-5	-11	1	3	4*	-4			
	Lanier to Travis	3*	-5	-15	1	-4	-13*	5*	13*	15*	-13			
Non-LEPs	Lanier to district	-2	-2	-2	1	1	-5	1	-5	11	-1			
	Lanier to Travis	-10	-15	-13	-9	-8*	-14	-2	-18	0*	-6			



Comparison of TAKS Means by Subject, Campus, Grade-level, LEP and Year



Changes in Cross-sectional Means. TAKS scale score means for the district, Lanier, and Travis improved over time for all subjects and for most grade-levels. The district and Travis made greater gains in increasing TAKS means than Lanier between baseline and year 3, with several exceptions. The green numbers below indicate where Lanier made greater gains in increasing TAKS means. The asterisk (*) indicates Lanier mean was higher in year 3 than comparison.

Note: These comparisons are based on point differences, **not on a statistical test.**

Cohort: On average, scale score means at Lanier were higher than cross-sectional means by about 19 points in year 3.

Comparison of gains (baseline to year 3)		Grade Subject	9th		10th		11th				
			E	M	E	M	SCI	SS			
LEPs	Lanier to district	-39	-40	-12*	-5*	-23	-41	4	-1	3	-3
	Lanier to Travis	-17*	-51	-13*	-12	-21	-53	23*	15*	8	-6*
Non-LEPs	Lanier to district	-10	-35	-16	-12	-16	-9	-6	2	10	-7
	Lanier to Travis	-39*	-81	-31*	-35*	-57	-35*	-8*	-25	-32	-52*



Additional Information About this Report

About the Department of Program Evaluation. The Department of Program Evaluation (DPE) was established in 1972 to support program decisions and strategic planning in the district. The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DPE staff integrate best and innovative evaluation practices with educational and institutional knowledge. DPE staff work with program staff throughout the district to design and conduct formative and summative program evaluations. DPE’s methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners in the district. [DPE reports can be accessed online.](#)

About the Author. Ginger Gossman completed a Ph.D. in demography at the University of Texas at Austin in 2006. Her academic interests include maternal and child health, secondary education, infectious disease, and obesity research. She has presented her research findings at regional and national conferences and has been a member of the American Evaluation Association since 2007. Ginger joined the Program Evaluation team in September 2008.

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Funding Sources	Costs	Professional Development
High school allotment \$125,000	Contractor fee \$450,000	Number of days 93
Gates grant \$100,000	Stipends & substitutes \$16,631	Number of hours 9540
ARRA \$225,000	Travel \$2,104	Number of teachers served 150
Total \$450,000	Total \$452,104	

District Strategic Plan. This report speaks to goal 2, measurable outcome 3. **Goal 2:** Achievement gaps among all student groups will be eliminated. **Measurable Outcome 3:** Achievement gaps among ethnic groups.

Technical Notes. The data used for these analyses were from the 2007, 2008, 2009 and 2010 TAKS administrations. These data were provided to AISD by Pearson, the state contractor who creates and maintains the exams and the data. Data across time were concatenated for these analyses, creating an aggregate data file. These data were limited to grade-levels 9, 10 and 11 and to the highest score per student in each content area in the following order:

All TAKS Records		
2007, 2008. 2009, 2010		
Subject Area	Scored Exams	
Grade-levels 9, 10, 11	Highest Score	

Students who took an exam(s) multiple times, and did not pass, had fluctuating scores. Students did not retake an exam(s) after they passed; thus, the highest score on record was their passing score, regardless of how many times they took the exam(s). The standard practice used by Management Information Systems (MIS) is to retain students’ most recent score. Programmatically, it was important to capture students’ optimal performances on the exams. Student demographic data, including LEP status, were retained from the TAKS data file.

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