Evaluation of the Texas Adolescent Literacy Academies (TALA): Final Report

Executive Summary and Evaluation Report

December 2010

Submitted to:
Texas Education Agency

ICF
INTERNATIONAL

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Throughout the present report, all references to the initial evaluation report (Interim Report #1) refer to the following citation: Evaluation of the Texas Adolescent Literacy Academies (TALA): Interim Report #1 (May 2009), which can also be accessed on the TEA website at:
http://www.tea.state.tx.us/index2.aspx?id=2914&menu_id=949

Throughout the present report, all references to the second interim report (Interim Report #2) refer to the following citation: Evaluation of the Texas Adolescent Literacy Academies (TALA): Interim Report #2 (December 2010), which can also be accessed on the TEA website at:
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Table of Contents

- Content Area Teacher Focus Group Protocol
- Administrator Interview Protocol
- TALA Classroom Observation Instrument

List of Tables

List of Figures

Executive Summary

This evaluation report provides the final set of evaluation findings related to Texas Adolescent Literacy Academies (TALA) activity through the 2009-10 school year, and final conclusions based on the overall TALA evaluation. This report examines the impact of TALA on student achievement through the 2009-10 school year and presents an analysis of the cost-effectiveness of TALA. An initial interim report focused on activity through summer 2008 was published in May 2009 and a second interim report focused on activity through summer 2009 was published in December 2010. The first interim evaluation report focused on TALA training related to Grade 6 teachers. The second interim evaluation report focused on TALA training related to Grade 7 and Grade 8 teachers and to Grade 6 teachers' implementation of TALA during the 2008-09 school year. (Both reports can be accessed on TEA's website at http://www.tea.state.tx.us/index2.aspx?id=2914&menu_id=949.)

About TALA

Texas House Bill 2237 was passed in 2007 in order to improve high school success and increase college readiness in Texas public schools, and it provided specific direction and funding for TALA. TALA was created to improve literacy rates among middle school students. In order to achieve this goal, TALA focuses on improving teaching by providing Grades 6-8 English language arts (ELA)/reading and content area teachers with research-based strategies for improving their students' academic literacy.

The TALA Model

The goal of TALA is to provide professional development for ELA/reading and content area teachers in the use of scientifically-based literacy practices to improve academic literacy. TALA is intended to help prepare middle school teachers to design appropriate instruction for all students, including those who are struggling with reading due to limited English proficiency (LEP), learning disabilities (e.g., dyslexia), and other risk factors for reading difficulties.

TALA instructional routines emphasize implementation of a three-tier reading model consistent with a response to intervention (RTI) model. RTI emphasizes ongoing data collection and immediate intervention for students who demonstrate a need in one or more reading skills. TALA is tailored for the unique structure of middle schools and is framed within a schoolwide approach to addressing the needs of struggling adolescent readers.

The Format of TALA

As designed to date, TALA consists of two separate academies: ELA academy and content area academy. The ELA academy is designed for reading and English language arts teachers. The content area academy targets math, science, and social studies teachers. Both academies provide professional development in scientifically-based, general literacy instructional strategies. ELA academies consisted of three days of face-to-face training, followed by a one-day online practicum follow-up. The content area academies consisted of a day and a half of face-to-face training, followed by a half-day online practicum. During TALA, trainers provided examples of the strategies and their applications, both in hard copy and video formats, with appropriate subject area materials in the middle school classroom.

TALA content was organized into seven units with individual modules that last between 30 and 75 minutes. Units 1-3 (Tier I strategies for all students) were covered in both ELA and content area academies, while units 4-7 (Tiers II and III strategies for students with reading difficulties) were only covered in the ELA academies. TALA training was first provided to Grade 6 teachers during summer 2008, while training for Grade 7 and Grade 8 teachers first occurred in summer 2009. While the content for the Grade 6 academies and the Grade 7 and Grade 8 academies was identical, grade-specific videos used in the training were different.

Implementation of TALA

Regional education service center (ESC) leaders were in charge of operations for the implementation of TALA statewide. The ESC leaders scheduled TALA ELA and content area academies in their respective regions, established locations, set dates and times, and worked with their information technology staffs to set up the registration information in their catalogs and develop a registration database to track participants.

In 2008 and 2009, TALA utilized a training of trainers (TOT) model in order to prepare trainers for the implementation of TALA statewide. Prior to the summer 2008 Grade 6 academies, the State TOT was held in March 2008, where master trainers trained state trainers. Three Regional TOTs were then conducted in May 2008 in which state trainers trained regional trainers. Finally, regional trainers conducted TALA Grade 6 teacher academies throughout the 20 ESCs with a maximum of 50 participants in each. The TOT model was repeated in spring 2009 followed by TALA Grade 7 and Grade 8 teacher academies in summer 2009. Teachers who teach at campuses that were rated Academically Unacceptable (AU) in reading were required to attend TALA. Grade 6 teachers attended these trainings in summer 2008, while Grade 7 and Grade 8 teachers attended trainings in summer 2009.

Approach to the TALA Evaluation

The Texas Education Agency (TEA) contracted with ICF International (ICF) to conduct a statewide evaluation of TALA. The comprehensive evaluation approach was designed to:

- Evaluate the quality of the TALA training, including the materials developed for use in training, the training of trainers, and the training of classroom teachers;
- Evaluate the quality and level of ongoing implementation of the TALA training in the classroom;
- Evaluate the effects of the TALA teacher training on student outcomes; and
- Conduct an analysis of financial data to assess the cost-effectiveness of TALA.

Specific research questions were developed to address each of the four overall evaluation objectives. These research questions guided the selection of data sources, the development of instruments to collect new data, and the analysis of the data.

Evaluation Findings

The Quality of TALA Training

Based on evaluation activities from summer 2008 through June 2010, TALA was generally perceived positively. Positive perceptions were held by the expert technical advisory board

(TAB) who reviewed the materials and training strategies, observers from the evaluation team who observed TALA training, trainers who attended training to become TALA trainers, the teachers who participated in TALA training, and the administrators at campuses from which teachers attended TALA.

Expert Review of Teacher Training Materials

The TAB reviewed both the Grade 6 training materials (see Interim Report #1) and the Grades 7-8 training materials (see Interim Report #2). They also reviewed overall descriptions of the training (e.g., time allotted for presenting modules). The TAB concluded that TALA materials are highly reflective of best practices in literacy instruction and teacher professional development and aligned with national and state standards for literacy education. One TAB member commented that "in the scheme of things, TALA is one of the best state academies that I have seen."

Observations of TALA Training

TALA Grade 6 Regional TOTs and TALA classroom teacher academies and TALA Grades 7-8 classroom teacher academies were highly rated overall by observers. Observers indicated that TALA academies at all levels were implemented with high quality facilitation that led to participant engagement.

TALA Trainer and Classroom Teacher Participant Perceptions of TALA Training

Both state and regional trainers of the Grade 6 TALA training and Grades 7-8 TALA training had positive perceptions of the training. The overall quality and specific aspects of the TALA regional trainings of trainers (TOTs) was highly rated by ELA and, to a slightly lesser extent by content area regional trainers. Regional trainers indicated that the TOTs provided them with the knowledge/skills they needed, were of high quality, and were effective in preparing them for their roles and responsibilities as a regional trainer. Lastly, regional trainers were positive about the information they received from TEA, the developer, and state trainers regarding the goals of TALA and their responsibilities as a trainer.

This favorable perception of TALA training was echoed by ELA and content area classroom teachers:

- Of all teachers who responded to the survey, regardless of grade level or which session they attended (ELA or content area) or year (2008 or 2009), over 80% reported all aspects of the training they received as effective or highly effective. In particular, teachers rated the training materials, knowledge of presenters, and training content as effective or highly effective.

- Similar positive findings surfaced in the analysis of the participants' preparedness to implement TALA instructional routines, regardless of the year of the training attended (2008 or 2009) or the grade level taught (6, 7, or 8). ELA teachers indicated a high level of preparedness in implementing TALA Tier I routines, while it was evident that they felt most prepared to implement graphic organizers (i.e., the Frayer Model) as compared to any other Tiers II/III instructional routines. Content area teachers felt most prepared to implement routines to have students define words, pronounce words, generate examples and non-examples, and select words. This is not surprising given that these instructional routines are more conducive to content area curricula. Also, content area teachers are likely more comfortable with these routines than they are with other instructional routines.

- Regarding the TALA general strategies, both ELA and content area teachers felt most prepared to group or pair students, foster student engagement, and actively involve students.

- A majority of ELA and content area teachers across grade levels felt fairly well or very well prepared to design instruction for special populations of students.

- Teachers participating in TALA felt the training was relevant and helped improve their teaching and their peers' teaching. A majority of ELA and content area teachers across grade levels felt the training they attended helped them improve their teaching and felt the training was appropriate for their peers.

Classroom Implementation of TALA

Based on evaluation activities from summer 2008 through June 2010, TALA ELA and content area teacher participants reported feeling familiar with and prepared to implement TALA instructional routines and strategies in their classrooms. Furthermore, TALA ELA and content area teacher participants were actually implementing TALA instructional routines and strategies in their classrooms and reporting positive results. Specifically, TALA ELA and content area teacher participants were familiar with, prepared for, and actually implementing Tier I as well as Tier II/III instructional routines.

In addition to previously reported results, new evidence to support these findings since Interim Report #2 comes from the following data sources: (a) the 2009 survey of TALA ELA and content area teacher participants, (b) online follow-up training in which TALA ELA and content area teacher participants documented their implementation of TALA instructional strategies in their classrooms, and (c) observations of a sample of TALA ELA and content area teacher participants' classrooms during site visits. Findings are presented separately for ELA and content area teachers.

Implementation of TALA in ELA Classrooms

Evidence of positive outcomes of translating TALA training into ELA classrooms included the following:

- TALA ELA teachers in all grade levels feel prepared to effectively teach reading and writing instructional routines to students. As would be expected based on the high ratings of training quality reported in Interim Report #2, TALA ELA teacher participants, regardless of grade level, reported that they were confident in their abilities to implement a range of TALA reading and writing instructional routines.

- TALA ELA teachers' confidence translated into new lesson designs and implementation of TALA instructional routines and strategies in ELA classrooms. Data collected across time points from the online follow-up and teacher survey indicate that teachers implemented the TALA instructional routines and strategies and that the patterns of use were somewhat consistent across time (from 2008 to 2009) and similar across grades.

- TALA ELA teachers indicated that lessons in which they incorporated TALA strategies and routines were successful. Teachers who participated in the online follow-up training reported that the lessons they implemented as part of the practicum were highly successful regardless of whether they were developed for Tier I or Tier II/III interventions.

- TALA ELA teachers were incorporating TALA general strategies into their lessons. The majority of 2009 Grade 6 ELA survey respondents fostered student engagement, adapted

instruction to structure learning for all students, and grouped or paired students once a week or daily. Although a different scale was used, the 2009 findings are consistent with findings from 2008. In the classroom observations, the most often used general instructional strategies were providing feedback, fostering student engagement, and providing explicit instruction.

- TALA ELA teachers were incorporating TALA instructional routines into their lessons. Vocabulary and comprehension instructional routines (Tier I) were observed most frequently during classroom observations.

- TALA ELA teachers across all grade levels implemented what they learned in TALA in their classrooms. At least 82% of TALA Grade 6 ELA teachers (in 2008 and 2009) reported that they were incorporating what they learned into their instruction "to some degree" or "quite a bit" of the time. About the same percentage of TALA Grade 7 and 8 ELA teachers (84%) felt that they were incorporating what they learned into their instruction "to some degree" or "quite a bit."

- TALA ELA teachers adapted TALA instructional routines, as evidenced by the percentage of time used in each phase of the three-step explicit instruction process. Grade 6 teachers who implemented the three-step explicit instruction process in their online follow-up activity for Tier I students reported that most of the time was used for the I Do: Modeling and the We Do: Teacher-assisted portion of the lesson (35% and 36%), followed by We Do: Peer-assisted (20%) and You Do: Independent Practice (9%). Teachers developing lessons for Tier II and Tier III students allowed more time for the I Do: Modeling and reduced the time for the We Do: Peer-assisted and You Do: Independent practice. The pattern for the Grade 7 and 8 teachers' lessons was similar. However, teachers allotted more time for the You Do: Independent Practice in lessons for Tier II and Tier III students.

Implementation of TALA in Content Area Classrooms

Positive outcomes of translating TALA training into content area classrooms included the following:

- TALA content area teachers in all grade levels feel prepared to effectively teach reading and writing instructional routines to students. As would be expected based on the high ratings of training quality reported in Interim Report #2 and in the current report in Chapter 3, TALA content area teacher participants, regardless of grade level, reported that they were confident in their abilities to implement a range of TALA reading and writing instructional routines.

- TALA content area teachers at all grade levels implemented Tier I instructional routines at somewhat consistent levels across data collection periods and grade levels. More than two-thirds of content area respondents reported they had implemented the Tier I instructional routines. The most often used routines for Grade 6 respondents were defining words, building background knowledge, and pronouncing words. Although 2008 Grade 6 content area respondents were given a different rating scale, defining words, building background knowledge and generating examples and non-examples were reportedly used most often. Grade 7 and Grade 8 teachers used the defining words, building background knowledge, and pronouncing words routines most often.

- TALA content area teachers also adapted TALA instructional routines, as evidenced by design differences in the lessons they outlined in the online follow up training. Specifically, the percentage of time used in each phase of the three-step explicit instruction (scaffolding) routine. Content area teachers who implemented scaffolding in their online follow-up activity

for Tier I students reported that most of the time was used for the We Do: Teacher-assisted (43%) and We Do: Peer-assisted (26%) followed by I Do: Modeling (24%) and You Do: Independent Practice (7%). This pattern differed from what was reported for ELA teachers in that more time was spent in We Do activities (69% for content area teachers as compared to only 56% for ELA teachers. Grade 7 and Grade 8 teachers reported designs with the majority of time spent in I Do: Modeling (23% and We Do: Teacher-assisted (41%) followed by We Do: Peer-assisted (28%) and You Do: Independent Practice (8%).

- TALA content area teachers implemented all strategies and routines and provided suggestions for other teachers. Although some strategies and routines were used more frequently than others, responses on the 2009 survey of TALA content area teacher participants indicate that all routines were used by at least a subset of TALA trained teachers. See tables 5.13 through 5.16 and 5.25 through 5.28 for sample responses.

- Content area teachers reported that the lessons they implemented for the online follow-up activity were successful. One hundred percent of the Grade 6 content area teachers and 99% of the Grade 7 and Grade 8 content area teachers reported that the lessons they created and reported on in the online follow-up were successful.

Campus Support of TALA Implementation

Outcomes of the schoolwide implementation of TALA strategies and routines included the following:

- ELA teachers, as well as administrators, know more than content area teachers across grade levels about the extent to which teachers from their campuses attended TALA. Content area teachers do know more about which other content area teachers attended TALA than they know about ELA teachers. This indicates that content area teachers are still somewhat isolated from their ELA counterparts when it comes to discussing TALA implementation. However, findings also indicate that TALA may have made some progress in content area teachers' awareness of instructional strategies to help adolescents learn about literacy.

- Campus support for TALA was high. This is based on feedback from teachers and administrators, most of who indicated that various campus policies and practices were partially or fully implemented.

- ELA teachers are meeting with other ELA teachers to discuss TALA implementation, more so than content area teachers are meeting with any teachers at their campuses to discuss TALA implementation. Neither group as a whole was meeting with campus administrators to discuss TALA implementation.

- To a great extent, campus administrators made changes to or acted upon almost all campus support policies and practices for TALA implementation. However, it may take some additional time for these policies and practices to take hold and for teacher to become aware of them.

- Administrator respondents indicated that TALA positively affected changes in classroom literacy practices and student outcomes.

- Barriers to implementation that were noted included time, lack of buy-in, and lack of administrator training. The need for time included more planning time, time for professional development activities, and proper testing and small group instruction. Teachers reported a lack of buy-in from the students, whereas administrators cited difficulty with obtaining

support from teachers. Administrators reported that their lack of training with the actual TALA strategies and routines was a critical barrier to TALA implementation.

- The most often reported facilitators to TALA implementation pertained to the TALA training itself. The TALA training was reported as a facilitator to implementation. Another facilitator was the provided resources (TALA manual) that included helpful strategies for dealing with poor readers. Support from other teachers was also listed as a facilitator to implementation.

Impact of TALA on Student Achievement

The evaluation team investigated the effects of TALA on student achievement, in particular, reading, math, science, and social studies achievement. In addition, the effects of TALA on achievement by students identified as being at-risk. (i.e., special education, LEP, economically disadvantaged) were explored.

In order to best understand the impact of TALA on student achievement, campuses were first divided into three cohorts based on when the teachers attended TALA training:

- Cohort A: Campuses with Grade 6 teachers who participated in TALA training in 2008.
- Cohort B: Campuses with Grade 6, Grade 7, and Grade 8 teachers who participated in TALA training in 2009.
- Cohort C: Campuses with Grade 6 teachers who participated in TALA training in 2008, and additional teachers in Grade 6 through 8 who participated in TALA training in 2009.

Next, TALA campuses were classified on level of TALA participation (high, medium, or low). For each campus, a participation indicator was calculated by multiplying the percentage of eligible teachers who attended the TALA trainings and the percentage of TALA-trained teachers who completed the online follow-up module. Implementation-level subgroups were created within each cohort by classifying campuses based on whether their respective participation indicator value placed them in the lower, middle, or upper third of the distribution. The campus-level analysis assumes that all students on the campus had opportunity to have experienced teaching that had been impacted by TALA implementation.

To obtain preliminary evidence of the impact of TALA on student-level outcomes, the effect of TALA on student achievement was explored by comparing students who were taught by a TALA participating teacher during 2009-10 (referred to as TALA students) to students who were not taught by a TALA participating teacher (referred to as non-TALA students). It was possible to link individual student-level data to individual TALA teacher participant data from eight case study schools.

Reading Achievement

Comparisons of TALA Participating Campuses by Cohort

Results from the trend analyses of TAKS reading achievement of students (from 2005-06 to 2009-10) at TALA participating campuses were as follows:

- An examination of general trends over time on TAKS reading suggests that TALA participating campuses (high, medium and low) generally mirrored overall state trends.

- TALA campuses experienced general decreases in the percentage of Grade 6 and Grade 8 students who met the reading TAKS standard, while the percentage of Grade 7 students increased.

- Within TALA cohorts, no significant mean differences in students' reading TAKS scores were found between high, medium, and low participation TALA campuses.

Students of TALA Participating Teachers vs. Students of Non-TALA Participating Teachers

Results from the trend analyses (from 2004-05 to 2009-10) of TAKS reading achievement of students with a TALA participating teacher and students of a non-TALA teacher were as follows:

- Both TALA and non-TALA Grade 6 and Grade 7 students experienced a decrease in the percentage of students who met or exceeded the TAKS reading standard since 2008-09. The observed decline was greater for the non-TALA students at both grade levels.

- The percentage of Grade 8 TALA students who met the reading standard increased since 2008-09, whereas the percentage of non-TALA students remained the same.

Math, Science, and Social Studies Achievement

Comparisons of TALA Participating Campuses by Cohort

Results from the trend analyses (from 2005-06 to 2009-10) of TAKS achievement of students at TALA participating campuses were as follows:

- An examination of general trends over time on TAKS math suggests that TALA participating campuses (high, medium and low) generally mirrored overall state trends.

- TALA campuses experienced general increases in the percentage of Grade 6, Grade 7, and Grade 8 students who met the math TAKS standard.

- TALA campuses experienced increases in the percentage of Grade 8 students who met the TAKS standard in science and social studies.

- Within TALA cohorts, no significant mean differences in students' math, science, or social studies TAKS scores were found between high, medium, and low participation TALA campuses.

Students of TALA Participating Teachers vs. Students of Non-TALA Participating Teachers

Results from the trend analyses (from 2004-05 to 2009-10) of TAKS content area achievement of students with a TALA participating teacher and students of a non-TALA teacher were as follows:

- Both TALA and non-TALA Grade 6 students experienced a decrease in the percentage of students who met or exceeded the TAKS math standard since 2008-09. TALA students outperformed the non-TALA students (77% and 72% respectively).

- Since 2008-09, the percentage of Grade 7 TALA students who met the math standard increased (from 70% to 72%), whereas the percentage of non-TALA students remained the same (at 75%).

- Both TALA and non-TALA Grade 8 students experienced an increase in the percentage of students who met or exceeded the TAKS math standard since 2008-09 (75% and 76% respectively).

- The percentage of non-TALA students who met the science TAKS standard in 2009-10 was higher (70%) than the percentage of TALA students (65%).

- The percentage of TALA students who met the social studies TAKS standard in 2009-10 was significantly higher (93%) than the percentage of non-TALA students (89%).

At-Risk Student Achievement

Using student-level data comparing the same students from one year to the next, the change in percentage of Grade 6 through 8 students from TALA participating campuses (cohorts) who met the TAKS standards in reading and math (first administration) was examined for at-risk student groups. The at-risk groups included special education students, LEP students, and economically disadvantaged students. The team analyzed student level TAKS data to compare the percentage of students who met the TAKS standards in 2007-08 and the percentage of the same group of students who met the TAKS standards in 2008-09. The results included:

- The percentage of Grade 6 special education students who met the standard in reading increased for Cohort A and decreased for Cohorts B and C. The percentage of Grade 7 special education students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 special education students increased across all cohorts. Across the grade levels, special education students at TALA campuses outperformed the state average for special education students in reading.

- The percentage of Grade 6 special education students who met the standard in math increased for Cohort A and decreased for Cohorts B and C. The percentage of Grade 7 and Grade 8 special education students who met the math standard increased across all cohorts. Across the grade levels, special education students at TALA campuses outperformed the state average for special education students in math.

- The percentage of Grade 6 LEP students who met the reading standard increased for all cohorts. The percentage of Grade 7 LEP students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 LEP students increased across all cohorts. Across the grade levels, LEP students at TALA campuses outperformed the state average for LEP students in reading in 2009-10.

- The percentage of Grade 6 LEP students who met the math standard increased for Cohort A, decreased for Cohort C, and remained the same for Cohort B. The percentage of Grade 7 LEP students who met the reading standard increased for Cohort C and remained the same for Cohort B., whereas the percentage of Grade 8 LEP students increased across all cohorts. Across the grade levels, the state average for LEP students in math declined from 2008-09 to 2009-10.

- The percentage of Grade 6 economically disadvantaged students who met the reading standard increased for all cohorts. The percentage of Grade 7 economically disadvantaged students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 economically disadvantaged students increased across all cohorts. Across the grade levels, economically disadvantaged students at TALA campuses outperformed the state average for economically disadvantaged students in reading in 2009-10.

- The percentage of Grade 6 economically disadvantaged students who met the math standard decreased for Cohorts B and C, and remained the same for Cohort A. The percentage of Grade 7 economically disadvantaged students who met the math standard increased for Cohort C and decreased for Cohort B, whereas the percentage of Grade 8 economically disadvantaged students increased across all cohorts.

Cost-Effectiveness of TALA

The evaluation team examined how funds were used to both develop TALA content and disseminate TALA. The analyses revealed the following:

- Overall, 16,341 teachers completed the TALA professional development in the two years of the program (through December 2010).

- For the ELA component of TALA, ESCs drew down an average of 46% of the funding allocated for the dissemination of TALA during fiscal year 2009 (compared to 59% for fiscal year 2008).

- For the content area component of TALA, ESCs spent an average of 35% of their allocated funding for the content area academies during fiscal year 2009 (compared to 48% for fiscal year 2008).

- Generally, when ESCs drew down smaller percentages of their total allotted expenditures, it was due to fewer teachers attending the TALA trainings.

TALA Academies for Grade 6

- During fiscal year 2009, ESCs spent an average of $1,256 per teacher and $17,554 per academy to conduct TALA Grade 6 ELA academies (compared to $799 per teacher and $18,093 per academy in fiscal year 2008).

- During fiscal year 2009, it cost an average of $2,263 per teacher and $12,131 per academy to conduct TALA Grade 6 content area academies (compared to $761 per teacher and $11,192 per academy in fiscal year 2008).

- The different in expenditures per teacher served for fiscal year 2008 and 2009 is attributed, in large part, to the reduced number of TALA Grade 6 academies as well as the reduced average number of teachers in attendance of these academies for fiscal year 2009.

TALA Academies for Grades 7-8

- During fiscal year 2009, ESCs spent an average of $952 per teacher and $19,272 per academy to conduct TALA Grades 7-8 ELA academies.

- During fiscal year 2009, it cost an average of $982 per teacher and $13,325 per academy to conduct TALA Grades 7-8 content area academies.

Comparison of TALA ELA and Content Academies

- Overall, the average cost per academy was larger for ELA academies than it was for content area academies across grade level and fiscal year.

- When broken down by cost per teacher, ELA academies were only higher than content academies for TALA Grade 6 academies occurring during fiscal year 2008.

Cost Effectiveness

- Based on estimates, if the cost of providing TALA professional development to teachers in the case study schools was $135,992, and the implementation of the program led to 314 additional students meeting the standard on TAKS Reading, then the cost per additional student meeting or exceeding the standard on TAKS Reading was $433. Assuming continued success under TALA, the cost per additional student meeting or exceeding the standard on TAKS reading would be $232 by FY 2011, and would continue to decrease over time.

Conclusions and Recommendations

The overall findings of the TALA evaluation provide evidence that the TALA content is representative of best practices for literacy instruction, explicitly aligned to English language arts (ELA)/reading national and state standards, and illustrative of best practices for professional development. The development of these high quality TALA materials represents a large investment in statewide professional development curriculum. The TALA materials will continue to be useful and relevant, regardless of the delivery format (e.g., face-to-face, online).

The TALA training effectively prepared state and regional trainers for their roles as TALA trainers. The 2008 and 2009 TALA training of trainers has established a statewide network of prepared TALA regional trainers. The current network of experienced trainers will be able to provide TALA training for years to come.

The TALA training also prepared Grade 6 through 8 classroom teachers for implementation of the TALA routines and strategies in their classrooms. ELA and content area teachers who participated in TALA are implementing a limited number of TALA strategies and routines into their classrooms. About two-thirds of ELA teachers across all grades felt well prepared to administer and interpret results from the Texas Middle School Fluency Assessment (TMSFA), but only about half of them actually did so. It is important to note that content area teachers are implementing strategies in their instruction to improve adolescent literacy. Classroom teachers and campus administrators report campus support for the TALA program, consistent with the schoolwide approach of TALA.

Of the three grades (6 through 8), TALA was most clearly related to improvements on student achievement on TAKS in Grade 8 students. TALA is also impacting reading in the content areas, in particular, math and social studies. The percentage of students meeting the TAKS reading and math standards is increasing among LEP students and economically disadvantaged students. Special education students are also experiencing positive increases in TAKS scores in math, but less of an effect in reading. This could be due to lower percentages of classroom teachers reporting the use of Tier II/III routines than Tier I routines.

Recommendations Related to the Quality of TALA Training

While the perception of TALA by the TAB, evaluation team observers, TALA trainers and TALA participating teachers was overwhelmingly positive, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- **Recommendation: TALA trainers should seek to create a balance between closely following provided presenter notes and injecting their own style and examples into**

TALA training. Observers, trainers, and participants all noted that they felt that trainers read too much from presenter notes. This presentation style may have been due to the TALA training curriculum developer's detailed specifications (based on feedback from expert reviewers, TEA, and other stakeholders) on what information needed to be provided so TALA would impact the teachers as developers intended. While some regional trainers liked having more detail, this preference was likely based on their experience and comfort with implementing training that they did not personally develop. The focus on detailed presentation may have led to a higher level of implementation fidelity. However, it also may have hindered the presenters' spontaneity in a way that came off as "rote" and was distracting and/or off-putting. Providing guidance to trainers that allows a better balance between standardized presentation and unique presentation styles may be helpful in reducing these minimal negative perceptions.

- **Recommendation: TALA developers should continue to seek ways to fully engage content area teachers so that it is clear how they might connect TALA literacy strategies with their work in the classroom.** Content area trainers rated the quality of the TALA TOTs highly and reported that they were likely to attend a similar TOT. However, ELA regional trainers rated five of the eight quality aspects of the TALA training significantly higher than content area regional trainers. Content area teachers who attended TALA in 2009 felt slightly less prepared than ELA teachers to implement TALA Tier I instructional routines. In particular, content area teachers in 2008 and 2009 felt least prepared to facilitate partner reading. Partner reading is the one strategy that specifically involves reading as a strategy (the other strategies are more general) and this finding suggests that content area teachers may not be likely to incorporate the partner reading strategy into their teaching.

  Strong evidence that content area teachers were not quite as engaged with TALA also came from results related to whether or not teachers attending TALA training would recommend it to their peers. While a majority of ELA and content area teachers across grade levels felt the training they attended helped them improve their teaching and felt the training was appropriate for their peers, ELA teachers would recommend it more so for their peers (i.e., other ELA/reading teachers) than for content area teachers. Similarly, content area teachers were also more likely to recommend TALA to ELA teachers than to other content area teachers. Similarly, the likelihood of recommending TALA to peers by both ELA and content area teachers declined through the content areas from social studies, to science, to mathematics, in that order. These findings are expected since TALA is focused on improving literacy instruction and part of TALA's goal was to reduce the stigma about teaching literacy through the content areas, particularly in mathematics. Recommending TALA to peers who teach social studies (as compared to math and science) may be the most recommended by teachers because learning social studies requires strong comprehension skills.

- **Recommendation: Additional support and/or training may be needed in order for ELA teachers to become proficient with the TMSFA**. A smaller proportion of ELA teachers across all grade levels (about two-thirds) felt prepared to administer and interpret results of the TMSFA compared to other TALA strategies (about three-fourths) after attending TALA. This aligns with qualitative findings that ELA teacher participants indicated the need for a separate training on the use of the TMSFA in their classroom.

- **Recommendations: Additional work may be needed within the TALA training materials regarding using strategies with students from special populations (e.g., dyslexia).** This may also be an area where teachers could use additional support or training during the school year. Among the special populations examined, a majority of teachers felt most prepared to design instruction for students from low socioeconomic environments (at

least three-quarters) and least prepared to design instruction for students with dyslexia (just over half). TALA may have a better effect on helping teachers design instruction for students with learning disabilities in general rather than specific disabilities like dyslexia. TALA may need a stronger focus on designing instruction for students with dyslexia, although this may already be available to teachers through more specialized training.

▪ **Recommendation: Consider developing a TALA administrator training that has a face-to-face component as well as additional content relevant to administrators.** The TAB concluded that the administrator training was "a step in the right direction" but that it would be improved if it was always offered in person with an online follow-up. While about half of the administrators rated the quality of the TALA administrator overview training to be "above average" or "excellent," the other half rated the quality lower. This may be due to the variation in how trainings were delivered (e.g., face-to-face, online), as well as who provided the training (ESCs or another provider). This warrants the need for more consistency in the delivery of the administrator training. The TAB also recommended that the administrator training be extended to include detailed instruction on the use of the *Walkthrough Guide* and a simplified *Teacher Self-Assessment* included in the materials. However, in this case, a majority of administrators rated the training structure, training content, and training materials as "effective" or "very effective."

Overall, based on substantial feedback from TALA participants from various groups, including the TAB, regional trainers, teachers, and administrators, as well as across two years of data collection, the quality of TALA has consistently been rated high. As TEA moves forward with ongoing implementation of TALA, consideration should be paid to some of the quality improvement suggestions that have been made throughout the evaluation.

Recommendations Related to TALA Implementation in the Classroom

While TALA ELA teacher participants are prepared to implement TALA instructional routines and strategies and have had success in implementing TALA in their classrooms, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

▪ **Recommendation: As TEA moves forward with ongoing implementation of TALA, consideration should be paid to efforts to expand the number and types of TALA methods used by ELA teachers.** ELA teachers from Grades 6, 7 and 8 reported the Tier I instructional routines they used most often were building background knowledge, defining words, and identifying main ideas in text. These same routines were also the most frequently reported routines in 2008 (note: a new rating scale prevents direct comparison). The least often used routines were writing summaries, generating examples and non-examples and selecting words. The two Tier II/III routines implemented most often by 2009 Grade 6 ELA respondents either once a week or daily were also the two that 2008 Grade 6 ELA respondents indicated they used frequently. Although the response scale was not the same, the two routines most commonly implemented were using graphic organizers and generating Level I, II, and III questions. Grade 7 and 8 teachers also reported using these two routines, along with identifying text structures, the most often. The least often used routines for all grades were conducting morphemic analysis, identifying syllable structures, and identifying text structures. Observers saw fewer instances of word study (syllable patterns), word study (morphemes), fluency, and inferential comprehension routines (Tier II/III routines) during classroom observations. ELA teachers should be adept at implementing a wide array of TALA methods more frequently in order to engage students and improve student learning.

- **Recommendation: Additional support and/or training may be needed in order for ELA teachers to become proficient with the TMSFA.** About two-thirds of ELA teachers across all grades felt well prepared to administer and interpret results from the TMSFA, but only about half of them actually did so. While only Grade 7 teachers are required to administer and interpret results to guide instruction for students who do not demonstrate reading proficiency on the Grade 6 TAKS Reading, other ELA teachers are able to use it to guide their instruction. This could continue to be a valuable tool for middle school teachers to use regardless of grade level. Additional training and support could be offered through online modules to remind TALA ELA teacher participants about the TMSFA and how to use it.

Recommendations based on feedback from content area teachers include the following:

- **Recommendation: As TEA moves forward with ongoing implementation of TALA, consideration should be paid to efforts to expand the number and types of TALA methods used by content area teachers.** As noted earlier, some of the Tier I instructional routines were used more than others. Less than half of the content area teachers implement writing summaries (40%) once a week or daily. Also, less than half of the Grade 7 and Grade 8 content area respondents implement writing summaries once a week or daily.

- **Recommendation: Increase the extent to which content area teachers are incorporating what they learned at TALA into their instruction.** Although 83% of content area teachers reported that they were incorporating TALA practices and strategies into instruction "to some degree" or "quite a bit," fewer than 10% of the teachers reported the highest level of implementation (a great deal). Additional training and/or a focus on encouraging true schoolwide implementation of the TALA initiatives would benefit Texas students.

Recommendations Related to the Effectiveness of TALA

While the preliminary achievement findings are promising, it is important to note that for teachers who attended TALA in 2009, findings are based on one year of implementation. As previously stated, TALA appears to be making a greater impact on campuses where teachers had two years to implement TALA. TALA was designed as a schoolwide approach to adolescent literacy, and more time is needed to see the effects of the program.

- **Recommendation: Continue to collect statewide participation data and look at trends in student achievement related to participation.** Since TALA is a schoolwide program, students may be exposed to the routines in a number of teachers' classrooms. Theoretically, the more teachers from a campus who attend training and implement the TALA routines and strategies in their classroom, the greater the likelihood of change in literacy skills at the campus. That is, as the number of teachers who participate in training increase, so might students' literacy skills and, ultimately, students' achievement as measured by TAKS.

- **Recommendation: Consider the possibility of intensive demonstration site studies where TALA is implemented schoolwide.** Case studies were conducted with a sample of the academically unacceptable schools that sent teachers to TALA. In addition, campuses that adopted TALA and exhibited a positive shift in TAKS scores (either reading or math) were selected as case study sites. This allowed a greater exploration of how TALA is being implemented in AU and high TALA implementing campuses. It also allowed the evaluation team to assess the level of campus support. Additional case studies of high TALA participating sites would provide more extensive information about how the program is being implemented schoolwide. These sites can be used as a guide illustrating how TALA can work in a school.

1. Introduction and Overview of the Development and Implementation of TALA

This final evaluation report provides the last set of evaluation findings related to Texas Adolescent Literacy Academies (TALA) activity through the 2009-10 school year, and final conclusions based on the overall TALA evaluation. This report examines the impact of TALA on student achievement through the 2009-10 school year and presents an analysis of the cost-effectiveness of TALA. An initial interim report focused on activity through summer 2008 was published in May 2009[1] and a second interim report focused on activity through summer 2009 was published in December 2010.[2] The first interim evaluation report focused on TALA training related to Grade 6 teachers. The second interim evaluation report focused on TALA training related to Grade 7 and Grade 8 teachers and to Grade 6 teachers' implementation of TALA during the 2008-09 school year.

TALA was created to improve literacy rates among middle school students. In order to achieve this goal, TALA focuses on improving teaching by providing Grades 6-8 English language arts (ELA)/reading and content area teachers with successful, research-based strategies for improving their students' academic literacy. TALA is tailored for "the unique structure of middle schools" and is framed within a schoolwide approach to addressing the needs of adolescent readers, including those who are struggling.[3] The TALA approach is a three-tier model of reading intervention, which is consistent with a response to intervention, or RTI, approach. Tier I applies to all students and includes general education instructional strategies. Tier II, named "Strategic Intervention" in TALA content, is designed for students with reading difficulties that cannot be addressed in Tier I. Tier III, referred to as "Intensive Intervention," is designed for students with severe reading difficulties. TALA instructional routines represent scientifically-based instructional strategies based on reading research. Sample TALA instructional routines are included in Appendix A.

The stated goal of TALA is to provide professional development for ELA/reading and content area teachers in the use of scientifically-based literacy practices to improve academic literacy. TALA is intended to help prepare middle school teachers to design appropriate instruction for all students, including those who are struggling with reading due to limited English proficiency (LEP), learning disabilities, dyslexia, and other risk factors for reading difficulties. While TALA training is provided to individual teachers, it was anticipated that in order to have a maximum impact, a schoolwide approach to implementing TALA would occur. Schools were encouraged to send all Grade 6-8 ELA/reading and content area teachers to TALA training.

Brief Overview of Reading Research Related to TALA

According to several reading researchers and government agencies, there is a literacy crisis in middle schools across the United States (e.g., Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008; Slavin, Chamberlain, & Daniels, 2007). Over 70% of adolescents struggle to read and enter high school reading below grade level (Alliance for Excellent Education, 2003; National Association

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[1] Throughout the present report, all references to the initial evaluation report (Interim Report #1) refer to the following citation: Evaluation of the Texas Adolescent Literacy Academies (TALA): Interim Report #1 (May 2009), which can be found at http://www.tea.state.tx.us/index4.aspx?id=2914&menu_id=949.

[2] Throughout the present report, all references to the second interim report (Interim Report #2) refer to the following citation: Evaluation of the Texas Adolescent Literacy Academies (TALA): Interim Report #2 (December 2010), which can be found at http://www.tea.state.tx.us/index4.aspx?id=2914&menu_id=949.

[3] Texas Adolescent Literacy Academies, Information Flyer, TALA teacher training materials and TALA administrator overview.

of State Boards of Education (NASBE, 2006). Approximately two-thirds of Grade 8 students read below the proficient level on the National Assessment of Educational Progress (NAEP) and one-quarter read below the basic level (NASBE, 2006). Since poor readers are at a greater risk for dropping out of high school (Snow & Biancarosa, 2003), adolescent literacy has become a "hot topic" for research and intervention (Cassidy & Cassidy, 2007). Additionally, research indicates that students with average reading ability are unprepared for reading in post-secondary education and the workforce (Kamil et al., 2008). The middle school years offer the last chance to build the foundation of literacy skills for high school success (Slavin et al., 2007).

Explicit instruction in four key areas has been found to lead to reading improvement (Moore, Bean, Birdyshaw, & Rycik, 1999; National Reading Panel, 2000; RAND Group, 2002): (1) phonics, (2) fluency, (3) vocabulary, and (4) comprehension. In addition, instruction that focuses on only one component of reading is not sufficient to promote literacy in struggling readers. Phonics, fluency, and vocabulary are factors necessary for reading comprehension to occur. As a result, an emphasis on comprehension strategies alone will not increase reading ability, especially in students who are struggling readers. The inclusion of multiple reading components within the same intervention has been found to be the most effective to improve reading achievement (Scammacca, Vaughn, Edmonds, Reutebuch, & Torgesen, 2007).

Response-to-Intervention (RTI) is a multi-tiered instructional model for educational assessment and intervention delivery. It is based on student progress data, which inform whether increasing levels of intervention delivery should be provided to students who are not responding to their current program of instruction (Colorado State Department of Education, 2006; Fuchs & Fuchs, 1998; Fuchs & Vaughn, 2006; NASDSE, 2006). Many RTI models, such as TALA, apply a three-tiered approach that entails primary (or universal), secondary, and tertiary instruction. Each level is synonymous with a tier and student movement among them is typically informed by progress monitoring data. Tier 1 should be characterized as high-quality (i.e., research-based) instruction provided to all students. Tier II instruction is not universal, but is utilized for those students who do not make adequate progress in reading after working with core curricula. Students who do not respond sufficiently to Tier II intervention enter Tier III, which typically involves more comprehensive evaluation and intense services and might apply to about 5% of students.

Teacher Professional Development and Student Achievement

Across the state of Texas, several initiatives are being implemented to improve student learning. In order for these initiatives to improve student learning and subsequent achievement, students need well-prepared teachers to implement the curriculum or instructional strategies. To effectively implement research-based instructional methods, teachers need professional development (Benton & Benton, 2008). Specific programs being implemented by the Texas Education Agency (TEA), including TALA, Rider 42 Student Success Initiative Professional Development (81st Texas Legislature), and Mathematics Instructional Coaches Pilot Program,[4] are geared toward improving student achievement through teacher professional development.

Teacher professional development is a common approach used to improve student achievement, school performance, and teacher quality (Benton & Benton, 2008; Colbert, Brown, Choi, & Thomas, 2008). Professional development that focuses on research-based instructional routines, involves active learning by the teachers, and allows teachers to adapt the instructional routines to their

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[4] Both the Rider 42 Professional Development and Mathematics Instructional Coaches Pilot Program are being evaluated. Reports, as they become available, will be published at http://www.tea.state.tx.us/index4.aspx?id=2914&menu_id=949.

classrooms has been found to be effective in improving student achievement (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). In addition, professional development has a moderate positive effect on teacher instructional practices (Wallace, 2009).

Slavin and his colleagues (2008) reviewed the research on best practices for middle and high school reading programs. This review focused on four types of programs: (a) reading curricula, (b) computer-assisted instruction, (c) programs that combined large and small group instruction with computer activities, and (d) programs that focused on providing teachers with professional development to implement specific instructional routines. Programs that were designed to change teaching practices in the classroom were the most effective and had positive achievement effects.

As compared with longer-term professional development, short-term professional development has been found to be not as effective (Firestone, Hayes, Robinson, & Shalaby, 2008). In order for teacher professional development to be effective, considerable time must be allotted, and "that time must be well-organized, carefully structured, purposefully directed, and focused on content or pedagogy or both" (Guskey & Yoon, 2009, p.499).

The research on teacher professional development supports the professional development initiatives supported in Texas. However, it is difficult to measure the effects of professional development on student outcomes without accounting for the influence of teacher beliefs and school leadership (Putman, Smith, & Cassady, 2009). School leadership is also one of the most critical components to the effective implementation of initiatives in the school (Leithwood, Jantzi, & McElheron-Hopkins, 2006; Murphy, 2004). TALA attempts to foster a schoolwide approach in reading instruction and the content areas. This includes securing support from campus administrators. The TALA evaluation focuses on teachers' experiences with TALA, any potential impact on their teacher beliefs, and the level of campus support TALA receives in order to understand any potential impact on students.

Overview of the Development and Implementation of TALA

The first two interim reports provide a detailed description of the development and implementation of TALA, and a summary is provided here. Under HB 1 passed by the 79th Texas Legislature in 2005, TEA awarded a $4 million development contract to the Vaughn Gross Center for Reading and Language Arts (VGC) at The University of Texas at Austin (UT) to create the Texas Adolescent Literacy Project (TALP).[5] Products produced by TALP included what would eventually become the content for TALA professional development training academies and the initial version of the Texas Middle School Fluency Assessment (TMSFA).[6] TALP deliverables were based on a review of the literature examining reading interventions with secondary school students and input from expert consultants. Between August 2006 and May 2007, VGC field tested the academic literacy strategies in content area classrooms, field tested the intervention strategies with struggling readers, and validated the assessment measures.

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[5] Press Release, University of Texas at Austin, *University of Texas at Austin Vaughn Gross Center gets multimillion dollar award to study struggling adolescent readers*, May 17, 2006.
[6] Texas Education Code, §28.006(c-1), added by House Bill 2237, 80th Texas Legislature, 2007, authorized the Texas commissioner of education to adopt a reading instrument to administer at the beginning of Grade 7 to each student whose performance on the assessment instrument in reading in Grade 6 did not demonstrate reading proficiency. The adopted instrument was the TMSFA (although districts can use an alternate diagnostic reading instrument approved by the TEA. Districts were first required to assess Grade 7 students in fall 2008. The ESCs conducted TMSFA specific training in late summer 2008; however, this training was beyond the scope of the TALA evaluation.

In June 2007, a TALA steering committee was formed to address topics such as budget allocation, documents, resource books, quality control, and content issues.[7] The ELA/Reading Content Review Team and the Content Area Content Review Team also were established in June 2007 to review and meet as the content was developed. The initial materials from TALP were provided to TEA on August 31, 2007. The steering committee collaborated to come to a consensus about which strategies and training to include in TALA. Beginning in fall 2007, the classroom videos were filmed. In addition, the VGC developers submitted draft materials to content advisory teams and external experts for review during development. Changes have been made to the TALA materials throughout the development process and are documented in earlier evaluation reports.

The basic structure and format of TALA has remained largely intact during the first two years of program implementation covered by this evaluation. TALA Grade 6 materials went through the most revisions, and once that was finalized, TALA developers kept the same instructional routines for TALA Grades 7-8 as TALA Grade 6 because TALA is a schoolwide approach. The main idea was to change the lesson samples so that new lesson samples that were focused around high priority Texas Essential Knowledge and Skills (TEKS) and TAKS items for Grades 7 and 8 were included. When presented with the choice between focusing on Grade 7 or Grade 8, the directive was to go more to Grade 8 with the idea from TALP that Grade 8 is a high accountability year (students in Grade 8 are expected to pass TAKS in order to be promoted) and is the "gateway year" for high school. Working with the TEA curriculum directors and input from various people at the education service centers (ESCs), the developer created new lesson samples for TALA Grades 7-8 and re-shot the videos to feature Grade 7 and 8 classrooms.

Description of the TALA Training Content

TALA (for both Grade 6 and Grades 7-8) consists of two separate academies: the ELA academy and the content area academy. The ELA academy is designed for reading and ELA teachers. The content area academy targets math, science, and social studies teachers. Both academies are intended to provide professional development in scientifically-based, general literacy instructional strategies (Tier I strategies). The ELA academy also provides training in the use of a progress monitoring assessment (i.e., the TMSFA) and reading intervention instructional strategies (Tier II and III strategies).

The training program for the ELA academy includes the following content presented in modules:

- General education instructional routines, which includes schoolwide intervention strategies, vocabulary and comprehension strategies, integrated scaffolding for English language learners (ELL) and students with disabilities, content-specific examples, connections to the TEKS and TAKS, and practical application/lesson planning;

- An intervention component, which includes training on instructional strategies appropriate for a reading intervention class geared at improving students' word recognition, fluency and comprehension, as well as reinforcement of the general education instructional routines to promote transfer of skills and sample lessons; and

- Training on a diagnostic and progress monitoring instrument (i.e., TMSFA) that assesses student abilities in word identification, fluency, and comprehension; training in the use of decision-making tools for tracking progress and planning instruction; and practice administering assessments and interpreting results.

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[7] Texas Adolescent Literacy Academies, Minutes of Steering Committee Meeting, July 12, 2007.

The training program for the content area academy includes only the general education instructional routines (the first bullet listed above). TALA's emphasis is on implementation of a three-tier reading model consistent with an RTI model. This model emphasizes ongoing data collection and immediate intervention for students who demonstrate a need in one or more reading skills.

TALA content is organized into seven units with individual modules that last between 30 and 75 minutes. Units 1-3 were covered in both ELA and content area academies (general instructional routines), while units 4-7 were only covered in the ELA academies (reading intervention instructional routines). Table 1.1 presents the units and modules comprising both instructional routines.

Table 1.1: TALA General Intervention and Instructional Routines

General Instructional Routines	Intervention Instructional Routines

Unit 1: Overview of Schoolwide Intervention
   ◆ Module 1 - A Schoolwide Approach to Reading Intervention
   ◆ Module 2 - Effective Instruction Techniques
Unit 2: Vocabulary Instructional Routines
   ◆ Module 1 - Selecting Words
   ◆ Module 2 - Pronouncing and Defining Words
   ◆ Module 3 - Generating Examples and Non-Examples
Unit 3: Comprehension Instructional Routines
   ◆ Module 1 - Building Background Knowledge With Anticipation-Reaction Guides
   ◆ Module 2 - Identifying Main Ideas in Text
   ◆ Module 3 - Writing Summaries
	Unit 4: Using Diagnostic and Progress Monitoring Data
	   ◆ Module 1 - Administering the Texas Middle School Fluency Assessment
	   ◆ Module 2 - Interpreting and Implementing Assessment Results
	Unit 5: Word Study Routines
	   ◆ Module 1 - Identifying Syllable Structures
	   ◆ Module 2 - Morphemic Analysis
	Unit 6: Fluency Routine
	   ◆ Module 1 - Building Fluency With Partner Reading
	Unit 7: Inferential Comprehension Instructional Routines
	   ◆ Module 1 - Generating Questions to Monitor Comprehension, Level 1
	   ◆ Module 2 - Generating Questions to Monitor Comprehension, Level 2
	   ◆ Module 3 - Generating Questions to Monitor Comprehension, Level 3

The TALA training program includes an optional, but strongly encouraged (see Box 1 for an overview of the TALA model), online follow-up module. ELA teachers participating in the online follow-up module select one of the training modules from the general educational instructional routines (units 1-3) and implement it in their classrooms. They also select one of the training modules from the intervention instructional routines (units 4-7) and implement it in their classrooms. Upon classroom implementation of these two modules, the ELA teachers complete the online corresponding five-question quiz and a documentation form for the two modules they implemented.

Similarly, after attending a TALA academy, content area teachers select one of the training modules from the general educational instructional routines (units 1-3) and implement it in their classrooms. The content area teachers then complete the online five-question quiz and documentation form for the module they implemented. The 2009 online follow-up modules for TALA Grade 6 and TALA Grades 7-8 were available from September 2009 to December 2009.

For both TALA Grade 6 and TALA Grades 7-8, the ELA academies consisted of three days of face-to-face training (6 hours per day), followed by a one-day (approximately 6 hours) online practicum follow-up. The content area academies consisted of 1.5 days of face-to-face training (6 hours on day one and 4 hours on day two), followed by a half-day online practicum (approximately 3 hours). The teachers only received the full stipend if they participated in both the face-to-face training and the online follow-up. It is anticipated that the TALA training will change to an online presentation format, however only the face-to-face training format was the focus of the evaluation.

Box 1. Overview of the TALA Model

ELA Academy model:

Grade 6 teachers trained in summer/fall 2008 and summer/fall 2009

Grade 7 and 8 teachers trained in summer/fall 2009

Ratio of 2 trainers to 50 participants

$500 stipend:

- ◆ $250 after attending all 3 days of the face-to-face session
- ◆ $250 after completing the online follow-up

24 Continuing Professional Education credits for completion

Content Area Academy model:

Grade 6 teachers trained in summer/fall 2008 and summer/fall 2009

Grade 7 and 8 teachers trained in summer/fall 2009

Ratio of 2 trainers to 50 participants

$250 stipend:

- ◆ $125 after attending all 1.5 days of the face-to-face session
- ◆ $125 after completing the online follow-up

12 Continuing Professional Education credits for completion

Implementation of TALA Teacher Training

The work of the VGC developers, TEA Division of Standards and Programs, TALA steering committee, and TALA content review teams led to the implementation of TALA Grade 6 throughout Texas for Grade 6 teachers in the summer and fall of 2008. Then, in summer and fall 2009, ESCs rolled out TALA for Grade 7 and 8 teachers and could offer TALA Grade 6 to teachers who had not attended TALA during summer/fall 2008.

TALA for both Grade 6 and Grades 7-8 was designed to utilize a "train the trainer" (TOT) model in order to prepare trainers for the implementation of TALA statewide. The TOT model provides a framework through which master trainers train regional trainers who train teachers in each ESC. Details on the ESCs' role in nominating regional trainers are documented in the interim evaluation reports. Each ESC was responsible for planning and implementing TALA sessions based on the number of eligible teachers each year.

The number of teachers who participated in TALA Grade 6 academies through September 1, 2008, was 6,541 (see interim report #2). Between September 1, 2008, and December 31, 2009, ESCs reported that they conducted slightly fewer TALA Grade 6 and TALA Grades 7-8 ELA and content area classroom teacher academies than they had planned. ESCs planned for 291 ELA academies, but actually implemented 38 TALA Grade 6 and 238 TALA Grades 7-8 ELA academies. ESCs planned 392 content area academies, but actually implemented just 36 TALA Grade 6 and 227 TALA Grades 7-8 content area academies. During this time period, an additional 1,146 teachers participated in TALA Grade 6 academies. In total, 7,687 teachers participated in TALA Grade 6 academies and 8,232 teachers participated in TALA Grades 7-8 academies.

Development and Implementation of TALA Administrator Overview Training

In addition to training materials for ELA and content area teachers, the VGC developed an online TALA administrator overview training. The stated purpose of the administrator overview was to assist administrators in supporting classroom implementation of TALA. The TALA administrator overview training consists of PowerPoint slides describing the components of TALA and the three tiers of intervention. It also provides information on implementing a schoolwide reading intervention. The administrator overview training includes videos and handouts (e.g., *Walkthrough Guide*, *Teacher Self Assessment*) to assist in creating a schoolwide intervention. The TALA administrator overview Training was revised between 2008 and 2009. According to the lead developer, new video was added and the content was updated.

The TALA administrator overview training was originally designed to be delivered online as a self-study module. When the ESCs requested the ability to deliver the module in a face-to-face format, the VGC provided the presentation materials and a participant guide version. However, the module lacks presenter's notes with activities or additional information as is included in TALA.

During summer and fall of 2008, the 20 ESCs offered 33 face-to-face TALA administrator overview training sessions in addition to the online training. In 2008, based on data reported by the ESCs and UT, 413 administrators participated in TALA administrator overview training—247 administrators participated in face-to-face administrator overview training, 85 administrators participated in the online training, and 81 administrators participated in both trainings.

During summer and fall of 2009, the 20 ESCs were allowed to offer face-to-face TALA administrator overview training sessions in addition to the online training. The number of face-to-face administrator overview training sessions is unknown. Based on data reported by the ESCs and UT, 245 administrators participated in TALA administrator overview training—148 administrators participated in face-to-face administrator overview training and 97 administrators participated in the online training.

Structure of the Report

This chapter introduced the background of the TALA evaluation. This included a brief overview of the research on adolescent literacy and major findings about effective practices. A review of the educational research literature related to the role of teacher professional development on student achievement was presented. It also presented a summary of the development and implementation of TALA including an update on the number of classroom teachers and administrators participating in TALA training across the state in 2008 and 2009.

Chapter 2 presents the evaluation approach used to assess the quality of TALA training, including the quality of TALA materials and the delivery of training. It presents the approach used to evaluate the implementation of TALA in participating teachers' classrooms and the impact of TALA on student achievement. It also presents the evaluation approach used to assess the cost effectiveness and sustainability of TALA.

Chapters 3–9 present the results of the evaluation. Chapter 3 describes the quality of the TALA training. This includes a summary of the findings from the content review of TALA materials conducted by the Technical Advisory Board (TAB), the observations of TALA trainings, and new data from 2009-10 on the perceptions of TALA training from the perspectives of the various stakeholders, presenters, and participants who were surveyed. Chapters 4 and 5 include the

findings related to the classroom implementation of TALA from teacher surveys, the observations of select participating classroom teachers' classrooms, and TALA online follow-up data. Chapter 6 includes results about support for schoolwide implementation of TALA. Chapter 7 describes the impact of TALA on student achievement in reading and math. It also presents the effect of TALA on at-risk student achievement. Chapter 8 includes data on the allocation and expenditure of funds for the development, administration, and dissemination of TALA, as well as the cost-effectiveness and sustainability of TALA. Chapter 9 presents the discussion of TALA findings and next steps for the TALA initiative. Findings from the TALA case studies are incorporated throughout chapters as appropriate and are published in a separate report in conjunction with this final evaluation report.[8]

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[8] The TALA case study report will be available in January 2011 at:
http://www.tea.state.tx.us/index4.aspx?id=2914&menu_id=949.

2. Evaluation Approach

The Texas Education Agency (TEA) contracted with ICF International to conduct a statewide evaluation of the Texas Adolescent Literacy Academies (TALA). The comprehensive evaluation approach was designed to accomplish the following objectives:

1. Evaluate the quality of TALA training, including the materials developed for use in training, the training of trainers, and the training of classroom teachers;

2. Evaluate the quality and level of ongoing implementation of TALA training in the classroom;

3. Evaluate the effects of TALA teacher training on student outcomes; and

4. Conduct an analysis of financial data to assess the cost-effectiveness of TALA.

At the center of this evaluation approach is the logic model depicted in Figure 2.1.[9] To understand the impact of TALA on student achievement, it was important to identify whether TALA training affected classroom instruction. TALA content and professional development activities during the levels of TALA training may have impacted the implementation of TALA strategies in the classroom. Other factors that may have affected classroom practices include the teachers' personal and professional characteristics, as well as school/district support for TALA. Student achievement, school/district support of TALA, and the cost-benefit analysis of TALA may impact the sustainability of the program.

Figure 2.1: Logic Model for TALA Evaluation

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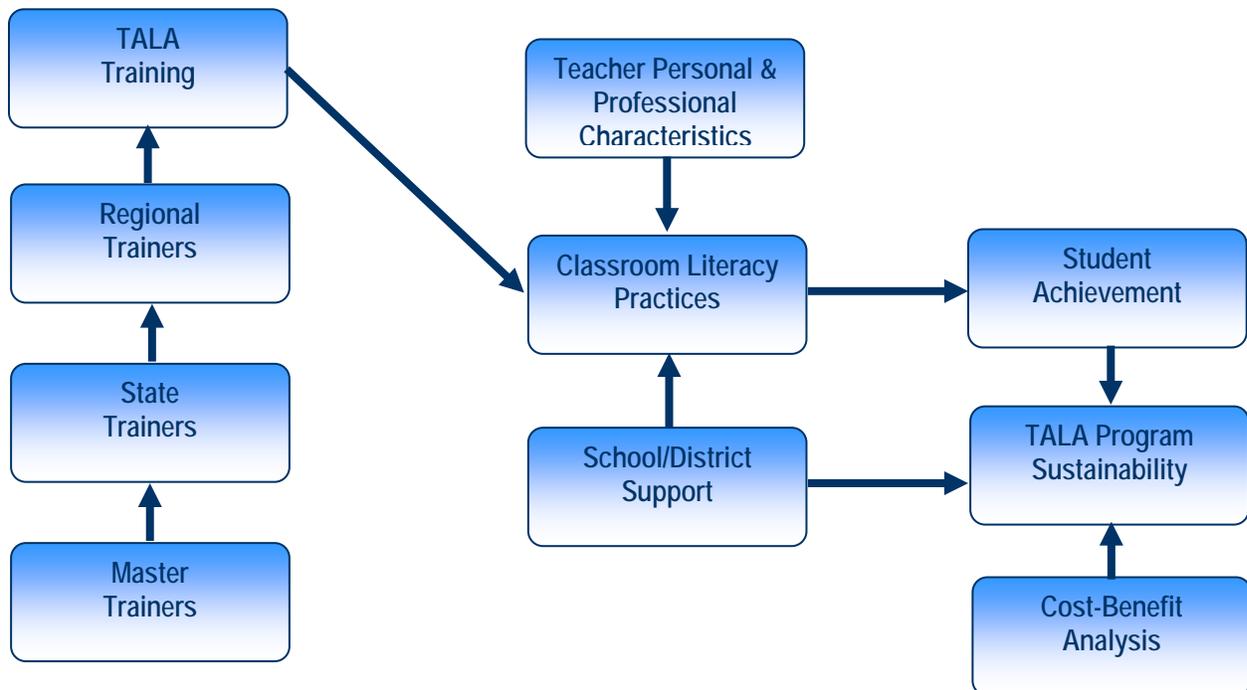
[9] A logic model is a systematic and visual way to create and present an understanding of the relationships among inputs and other key factors, program operations, and the results sought by the program.

Based on this logic model, Evaluation Objective 1 was an evaluation of TALA training. It included an evaluation of the quality of the content, the delivery of the training at the state, regional, and classroom teacher levels, trainer perceptions of the training that they attended and conducted, and teacher perceptions of training. Evaluation Objective 2 addressed whether TALA participation led to a change in teaching practices and Evaluation Objective 3 addressed whether this influences student achievement as measured by TAKS. Information on the cost-effectiveness and sustainability of TALA, including how funds were allocated to develop and implement TALA, was addressed by Evaluation Objective 4.

Methodology

In this section, an overview of the evaluation design is provided.[10] Technical detail is provided in appendices and referenced as appropriate.

Research Questions

Specific research questions were developed to address each of the four evaluation objectives:

Evaluation Objective 1: To evaluate the quality of TALA training, including training content, training of trainers, and training of teachers

- To what extent does TALA content reflect best practices for literacy instruction according to experts in the field?

- To what extent is TALA content aligned with national and state standards in reading and ELA?

- What types of content were included as part of each level of training (i.e., training of state and regional trainers, as well as training of teachers and administrators)?

- What types of activities were included as part of each level of training (i.e., training of state and regional trainers, as well as training of teachers and administrators)?

- To what extent were participants engaged in TALA trainings?

- What types of instructional strategies (e.g., lecture, modeling) did TALA instructors use to facilitate participant learning?

Evaluation Objective 2: To evaluate the quality and level of ongoing implementation of TALA training in the classroom and schoolwide

- What were the professional and demographic characteristics of participating teachers?

- In what ways were trained teachers implementing TALA content and/or strategies?

  - At what tier(s) were ELA participating teachers implementing the content learned at the ELA academy?

  - To what extent were content area teachers (e.g., science, social studies) incorporating TALA content into their instruction?

- In what ways are trained ELA teachers using the progress monitoring instrument (i.e., the Texas Middle School Fluency Assessment, or TMSFA)?

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[10] More detailed information about the methodology can be found in both interim evaluation reports, which are available at http://www.tea.state.tx.us/index4.aspx?id=2914&menu_id=949.

- How did participation in the TALA training affect classroom literacy practices?

- To what extent are teachers within the same campuses attending TALA?

- To what extent are teachers within the same campuses meeting with each other and with administrators and campus staff?

- To what extent are administrators making changes to or taking action on campus support policies and practices?

- What did teachers and administrators perceive as the barriers and facilitators to implementation of TALA?

- What are administrators' perceived effects of TALA on classroom practice and student learning?

Evaluation Objective 3: To evaluate the effects of TALA teacher training on student outcomes

- How has TALA training affected TAKS scores in reading and English language arts?

- How has TALA training affected TAKS scores in math?

- How were TALA trained teacher characteristics/behaviors related to student achievement?

  - How was teacher self-efficacy related to student achievement?

  - How was teacher job satisfaction related to student achievement?

  - How was teacher implementation of TALA strategies related to student achievement?

- How has TALA training affected reading progress and overall achievement of at-risk students, including:

  - students with special education needs, including reading disabilities (e.g., dyslexia)?

  - students with LEP?

  - students from low socioeconomic status (SES) environments?

Evaluation Objective 4: To conduct an analysis of financial data to assess the cost-effectiveness of TALA

- How were funds used to develop TALA content?

- How were funds used by the ESCs to disseminate TALA?

- To what extent was there cost-savings related to TALA? That is, to what extent was TALA cost-effective?

- What factors may contribute to the sustainability of the TALA initiative?

- What factors may prohibit the sustainability of the TALA initiative?

These research questions guided the selection of data sources, the development of instruments to collect new data, and the analysis of the data.

Data Sources and Instrumentation

Several data sources were used to address the research questions of the evaluation throughout the course of the multi-year evaluation. The evaluation relies heavily on extant TEA data (i.e., existing data provided by TEA) while also collecting new data. Following is an overview of the types of data that were used in the TALA evaluation, with more detail on the data used in this final phase of the evaluation for which new findings are included in this final report. Only new instruments used since the last interim report are included in the appendices of this final report. All other instruments are included in each of the interim reports.

Extant Data Sources and Instruments

- **TALA Training Materials.** TALA training materials for teachers and administrators were described and findings presented earlier in the evaluation. Detailed descriptions of the materials that were reviewed can be found in the interim evaluation reports.

- **Public Education Information Management System (PEIMS).** PEIMS contains information collected by TEA on public education. It provides longitudinal data on student demographics, academic performance, school personnel, school financial information, and district organizational information. PEIMS provides current information that was used to match schools for comparison purposes. In addition, for this report, teacher certification data were pulled from PEIMS for teachers (TALA participants and non-participants) from eight of the case study campuses.

- **Texas Assessment of Knowledge and Skills (TAKS).** TAKS is used to measure student achievement in Grades 3-11 in the areas of reading, writing, mathematics, science, and social studies. For this report, TAKS school-level data were used as an outcome when looking at trends across school years for TALA participating campuses, including a comparison of high/medium/low implementing TALA campuses to each other. TAKS student-level data were used when comparing students from eight TALA case study campuses whose teachers participated in TALA to students from the same campuses whose teachers did not participate in TALA. TAKS student-level data were also used when comparing all students from TALA campuses (regardless of whether their teacher participated in TALA or not) broken down by student at-risk characteristics: special education, economically disadvantaged, and LEP students.

- **TALA Online Follow-up Data.** The University of Texas at Austin provided TALA online follow-up data from 2008 (Interim Report #2) and 2009 (in this report). The online follow-up provides information as to how the participating ELA and content area teachers implemented the TALA instructional routines in their classrooms. The data included (1) the subject area and grade level of the course where the routine was implemented, (2) the number of students in the class, (3) the instructional routine that was implemented, (4) the phase of the 3-step explicit instruction process that was implemented, (5) the length of time spent planning the lesson, and (6) the lesson that was implemented. Open-ended items included detailed information about the implementation of TALA instructional routines and how they felt the routines could be implemented by other teachers.

- **Teacher Stipend Data.** Each ESC was asked to verify the attendance of each individual teacher who they reported as attending TALA throughout the course of the evaluation. For this report, teacher participation in TALA Grade 6 and TALA Grades 7-8 in the summer/fall of 2009, as well as the specific amount of stipends paid to each participating teacher (broken out by the

first half of the stipend for attending the face-to-face training and the second half of the stipend for completing the online follow-up training), is included.[11]

- **TALA Archival Planning Materials.** TEA provided TALA archival planning materials early on in the evaluation, and this is described in more detail in both interim reports.

New Data Sources and Instruments

- **Expert Review Protocol.** In order to evaluate the quality of TALA training materials, an expert review panel was created. The protocol and findings from the expert review are included in both interim reports.

- **TALA Training Observations.** To obtain data on TALA training efforts, the evaluation team collected data at the classroom teacher academies. The protocol and its description are included in each of the interim reports for TALA Grade 6 and TALA Grades 7-8, respectively.

- **TALA Developer and Program Staff Interview Protocol.** Data were collected via telephone interviews early in the evaluation using a semi-structured interview protocol with the developer of TALA and the current and former TEA program manager of TALA. This instrument is described in Interim Report #2.

- **Case Study Protocol.** The purpose of the nine case studies was to provide in-depth information regarding participants' thoughts about their TALA training experiences, support for participation in and implementation of TALA, barriers and facilitators to implementation, perceived effects of participation in TALA, and participants' thoughts about the sustainability of the implemented instructional routines and strategies. During the site visits, the evaluation team conducted focus groups with teachers, interviews with administrators, and observations of teachers' classrooms.

- **Classroom Teacher Interview/Focus Group Protocols.** In spring 2008, members of the evaluation team conducted telephone interviews using a semi-structured interview protocol with participating ELA and content area teachers (see interim report #2). In spring 2009, the evaluation team conducted focus groups with participating ELA and Content Area teachers during the case study site visits (see Appendix B). The focus group protocol questions were designed to collect information on the range of literacy interventions engaged in at the site, the teachers' implementation of TALA strategies in ELA/reading and content area classrooms, the support for TALA implementation by campus administrators, TALA sustainability, and teachers' perceptions of impact of TALA on teaching behaviors and student achievement.

- **Administrator Interview Protocols.** Similarly, data were collected via telephone interviews using a semi-structured interview protocol with campus administrators in spring 2008 (see interim report #2). In spring 2009, the evaluation team conducted interviews with campus and district administrators as part of the case study site visits (Appendix B). The focus group protocol questions were designed to collect information on the range of literacy interventions engaged in at the site, admistrator perceptions of teachers' implementation of TALA strategies in ELA/reading and content area classrooms, administrator support for TALA implementation, TALA sustainability, and administrators' perceptions of impact of TALA on teaching behaviors and student achievement.

- **TALA Classroom Observations.** Classroom observations, with Grade 6 teachers only, first occurred during Spring 2008 (see interim report #2). To obtain data on the implementation of

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[11] In some cases, ESCs were not able to report the specific amounts paid to individual teachers, and in many cases, these databases were not as accurate as they could be due to circumstances beyond the control of the evaluators.

TALA instructional routines and strategies in participating Grades 6-8 teachers' classrooms, the evaluation team scheduled observations with classroom teachers at the nine campuses during case study site visits. Teachers who participated in TALA were asked for their consent in order to be observed. Trained observers used the TALA-Specific Classroom Observation Instrument (TALA-COI) to record instructional activities in the participating teachers' classrooms during classroom sessions. TALA-COI assessed specific instructional routines that are part of TALA (Appendix B). The TALA-COI observers recorded the presence or absence of the following TALA routines: (1) General Instruction, (2) Vocabulary Instruction, (3) Comprehension Instruction, (4) Word Study (focusing on Syllable Patterns) (5) Fluency, (6) Inferential Comprehension, and (7) Word Study (focusing on Morphemes). At the conclusion of the observation, observers indicated on the observation protocol whether a teacher addressed each of these TALA routines, and if so, what specific activities the teacher performed. For observations to be valid, the observer had to observe a 25-minute segment of instruction.

- **TALA Administrator Survey.** In 2008, a web-based survey was used to collect data from campus administrators from all campuses attended by students in Grade 6 (regardless of whether they had teachers attend TALA or not). In 2009, however, the administrator survey was modified to collect data from administrators from all TALA campuses (Appendix B) regardless of whether or not the administrator attended TALA administrator overview training. Minor changes were made to convert common responses from open-ended items on the 2008 survey (regarding ELA curricula, literacy programs, and professional development) into response options for the 2009 survey. The survey consisted of four parts. Part I included questions about the campus administrators' professional backgrounds and experiences. Part II collected information about their campuses, including what ELA curricula, literacy programming, and professional development initiatives are used. Part III included questions about the implementation of TALA at their campuses. Part IV assessed the campus administrators' perceptions of the TALA administrator overview Training.

- **2009 TALA Trainer Survey.** Data were collected through a web-based survey of the state trainers who attended the State TOT and facilitated the Regional TOTs, and regional trainers who attended the Regional TOTs and facilitated TALA classroom teacher academies (Appendix B). The survey was developed to capture trainer perceptions of TALA trainings they attended (either the State TOT or the Regional TOTs). The survey consisted of three parts. Part I included questions about the trainers' professional backgrounds and experiences. Part II assessed the trainers' perceptions of the State or Regional TOT in which they participated to become a TALA trainer. Part III collected information about preparing for their roles and responsibilities as a TALA trainer. The survey was conducted in two phases, once after they participated in training (Part I and Part II) and once after they conducted training for teachers (Part III).

- **TALA Teacher Participant Survey.** Data were collected through a web-based survey of the ELA and content area teachers who attended the TALA classroom teacher academies in 2008 and again for new participants in 2009. The original survey was developed for 2008 TALA Grade 6 participants, and then modified into a TALA Grade 6 and TALA Grade 7 and 8 teacher survey for 2009 (Appendix B). Minor changes to response categories that were made are discussed throughout chapters 3-5 when findings from 2008 and 2009 surveys are compared. The purpose of the surveys, which were very similar, was to capture classroom teacher perceptions of TALA.[12] Specifically, surveys conducted in 2008 and 2009 included questions about the classroom teachers' professional backgrounds and experiences. They also collected

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[12] The survey items were customized for ELA and content area teachers. Survey skip logic patterns directed the teachers to the appropriate series of questions.

information about literacy instruction behaviors in the classroom. The surveys assessed the classroom teachers' perceptions of the classroom teacher academies in which they participated. The surveys also assessed teachers' perceived preparedness to use the TALA instructional techniques and the frequency that they used the routines in their classrooms. Finally, the surveys measured the teachers' perceived campus support for TALA.[13]

Within the teacher survey, the ICF evaluation team used some existing scales to collect participant information.[14] The literacy instruction behaviors scale included modified items from Tschannen-Moran and Johnson's (2004) *Teacher Self-Efficacy Literacy Scale (TSELS)*. The items measuring beliefs about teaching reading were developed for the current evaluation. Statistical analyses were conducted on the beliefs about teaching reading and literacy instruction behaviors in the classroom scales to ensure that the items measured what they were supposed to measure.[15] The validation process and findings are discussed in Appendix C.

- **TALA Expenditure Reporting Forms.** In an effort to assess how ESCs spent their TALA funding, each ESC TALA contact was asked to complete an ESC TALA Expenditure Reporting Form developed by the evaluators in 2008 and again in 2009 (see Interim Report #2). This form solicited detailed information regarding the number of TALA academies conducted, the number of teachers trained, the number of trainers used, the number of follow-up trainings held, and the number of administrator trainings held. It also requested estimates on expenditures broken down by base budgets, budgets per academy, and teacher stipend budgets. Since ESCs were not required to keep detailed records of their expenditures broken out by category, the data provided were based on ESCs' best estimates.[16]

Data Collection Activities

Data collection activities conducted during the 2009-10 school year are described here; these methods were used in conjunction with extant data during this final phase of the evaluation. Information about data collection activities conducted earlier in the evaluation is included in both interim reports.

- **Case Study Site Visits.** Case studies of nine select campuses that sent teachers to TALA in 2008 and 2009 were included as part of the TALA evaluation. ICF designed a case study campus selection plan to identify a non-random sample of nine campuses to participate in a site visit and provide in-depth information about the extent to which TALA had been implemented schoolwide during the first two years of teachers participating in TALA. The list of TALA campuses eligible for selection was narrowed down to middle schools with a high proportion of qualified teachers participating in TALA to 111 campuses, and 9 campuses were randomly selected for site visits. A detailed description of the site selection process is included in the case study report that will be published as a separate report from this final evaluation report in January 2011. During the site visits, the evaluation team conducted interviews with administrators, focus groups with teachers, and observations of teachers' classrooms.

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[13] The items measuring beliefs about teaching reading were developed for the 2008 survey, but removed from the 2009 survey in order to shorten the response time.

[14] The job satisfaction scale was adapted from Ho and Au's (2006) *Teacher Satisfaction Survey* for the 2008 survey, but removed in the 2009 survey in order to shorten the response time.

[15] Validation of the modified *Teacher Satisfaction Scale* is available in the Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program (January 2009) which can be found at http://www.tea.state.tx.us/index4.aspx?id=2914&menu_id=949.

[16] The total estimated spending provided for each ESC was checked against the actual amount of funding drawn down from the TEA ISAS system, and in cases where these numbers differed by more than $10,000, ESCs were contacted and additional information was obtained. Therefore, some estimates are still off by amounts of $10,000 or less.

- *Administrator Interviews.* During the nine case study site visits, 41 interviews were conducted with campus or district administrators, which is an average of about 4-5 per campus.

- *Teacher Focus Groups.* During the nine case study site visits, 86 teacher focus groups were conducted, including 41 focus groups with ELA/reading teachers and 45 focus groups with content area teachers by subject area. Specifically, 15 focus groups were held with science teachers, 14 with social studies teachers, 13 with math teachers, and 3 with ISS/special education teachers. This averages out to about five focus groups with ELA teachers and five focus groups with content area teachers across all case study site visits.

- *Classroom Observations.* During the nine case study site visits, members of the evaluation team observed 57 classrooms, including 28 ELA/reading classes and 29 content area classes (math, science, or social studies), or about three of each type of teacher at each campus. The breakdown of observed classes by grade level was Grade 6 (25%), Grade 7 (35%), Grade 8 (23%), and multiple grades (17%). Each observation lasted an average of 35 minutes of instruction.

- **Web-based Surveys.** The evaluation team used SurveyMonkey to administer the various stakeholder surveys.

  - *TALA Teacher Participant Survey.* The TALA Grade 6 Teacher Participant Survey was administered following the summer and fall trainings in both 2008 and 2009. The TALA Grade 7 and 8 Teacher Participant Survey was administered following the summer and fall trainings in 2009. The 2008 online survey invitation was sent via email to 5,934 Grade 6 teachers. Of the invited participants, 2,196 teachers completed the survey (37% response rate). In 2009, online survey invitations were sent via email to 1,140 Grade 6 teachers and of the 1,067 who received the survey, 507 teachers completed the survey (48% response rate). Lastly, 7,839 surveys were sent via email to Grade 7 and 8 teachers, 7,264 of which were received. Out of the 7,264 received4 by teachers, 3,260 completed surveys were returned (45% response rate).

  - *TALA Administrator Survey.* The TALA Administrator Survey invitation was sent via email following the summer and fall trainings in both 2008 and 2009. The 2008 online survey response rate was reported in an earlier report. In 2009, online survey invitations were sent to 1,075 administrators, and of those 1,012 who received the survey, 294 administrators returned completed surveys (27% response rate). Of the 294 administrator survey respondents, 97 (33%) indicated that they participated in some form of TALA administrator overview training.

  - *TALA Trainer Survey.* The 2009 trainer survey was administered twice: once in May 2009, after the TALA regional training of trainers (TOT), and a second time after regional trainers had conducted trainings with teachers in summer 2009. In May 2009, an online survey invitation was sent to 272 regional trainers. Of the invited participants, 205 trainers completed the survey (75% response rate). In summer 2009, the invitation was sent to the same 272 regional trainers, 254 of whom completed the survey (93% response rate). Overall, there were 190 regional trainers who replied to both surveys that had valid responses for final analysis (an overall 70% response rate).

For each survey, an email was sent two weeks prior to the survey launch date to identify incorrect email addresses. The two-week notification email: (1) introduced the survey and importance of the project, (2) provided contact information for obtaining a paper version of the

survey,[17] and (3) had an evaluation notification letter from TEA attached. Email invitations for the survey were sent to potential respondents that included: (1) a description of the evaluation, (2) the purpose of the study, and (3) contact information for key evaluation staff. Respondents were given ample time to complete the survey. Reminder emails were sent to those who did not respond to the survey.

Data Analysis

In this section, a description of the new analyses performed to address the specific evaluation objectives is provided. The nature of the available data and the specific evaluation questions determined the analysis techniques employed. Information about earlier analyses conducted can be found in the interim evaluation reports.

Quality of TALA Content and Training

The evaluation team conducted a series of descriptive analyses to understand the distributional properties of survey and observation data. Using survey data (classroom teacher, TALA trainer, and campus administrator), basic descriptive analyses were conducted, including frequencies, percentages, means, and standard deviations, depending on the scale of measurement. The findings from quantitative analyses were integrated with qualitative findings and content analyses to generate overall statements about the quality of TALA materials, trainings, and stakeholder perceptions. Open-ended survey items were analyzed for common themes to summarize classroom teacher, TALA trainer, and campus administrator perceptions of TALA.

Implementation of TALA Training in the Classroom

Examining the use of TALA routines provides information on the classroom implementation of TALA instructional routines. Using classroom observation data, online follow-up data, and participating teacher survey data, basic descriptive analyses were conducted for each variable, including frequencies, percentages, means, and standard deviations, depending on the scale of measurement. Classroom observations and online follow-up data provided information on the types of instructional routines that were being utilized. Participating teacher surveys captured information on the frequency of use of the TALA instructional routines. Participating teacher and campus administrator survey data provided information on the perceived level of campus support for TALA.

Effect of TALA on Student Outcomes

Student achievement outcomes were explored three ways. First, trend analyses were conducted to explore patterns and changes over time for campuses that had teachers attend TALA. Then, using a small sample of data linking students and teachers from eight campuses, comparisons were made between students who had a TALA teacher and those students who did not have a TALA teacher. Last, trend analyses were conducted to assess the academic achievement of at-risk students at TALA campuses.

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[17] Paper-based surveys were available in instances where online completion was problematic (e.g., computer difficulties when trying to submit the survey).

Comparison of TALA Campuses

School-level analyses examined the effect of TALA on the average percentage of students, separately by grade, who met the standard on the TAKS in reading, math, social studies, and science achievement from 2005-2006 to 2009-2010. Since the TALA intervention targets middle school students in Grade 6, 7, and 8, school-level analyses focused on middle school campuses. It was suspected that because middle school campuses exclusively serve students in Grade 6 through 8, these campuses would be most sensitive to potential schoolwide effects of the TALA program. Participating middle school campuses were divided into three cohorts based on whether their teachers attended TALA trainings in 2008 only (Cohort A), 2009 only (Cohort B), or both 2008 and 2009 (Cohort C).

In order to examine potential school-level effects on the average percentage of students meeting the TAKS standard, comparisons were made between implementation levels within cohorts, between cohorts at each given time point, and within cohorts over time.

Creation of implementation levels: Within each cohort, campuses were divided into high, medium, and low TALA implementers. Implementation level was based on two participation criteria: 1) the total percentage of eligible Grade 6 through 8 teachers who attended the TALA training and 2) the percentage of TALA participants who completed the online follow-up module. Both of these factors were judged to be important because a higher percentage of TALA-trained teachers implied greater whole-school implementation of TALA, and a higher percentage of participation in the online follow-up module indicated greater documented application of TALA instructional routines in the classroom. A participation indicator was calculated for each campus by multiplying the percentage of eligible teachers who attended the TALA trainings and the percentage of TALA-trained teachers who completed the online follow-up module. Implementation-level subgroups were created within each cohort by classifying campuses based on whether their respective participation indicator value placed them in the upper, middle, or lower third of the distribution.

Determining School-Level Effects: In order to examine potential school-level effects on the average percentage of students meeting the TAKS standard, comparisons were made between implementation levels within cohorts, between cohorts at each given time point, and within cohorts over time.

1. *Comparisons between implementation levels:* Within each of the cohorts, campuses were classified by TALA implementation levels. One-way ANOVAs were used to determine if significant mean differences in students' TAKS scores, analyzed separately by grade, exist between high, medium, and low implementation groups.

2. *Comparisons between cohorts at each time point:* Potential cohort differences in the average percentage of students meeting the TAKS standard in reading, math, social studies, and science were examined separately by grade each year from 2005-2006 through 2009-2010. Potential significant differences immediately prior to and following the introduction of the TALA intervention were of greatest interest.

3. *Comparisons* within *cohorts over time:* Trend plots were created for each cohort indicating the average percentage of students, separately by grade, who met the TAKS standard in reading, math, social studies, and science at each of the five time points from 2005 to 2010. Data at each time point represent average TAKS performance of multiple cohorts of Grade 6 through 8 students rather than longitudinal data of the same students over time. Comparisons were made year-by-year as well as visually across multiple time points to examine trends in student achievement and the impact of the TALA intervention.

Comparison of Students of TALA Participating Teachers and Students of Non-Participating Teachers

To obtain preliminary evidence of the impact of TALA on student outcomes, the effect of TALA on student achievement was explored by comparing students who were taught by a TALA teacher during 2009-10 to students who were not taught by a TALA teacher. It was possible to link individual student-level data to individual TALA teacher participant data[18] from eight case study schools (one campus chose not to submit the linked data for this analysis). TALA case study campuses were randomly selected from a list of campuses eligible for selection that was narrowed down to middle schools with a high proportion of Grade 6 through 8 teachers participating in TALA. All analyses were conducted using student-level student achievement measures.

Specifically, the Grade 6 through 8 students who were taught in 2009-10 by a TALA teacher were drawn from eight TALA schools and were compared to their schoolmates who did not have a TALA teacher. Students were compared on the following four subjects: English language arts/reading, math, science, and social studies. To examine the effect of TALA on student achievement, the percentage of students who met the standard on the first administration[19] of TAKS exams in these four subjects were used as outcomes.

Within each subject area, separate repeated measures analyses of variance were conducted to compare year-to-year differences in the percentage of students meeting the TAKS math and reading standards across time between TALA and non-TALA students. Of particular interest were changes between the year before the intervention (2008-09) and the first year of implementation of TALA strategies (2009-10). To investigate potential outcome differences between the two groups of students, two sets of two-way within-subject repeated measures ANOVA were performed: a model with no covariates, and a model in which the students' demographic characteristics were controlled.

For science and social studies, the 2009-10 TAKS scores in social studies and science of Grade 8 students of TALA participating teachers were compared to Grade 8 students of non-participating teachers, since the science and social studies TAKS are not administered in Grade 6 or 7.

Effect of TALA on At-Risk Student Achievement

The impact of TALA on at-risk student groups was also explored. The longitudinal change in reading and math TAKS scores was explored for the following three academically 'at-risk' groups of students compared to all other students at TALA campuses not in these groups: economically disadvantaged, special education, and limited English proficiency (LEP) students. Economically disadvantaged students (based on PEIMS classification) are those who receive free or reduced-price lunch or are economically disadvantaged for some other reasons. Students were selected if they were classified under these three categories based on their 2009-10 student-level TAKS demographic data.

The evaluation team examined the change in TAKS reading and math scores across all TALA campuses for academically at-risk Grade 6, Grade 7, and Grade 8 student groups. To investigate whether the TALA training was associated with increases in TAKS scores among academically at risk students, analyses were divided into three cohorts of TALA schools: (a) Cohort A TALA schools

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[18] 148 TALA teachers from eight TALA schools were matched to their students. Based on the most recent teacher upload data, 99 of those teachers received the TALA training in summer of 2009, 45 were trained in summer of 2008, and 4 teachers had no records in the teacher upload data.

[19] First administration was used because data were available. First administration of the Grade 3 and Grade 5 TAKS Reading test is in March. First administration of the Grades 3-8 TAKS Math exams, and Grades 4, 6, 7, and 8 TAKS Reading exams are in April. Technically only Grades 3, 5, 8 and 11 have more than a first administration.

were those campuses that sent Grade 6 teachers to training in the summer of 2008 only; (b) Cohort B TALA schools were those campuses that sent teachers from Grade 6 to 9 to attend the 2009 TALA training only; and (c) Cohort C TALA schools were campuses that had different groups of Grade 6 teachers participating in the TALA training both years, and Grade 7 and 8 teachers attending in 2009-10.[20]

Within-subject repeated measures ANOVA analyses were conducted for each of the academically at-risk and non-academically at-risk groups, separately by grade and cohort membership, to examine for year-to-year differences in the percentage of students meeting the TAKS math and reading standards across time. Of particular interest were changes in the student passing rates between the year before the intervention (2008-09) and after the first year of implementation (2009-10). In order to be included in the analyses, students must have taken the TAKS under standard administration or the TAKS-Accommodated, and have a valid test score for the TAKS exams under study. For the TAKS Math and Reading analyses, the samples of students were students with complete, uninterrupted achievement data from 2007-08 through 2009-10.[21]

Cost-Effectiveness and Sustainability of TALA

Using historical records provided by TEA about the allocation of TALA funds, and data collected from fiscal year 2009 ESC TALA Expenditure Reporting Form, the evaluation team was able to describe cost breakouts across ESCs. The allocation and spending of funds was analyzed, including the amount for teacher stipends. The evaluation team conducted a cost-effectiveness analysis of the TALA program over its first two years of implementation (2008 and 2009). The question that this analysis sought to answer was: "How much money did the TALA program cost per additional student who passed the TAKS because of the program?" In order to measure the true impact of TALA, it was necessary to compare the TAKS scores of students who were taught by TALA teachers[22] during the 2009-10 school year to scores of those who were not. Because linked student and teacher data were only available in eight case study schools, the cost-effectiveness analysis focused on those schools. The steps involved in conducting the cost-effectiveness analysis were: 1) estimation of costs, 2) estimation of TALA effectiveness, 3) calculation of cost-effectiveness, and 4) determining the impact and potential future benefits on cost-effectiveness.

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[20] For the classification of students into the three academically at-risk and none academically at-risk groups, 2009-10 demographic data were used. In this set of analyses, the same students were tracked over time, but the students holding at-risk status in 2009-10 may not have held the same at-risk status in the previous years (2007-08 and 2008-09).

[21] Students who were repeating a class in 2009-10 were included in the analyses. The results of a sensitivity analysis, where repeaters were excluded from the analyses, are presented in Appendix K. There were no differences in results when comparing the 2009-10 results using the full sample (including repeaters) versus the reduced sample (excluding repeaters).

[22] For the purposes of this analysis, a teacher is considered to be a "TALA teacher" if they received TALA training in 2008 or 2009.

3. The Quality of TALA Training

This chapter includes information on the evaluation of the quality of the TALA materials and implementation of training (Evaluation Objective #1). This chapter is based on two sources: (a) a summary of findings reported in Interim Reports #1 and #2, and (b) additional information about participants' perceptions of the 2009 TALA training based on findings from surveys with regional trainers, teachers in Grades 6-8, and administrators.

This chapter addresses the following questions related to training quality:

- To what extent does TALA content reflect best practices for literacy instruction according to experts in the field?

- To what extent is TALA content aligned with national and state standards in reading and ELA?

- What types of content were included as part of each level of training (i.e., training of state and regional trainers, as well as training of teachers and administrators)?

- What types of activities were included as part of each level of training (i.e., training of state and regional trainers, as well as training of teachers and administrators)?

- To what extent were participants engaged in TALA trainings?

- What types of instructional strategies (e.g., lecture, modeling) did TALA instructors use to facilitate participant learning?

Expert Review of Materials[23]

Interim Report #1 provides an extensive report of the findings from the expert review of the TALA Grade 6 materials, and Interim Report #2 provides an extensive report of the findings from the expert review of the TALA Grades 7-8 materials. Included in these reports are detailed findings and specific recommendations for improving the TALA materials. Table 3.1 provides an overview of these findings.

Overall, the Technical Advisory Board's (TAB) expert review of the TALA Grade 6 and TALA Grades 7-8 teacher training materials revealed that the quality of the content is high. Furthermore, the TAB felt that many of the instructional routines represent the best practices in literacy and are scientifically based. The instructional routines that concerned the TAB lacked research support with middle school students (e.g., no existing research on word study routines with adolescents). The TAB reported that practices used in the professional development component were strong and reflective of best practices in professional development (e.g., TALA trainers modeling strategies during training). The TAB expressed some concern that the duration of the TALA training (2-4 days) may have been too short for the amount of content and that there was only minimal follow-up to the training during the school year.

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[23] Detailed findings are presented in TALA Interim Evaluation Report #1 and #2.

Table 3.1. Findings and Recommendations Based on Expert Review of Grade 6 and Grades 7-8 TALA Materials

	TALA Grade 6 Materials	TALA Grades 7-8 Materials
Findings	- Overall quality of TALA content is high. - Many of the instructional routines represent the best practices in literacy and are scientifically based. - The instructional routines are linked to national and state standards. - The practices used in the professional development component are strong (e.g., TALA trainers modeling strategies during training). - The short duration of the TALA training was a concern.	- The content is based on research-based best practices. - The instructional routines are linked to state standards. - The emphasis on importance/ necessity of routines for content area teachers is a benefit. - TALA does not try to introduce too many strategies, and this makes it manageable for teachers. - The practices used in the professional development component are strong (e.g., active learning). - The reading intervention units may pose problems for middle school ELA teachers lacking background knowledge. - Minimal amount of follow-up to initial training is provided.
Recommendations to improve TALA training and the implementation of TALA in schools	- Provide teachers with systematic support from reading coaches and school administrators. - Provide teachers with on-going training to assist them with classroom implementation. - Provide teachers with opportunities to see TALA strategies actually modeled in the classroom after the training. - Integrate actual teacher texts into the training as this may allow the teacher to see how TALA instructional routines will work in their classrooms.*	- Provide teachers with additional vocabulary and comprehension instructional routines. - Provide teachers with ongoing follow-up activities. - Include suggestions for setting up TALA teacher study groups or grade level team activities at the district or campus level. - Suggest a school administrator trained in the TALA routines evaluate the teacher during the year. - Develop a dedicated TALA website to serve as a hub to post, share, and critique lessons.

Source: Summary of feedback provided by Technical Advisory Board (TAB) members; see interim report 1 and 2 for additional information.

* Teachers were asked to bring their Teacher's Editions of textbooks to the TALA training, and activities were structured so that teacher participants could practice TALA strategies using their own materials.

Observations of TALA Training

As described in Interim Report #1 and Interim Report #2, the TALA Regional TOTs and TALA classroom teacher academies were highly rated by observers. Observer conclusions included the following:

- The program was well implemented.

- Trainers were effective in their use of questioning strategies, managing the training pace, and using modeling.

- Training participants were actively involved in the TALA training and worked collaboratively together.

- The TALA trainers generally attempted to reach their audiences through personal examples and interactive questions. However, some trainers were perceived as reading too much from their notes.

Based on all observations conducted throughout the evaluation, the TALA academies were implemented with high quality facilitation that led to participant engagement in the activities.

Perceptions of TALA Training

Perceptions of TALA were assessed through various data collection activities as discussed in Chapter 2. Demographic characteristics of all survey participants (trainers, teachers, and administrators) are included in Appendix D.

Case Studies

At all nine case study campuses, teachers indicated that TALA training provided a variety of useful and easy to use routines and strategies, and they appreciated the opportunity to select the routines that would work best in their classrooms. Findings from the case studies show that TALA was good for new and experienced teachers. TALA provided sound research-based best practices for new teachers and reminded experienced teachers of best practices that they can use to help struggling readers. There were mixed reports on the presentations. Most attendees reported that they had great presenters and appreciated that the training design allowed them to interact with other teachers and to use their own textbooks to design lessons. Others commented that the training was overly structured and too repetitive. There were many comments about presenters reading from the slides.

Regional Trainers

Regional trainers had positive perceptions of the TALA training in both 2008 and 2009, as represented by similar findings each year. The majority of trainers had the prerequisite skills needed to conduct the training (e.g., previous experience as a teacher, previous professional development experience). The overall impressions of the training that they attended to become a TALA trainer were favorable, with participants reporting that the training was effective in helping them prepare for their roles as a trainer. The trainers felt adequately prepared for the training that they conducted based on the training that they attended. The one issue that consistently emerged was the need for more time/additional days to learn and present TALA content due to the large amount of material covered in the training. This concern remained even though the length of the day was increased in 2009.

In 2009, TALA regional trainers were asked to rate the quality, effectiveness, and satisfaction with the TALA regional training of trainers (TOT) on various 5-point Likert scales. Due to the differing length and content of TALA ELA and content area trainings, results are displayed separately in order to compare perceptions of regional trainers who were trained for and who implemented TALA.

Table 3.1 presents trainer perceptions of the overall quality and effectiveness of the TALA regional TOT. The average rating scores were above 4 (where 1=very poor and 5=excellent), indicating a positive overall impression from TALA regional trainers. However, compared to content area

regional trainers' average ratings, ELA trainers rated the overall quality of training and overall quality of the workshop content significantly higher.

When asked to evaluate the effectiveness of various aspects of the training, ELA regional trainers generally perceived the training above "very effective" (rating of 4 out of 5), while the average rating of content area regional trainers hovered around "somewhat effective." Similar to ratings in overall quality, ELA regional trainers tended to report statistically significantly higher rating scores than content area regional trainers in the effectiveness of preparing trainer's roles/ responsibilities and the provision of knowledge and skills from the training. In addition, ELA regional trainers reported higher ratings when considering the training environment's impact on individual professional exploration (see Table 3.1).

The responses reported in Table 3.2 suggest that TALA regional trainers were willing to attend a similar training in the future, but that ELA regional trainers were significantly more willing than content area regional trainers to attend a similar training in the future. ELA and content area trainers agreed that the goals of TALA were clearly articulated and their responsibilities as a trainer were clearly defined for them; there were no significant differences between the regional trainers on these items.

Table 3.2. Perceptions of the 2009 TALA Regional TOTs: Mean Ratings of TALA ELA and Content Area Regional Trainers

Aspects of Regional TOTs	ELA Regional Trainers (n=129)	Content Area Trainers (n=60)	Statistical Significance
How would you rate the overall quality of the training you received?	4.40	4.10	*
How would you rate the overall effectiveness of the presenters?	4.22	4.23	ns
How would you rate the overall quality of the workshop content?	4.64	4.27	**
To what extent was the workshop structure effective in meeting your learning needs?	4.07	3.78	ns
How effective was the training of trainers you attended in preparing you for your roles/ responsibilities as a TALA trainer?	4.16	3.87	*
To what extent was the environment conducive to your individual professional exploration?	4.16	3.85	*
To what extent was the environment conducive to you being able to share ideas with other participants?	4.13	3.97	ns
The TALA training of trainers I attended provided me with the requisite knowledge and skills to fulfill my responsibilities as a TALA trainer.	4.62	4.32	*
Would you attend a similar training of trainers in the future?	4.66	4.20	**
The goals of TALA were clearly articulated to me.	4.75	4.76	ns
My responsibilities as a trainer were clearly defined for me.	4.70	4.69	ns

Source: TALA Trainer Survey, 2009 (n=189); higher values on the 5-point scales indicate greater endorsement of the statement.
*p < .05, **p < .01, ns=not statistically significant.

Classroom Teachers: ELA Academy Participants

This section examines findings from the 2009 online surveys administered to Grade 6, 7, and 8 teacher participants of the TALA ELA Academy, and compares the findings to those from surveys of Grade 6 teachers who participated in 2008.

Perceptions of Overall Training Quality and Effectiveness

Participants in the 2009 TALA Grade 6 ELA Academy were asked to rate the overall quality of the training, presenters, and workshop content. ELA teachers were positive about the quality of the training they received. Table 3.3 shows that approximately three-quarters of Grade 6 (76%), and two-thirds of Grade 7 and 8 teacher respondents (70%) rated the overall training quality as above average or excellent in each area.

The percentages of 2009 Grade 6 respondents who ranked the quality and effectiveness as above average or excellent are approximately the same as those from the 2008 Grade 6 Teacher Participant Survey. In both years, Grade 6 ELA participants found the overall quality and effectiveness to be above average or excellent, suggesting consistently high quality training was provided to teachers each year.

Table 3.3. Overall Quality of TALA ELA Training

Item	TALA ELA Respondents	N	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	Grade 6 Teachers	299	1%	2%	21%	44%	32%
	Grade 7 and 8 Teachers	2,085	1%	3%	26%	41%	29%
How would you rate the overall effectiveness of the presenters?	Grade 6 Teachers	299	1%	4%	20%	40%	35%
	Grade 7 and 8 Teachers	2,085	2%	5%	26%	36%	31%
How would you rate the overall quality of the workshop content?	Grade 6 Teachers	299	1%	1%	19%	43%	36%
	Grade 7 and 8 Teachers	2,085	1%	3%	24%	41%	31%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

ELA academy participants were also asked to rate the effectiveness of eight aspects of the training:

1. Training structure
2. Opportunities for active learning
3. Training content
4. Training materials
5. Knowledge of presenters
6. Skills of presenters in providing professional development for teachers
7. Environment
8. Videos and other visual stimuli

As depicted in Table 3.4, the majority of 2009 Grade 6 ELA respondents found each aspect of the TALA ELA Academy to be effective or highly effective. Almost all respondents reported that the training materials (93%), the training content (92%), and the knowledge of presenters (91%) were effective or highly effective. Moreover, approximately half of respondents in 2009 rated knowledge

of presenters (51%), training materials (49%), and skills of presenters (46%) in the highest response category (i.e., highly effective). Although the 2008 rating scales for determining the effectiveness of each of these eight aspects differed[24], the aspects that were most highly regarded were also training materials, training content, and knowledge of presenters. In 2008, knowledge of presenters (47%), training materials (47%), and skills of presenters (41%) were also given ratings in the highest response category (i.e., excellent). Participants consistently viewed the substantive portions of the training (e.g., materials) as most effective or more successfully implemented.

Grade 7 and 8 ELA respondents found the TALA Grade 7 and 8 ELA Academy also to be effective or highly effective. Almost all respondents reported that the training materials (92%), the training content (89%), and the knowledge of the presenters (89%) were effective or highly effective.

Table 3.4. Effectiveness of TALA ELA Training

Effectiveness of the following aspects of the TALA Academy…	TALA ELA Respondents	N	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Highly Effective
Training structure (i.e., time to learn everything; time for reflection)	Grade 6 Teachers	299	1%	2%	9%	60%	28%
	Grade 7 and 8 Teachers	2,085	1%	6%	11%	61%	21%
Opportunities for active learning (i.e., participant-centered learning)	Grade 6 Teachers	299	2%	5%	6%	52%	35%
	Grade 7 and 8 Teachers	2,085	1%	6%	11%	56%	26%
Training content (i.e., vocabulary instruction)	Grade 6 Teachers	299	1%	1%	6%	56%	36%
	Grade 7 and 8 Teachers	2,085	<1%	3%	7%	59%	30%
Training materials (e.g., binder)	Grade 6 Teachers	299	1%	1%	5%	44%	49%
	Grade 7 and 8 Teachers	2,085	<1%	2%	5%	48%	44%
Knowledge of presenters	Grade 6 Teachers	299	2%	1%	6%	40%	51%
	Grade 7 and 8 Teachers	2,085	1%	2%	8%	47%	42%
Skills of presenters in providing PD for teachers	Grade 6 Teachers	299	2%	2%	9%	41%	46%
	Grade 7 and 8 Teachers	2,085	2%	4%	10%	47%	37%
Environment	Grade 6 Teachers	299	2%	2%	13%	48%	35%
	Grade 7 and 8 Teachers	2,085	1%	3%	14%	52%	30%
Videos and other visual stimuli	Grade 6 Teachers	299	1%	3%	11%	49%	36%
	Grade 7 and 8 Teachers	2,085	1%	3%	11%	55%	30%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

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[24] In the 2008 Grade 6 Teacher Participant Survey, the rating scale for this series of questions was very poor, below average, average, above average, and excellent.

Perceived Preparedness to Implement TALA Instructional Routines

ELA teachers were asked to rate the extent to which they felt prepared to implement several instructional Tier I routines (for all students), as well as Tier II/III routines (for students who struggle with particular concepts or tasks) in the classroom. Tier I includes general strategies and instructional routines (in vocabulary, comprehension, and fluency) that are implemented schoolwide and affect all students in the school. In Tier II, students with reading difficulties that cannot be addressed sufficiently through instructional supports in Tier I receive strategic intervention in reduced group sizes. Tier III of the model is an intensive intervention for middle school students who have severe reading difficulties and need intervention of much greater intensity if they are to become competent readers. The more intensive the Tier III intervention, the smaller the group size is.

Tier I Routines

1. Selecting words
2. Pronouncing words
3. Defining words
4. Generating examples and non-examples
5. Building background knowledge
6. Identifying main ideas in text
7. Writing summaries

Tier II/III Routines

1. Identifying text structures
2. Using graphic organizers
3. Identifying syllable structures
4. Conducting morphemic analysis
5. Generating Level I, II, and III questions

Table 3.5 presents 2009 TALA teacher ELA respondents' self-perceptions of their preparedness to implement the Tier I and Tier II/III instructional routines. The majority of Grade 6 ELA respondents felt fairly well prepared or very well prepared to use each routine. Among Tier I Routines, more than 90% of Grade 6 ELA respondents felt fairly well prepared or very well prepared when defining words (95%), identifying main ideas (93%), and building background knowledge (91%). In 2008, Grade 6 ELA respondents indicated more confidence in implementing a great number of instructional routines. Over 90% of 2008 Grade 6 ELA respondents indicated that they felt fairly well prepared or very well prepared to implement defining words, identifying main ideas, and building background knowledge, as well as pronouncing words, generating examples and non-examples, and writing summaries. Among Tier II/III Routines, using graphic organizers was the only routine that more than 90% of Grade 6 ELA participants felt fairly well prepared or very well prepared to implement in both 2008 and 2009 (2008: 93%, 2009: 94%).

Similarly, at least 85% of Grade 7 and 8 ELA respondents felt fairly well prepared or very well prepared to use each Tier I instructional routine. At least 75% of Grade 7 and 8 ELA respondents felt fairly well prepared or very well prepared to use each Tier II/III instructional routine. More than 90% of Grade 7 and 8 ELA respondents felt fairly well prepared or very well prepared when identifying main ideas in text (93%), defining words (92%), building background knowledge (91%), and when using graphic organizers (91%).

Table 3.5. ELA Teachers' Sense of Preparedness to Implement TALA Instructional Routines

Prepared to implement the following instructional routines…	TALA ELA Respondents	N	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Tier I Routines						
Selecting words	Grade 6 Teachers	299	1%	13%	45%	41%
	Grade 7 and 8 Teachers	2,085	1%	14%	46%	39%
Pronouncing words	Grade 6 Teachers	299	<1%	10%	37%	53%
	Grade 7 and 8 Teachers	2,085	1%	9%	39%	51%
Defining words	Grade 6 Teachers	299	<1%	5%	40%	55%
	Grade 7 and 8 Teachers	2,085	<1%	7%	39%	53%
Generating examples and non-examples	Grade 6 Teachers	299	1%	10%	44%	45%
	Grade 7 and 8 Teachers	2,085	1%	11%	43%	45%
Building background knowledge	Grade 6 Teachers	299	<1%	9%	40%	51%
	Grade 7 and 8 Teachers	2,085	<1%	8%	41%	50%
Identifying main ideas in text	Grade 6 Teachers	299	1%	6%	40%	53%
	Grade 7 and 8 Teachers	2,085	<1%	6%	38%	55%
Writing summaries	Grade 6 Teachers	299	1%	9%	46%	44%
	Grade 7 and 8 Teachers	2,085	1%	9%	42%	48%
Tiers II & III Routines						
Identifying text structures	Grade 6 Teachers	299	1%	10%	48%	41%
	Grade 7 and 8 Teachers	2,085	1%	12%	43%	44%
Using graphic organizers	Grade 6 Teachers	299	<1%	6%	38%	56%
	Grade 7 and 8 Teachers	2,085	<1%	8%	35%	56%
Identifying syllable structures	Grade 6 Teachers	299	1%	15%	41%	43%
	Grade 7 and 8 Teachers	2,085	2%	15%	43%	40%
Conducting morphemic analysis	Grade 6 Teachers	299	4%	20%	46%	29%
	Grade 7 and 8 Teachers	2,085	4%	21%	44%	31%
Generating Level I, II, and III questions	Grade 6 Teachers	299	1%	13%	45%	41%
	Grade 7 and 8 Teachers	2,085	1%	14%	45%	40%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Table 3.6 presents ELA teachers' perceptions of their abilities to implement the following seven teaching strategies in the classroom:

1. Adapt instruction to structure learning opportunities for all students
2. Foster student engagement
3. Group or pair students
4. Facilitate partner reading
5. Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)
6. Provide explicit instruction using scaffolding (i.e., I Do, We Do, You Do)
7. Select appropriate text for fluency instruction

Most of the teachers (Grades 6, 7, and 8) felt fairly well prepared or very well prepared to implement the strategies. In 2009, 90% or more of Grade 6 ELA respondents reported that they felt fairly well prepared or very well prepared to implement the following strategies: grouping or pairing students (92%), fostering student engagement (91%), and actively involving students (90%). Similarly, in 2008, over 90% of Grade 6 ELA respondents reported feeling fairly well prepared or very well prepared to implement these same strategies. According to both 2008 and 2009 survey results, Grade 6 ELA respondents felt least prepared to select the appropriate texts for fluency instruction – with only 84% feeling fairly well prepared or very well prepared in 2008 and 72% in 2009. Also in both years, over two-thirds (69%) of Grade 6 ELA respondents felt fairly well or very well prepared to administer the TMSFA, and 66% felt fairly well prepared or very well prepared to interpret the results of the TMSFA.

Similarly, more than three-quarters of Grade 7 and 8 ELA respondents felt fairly well prepared or very well prepared to implement the strategies. The strategies with the greatest percentage of respondents who reported feeling fairly well prepared or very well prepared to implement them were grouping or pairing students (92%), actively involving students (90%), fostering student engagement (89%), and providing explicit instruction using scaffolding (89%). Two-thirds (67%) of Grade 7 and 8 ELA respondents felt fairly well or very well prepared both to administer and interpret results of the TMSFA.

Table 3.6. ELA Teachers' Sense of Preparedness to Implement TALA Strategies

Extent you feel prepared to implement the following strategies…	TALA ELA Respondents	N	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Adapt instruction to structure learning opportunities for all students	Grade 6 Teachers	299	1%	15%	49%	35%
	Grade 7 and 8 Teachers	2,085	1%	15%	47%	37%
Foster student engagement	Grade 6 Teachers	299	<1%	9%	44%	47%
	Grade 7 and 8 Teachers	2,085	<1%	10%	40%	49%
Group or pair students	Grade 6 Teachers	299	<1%	8%	35%	57%
	Grade 7 and 8 Teachers	2,085	<1%	7%	35%	57%
Facilitate partner reading	Grade 6 Teachers	299	1%	12%	39%	48%
	Grade 7 and 8 Teachers	2,085	1%	13%	38%	48%
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	Grade 6 Teachers	299	<1%	10%	42%	48%
	Grade 7 and 8 Teachers	2,085	1%	9%	40%	50%
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	Grade 6 Teachers	299	<1%	11%	38%	51%
	Grade 7 and 8 Teachers	2,085	1%	10%	39%	50%
Select appropriate text for fluency instruction	Grade 6 Teachers	299	3%	25%	42%	30%
	Grade 7 and 8 Teachers	2,085	3%	21%	43%	33%
Administer the Texas Middle School Fluency Assessment (TMSFA)	Grade 6 Teachers	299	7%	24%	42%	27%
	Grade 7 and 8 Teachers	2,085	7%	26%	35%	32%
Interpret the results of the Texas Middle School Fluency Assessment (TMSFA)	Grade 6 Teachers	299	8%	26%	43%	23%
	Grade 7 and 8 Teachers	2,085	8%	26%	37%	29%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Table 3.7 depicts teachers' sense of preparedness to teach students who may struggle with reading due to various circumstances. The majority of Grade 6 ELA respondents (77%) reported feeling fairly well prepared or very well prepared to teach students who struggle with reading due to a low socioeconomic environment, while fewer (52%) felt equally prepared to teach students who struggle with reading due to dyslexia. The 77% of Grade 6 ELA respondents who indicated they were fairly well prepared or very well prepared to design instruction for students from a low socioeconomic environment represents a decrease from the 90% on the 2008 survey. The percentage of Grade 6 ELA respondents ready to work with children with dyslexia decreased slightly as well from 55% in 2008, to 52% in 2009.

Grade 7 and 8 ELA respondents felt most prepared to teach students who struggle with reading due to a low socioeconomic environment, with 87% reporting feeling fairly well prepared or very well prepared. Grade 7 and 8 ELA respondents felt least prepared to teach students who struggle with reading due to dyslexia, with 55% of teachers reporting feeling fairly well prepared or very well prepared.

Table 3.7. ELA Teachers' Sense of Preparedness to Design Appropriate Instruction for Special Populations

Extent you feel prepared to design appropriate instruction for students with…	TALA ELA Respondents	N	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Limited English proficiency	Grade 6 Teachers	297	5%	27%	46%	22%
	Grade 7 and 8 Teachers	2,078	5%	30%	40%	25%
Learning disabilities	Grade 6 Teachers	297	3%	27%	43%	27%
	Grade 7 and 8 Teachers	2,078	4%	23%	43%	30%
Dyslexia	Grade 6 Teachers	297	18%	30%	31%	21%
	Grade 7 and 8 Teachers	2,078	14%	31%	36%	19%
Being from a low socioeconomic environment	Grade 6 Teachers	297	2%	11%	43%	44%
	Grade 7 and 8 Teachers	2,078	1%	12%	40%	47%
Other risk factors for reading difficulties	Grade 6 Teachers	297	3%	19%	49%	29%
	Grade 7 and 8 Teachers	2,078	4%	21%	44%	31%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Perceptions of Appropriateness and Helpfulness of Training

As depicted in Table 3.8, 91% of 2009 Grade 6 ELA respondents agreed or strongly agreed that the TALA ELA training was appropriate for teachers who teach their subject. The same percentage of Grade 6 ELA respondents expressed their agreement or strong agreement with the appropriateness of TALA ELA training in 2008.

Additionally, 86% of Grade 6 ELA respondents surveyed agreed or strongly agreed that the TALA ELA training helped them improve their teaching in their respective subjects, an increase from the 77% of Grade 6 ELA respondents in 2008. This increase may possibly be associated with potential improvements made in training techniques or the incorporation of teacher feedback from 2008 to 2009. Similarly, 90% of Grade 7 and 8 ELA respondents agreed or strongly agreed that the TALA ELA training was appropriate for teachers who teach their subject, and 83% agreed or strongly agreed that the TALA ELA training helped them improve their teaching in their respective subjects.

Table 3.8. Appropriateness and Helpfulness of TALA ELA Training

	TALA ELA Respondents	N	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The TALA training I attended was appropriate for teachers who teach the subjects that I teach.	Grade 6 Teachers	276	1%	3%	5%	37%	54%
	Grade 7 and 8 Teachers	1,941	2%	2%	6%	41%	49%
The TALA training I attended helped me improve my teaching in the subjects that I teach.	Grade 6 Teachers	276	1%	3%	10%	40%	46%
	Grade 7 and 8 Teachers	1,941	2%	2%	13%	46%	37%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

As presented in Table 3.9, 92% of Grade 6 ELA respondents who attended training in 2009 would probably or definitely recommend the TALA training to ELA teachers. Additionally, 88% of Grade 6 ELA respondents would recommend the training to social studies teachers, 84% to science teachers, and 76% would recommend it for math teachers. In comparison to 2008, the percentages of Grade 6 ELA respondents who probably or definitely would recommend the TALA training to Grade 6 teachers of all four subject areas increased. While the differences for ELA/reading and science were only 1 to 2 percentage points, the differences were more pronounced for social studies (from 82% in 2008 to 88% in 2009) and mathematics (71% in 2008 to 76% in 2009).

The majority of Grade 7 ELA respondents (91%) would probably or definitely recommend the TALA training to other Grade 7 ELA teachers. Additionally, 84% of Grade 7 ELA respondents would probably or definitely recommend the training to social studies teachers, 83% to science teachers, and 76% would recommend it to math teachers. As presented in Table 3.9, 91% of Grade 8 respondents reported they would probably or definitely recommend the TALA training to other Grade 8 ELA teachers. Additionally, 87% of Grade 8 ELA respondents would recommend the training to social studies teachers, 83% to science teachers, and 73% would recommend it to math teachers.

Table 3.9. Recommendations by TALA ELA Teachers for Participation in TALA to Other Subject Area Teachers

Would you recommend the TALA training to Grade 6 through 8 teachers of…	TALA ELA Respondents	N	Definitely Not	Probably Not	Not Sure	Probably	Definitely
...ELA/reading?	Grade 6 Teachers	276	1%	2%	5%	22%	70%
	Grade 7 Teachers	1,941	1%	4%	4%	25%	66%
	Grade 8 Teachers	1,094	1%	1%	7%	31%	60%
...Social studies?	Grade 6 Teachers	276	1%	3%	9%	30%	58%
	Grade 7 Teachers	1,941	1%	4%	11%	31%	53%
	Grade 8 Teachers	1,093	1%	3%	9%	39%	48%
...Science?	Grade 6 Teachers	276	1%	3%	12%	29%	55%
	Grade 7 Teachers	1,941	1%	4%	12%	30%	53%
	Grade 8 Teachers	1,094	1%	5%	11%	38%	45%
...Mathematics?	Grade 6 Teachers	276	2%	6%	16%	29%	47%
	Grade 7 Teachers	1,941	1%	6%	17%	30%	46%
	Grade 8 Teachers	1,094	3%	8%	16%	35%	38%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Classroom Teachers: Content Area Academy Participants

This section examines findings from the 2009 online surveys administered to Grade 6, 7, and 8 teacher participants of the TALA Content Area Academy. Where appropriate, comparisons are made to responses from Grade 6 teachers who attended TALA training in 2008 (Interim Report #2).

Perceptions of Overall Training Quality and Effectiveness

Participants in the TALA Content Area Academy were asked to rate the overall quality of the training, presenters, and workshop content. Content area respondents were positive about the quality of training they received. Table 3.10 shows that approximately three-quarters of Grade 6 content area respondents (74%) found the overall training quality to be above average or excellent in each area. This percentage is similar to the TALA ELA ratings for 2008 and 2009, but represent an increase from responses provided by 2008 TALA content area respondents when only slightly over 60% of Grade 6 content area respondents rated the overall quality and effectiveness of the training, presenters, and workshop content as above average or excellent, with the highest percentage being 63% (for overall quality of training received). By contrast, the highest percentages in 2009 were 74% for overall training quality and 76% for overall workshop content quality. The increases suggest that changes made between the first and second years of TALA training have led to content area teachers' perceptions of higher quality and effectiveness.

Overall, Grade 7 and 8 content area respondents rated the training positively. Table 3.10 shows that about two-thirds of respondents found the overall training quality, presenter effectiveness, and workshop content to be above average or excellent, figures similar to the percentages of ELA participants who found all three areas to be above average or excellent.

Table 3.10. Overall Quality of TALA Content Area Training

Item	TALA Content Area Respondents	N	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	Grade 6 Teachers	208	<1%	1%	25%	45%	29%
	Grade 7 and 8 Teachers	1,175	1%	3%	31%	43%	22%
How would you rate the overall effectiveness of the presenters?	Grade 6 Teachers	208	<1%	2%	25%	38%	35%
	Grade 7 and 8 Teachers	1,175	1%	5%	28%	39%	27%
How would you rate the overall quality of the workshop content?	Grade 6 Teachers	208	<1%	4%	20%	47%	29%
	Grade 7 and 8 Teachers	1,175	1%	3%	28%	44%	24%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Content area academy participants were also asked to rate the effectiveness of the following eight aspects of the training:

1. Training structure
2. Opportunities for active learning
3. Training content
4. Training materials
5. Knowledge of presenters
6. Skills of presenters in providing professional development for teachers
7. Environment
8. Videos and other visual stimuli

Almost all Grade 6 content area respondents reported that the training materials (93%) and knowledge of presenters (93%) were effective or highly effective (Table 3.11). Although the ratings of the 2008 and 2009 Grade 6 content area respondents cannot be directly compared, it is still noteworthy that all the percentages for the most positive categories were higher in 2009 than in 2008. A few of these differences were only by 2% (i.e., between 84% in 2008 and 86% in 2009 for environment), but some were as large as 6% (87% in 2008 and 93% in 2009 for knowledge of presenters).

As depicted in Table 3.11, at least 82% of Grade 7 and 8 content area respondents found the TALA Content Area Academy to be effective or highly effective for each aspect. Most respondents reported that the training materials (90%) and knowledge of presenters (88%) were effective or highly effective.

Table 3.11. Effectiveness of TALA Content Area Training

Rate the effectiveness of the following aspects of the TALA Academy…	TALA Teacher Respondents	N	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Highly Effective
Training structure (i.e., time to learn everything; time for reflection)	Grade 6 Teachers	208	1%	3%	9%	69%	18%
	Grade 7 and 8 Teachers	1,175	1%	4%	13%	64%	18%
Opportunities for active learning (i.e., participant-centered learning)	Grade 6 Teachers	208	1%	3%	10%	60%	26%
	Grade 7 and 8 Teachers	1,175	1%	5%	12%	59%	23%
Training content (i.e., vocabulary instruction)	Grade 6 Teachers	208	1%	2%	7%	62%	28%
	Grade 7 and 8 Teachers	1,175	<1%	2%	10%	62%	25%
Training materials (e.g., binder)	Grade 6 Teachers	208	1%	2%	4%	54%	39%
	Grade 7 and 8 Teachers	1,175	0%	2%	8%	56%	34%
Knowledge of presenters	Grade 6 Teachers	208	1%	0%	6%	48%	45%
	Grade 7 and 8 Teachers	1,175	<1%	2%	9%	50%	38%
Skills of presenters in providing professional development for teachers	Grade 6 Teachers	208	1%	1%	10%	49%	39%
	Grade 7 and 8 Teachers	1,175	1%	3%	11%	54%	31%
Environment	Grade 6 Teachers	208	1%	2%	11%	56%	30%
	Grade 7 and 8 Teachers	1,175	<1%	2%	15%	57%	25%
Videos and other visual stimuli	Grade 6 Teachers	208	1%	2%	14%	58%	25%
	Grade 7 and 8 Teachers	1,175	<1%	3%	14%	57%	25%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Perceived Preparedness to Implement TALA Instructional Routines

Content area teachers were asked to rate the extent to which they felt prepared to implement the following seven instructional routines in the classroom:

1. Selecting words
2. Pronouncing words
3. Defining words
4. Generating examples and non-examples
5. Building background knowledge
6. Identifying main ideas in text
7. Writing summaries

Table 3.12 illustrates these self-perceptions of preparedness to implement instructional routines. The majority of Grade 6 content area respondents felt fairly well prepared or very well prepared to

use each routine. More than 85% felt fairly well prepared or very well prepared when defining words (90%), pronouncing words (89%), generating examples and non-examples (86%), and selecting words (85%).

By comparison, 2008 Grade 6 content area respondents appeared to be slightly more confident in their preparation for implementing the routines, as suggested by higher percentages of respondents who felt fairly well prepared or very well prepared for all the routines. Although the differences for defining words, pronouncing words, generating examples and non-examples, and selecting words were slight (1 to 3 percentage points), differences were more pronounced for the following routines: writing summaries (from 85% in 2008 to 77% in 2009), building background knowledge (from 90% in 2008 to 83% in 2009), and identifying main ideas in text (from 89% in 2008 to 84% in 2009).

The majority of Grade 7 and 8 content area respondents felt fairly well prepared or very well prepared to use each routine. More than 85% of Grade 7 and 8 content area respondents felt fairly well prepared or very well prepared when defining words (90%), building background knowledge (88%), pronouncing words (87%), generating examples and non-examples (87%), and identifying main ideas in text (87%).

Table 3.12. Content Area Teachers' Sense of Preparedness to Implement TALA Instructional Routines

Extent do you feel prepared to implement the following routines	TALA Content Area Respondents	N	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Selecting words	Grade 6 Teachers	208	1%	14%	50%	35%
	Grade 7 and 8 Teachers	1,175	1%	16%	50%	33%
Pronouncing words	Grade 6 Teachers	208	1%	10%	48%	41%
	Grade 7 and 8 Teachers	1,175	1%	12%	46%	41%
Defining words	Grade 6 Teachers	208	1%	9%	45%	45%
	Grade 7 and 8 Teachers	1,175	<1%	9%	46%	44%
Generating examples and non-examples	Grade 6 Teachers	208	1%	13%	42%	44%
	Grade 7 and 8 Teachers	1,175	1%	12%	48%	39%
Building background knowledge	Grade 6 Teachers	208	1%	16%	45%	38%
	Grade 7 and 8 Teachers	1,175	<1%	11%	51%	37%
Identifying main ideas in text	Grade 6 Teachers	208	3%	13%	47%	37%
	Grade 7 and 8 Teachers	1,175	1%	12%	49%	38%
Writing summaries	Grade 6 Teachers	208	4%	19%	44%	33%
	Grade 7 and 8 Teachers	1,175	2%	19%	50%	29%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Table 3.13 presents content area teachers' perceptions of their abilities to implement the following six teaching strategies in the classroom:

1. Adapt instruction to structure learning opportunities for all students
2. Foster student engagement
3. Group or pair students
4. Facilitate partner reading
5. Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)
6. Provide explicit instruction using scaffolding (i.e., I Do, We Do, You Do)

The majority of Grade 6 content area respondents felt fairly well prepared or very well prepared to implement the strategies. Grade 6 content area respondents reported that the strategies they felt fairly well prepared or very well prepared to implement are grouping or pairing students (94%), fostering student engagement (87%), and actively involving students (87%). Similarly, in 2008, over 88% of Grade 6 content area respondents indicated they felt fairly well prepared or very well prepared to implement these same strategies. According to both 2008 and 2009 survey results, respondents felt least prepared to facilitate partner reading – with 84% feeling fairly well prepared or very well prepared in 2008, a percentage that decreased to 77% in 2009.

As indicated in Table 3.12, the majority of Grade 7 and 8 content area respondents felt fairly well prepared or very well prepared to implement the strategies. Grade 7 and 8 content area respondents reported that the strategies they felt fairly well prepared or very well prepared to implement are grouping or pairing students (89%), fostering student engagement (86%), and actively involving students (85%). Similar to Grade 6, Grade 7 and 8 content area teachers felt relatively less prepared to facilitate partner reading (78%).

Table 3.13. Content Area Teachers' Sense of Preparedness to Implement TALA Strategies

Extent do you feel prepared to implement the following strategies…	TALA Content Area Respondents	N	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Adapt instruction to structure learning opportunities for all students	Grade 6 Teachers	208	1%	16%	51%	32%
	Grade 7 and 8 Teachers	1,175	1%	18%	54%	27%
Foster student engagement	Grade 6 Teachers	208	1%	12%	52%	35%
	Grade 7 and 8 Teachers	1,175	1%	13%	51%	35%
Group or pair students	Grade 6 Teachers	208	1%	5%	45%	49%
	Grade 7 and 8 Teachers	1,175	1%	10%	43%	46%
Facilitate partner reading	Grade 6 Teachers	208	3%	20%	47%	30%
	Grade 7 and 8 Teachers	1,175	3%	19%	46%	32%
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	Grade 6 Teachers	208	2%	11%	47%	40%
	Grade 7 and 8 Teachers	1,175	1%	14%	45%	40%
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	Grade 6 Teachers	208	1%	16%	42%	41%
	Grade 7 and 8 Teachers	1,175	1%	18%	44%	37%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Table 3.14 depicts respondents' sense of preparedness to teach students who may struggle with reading due to various circumstances. The majority of Grade 6 content area respondents (81%) reported feeling fairly well prepared or very well prepared to teach students who struggle with reading due to a low socioeconomic environment, while fewer (55%) felt equally prepared to teach students who struggle with reading due to dyslexia.

While the 81% of 2009 Grade 6 content area respondents who indicated they felt fairly well prepared or very well prepared to design appropriate instruction for students from a low socioeconomic environment was approximately the same percentage as in 2008 (82%), respondents' perceptions of their preparation slightly increased from 2008 to 2009 for other special populations. The increases were 3% for students with learning disabilities (69% to 72%), dyslexia (52% to 55%), and other risk factors for reading difficulties (64% to 67%); for students with Limited English Proficiency (LEP), the increase was by 5% (from 60% to 65%).

Table 3.14 also depicts Grade 7 and 8 content area respondents' sense of preparedness to teach students who may struggle with reading due to various circumstances. The majority of Grade 7 and 8 content area respondents (84%) reported feeling fairly well prepared or very well prepared to teach students who struggle with reading due to a low socioeconomic environment, while only 51% felt equally prepared to teach students who struggle with reading due to dyslexia.

Table 3.14. Content Area Teachers' Sense of Preparedness to Design Appropriate Instruction for Special Populations

Extent prepared to design appropriate instruction for students with…	TALA Content Area Respondents	N	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Limited English proficiency	Grade 6 Teachers	206	6%	29%	47%	18%
	Grade 7 and 8 Teachers	1,169	6%	34%	46%	14%
Learning disabilities	Grade 6 Teachers	206	2%	26%	46%	26%
	Grade 7 and 8 Teachers	1,170	2%	26%	51%	21%
Dyslexia	Grade 6 Teachers	206	14%	31%	41%	14%
	Grade 7 and 8 Teachers	1,170	11%	38%	39%	12%
Being from a low socioeconomic environment	Grade 6 Teachers	206	2%	17%	40%	41%
	Grade 7 and 8 Teachers	1,170	1%	15%	46%	38%
Other risk factors for reading difficulties	Grade 6 Teachers	206	4%	29%	48%	19%
	Grade 7 and 8 Teachers	1,170	3%	30%	49%	18%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Perceptions of Appropriateness and Helpfulness of Training

As depicted in Table 3.15, 81% of 2009 Grade 6 content area respondents agreed or strongly agreed that the TALA content area training was appropriate for teachers who teach their subject. Approximately the same percentage of 2008 Grade 6 content area respondents indicated their agreement or strong agreement with the appropriateness of TALA content area training (80%).

Additionally, 80% of Grade 6 content area respondents agreed or strongly agreed that the TALA content area training helped them improve their teaching in their respective subjects. This represented an increase from the 72% of 2008 Grade 6 content area respondents who either agreed or strongly agreed that TALA had helped them improve their subject area instruction. This increase may potentially be associated with improvements that might have been made to the training, including the incorporation of feedback from teachers from 2008 to 2009.

As depicted in Table 3.15, 77% of Grade 7 and 8 content area respondents agreed or strongly agreed that the TALA content area training was appropriate for teachers who teach their subject. Additionally, 74% of Grade 7 and 8 content area respondents agreed or strongly agreed that the TALA content area training helped them improve their teaching in their respective subjects.

Table 3.15. Appropriateness and Helpfulness of TALA Content Area Training

Item	TALA Content Area Respondents	N	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The TALA training I attended was appropriate for teachers who teach the subjects that I teach.	Grade 6 Teachers	196	3%	5%	11%	50%	31%
	Grade 7 and 8 Teachers	1,094	3%	6%	14%	51%	26%
The TALA training I attended helped me improve my teaching in the subjects that I teach.	Grade 6 Teachers	196	2%	5%	13%	52%	28%
	Grade 7 and 8 Teachers	1,094	3%	5%	18%	52%	22%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

As presented in Table 3.16, Grade 6 content area respondents were most likely to probably or definitely recommend the TALA training to ELA teachers (90%). Additionally, 84% of Grade 6 content area respondents would recommend the training to Grade 6 social studies teachers, 82% to Grade 6 science teachers, and 72% would recommend it to Grade 6 math teachers.

Compared to 2008 survey findings, the 2009 percentages of Grade 6 content area respondents who probably or definitely would recommend the TALA trainings to Grade 6 ELA/reading teachers, social studies teachers, and science teachers were approximately the same. The percentage recommending TALA to Grade 6 math teachers, however, decreased from 77% in 2008 to 72% in 2009.

Ninety-one percent of Grade 7 content area respondents would probably or definitely recommend the TALA training to Grade 7 ELA teachers. Additionally, 86% of Grade 7 content area respondents would recommend the training to Grade 7 social studies, 83% to Grade 7 science teachers, and 73% would recommend it for Grade 7 math teachers.

As presented in Table 3.16, 91% of Grade 8 content area respondents would probably or definitely recommend the TALA training to Grade 8 ELA teachers. Additionally, 87% of Grade 8 content area respondents would recommend the training to Grade 8social studies teachers, 83% to Grade 8 science teachers, and 73% would recommend it for Grade 8 math teachers.

Table 3.16. TALA Content Area Teachers' Recommendations for Participation in TALA to other Subject Area Teachers

Would you recommend the TALA training to Grade 6 through 8 teachers of...	TALA Content Area Respondents	N	Definitely Not	Probably Not	Not Sure	Probably	Definitely
...ELA/reading?	Grade 6 Teachers	196	1%	1%	8%	38%	52%
	Grade 7 Teachers	1,094	1%	1%	7%	32%	59%
	Grade 8 Teachers	1,094	1%	1%	7%	31%	60%
...Social studies?	Grade 6 Teachers	196	2%	3%	9%	43%	41%
	Grade 7 Teachers	1,094	1%	4%	9%	39%	47%
	Grade 8 Teachers	1,093	1%	3%	9%	39%	48%
...Science?	Grade 6 Teachers	196	2%	5%	11%	40%	42%
	Grade 7 Teachers	1,094	1%	5%	11%	38%	45%
	Grade 8 Teachers	1,094	1%	5%	11%	38%	45%
...Mathematics?	Grade 6 Teachers	196	4%	8%	16%	35%	37%
	Grade 7 Teachers	1,094	3%	8%	16%	35%	38%
	Grade 8 Teachers	1,094	3%	8%	16%	35%	38%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

TALA Administrator Overview Training

Expert Review of Materials

Interim Report #2 provides an extensive report of the findings from the expert review of the TALA administrator overview training materials. Included in this report are detailed findings and specific recommendations for improving the TALA materials. No new materials have been reviewed as part of the evaluation since the last report. The TAB viewed the administrator overview training as a step in the right direction, but recommended that the training be delivered in person with an ongoing follow-up that could be web-based. Furthermore, they felt that administrator training sessions should be facilitated by administrators who have successfully implemented TALA at their schools. They also felt that administrators should be provided with detailed training on using the *Walkthrough Guide*, and that it and the *Teacher Self-Assessment* should be simplified and clarified for use in Texas.

Administrator Perceptions of TALA Training

As shown in Table 3.17, the majority of the administrators who responded to the Administrator Survey that they had attended TALA administrator overview trainings reported attending a session offered by one of the ESCs (72%). In 2008, a larger percentage (94%) of administrator respondents who completed the TALA administrator training did so by attending sessions offered by one of the ESCs in 2009. The remaining administrators reported that they attended the online training (17%) or a different session (11%). The percentage of administrator respondents who attended the online training in 2009 was much larger than that of 2008, when approximately 5% completed the online training. Similarly, in 2008, only 2% of administrator respondents completed other TALA training, compared to 11% in 2009.

Table 3.17. Training Attended by Administrators

Item	N	Online TALA administrator overview training	TALA administrator overview training offered by one of the ESCs	Other
Which TALA administrator overview training did you complete?	97	17%	72%	11%

Source: TALA Administrator Survey, 2009

Table 3.18 shows that over half (55%) of the administrator respondents rated the quality of training to be "above average" or "excellent," with slightly more than a third reporting it to be "average." This percentage was slightly lower than in 2008, when 62% of administrator respondents TALA rated the TALA training quality as above average or excellent.

Table 3.18. Administrator Ratings of Training Quality

Item	N	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	92	1%	5%	39%	39%	16%

Source: TALA Administrator Survey, 2009

Administrators were asked to rate the effectiveness of the training they attended in terms of the training structure, its content, and materials. Approximately, 88% of administrator respondents perceived that all three areas were either "effective" or "very effective," as Table 3.19 shows. The percentage of administrators who rated training content and training materials as effective or very effective was slightly higher in 2008 (92% for both).

Table 3.19. Perceptions of the Effectiveness of the Administrator Overview Training

How would you rate the effectiveness of …	N	Very Ineffective	Ineffective	Effective	Very Effective
Training structure (e.g., time to learn everything; time for reflection).	92	1%	11%	71%	17%
Training content (e.g., instructional routines)	92	1%	11%	66%	22%
Training materials (e.g., PowerPoint slides)	92	1%	11%	70%	18%

Source: TALA Administrator Survey, 2009

In addition to rating the effectiveness of specific aspects of the training, administrators rated the effectiveness of the training in preparing them to support teachers who are implementing TALA. Table 3.20 illustrates that two-thirds of administrator respondents (67%) regarded the training as "effective" or "highly effective" in its preparation of administrators for their supporting roles. A slightly larger percentage of administrator administrators (72%) indicated in 2008 that they felt the training was effective or highly effective in preparing them to support their campus' teachers in the implementation of TALA.

Table 3.20. Perceptions of Preparedness to Support TALA Teachers

Item	N	Very Ineffective	Ineffective	Neutral	Effective	Highly Effective
How effective was the training in preparing you as an administrator to support your teachers in implementing TALA?	92	1%	4%	28%	56%	11%

Source: TALA Administrator Survey, 2009

Summary of Participants' Ratings of the Quality of TALA Training

This chapter examined the quality of TALA training using findings discussed in earlier reports, as well as new survey data collected in 2009 from trainers, teachers (ELA and content area teachers in Grades 6-8), and administrators who attended the TALA administrator overview training. The main findings are discussed below:

Based on evaluation activities from summer 2008 through June 2010, TALA was generally perceived positively. Positive perceptions were held by the expert TAB who reviewed the materials and training strategies, observers from the evaluation team who observed TALA training, trainers who attended training to become TALA trainers, the teachers who participated in TALA training, and the administrators at campuses from which teachers attended TALA.

Positive perceptions included the following:

- The expert review panel noted that TALA materials are highly reflective of best practices in literacy instruction and teacher professional development and aligned with national and state standards for literacy education.

- Based on all observations of TALA training, observers indicated that TALA academies at all levels (regional TOTs, ELA and content area teacher academies for Grade 6 and Grades 7-8), were implemented with high quality facilitation that led to participant engagement.

- The overall quality and specific aspects of the TALA regional trainings of trainers (TOTs) was highly rated by ELA and, to a slightly lesser extent by content area regional trainers. Regional trainers indicated that the TOTs provided them with the knowledge/skills they needed, were of high quality, and were effective in preparing them for their roles and responsibilities as a regional trainer. Lastly, regional trainers were positive about the information they received from TEA, the developer, and state trainers regarding the goals of TALA and their responsibilities as a trainer.

- Of all teachers who responded to the survey, regardless of grade level or which session they attended (ELA or content area) or year (2008 or 2009), over 80% reported all aspects of the training they received as effective or highly effective. In particular, teachers rated the training materials, knowledge of presenters, and training content as effective or highly effective.

- Similar positive findings surfaced in the analysis of the participants' preparedness to implement TALA instructional routines, regardless of the year of the training attended (2008 or 2009) or the grade level taught (6, 7, or 8). ELA teachers indicated a high level of preparedness in implementing TALA Tier I routines, while it was evident that they felt most prepared to implement graphic organizers (i.e., the Frayer Model) as compared to any other Tiers II/III instructional routines. Content area teachers felt most prepared to implement routines to have students define words, pronounce words, generate examples and non-examples, and select words. This is not surprising given that these instructional routines are more conducive to content area curricula. Also, content area teachers are likely more comfortable with these routines than they are with other instructional routines.

- Regarding the TALA general strategies, both ELA and content area teachers felt most prepared to group or pair students, foster student engagement, and actively involve students.

- A majority of ELA and content area teachers across grade levels felt fairly well or very well prepared to design instruction for special populations of students.

- Teachers participating in TALA felt the training was relevant and helped improve their teaching and their peers' teaching. A majority of ELA and content area teachers across grade levels felt the training they attended helped them improve their teaching and felt the training was appropriate for their peers.

Recommendations Related to Critical Perceptions of TALA

While the perception of TALA was overwhelmingly positive, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- **Recommendation: TALA trainers should seek to create a balance between closely following provided presenter notes and injecting their own style and examples into TALA training.** Observers, trainers, and participants all noted that they felt that trainers read too much from presenter notes. This presentation style may have been due to the TALA training curriculum developer's detailed specifications (based on feedback from expert reviewers, TEA, and other stakeholders) on what information needed to be provided so TALA would impact the teachers as developers intended. While some regional trainers liked having more detail, this preference was likely based on their experience and comfort with implementing training that they did not personally develop. The focus on detailed presentation may have led to a higher level of implementation fidelity. However, it also may have hindered the presenters' spontaneity in a way that came off as "rote" and was distracting and/or off-putting. Providing guidance to trainers that allows a better balance between standardized presentation and unique presentation styles may be helpful in reducing these minimal negative perceptions.

- **Recommendation: TALA developers should continue to seek ways to fully engage content area teachers so that it is clear how they might connect TALA literacy strategies with their work in the classroom.** Content area trainers rated the quality of the TALA TOTs highly and reported that they were likely to attend a similar TOT. However, ELA regional trainers rated five of the eight quality aspects of the TALA training significantly higher than content area regional trainers. Content area teachers who attended TALA in 2009 felt slightly less prepared than ELA teachers to implement TALA Tier I instructional routines. In particular, content area teachers in 2008 and 2009 felt least prepared to facilitate partner reading. Partner reading is the one strategy that involves reading as a strategy (the other strategies are more general) and this finding suggests that content area teachers may not be likely to incorporate the partner reading strategy into their teaching.

Strong evidence that content area teachers were not quite as engaged with TALA also came from results related to whether or not teachers attending TALA training would recommend it to their peers. While a majority of ELA and content area teachers across grade levels felt the training they attended helped them improve their teaching and felt the training was appropriate for their peers, ELA teachers would recommend it more so for their peers (i.e., other ELA/reading teachers) than for content area teachers. Similarly, content area teachers were also more likely to recommend TALA to ELA teachers than to other content area teachers. Similarly, the likelihood of recommending TALA to peers by both ELA and content area teachers declined through the content areas from social studies, to science, to mathematics, in that order. These findings are expected since TALA is focused on improving literacy instruction and there is still and part of TALA's goal was to reduce the stigma about teaching literacy through the content areas, particularly in mathematics. Recommending TALA to peers who teach social studies (as compared to math and science) may be the most recommended by teachers because learning social studies requires strong comprehension skills.

- **Recommendation: Additional support and/or training may be needed in order for ELA teachers to become proficient with the TMSFA.** A smaller proportion of ELA teachers across all grade levels (about two-thirds) felt prepared to administer and interpret results of the TMSFA compared to other TALA strategies (about three-fourths) after attending TALA. This aligns with qualitative findings that ELA teacher participants indicated the need for a separate training on the use of the TMSFA in their classroom.

- **Recommendations: Additional work may be needed within the TALA training materials regarding using strategies with students from special populations (e.g., dyslexia). This may also be an area where teachers could use additional support or training during the school year.** Among the special populations examined, a majority of teachers felt most prepared to design instruction for students from low socioeconomic environments (at least three-quarters) and least prepared to design instruction for students with dyslexia (just over half). TALA may have a better effect on helping teachers design instruction for students with learning disabilities in general rather than specific disabilities like dyslexia. TALA may need a stronger focus on designing instruction for students with dyslexia, although this may already be available to teachers through more specialized training.

- **Recommendation: Consider developing a TALA administrator training that has a face-to-face component as well as additional content relevant to administrators.** The TAB concluded that the administrator training was "a step in the right direction" but that it would be improved if it was always offered in person with an online follow-up. While about half of the administrators rated the quality of the TALA administrator overview training to be "above average" or "excellent," the other half rated the quality lower. This may be due to the variation in how trainings were delivered (e.g., face-to-face, online), as well as who provided the training (ESCs or another provider). This warrants the need for more consistency in the delivery of the administrator training. The TAB also recommended that the administrator training be extended to include detailed instruction on the use of the Walkthrough Guide and a simplified Teacher Self-Assessment included in the materials. However, in this case, a majority of administrators rated the training structure, training content, and training materials as "effective" or "very effective."

Overall, based on substantial feedback from TALA participants from various groups, including the TAB, regional trainers, teachers, and administrators, as well as across two years of data collection, the quality of TALA has consistently been rated high. As TEA moves forward with ongoing implementation of TALA, consideration should be paid to some of the quality improvement suggestions that have been made throughout the evaluation.

4. Classroom Implementation of TALA: ELA Classrooms

This chapter includes evaluation findings related to the quality and level of implementation of the TALA training by participating ELA teachers (Objective #2 of the evaluation plan). New data collected through three activities in 2009 since Interim Report #2 are presented: (a) the 2009 survey of TALA ELA teacher participants. (b) online follow-up training in which TALA ELA teacher participants documented their implementation of TALA instructional strategies in their classrooms, and (c) observations of a sample of TALA ELA teacher participants' classrooms during site visits. As was done in Chapter 3, the 2009 findings are compared, when possible, to findings from 2008 data collection activities.

This chapter addresses the following questions:

- What were the professional and demographic characteristics of participating ELA teachers?
- In what ways were trained ELA teachers implementing TALA content and/or strategies?
  - At what tier(s) were ELA participating teachers implementing the content learned at the ELA academy?
- In what ways were trained ELA teachers using the progress monitoring instrument (i.e., the Texas Middle School Fluency Assessment, or TMSFA)?
- What did ELA teachers and campus administrators perceive as the barriers and facilitators to implementing TALA content/strategies in the classroom?
- How has participation in the TALA training affected ELA teachers' classroom literacy practices?

Survey of TALA ELA Teacher Participants

Reading and Writing Instructional Strategies

TALA includes both reading and writing instructional strategies; however, reading is discussed more than writing. While writing is an integral part of some of the TALA routines and strategies, it is a byproduct of the reading instruction covered by TALA.

Both Grade 6 and Grade 7 and 8 ELA teachers were asked to report on their own ability to implement a range of TALA reading and writing instructional strategies using a five-point scale, where 1 represented "not at all" and 5 represented "a great deal." The reading strategies used to determine each teacher's reading instruction average scale score included the following:

- adjust reading materials to an individual student's level
- adjust reading strategies based on ongoing informal assessments of students
- get students to read a wide variety of genres
- get students to read fluently during oral reading
- get students to talk with each other in class about books they are reading
- get students to use independent reading time productively
- get students to value reading

- help students figure out unknown words when they are reading

- meet the needs of struggling readers

- model effective reading strategies

- provide appropriate challenges for high ability readers

- provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes

- provide specific, targeted feedback to students during oral reading

- use a student's oral reading mistakes as an opportunity to teach effective reading strategies

- use a variety of informal and formal reading assessment strategies

- use flexible grouping to meet individual student needs for reading instruction

Writing strategies used to determine teachers' writing instruction average scale score included the following:

- adjust writing strategies based on ongoing informal assessments of students

- get students to use independent writing time productively

- model effective writing strategies

- provide students with writing opportunities in response to reading

- use students' writing to teach grammar and spelling strategies

As illustrated in Table 4.1 below, both Grade 6 and Grade 7 and 8 ELA teachers tended to self-report high levels of their ability to implement the strategies. Grade 6 ELA teachers had a reading instruction average scale score of 3.95, indicating that respondents felt, on average, that they could implement TALA techniques quite a bit. Similarly, Grade 7 and 8 ELA teachers had a high average scale score of 3.93. While there was no statistically significant difference between the average scale scores of Grade 6 and Grade 7 and 8 ELA teachers, one key difference was between the minimums of each grade's reading instruction average scale scores. Whereas the minimum reading instruction average scale score for Grade 7 and 8 teachers was 1.00, the minimum score for Grade 6 teachers was a 1.82, indicating that no Grade 6 teachers reported they were "not at all" able to utilize each of the TALA methods in their classrooms.

The writing instruction average scale scores for Grade 6 and Grade 7 and 8 ELA respondents was high, with both groups tending to indicate, on average, that they could employ TALA writing strategies between "to some degree" and "quite a bit." While Grade 6 ELA respondents' writing instruction average scale score was 3.84 and Grade 7 and 8 ELA respondents' writing instruction average scale score was 3.89, there was no statistically significant difference in these averages.

Table 4.1. Use of Reading and Writing Instructional Strategies as Reported by TALA ELA Respondents

Item	TALA ELA Respondents	Minimum	Maximum	Average	SD	N
Reading Instruction Average Scale Score	Grade 6 Teachers	1.82	5.00	3.95	0.68	294
	Grade 7 and 8 Teachers	1.00	5.00	3.93	0.66	2,052
Writing Instruction Average Scale Score	Grade 6 Teachers	1.00	5.00	3.84	0.85	294
	Grade 7 and 8 Teachers	1.00	5.00	3.89	0.81	2,052

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009. Scale ranges from 1 (Not at All) to 5 (A Great Deal).

TALA Tier I Instructional Routines

ELA teachers were asked how often they used the following seven Tier I instructional routines from the TALA ELA training in their classrooms, which include:

1. Selecting words
2. Pronouncing words
3. Defining words
4. Generating examples and non-examples
5. Building background knowledge
6. Identifying main ideas in text
7. Writing summaries

Table 4.2 depicts the self-reported frequency with which teachers implemented these seven Tier I instructional routines. The majority of Grade 6 ELA respondents implemented the instructional routines of building background knowledge (84%), defining words (83%), and identifying main ideas in text (81%) occasionally or frequently. Grade 6 ELA respondents implemented the instructional routines of writing summaries (59%), generating examples and non-examples (62%), and selecting words (68%) once a week or daily. In 2008, the most frequently implemented Tier I instructional routines by Grade 6 ELA respondents were identifying main ideas in text (66%), building background knowledge (61%), and defining words (60%). Although a different rating scale was used[25], which prevents a direct comparison, it is still noteworthy that the same three instructional routines were commonly used from 2008 to 2009.

Grade 7 and 8 ELA participants were asked how often they actually used the seven Tier I instructional routines from the TALA ELA training in their classrooms. Table 4.2 depicts the self-reported frequency with which teachers implemented these seven Tier I instructional routines. The majority of Grade 7 and 8 ELA respondents implemented the instructional routines of building background knowledge (83%), identifying main ideas in text (81%), and defining words (80%) once a week or daily. Grade 7 and 8 ELA respondents were least likely to implement the instructional routines of writing summaries (62%), selecting words (65%) and generating examples and non-examples (67%) once a week or daily.

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[25] The 2008 rating scale was: never, rarely, sometimes, occasionally, and frequently.

Table 4.2. Use of TALA Tier I Instructional Routines as Reported by TALA ELA Survey Respondents

Item	TALA ELA Respondents	N	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Selecting words	Grade 6 Teachers	299	7%	12%	14%	40%	28%
	Grade 7 and 8 Teachers	2,085	7%	13%	15%	38%	27%
Pronouncing words	Grade 6 Teachers	299	4%	8%	11%	24%	53%
	Grade 7 and 8 Teachers	2,085	5%	9%	10%	26%	50%
Defining words	Grade 6 Teachers	299	2%	6%	9%	34%	49%
	Grade 7 and 8 Teachers	2,085	2%	7%	11%	37%	43%
Generating examples and non-examples	Grade 6 Teachers	299	6%	13%	18%	34%	28%
	Grade 7 and 8 Teachers	2,085	5%	13%	15%	37%	30%
Building background knowledge	Grade 6 Teachers	299	2%	6%	8%	30%	54%
	Grade 7 and 8 Teachers	2,085	2%	6%	9%	30%	53%
Identifying main ideas in text	Grade 6 Teachers	299	3%	7%	9%	36%	45%
	Grade 7 and 8 Teachers	2,085	2%	6%	11%	37%	44%
Writing summaries	Grade 6 Teachers	299	5%	12%	24%	44%	15%
	Grade 7 and 8 Teachers	2,085	5%	12%	21%	44%	18%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

TALA Tier II/III Instructional Routines

ELA teachers were asked how often they used the following five Tier II or III instructional routines from the TALA ELA training in their classrooms:

1. Identifying text structures
2. Using graphic organizers
3. Identifying syllable structures
4. Conducting morphemic analysis
5. Generating Level I, II, and III questions

Table 4.3 depicts the self-reported frequency with which teachers implemented these five Tier II or III routines. Grade 6 ELA respondents are implementing Tier II or III instructional routines by using graphic organizers (70%), and generating level I, II, and III questions (62%) once a week or daily in the classroom. Grade 6 ELA respondents are least likely to implement the instructional routines of conducting morphemic analysis (39%), identifying syllable structures (52%), and identifying text structures (58%) once a week or daily in the classroom. The two Tier II or III routines implemented most often by 2009 Grade 6 ELA respondents either once a week or daily were also the two that

2008 Grade 6 ELA respondents indicated they used frequently. Although the response scale was not the same, the two routines most commonly implemented in 2008 were using graphic organizers (54%) and generating Level I, II, and III questions (34%).

Grade 7 and 8 ELA respondents are implementing Tier II or III instructional routines by using graphic organizers (70%), identifying text structures (61%), and generating level I, II, and III questions (61%) once a week or daily in the classroom. Grade 7 and 8 ELA respondents were least likely to implement the instructional routines of conducting morphemic analysis (38%) and identifying syllable structures (46%) once a week or daily in the classroom.

Table 4.3. Use of TALA Tier II/III Instructional Routines as Reported by TALA ELA Respondents

Item	TALA ELA Respondents	N	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Identifying text structures	Grade 6 Teachers	299	7%	13%	22%	38%	20%
	Grade 7 and 8 Teachers	2,085	6%	12%	21%	41%	20%
Using graphic organizers	Grade 6 Teachers	299	2%	9%	18%	44%	26%
	Grade 7 and 8 Teachers	2,085	2%	10%	18%	46%	24%
Identifying syllable structures	Grade 6 Teachers	299	14%	19%	15%	30%	22%
	Grade 7 and 8 Teachers	2,085	16%	19%	19%	28%	18%
Conducting morphemic analysis	Grade 6 Teachers	299	20%	20%	20%	24%	15%
	Grade 7 and 8 Teachers	2,085	23%	20%	19%	26%	12%
Generating Level I, II, and III questions	Grade 6 Teachers	299	7%	16%	15%	34%	28%
	Grade 7 and 8 Teachers	2,085	7%	14%	18%	33%	28%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

TALA Instructional Strategies

ELA teachers were asked how often they used the following seven general teaching strategies from the TALA ELA training in their classrooms:

1. Adapt instruction to structure learning opportunities for all students
2. Foster student engagement
3. Group or pair students
4. Facilitate partner reading
5. Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)
6. Provide explicit instruction using scaffolding (i.e., I Do, We Do, You Do)
7. Select appropriate text for fluency instruction

Table 4.4 shows that the majority of 2009 Grade 6 ELA respondents implemented the general strategies of fostering student engagement (95%), adapting instruction to structure learning opportunities for all students (90%), and grouping or pairing students (82%) once a week or daily in

the classroom. Although the 2008 teachers were provided with a different scale for indicating the frequency of their implementation of these strategies[26], the same three general strategies remained the most commonly implemented. Of the 2008 Grade 6 ELA respondents, 69% frequently fostered student engagement, 59% frequently adapted instruction, and 57% frequently grouped or paired students. In 2009, Grade 6 ELA respondents were least likely to implement the general strategies of selecting appropriate text for fluency instruction (59%), and facilitating partner reading (62%) once a week or daily in the classroom.

The majority of Grade 7 and 8 ELA respondents implemented the general strategies of fostering student engagement (93%), adapting instruction to structure learning opportunities for all students (88%), and grouping or pairing students (79%) once a week or daily in the classroom. Grade 7 and 8 ELA respondents were least likely to implement the general strategies of facilitating partner reading (58%) and selecting appropriate text for fluency instruction (59%) once a week or daily.

Table 4.4. Use of TALA Instructional Strategies as Reported by TALA ELA Respondents

Item	TALA ELA Respondents	N	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Adapt instruction to structure learning opportunities for all students	Grade 6 Teachers	299	1%	3%	6%	24%	66%
	Grade 7 and 8 Teachers	2,085	1%	4%	7%	20%	68%
Foster student engagement	Grade 6 Teachers	299	1%	1%	3%	17%	78%
	Grade 7 and 8 Teachers	2,085	1%	2%	4%	12%	81%
Group or pair students	Grade 6 Teachers	299	1%	6%	11%	41%	41%
	Grade 7 and 8 Teachers	2,085	1%	6%	14%	45%	34%
Facilitate partner reading	Grade 6 Teachers	299	9%	13%	16%	41%	21%
	Grade 7 and 8 Teachers	2,085	8%	14%	20%	40%	18%
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	Grade 6 Teachers	299	2%	7%	13%	36%	42%
	Grade 7 and 8 Teachers	2,085	3%	8%	13%	36%	40%
Provide explicit instruction (i.e., I Do, WE Do, YOU Do)	Grade 6 Teachers	299	4%	7%	15%	25%	49%
	Grade 7 and 8 Teachers	2,085	4%	8%	13%	30%	45%
Select appropriate text for fluency instruction	Grade 6 Teachers	299	11%	15%	15%	33%	26%
	Grade 7 and 8 Teachers	2,085	11%	15%	15%	32%	27%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

[26] The scale in 2008 was: never, rarely, sometimes, occasionally, and frequently.

Use of the TMSFA

The TMSFA assesses student abilities in word identification, fluency, and comprehension; training in the use of decision-making tools for tracking progress and planning instruction; and practice administering assessments and interpreting results. TMSFA training recommends that the assessment be administered at the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY), although only the BOY administration is required by the state. Results from each administration are intended to guide student placement (e.g., reading groups, interventions).

Table 4.5 presents the frequency with which TALA ELA teachers actually administered and interpreted the TMSFA in 2009. Just about half (53%) of the Grade 6 ELA teachers reported that they had ever administered and interpreted the TMSFA at various intervals (once a month, every two weeks, once a week, or daily). This represents a decrease from 2008 when 67% of the Grade 6 teachers reported ever administering and interpreting the TMSFA. Similarly, in 2009, exactly half (50%) of the Grade 7 and 8 ELA teachers reported ever administering the TMSFA.

Although the scales used with Grade 6 ELA teachers in 2008 and 2009 differed,[27] these percentages still reflect a sizable difference in the frequency of the TMSFA's administration and interpretation from 2008 to 2009. Furthermore, as reported in Chapter 3, the majority of ELA teachers reported that they felt prepared to administer the TMSFA. Over two-thirds (69%) of Grade 6 ELA respondents felt fairly well or very well prepared to administer the TMSFA, and 66% felt fairly well prepared or very well prepared to interpret the results of the TMSFA. Similarly, two-thirds (67%) of Grade 7 and Grade 8 ELA respondents felt fairly well or very well prepared both to administer and interpret results of the TMSFA. So while the teachers felt prepared, a smaller percentage of teachers were actually administering the TMSFA and interpreting the results of the TMSFA. One possible explanation for this is that districts may have assigned only a few teachers or reading specialists to conduct all TMSFA for the district.

Table 4.5. Use of TMSFA, as Reported by TALA ELA Respondents

Item	TALA ELA Respondents	N	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Administer the Texas Middle School Fluency Assessment (TMSFA)	Grade 6 Teachers	299	47%	37%	4%	6%	6%
	Grade 7 and 8 Teachers	2,085	50%	36%	4%	6%	4%
Interpret the results of the Texas Middle School Fluency Assessment (TMSFA)	Grade 6 Teachers	299	47%	37%	4%	6%	6%
	Grade 7 and 8 Teachers	2,085	50%	36%	4%	6%	4%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Incorporating TALA into Instruction

ELA teachers were asked about "the extent" to which they incorporated what they learned at the training into their instruction, or into their helping of other teachers. As seen in Table 4.6, 83% of Grade 6 and 84% of Grade 7 and 8 ELA respondents felt that they were incorporating what they learned into their instruction "to some degree" or "quite a bit." This was approximately the same as in 2008, when 82% of Grade 6 ELA respondents reported they were incorporating TALA training into their instruction "to some degree" or "quite a bit."

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[27] The scale of responses provided on the 2008 TALA Teacher Participant Survey was: never, rarely, sometimes, occasionally, and daily.

Table 4.6. Extent to which ELA Respondents Report Incorporating TALA Practices and Strategies into Instruction

Item	TALA ELA Respondents	N	Not At All	Very Little	To Some Degree	Quite a Bit	A Great Deal
To what extent are you incorporating what you learned at the TALA training into your instruction or helping teachers incorporate strategies and practices into their instruction?	Grade 6 teachers	297	1%	8%	41%	42%	8%
	Grade 7 and 8 teachers	1,958	1%	5%	45%	39%	10%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

ELA Teachers who participated in the TALA ELA Academy were asked in an open-ended response question to describe "in what ways" they have incorporated what they learned from the training into their instruction in the classroom. Table 4.7 illustrates common themes from the ELA teachers' responses. Among those cited by Grade 6 ELA respondents, the most common methods of incorporating the TALA training were the use of new strategies (35%), using both new strategies and new instructional routines (27%), or new instructional routines (23%) in their classrooms. A few participants (2%) stated that they are currently using TALA strategies and practices in their classrooms. The 'other' common theme, which composed 12% of the responses, referred to the degree to which participants incorporate TALA into their instruction (the question was asking in what ways, not the degree of incorporation).

Table 4.7. Ways that ELA Respondents Report Incorporating TALA Practices and Strategies into Instruction

In what ways are you incorporating what you learned at the TALA in your instruction?	Percentage of Grade 6 Teachers (N=299)	Percentage of Grade 7 and 8 Teachers (N=2,085)
Using new strategies	32%	31%
Using new instructional routines	20%	28%
Using both new strategies and instructional routines	25%	19%
Already employing TALA strategies	2%	3%
Other	11%	10%
None	2%	3%
No response	8%	6%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Grade 6 ELA respondents' means of incorporating new TALA strategies in the classroom illustrate a wide spectrum, and mostly revolved around partner reading, fluency assessments, the scaffolding strategy, and getting the gist. One participant stated, "I used the fluency assessment at the beginning of the school year to find out how my students were reading coming into Grade 6. It helped me quite a bit and gave me time with each student one-on-one to evaluate them." Another participant stated, "I am using the partner reading methods, the anticipation reaction guides, and the fluency reading frequently in my classroom." Lastly, one participant stated, "I used the information from TALA to group my students and to make my seating charts. I also use the 'I Do, We Do, You Do strategy."

While some Grade 6 ELA respondents chose to weave only TALA strategies or only TALA instructional routines into their instruction, other participants used both. One participant stated, "To

help the students in independent reading, I provide them with word study strategies for spelling, and for writing effectively we do partner reading." Another participant stated, "I utilize partner reading and the Frayer Model frequently. I have also administered the TMSFA and have implemented strategies based on the results."

Additionally, Grade 6 ELA respondents have incorporated TALA by using new instructional routines in their classrooms. One participant stated, "The things I use most are the vocabulary instruction and students generating Level 1, 2, 3 questions." Another participant stated, "I have used the *Frayer Model* several times to introduce new vocabulary words."

The most common methods of incorporating the TALA training by Grade 7 and 8 ELA respondents (Table 4.7) were the use of new strategies (31%), new instructional routines (28%) or both strategies and routines (19%) in their classrooms. A few participants (3%) stated that they were already employing TALA strategies and practices in their classrooms prior to the training. While Grade 7 and 8 ELA respondents means of incorporating new TALA strategies in the classroom ranged widely, many of them revolved around partner reading, fluency assessments, the scaffolding strategy, and getting the gist. One participant noted that TALA methodologies were used mostly for group activities, and as a result "the reluctant participant and reader feels more confident he/she is not alone. The cooperative setting has facilitated more peer intervention. The special populations have become more active participants." Another teacher credited TALA strategies with helping him to "be more aware of individual student needs" and "overcome those [students' needs]." Lastly, another participant reported that, "in administering the TMSFA at the beginning of the school year, results revealed a great deal about the students I teach, which inevitably helped in designing the right strategies for students."

Other Grade 7 and 8 ELA respondents concentrated on the employment of TALA instructional routines, with many emphasizing TALA approaches to vocabulary instruction and their use of the Frayer model. Others have also been using strategies "to help the students write and recognize good summaries and main idea[s]," with one participant noting that TALA instructional routines are a part of the lesson plan with daily vocabulary exercises.

Although some Grade 7 and 8 ELA respondents chose to include only TALA strategies or only TALA instructional routines into their instruction, other participants used both in concert with one another. As one teacher explained, "I incorporate as much as possible taking into account the capacity of my students." Another indicated that use of the partnered reading, the Notes Log, and identification of main ideas had "certainly improved the students' ability to provide good support and proof for their main points. The students also enjoy partnering up and work hard on understanding the main ideas and gathering supporting details. The students actually compete with "Get the Gist" to see who can state the main points clearly and succinctly."

TALA Online Follow-Up by ELA Teacher Participants

In order to receive the second half of their stipends ($250) and to obtain a Continuing Professional Education (CPE) certificate, TALA ELA Academy participants were required to complete a one-day practicum follow-up. ELA teachers had to submit online documentation of the follow-up between September and December 2009 for two activities: one for Tier I and one for either Tiers II/III or the TMSFA. Much of what was found in the results from the ELA teacher surveys was validated by the online follow-up documentation that ELA teachers completed.

Overall, 548 of the 702 TALA Grade 6 ELA teacher participants (78%) and 3,721 of the 4,273 TALA Grade 7 and 8 ELA teacher participants (87%) in 2009 completed the online training. As expected, most of the TALA ELA teacher participants across grades implemented the literacy instructional routines in English language arts and reading courses across all tiers and the TMSFA. A large majority of the TALA Grade 6 ELA teacher participants implemented TALA instructional routines in classes with Grade 6 students across all tiers, while the TALA Grade 7 and 8 ELA teacher participants implemented TALA instructional routines almost equally in classes with Grade 7 and 8 students across tiers. The TMSFA was mostly implemented by TALA Grade 7 and 8 ELA teacher participants with Grade 7 students. This is not surprising give the state requirement for TMSFA administration with Grade 7 students.

In terms of class size, Tier I and Tiers II/III instructional routines documented in the online follow-up activities were implemented most frequently in classes with 21 to 30 students, while TMSFA instructional routines were implemented most commonly in classes with one to ten students. This is partly what would be expected given that Tier I strategies would be used with all students. Likewise, the TMSFA is for diagnostic purposes for struggling readers, and these struggling readers tend to be taught in small groups, so it is likely that the TMSFA would be used in small groups. However, one might expect to see Tier II and III strategies implemented in classes with fewer students given that these strategies are used with students who do not understand a concept after a Tier I strategy. It is possible that entire classes needed additional help beyond a Tier I strategy, which is why a Tier II or III strategy would be used with larger groups of students.

In terms of lesson planning, ELA teachers across grade levels spent more time preparing to administer the TMSFA—over half of the ELA teachers who administered the TMSFA (54% of Grade 6 and 53% of Grade 7 and 8 teachers) planned for over one hour. ELA teachers spent less time planning for Tier I and Tiers II/III lessons than for TMSFA. Overall, 24% and 26% of the Grade 6 and Grade 7 and 8 participating teachers, respectively, spent 20 minutes or less to plan Tier I lessons, 32% (Grade 6) and 29% (Grade 7 and 8) spent 30 minutes, and the remaining 44% (Grade 6) and 45% (Grade 7 and 8) spent 45 minutes or more. In comparison, 21% of the Grade 6 ELA teachers spent 20 minutes or less to plan Tiers II/III lessons, 28% spent 30 minutes, and the remaining 51% spent 45 minutes or more. Similarly, 24% of the Grade 7 and 8 ELA teachers spent 20 minutes or less to plan Tiers II/III lessons, 29% spent 30 minutes, and the remaining 47% spent 45 minutes or more.

Table 4.8 shows the phases of explicit instruction process (I Do, We Do, You Do) and areas of need for the TMSFA, which were similarly implemented by TALA Grade 6 and Grade 7 and 8 teachers. TALA Grade 6 and Grade 7 and 8 ELA teacher participants most frequently reported that they implemented We Do: Teacher-assisted explicit instruction (36% and 38%, respectively), followed by I Do: Modeling (35% and 30%), while Tiers II/III lessons most often included I Do: Modeling (41% and 35%) and We Do: Teacher-assisted instruction (37% and 34%). You Do: Independent Practice was the phase that was least commonly implemented by less than 15% of ELA teachers in Tier I and Tiers II/III. In terms of the areas of need addressed by teachers implementing the TMSFA, ELA teachers most frequently addressed fluency and comprehension (44% Grade 6 and 50% Grade 7 and 8); 33% (Grade 6) and 29% (Grade 7 and 8) of ELA teachers addressed decoding, fluency and comprehension; and the remaining 23% (Grade 6) and 21% (Grade 7 and 8) addressed comprehension only.

Table 4.8. Phase of the Three-Step Explicit Instruction Process in Which TALA ELA Teacher Participants Implemented the Online Follow-Up Activity by Tiers and Portions of the TMSFA

Phase of Explicit Instruction Process/Area of Need	Grade 6 Tier I (n=548)	Grade 6 Tiers II/III (n=425)	Grade 6 TMSFA (n=117)	Grades 7-8 Tier I (n=3,708)	Grades 7-8 Tiers II/III (n=2,725)	Grades 7-8 TMSFA (n=974)
I Do: Modeling	35%	41%	---	30%	35%	---
We Do: Teacher-assisted	36%	37%	---	38%	34%	---
We Do: Peer-assisted	20%	17%	---	23%	18%	---
You Do: Independent Practice	9%	5%	---	9%	13%	---
Fluency & Comprehension	---	---	44%	---	---	50%
Decoding, Fluency, & Comprehension	---	---	33%	---	---	29%
Comprehension	---	---	23%	---	---	21%

Source: Online Follow-Up Training Database, 2009

Table 4.9 lists the TALA instructional routines and portion of the TMSFA that TALA ELA teacher participants implemented. The most frequently implemented Tier I routine was partner reading & active involvement (34% of Grade 6 and 35% of Grade 7 and 8 teachers). The most commonly implemented Tiers II/III routine by ELA teachers was generating Level 1 questions (36% and 33%, respectively). Most ELA teachers (96% and 97%, respectively) gave either the passage reading fluency subtest of the TMSFA only, or the passage reading and the word reading subtests of the TMSFA.

Table 4.9. Instructional Routines by Tiers and Portions of the TMSFA Implemented for Online Follow-Up Activity by TALA ELA Teacher Participants

Instructional Routines/Portions of the TMSFA	Grade 6 Tier I (n=548)	Grade 6 Tiers II/III (n=425)	Grade 6 TMSFA (n=117)	Grades 7-8 Tier I (n=3,708)	Grades 7-8 Tiers II/III (n=2,725)	Grades 7-8 TMSFA (n=974)
Partner Reading & Active Involvement	34%	---	---	35%	---	---
Generating Examples and Nonexamples (*Frayer Model*)	22%	---	---	18%	---	---
Pronouncing and Defining Words	19%	---	---	20%	---	---
Composing Main Idea Statements (*Notes Log*)	11%	---	---	11%	---	---
Using *Anticipation Reaction Guides*	9%	---	---	13%	---	---
Composing Summaries (*Notes Log*)	5%	---	---	3%	---	---
Generating Level 1 Questions	---	36%	---	---	33%	---
Building Fluency with Partner Reading	---	26%	---	---	28%	---
Identifying Syllable Types	---	19%	---	---	14%	---
Morphemic Analysis	---	11%	---	---	17%	---
Generating Level 3 Questions	---	4%	---	---	5%	---
Generating Level 2 Questions	---	4%	---	---	3%	---
Middle School Fluency Assessment	---	0%	---	---	---	---
Morphemic study	---	0%	---	---	---	---
Passage Reading Fluency Subtest	---	---	51%	---	---	41%
Both Passage Reading and Word Reading Subtests	---	---	45%	---	---	56%
Word Reading Fluency Subtest	---	---	4%	---	---	3%

Source: Online Follow-Up Training Database, 2009

Several open-ended questions were included in the online follow-up documentation. Sample responses to these questions for each routine are included in Appendix E. First, TALA ELA teacher

participants were asked to explain why they chose to implement a particular routine or portion of the TMSFA. For Tier I instructional routines, ELA teachers indicated that they implemented these routines for reasons such as: (a) to help students build skills in areas in which they constantly struggle (e.g., comprehension, vocabulary, fluency), (b) to differentiate instruction, (c) to address the needs of specific groups of students, (d) to implement a routine or strategy that they learned during TALA, and (e) to address areas of low student achievement (i.e., specific standards) on benchmark assessments or high stakes tests (i.e., TAKS).

Next, for Tiers II/III instructional routines, teachers indicated that they implemented these routines to help struggling readers, reinvigorate their teaching using new methods, and help students develop skills that will help them become better readers across all subjects. Similar tables as those produced for sample responses to open-ended items for Tier I instructional routines are included in Appendix E for the Tiers II/III instructional routines and TMSFA.

The remaining open-ended items were not fully analyzed by the evaluation team, but sample responses are included in Appendix E. ELA teachers were also asked to describe any differences between the TMSFA and the other diagnostic and progress monitoring assessments they have used and to provide an outline of how they implemented their chosen instructional routine. ELA teachers also provided information on how they thought students performed during the implementation of TALA instructional routines. Additionally, teachers who administered the TMSFA were asked about any changes to their classroom instruction based on results obtained from the assessment. ELA teachers completing the online follow-up activity were asked what other teachers in the same subject area would need to know if they were interested in implementing a TALA strategy.

Nearly all of the TALA ELA teacher participants (over 95%) reported that they perceived the lesson they implemented as successful. For teachers who believed that the lesson was successful, reasons for its success included students had improved in reading fluency and comprehension, teachers were able to accurately assess students' strengths and weaknesses, students were engaged, and the routine was successful in accomplishing the goals of the lesson. As one teacher stated, "[The TMSFA] helped me actually hear what the students are struggling with. I can use their scores to help plan my lessons and focus on things they can all work on." Another teacher stated, "Absolutely successful, everyone worked together to reach one objective: improving reading comprehension! My students not only benefited from the reading comprehension, but truly enjoyed the activity. They learned to work with one another without the peer-pressure that comes from being different. Several teachers from content areas have asked me about the activity because the students want to implement it in their class." For teachers who did not believe that the lesson was successful, comments on its failure included:

- Struggling readers becoming frustrated when it was their turn to do the assignment on their own
- Students misbehaving
- Students needing more guided practice and teacher modeling
- Students having trouble concentrating because too much was happening in the classroom
- The students not taking the subject matter serious enough to get the gist of how the *Frayer Model* would be helpful
- The lesson being too complex and not engaging students.
- Language issues slowing down the pace of the lesson

- Teachers already being aware of students' reading levels and not learning anything new from the assessment

- Having to go back to the "I Do" because routine was too difficult of an idea for students to begin with

- Not spending enough time on the "We Do" phase to ensure students had a good grasp on the subject.

- Already having these strategies incorporated into teaching methods

- Teachers not having adequate time to plan or implement lesson. The lack of time leading to incomplete implementation of the routine.

- Having too many students in the classroom; many teachers commented that the lesson would have been successful in a smaller group.

One ELA teacher indicated that the lesson "was a success to some extent, just because [the students] tried. They need a lot more practice. I would also like to move them into reading harder material. I was using fourth grade material." Another ELA teacher noted that over time, the lesson could become successful, stating, "Since it was only done once, I feel students were not comfortable with the routine; but perhaps with more practice, they would be less reluctant to read aloud with partners."

Observations of TALA ELA Classrooms

As described in Chapter 3 (Evaluation Approach), classroom observers completed the TALA-Specific Classroom Observation Instrument (TALA-COI). This instrument was used by observers to gather data about the implementation of TALA-specific routines (general, vocabulary, comprehension, word study, fluency, and inferential comprehension).

The evaluation team established the minimum length of each classroom observation at 25 minutes in order for it to count as a completed observation, and the maximum length of each observation at 60 minutes. Therefore, the length of the observations varied across schools due to the many ways in which class schedules are established at each school.

Implementation of TALA-Specific Instructional Routines

The TALA-COI was designed to collect information about the implementation of TALA-specific general instructional strategies and routines (vocabulary, comprehension, word study, fluency, and inferential comprehension). Observers were instructed to complete this protocol as soon as the observation was completed so that the observation was fresh in their minds. Observers relied heavily on their field notes taken during the observation to complete this instrument. The TALA-COI is a checklist with main questions and sub-items under each question. Observers were instructed to read each item and indicate whether the routines were addressed at any point throughout the entire lesson observed. If the TALA routine was observed, follow-up questions were often listed (but not always) to capture more detail about each routine or practice. Therefore, if the observer responded "yes" to the main question, then the sub-items under that main question were also answered. Observers were to "select all that apply" to all sub-items.

General Instructional Strategies

The following five main questions relating to the general instructional strategies taught in TALA guided the observation:

1. Did the teacher adapt instruction during the lesson?
2. Did the teacher foster student engagement?
3. Did the teacher provide explicit instruction?
4. Did the teacher provide feedback to the students?
5. Did the students work in groups?

If the general instructional strategy was observed, then observers were prompted to respond to a series of sub-items (if applicable) to indicate whether or not specific aspects of each general instructional strategy were observed. These questions and sub-items aligned with the general instructional strategies taught in TALA.

Results from the 28 ELA classroom observations are presented in Figure 4.1. The figure illustrates that 96% of the observed ELA teachers provided feedback to the students during the observed lesson, fostered student engagement, and provided explicit instruction to students. About two-thirds (68%) of teachers adapted instruction during the observed lesson. Students worked in groups/pairs during 57% of the observations.

Figure 4.1: Observations of ELA Teachers' Implementation of TALA General Instructional Strategies (N=28)
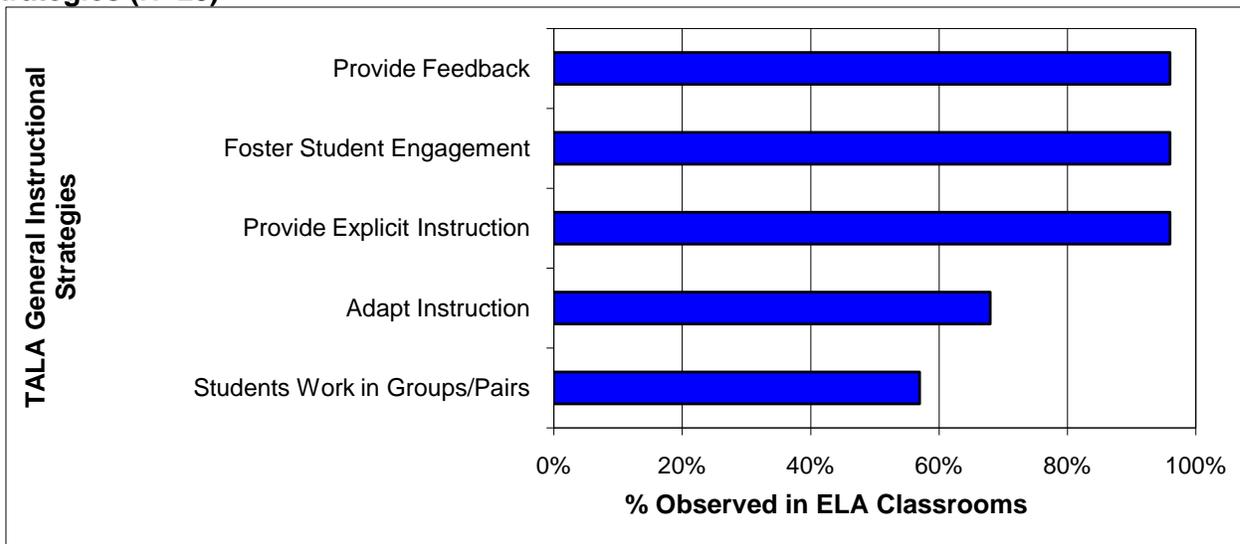
Source: TALA Classroom Observations, 2009

Table F-1 in Appendix F lists the five main questions about the TALA-specific general instructional strategies along with how many and what percentage each was observed during the 28 ELA classroom observations. In addition, the sub-items (if applicable) are listed under each of the main questions. In the majority of cases when ELA teachers provided explicit instruction, observers noted that students were guided by the teacher as they completed the task, the teacher performed a think-aloud, and students completed the task individually, in pairs, or in groups. Feedback that was provided by ELA teachers was mostly corrective and positive (no negative feedback was provided).

TALA Instructional Routines

As previously stated, observers were instructed to record the occurrence of the TALA instructional routines in the ELA teachers' classrooms. This included vocabulary, comprehension, word study (syllable patterns), word study (morphemes), fluency, and inferential comprehension routines. Figure 4.2 illustrates the percentage of classrooms where each routine was observed. As predicted by the TAB, comprehension and vocabulary instructional routines (Tier I) were observed most frequently, although only comprehension was observed in over half of the cases. There were fewer observations of word study (syllable patterns), word study (morphemes), fluency, and inferential comprehension routines (Tier II/III routines). The following sections provide details about the implementation of Tier I and II/III routines in the ELA teachers' classrooms.

Figure 4.2: Observations of ELA Teachers' Implementation of TALA Instructional Routines (N=28)
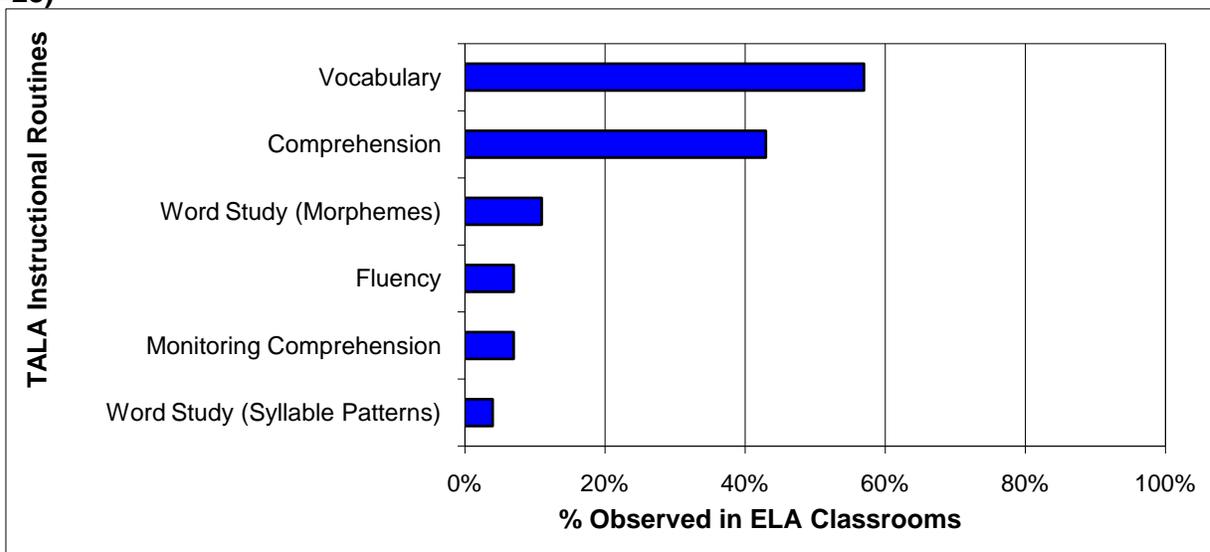
Source: TALA Classroom Observations, 2009

Vocabulary. Observers were instructed to indicate whether the lesson included vocabulary instruction, and if so, which TALA vocabulary instructional routines were observed during each lesson. Questions about these vocabulary instructional routines included:
1. Did the teacher pre-teach vocabulary words?
2. Did the teacher teach academic vocabulary words?
3. Did the teacher teach content-specific vocabulary words?
4. Did the teacher teach the vocabulary words by pronouncing words, defining words, identifying characteristics of the words, or generating examples and/or non-examples of the words?
5. Did the teacher use everyday language to explain the meaning of vocabulary words?
6. Did the teacher use the *Frayer Model* to teach vocabulary?

Observers indicated that vocabulary instructional routines occurred in 16 of 28 observations (57%). During those 16 observations, 100% of teachers taught vocabulary by pronouncing words. Other common routines used were defining words (88%), using everyday language to explain the meaning of words (88%), and generating examples of words (75%). Teachers used the *Frayer Model* in half of the lessons in which vocabulary instructional routines occurred. Fewer teachers

were observed identifying characteristics of words (38%) and generating non-examples of words (25%). Overall, ELA teachers taught academic words (94%) more often than content-specific words (44%), and a little over half of teachers (56%) pre-taught the vocabulary words during the observed lessons. Table F-2 in Appendix F describes the TALA-specific vocabulary instructional routines with the frequencies and percentages of the observations of the 28 ELA classrooms.

Comprehension. Observers were instructed to indicate whether the lesson included comprehension instruction, and if so, which TALA comprehension instructional routines were observed during each lesson. Questions about these comprehension instructional routines included:

1. Did the teacher build upon the students' background knowledge prior to reading the text?
2. Did the teacher use *Anticipation-Reaction Guides*?
3. Did the teacher instruct the students to identify the main ideas of the text?
4. Did the teacher state the primary focus of the text, connect the text to prior learning, identify the main ideas of each paragraph, record important details related to the main ideas, and/or compose a main idea of the section statement?
5. Did the teacher use the *Notes Log* when teaching about main ideas?
6. Did the teacher use the *Get the Gist* routine to find the main ideas of the paragraph?
7. Did the teacher instruct the students to summarize the text?
8. Did the teacher use the *Notes Log* when teaching about writing summaries?

Observers indicated that 12 of the 28 observed lessons (43%) included comprehension instructional routines. The most commonly observed comprehension instructional routines were teachers building upon the students' background knowledge prior to reading the text, teachers instructing students to identify the main ideas of the text, and teachers connecting the text prior to learning (all were observed in 67% of the lessons). Half of the teachers that used comprehension instructional routines used the *Get the Gist* routine in the observed lessons, and 42% of these teachers stated the primary focus of the text and instructed students to summarize the text. Fewer teachers identified the main ideas of each paragraph (25%), or recorded important details related to the main ideas (17%) compared to other comprehension instructional routines. The least common comprehension routines observed were use of the *Anticipation Reaction Guides*, use of the *Notes Log* when teaching about main ideas and writing summaries, and teachers composing a main idea of the section statement. Each of these routines was observed in only 8% of the lessons where comprehension instructional routines were observed. Table F-3 in Appendix F describes the comprehension instructional practices with the frequencies and percentages of the 28 observations in the ELA classrooms.

Word Study (Syllable Patterns). Observers were instructed to indicate whether the lesson included word study instruction that focused on syllable patterns, and if so, which TALA word study instructional routines were observed during each lesson. Questions about these word study instructional routines included:

1. Did the teacher instruct students to recognize syllable patterns, and if so, what types of syllable patterns were taught?
2. Did the teacher teach about irregular words?
3. Did the teacher use direct instruction to teach the syllable patterns?
4. Did the teacher discuss the effect of the syllabic pattern on the vowel sound to teach syllable patterns?

5. Did the teacher practice the types of syllables (identifying/sounding out) to teach syllable patterns?
6. Did the teacher generalize the syllable patterns to new words to teach syllable patterns?

Only 1 of the 28 observed ELA lessons included word study instruction focusing on syllable patterns, or about 4% of the observed lessons. During this lesson, the closed,[28] open[29], and vowel-consonant-*e* (silent *e*)[30] syllable patterns were taught. To teach syllable patterns, the teacher practiced the types of syllables (identifying/sounding out) with the class. The teacher did not go over irregular types of syllable patterns[31], vowel-r syllables[32], vowel pair syllables[33], and consonant-le syllables[34] during the instruction of syllable patterns in the observed lesson. Table F-4 in Appendix F describes the word study (syllable patterns) instructional practices with the frequencies and percentages of the 28 observations in the ELA classrooms.

Word Study (Morphemes). Observers were instructed to indicate whether the lesson included word study instruction that focused on morphemes, and if so, which TALA word study instructional routines were observed during each lesson. Questions about these word study instructional routines included:

1. Did the teacher instruct students to recognize morphemes by using various strategies?
2. Did the teacher instruct students to use the *morphemic analysis routine* to determine the meaning of words by using various strategies?

Three of the 28 observed ELA lessons included word study instruction focusing on morphemes, or about 11% of the observed lessons. The three teachers instructed students to recognize morphemes (the smallest meaningful linguistic unit in the grammar of a language) mostly by using direct instruction of roots and affixes and by generating examples and non-examples of the morphemes; each of these strategies was observed in 33% of the observed lessons. Teachers in these three observed classrooms did not instruct students to recognize morphemes by generalizing the morphemes to new words.

Teachers instructed students to use the morphemic analysis routine to determine the meaning of words using various strategies, including thinking about what the root means (100%), finding the prefixes and suffixes (100%), thinking about what the prefixes and suffixes mean (100%), finding the root of the word (67%), combining the meaning of the word parts (67%), and trying the possible meaning in a sentence (33%). Teachers in the observed classrooms did not Table F-5 in Appendix F describes the word study instructional practices with the frequencies and percentages of the 28 observations in the ELA classrooms.

Fluency. Observers were instructed to indicate whether the lesson included fluency instruction, and if so, which TALA fluency instructional routines were observed during each lesson. Questions about these fluency instructional routines included:

1. Did the teacher read the passage aloud?
2. Did the students engage in partner reading?

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[28] Closed syllables have one vowel that is closed by a consonant and the vowel sound is short (e.g., *rabbit*).

[29] Open syllables have one vowel that is not followed by a consonant (e.g., *label*).

[30] Vowel-consonant-*e* (silent *e*) syllables end in one vowel, one consonant, and a final *e*. The vowel is long and the final *e* is silent (e.g., *profile*).

[31] Irregular types of syllable patterns have letter combinations that do not make their expected sound.

[32] Vowel-r syllables include one, and only one, vowel followed by an *r*, or one vowel followed by an *r* which is followed by a silent *e*, or a vowel combination followed by an r (e.g., *car, care, deer*).

[33] Vowel pair syllables have two (or more) vowels that come together to make one sound (e.g., *beach, caution)*.

[34] Consonant-le syllables have a consonant followed by the letters le, and are normally found at the end of a word (e.g., *turtle*).

The observed ELA lessons included fluency instruction only 7% of the time, or in only 2 of the 28 observations. In both instances, the teachers read the passage out loud, and when they did, both classes of students provided the main idea of the passage. However, students followed along and underlined words to review and repeated the underlined words in only 1 classroom that was observed. Students engaged in partner reading in one observed lesson, and during this lesson, students read a passage for one minute, followed along with their partner and underlined errors or skipped words, circled the last word read, conducted the error correction procedures, calculated words correct per minute, and took turns so each partner did all of these tasks while the other read the passage.

Table F-6 in Appendix F describes fluency instructional practices with the frequencies and percentages of the 28 observations in the ELA classrooms.

Inferential Comprehension. Observers were instructed to indicate whether the lesson included monitoring comprehension, and if so, which TALA inferential comprehension instructional routines were observed during each lesson. Questions about these inferential comprehension instructional routines included:

1. Did the teacher explain the purpose for generating questions while reading?
2. Did the teacher show students how to generate questions while reading?
3. Did students generate questions and answers?
4. Did the students use question cards?

Throughout all observations of ELA classrooms, monitoring comprehension was observed only 7% of the time, or during 2 of the 28 lessons. The teachers in both of these lessons instructed students to generate questions by relating something in the passage to something the class previously studied, read, or experienced. Teachers were not observed explaining the purpose for generating questions while reading, nor did they utilize any other instructional technique to show students how to generate questions. Students worked with partners to generate questions, and discussed questions and answers with the partner during both lessons. Additionally, students in both lessons used questions cards, individually and with the whole class.

Table F-7 in Appendix F describes inferential comprehension with the frequencies and percentages of the 28 observations in the ELA classrooms.

Summary of the Classroom Implementation of TALA: ELA Classrooms

Based on evaluation activities from summer 2008 through June 2010, TALA ELA teacher participants reporting feeling familiar with and prepared to implement TALA instructional routines and strategies in their classrooms. Furthermore, TALA ELA teacher participants were actually implementing TALA instructional routines and strategies in their classrooms and reporting positive results. Specifically, TALA ELA teacher participants were familiar with, prepared for, and actually implementing Tier I as well as Tier II/III instructional routines. In addition to previously reported results, new evidence to support these findings since Interim Report #2 comes from the following data sources: (a) the 2009 survey of TALA ELA teacher participants, (b) online follow-up training in which TALA ELA teacher participants documented their implementation of TALA instructional strategies in their classrooms, and (c) observations of a sample of TALA ELA teacher participants' classrooms during site visits.

While TALA ELA teacher participants are prepared to implement TALA instructional routines and strategies and have had success in implementing TALA in their classrooms, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- TALA ELA teachers in all grade levels feel prepared to effectively teach reading and writing instructional routines to students. As would be expected based on the high ratings of training quality reported in Interim Report #2, TALA ELA teacher participants , regardless of grade level, reported that they were confident in their abilities to implement a range of TALA reading and writing instructional routines.

- TALA ELA teachers' confidence translated into new lesson designs and implementation of TALA instructional routines and strategies in ELA classrooms. Data collected across time points from the online follow-up and teacher survey indicate that teachers implemented the TALA instructional routines and strategies and that the patterns of use were somewhat consistent across time (from 2008 to 2009) and similarly across grades.

- TALA ELA teachers indicated that lessons in which they incorporated TALA strategies and routines were successful. Teachers who participated in the online follow-up training reported that the lessons they implemented as part of the practicum were highly successful regardless of whether they were developed for Tier I or Tier II/III interventions.

- TALA ELA teachers were incorporating TALA general strategies into their lessons. The majority of 2009 Grade 6 ELA survey respondents fostered student engagement, adapted instruction to structure learning for all students, and grouped or paired students once a week or daily. Although a different scale was used, the 2009 findings are consistent with findings from 2008. In the classroom observations, the most often used general instructional strategies were providing feedback, fostering student engagement, and providing explicit instruction.

- TALA ELA teachers were incorporating TALA instructional routines into their lessons. Vocabulary and comprehension instructional routines (Tier I) were observed most frequently during classroom observations.

- TALA ELA teachers across all grade levels implemented what they learned in TALA in their classrooms. At least 82% of TALA Grade 6 ELA teachers (in 2008 and 2009) reported that they were incorporating what they learned into their instruction "to some degree" or "quite a bit" of the time. About the same percentage of TALA Grade 7 and 8 ELA teachers (84%) felt that they were incorporating what they learned into their instruction "to some degree" or "quite a bit."

- TALA ELA teachers adapted TALA instructional routines, as evidenced by the percentage of time used in each phase of the three-step explicit instruction process. Grade 6 teachers who implemented the three-step explicit instruction process in their online follow-up activity for Tier I students reported that most of the time was used for the I Do: Modeling and the We Do: Teacher –assisted portion of the lesson (35% and 36%), followed by We Do: Peer-assisted (20%) and You Do: Independent Practice (9%). Teachers developing lessons for Tier II and Tier III students allowed more time for the I Do: Modeling and reduced the time for the We Do: Peer-assisted and You Do: Independent practice. The pattern for the Grade 7 and 8 teachers' lessons was similar. However, teachers allotted more time for the You Do: Independent Practice in lessons for Tier II and Tier III students.

Recommendations Related to TALA Implementation in the Classroom

Recommendations based on feedback from ELA teachers include the following:

- **Recommendation: As TEA moves forward with ongoing implementation of TALA, consideration should be paid to efforts to expand the number and types of TALA methods used by Texas teachers.** ELA teachers from Grades 6, 7 and 8 reported the Tier I instructional routines they used most often were building background knowledge, defining words, and identifying main ideas in text. These same routines were also the most frequently reported routines in 2008 (note: a new rating scale prevents direct comparison). The least often used routines were writing summaries, generating examples and non-examples and selecting words. The two Tier II/III routines implemented most often by 2009 Grade 6 ELA respondents either once a week or daily were also the two that 2008 Grade 6 ELA respondents indicated they used frequently. Although the response scale was not the same, the two routines most commonly implemented were using graphic organizers and generating Level I, II, and III questions. Grade 7 and 8 teachers also reported using these two routines, along with identifying text structures, the most often. The least often used routines for all grades were conducting morphemic analysis, identifying syllable structures, and identifying text structures. Observers saw fewer instances of word study (syllable patterns), word study (morphemes), fluency, and inferential comprehension routines (Tier II/III routines) during classroom observations. ELA teachers should be adept at implementing a wide array of TALA methods more frequently in order to engage students and improve student learning.

- **Recommendation: Additional support and/or training may be needed in order for ELA teachers to become proficient with the TMSFA.** About two-thirds of ELA teachers across all grades felt well prepared to administer and interpret results from the TMSFA, but only about half of them actually did so. While only Grade 7 teachers are required to administer and interpret results to guide instruction for students who do not demonstrate reading proficiency on the Grade 6 TAKS Reading, other ELA teachers are able to use it to guide their instruction. This could be a valuable tool for middle school teachers to use regardless of grade level. Additional training and support could be offered through online modules to remind TALA ELA teacher participants about the TMSFA and how to use it.

5. Classroom Implementation of TALA: Content Area Classrooms

This chapter includes evaluation findings related to the quality and level of implementation of the TALA training by participating content area teachers (Objective #2 of the evaluation plan). New data collected through three activities are presented: (a) the survey of TALA content area teacher participants, (b) online follow-up training in which TALA content area teacher participants documented their implementation of TALA instructional strategies in their classrooms, and (c) observations of a sample of TALA content area teacher participants' classrooms.

This chapter addresses the following questions:

- What were the professional and demographic characteristics of participating content area teachers?

- In what ways were trained content area teachers implementing the TALA content and/or strategies?

  - To what extent are content area teachers (science, social studies, mathematics) incorporating TALA instructional routines and strategies into their instruction?

- What do content area teachers perceive as the barriers and facilitators to implementing TALA content/strategies in the classroom?

- How has participation in the TALA training affected content area teachers' classroom literacy practices?

Survey of TALA Content Area Teacher Participants

Reading and Writing Instructional Strategies

Grade 6, 7, and 8 content area teachers were asked to self-report their ability to implement a range of TALA reading and writing instructional strategies using a five-point scale, where 1 represented "not at all" and 5 represented "a great deal."

Reading strategies used to determine content area teachers' reading instruction average scale score are similar to those discussed, but there are fewer items for content area teachers than for ELA teachers. These included:

- get students to read fluently during oral reading

- help students figure out unknown words when they are reading

- meet the needs of struggling readers

- model effective reading strategies

- provide appropriate challenges for high ability readers

- provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes

- provide specific, targeted feedback to students during oral reading

The reading instruction average scale scores calculated for both Grade 6 and Grade 7 and 8 content area teachers indicated that both groups of teachers believed, on average, that they could implement TALA reading strategies in their classes between "to some degree" and "quite a bit." The average scale score for Grade 6 content area teachers was 3.56, while that of Grade 7 and 8 teachers' was 3.55. There was no statistically significant difference between these scores. There were teachers in both groups who either believed they could not use TALA reading instructional techniques at all, or felt that they could use them all to a great deal. This is illustrated by the minimum average score of 1.00 and the maximum average scale score of 5.00 for both groups, as seen in Table 5.1.

Writing strategies used to determine content area teachers' writing instruction average scale score (again, fewer than ELA teachers) included the following:

- model effective writing strategies

- provide students with writing opportunities in response to reading

- use students' writing to teach grammar and spelling strategies

Content area Grade 6 and Grade 7 and 8 teachers' writing instruction average scale scores indicated that teachers felt they could, on average, use TALA reading instructional strategies between "to some degree" and "quite a bit." Grade 6 teachers had a writing instruction average scale score of 3.22 and Grade 7 and 8 average scale score of 3.21, and this small difference between groups was not statistically significant.

Table 5.1. Use of Reading and Writing Instructional Strategies as Reported by TALA Content Area Respondents

Item	TALA Content Area Respondents	Minimum	Maximum	Average	SD	N
Reading Instruction Average Scale Score	Grade 6 Teachers	1.00	5.00	3.56	0.82	204
	Grade 7 and 8 Teachers	1.00	5.00	3.55	0.79	1,167
Writing Instruction Average Scale Score	Grade 6 Teachers	1.00	5.00	3.22	1.06	204
	Grade 7 and 8 Teachers	1.00	5.00	3.21	0.96	1,167

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009. Scale ranges from 0 (Not at All) to 5 (A Great Deal).

TALA Tier I Instructional Routines

Content area teachers were asked how often they used the following seven Tier I instructional routines from the TALA Content Area training in their classrooms:

1. Selecting words
2. Pronouncing words
3. Defining words
4. Generating examples and non-examples
5. Building background knowledge
6. Identifying main ideas in text
7. Writing summaries

Table 5.2 presents Grade 6 content area respondents' reports of implementing TALA instructional routines for 2009. More than two-thirds of the Grade 6 content area respondents have implemented the instructional routines of defining words (79%), building background knowledge (75%), pronouncing words (70%), and generating examples and non-examples (68%) once a week or daily. Less than half of the content area teachers implement writing summaries (40%) once a week or daily.

Similarly, although 2008 Grade 6 content area respondents were given a different rating scale[35], defining words was also among the top three instructional routines these teachers cited most often as frequently used (59%) in the 2008 survey, with the other two being building background knowledge (46%) and generating examples and non-examples (40%).

More than two-thirds of the Grade 7 and 8 content area respondents have implemented the instructional routines of defining words (81%), building background knowledge (80%), pronouncing words (75%), and generating examples and non-examples (69%) once a week or daily. Less than half of the Grade 7 and 8 content area respondents implement writing summaries (41%) once a week or daily.

Table 5.2. Use of TALA Tier I Instructional Routines as Reported by TALA Content Area Respondents

Item	TALA Content Area Respondents	N	Never	Once a Month	Every two weeks	Once a week	Daily
Selecting words	Grade 6 Teachers	208	5%	15%	15%	40%	25%
	Grade 7 and 8 Teachers	1,175	6%	13%	15%	39%	27%
Pronouncing words	Grade 6 Teachers	208	6%	12%	12%	27%	43%
	Grade 7 and 8 Teachers	1,175	6%	10%	9%	30%	45%
Defining words	Grade 6 Teachers	208	2%	8%	11%	34%	45%
	Grade 7 and 8 Teachers	1,175	2%	6%	12%	37%	44%
Generating examples and non-examples	Grade 6 Teachers	208	7%	11%	14%	35%	33%
	Grade 7 and 8 Teachers	1,175	4%	12%	15%	33%	36%
Building background knowledge	Grade 6 Teachers	208	5%	8%	12%	31%	44%
	Grade 7 and 8 Teachers	1,175	3%	7%	10%	32%	48%
Identifying main ideas in text	Grade 6 Teachers	208	16%	10%	14%	30%	30%
	Grade 7 and 8 Teachers	1,175	11%	12%	13%	36%	28%
Writing summaries	Grade 6 Teachers	208	21%	22%	17%	32%	8%
	Grade 7 and 8 Teachers	1,175	19%	21%	19%	31%	10%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

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[35] The rating scale for this series of questions was: never, rarely, sometimes, occasionally, and frequently.

TALA Instructional Strategies

Content area teachers were asked how often they used the following six TALA instructional strategies (general teaching practices) from the TALA Content Area Academy in their classrooms:

1. Adapt instruction to structure learning opportunities for all students
2. Foster student engagement
3. Group or pair students
4. Facilitate partner reading
5. Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)
6. Provide explicit instruction using scaffolding (i.e., I Do, We Do, You Do)

Table 5.3 shows that in 2009 the majority of Grade 6 content area respondents implemented the strategies of fostering student engagement (91%), adapting instruction to structure learning opportunities for all students (87%), and grouping or pairing students (80%) once a week or daily. Although 2008 Grade 6 content area respondents were asked to indicate their frequency of implementation on a different rating scale[36], these three strategies were also the ones that the largest percentages of respondents indicated they implemented frequently: fostering student engagement (63%), adapting instruction (53%), and grouping or pairing students (54%). In both 2008 and 2009, teachers least likely implemented the strategy of facilitating partner reading (2008: 58% occasionally or frequently, 2009: 47% once a week or daily).

The majority of Grade 7 and 8 content area respondents implemented the strategies of fostering student engagement (90%) and adapting instruction to structure learning opportunities for all students (85%) once a week or daily. Teachers least frequently implemented the strategy of facilitating partner reading (49% once a week or daily).

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[36] The rating scale for this series of questions was: never, rarely, sometimes, occasionally, and frequently.

Table 5.3 Use of TALA Instructional Strategies as Reported by TALA Content Area Academy Respondents

Item	TALA Content Area Respondents	N	Never	Once a Month	Every two weeks	Once a week	Daily
Adapt instruction to structure learning opportunities for all students	Grade 6 Teachers	208	1%	2%	10%	23%	64%
	Grade 7 and 8 Teachers	1,175	2%	6%	7%	24%	61%
Foster student engagement	Grade 6 Teachers	208	3%	2%	4%	19%	72%
	Grade 7 and 8 Teachers	1,175	2%	4%	4%	18%	72%
Group or pair students	Grade 6 Teachers	208	4%	5%	11%	44%	36%
	Grade 7 and 8 Teachers	1,175	2%	7%	14%	40%	37%
Facilitate partner reading	Grade 6 Teachers	208	22%	10%	21%	35%	12%
	Grade 7 and 8 Teachers	1,175	17%	14%	21%	34%	15%
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	Grade 6 Teachers	208	7%	5%	18%	35%	35%
	Grade 7 and 8 Teachers	1,175	4%	9%	14%	37%	35%
Provide explicit instruction (i.e., I Do, WE Do, YOU Do)	Grade 6 Teachers	208	11%	9%	8%	30%	42%
	Grade 7 and 8 Teachers	1,175	8%	11%	13%	29%	40%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Incorporating TALA into Instruction

Content area teachers were asked about the extent to which they incorporated what they learned at the training into their instruction, or into their helping of other teachers. As seen in Table 5.4, 83% of Grade 6 content area respondents felt that they were incorporating what they learned into their instruction "to some degree" or "quite a bit." Most Grade 7 and 8 content area respondents felt that they were incorporating what they learned into their instruction "to some degree" or "quite a bit" (83%).

Table 5.4. Extent to which Content Area Respondents Report Incorporating TALA Practices and Strategies into Instruction

Item	TALA Content Area Respondents	N	Not At All	Very Little	To Some Degree	Quite a Bit	A Great Deal
To what extent are you incorporating what you learned at the TALA training into your instruction or helping teachers incorporate strategies and practices into their instruction?	Grade 6 Teachers	200	1%	8%	46%	37%	8%
	Grade 7 and 8 Teachers	1,108	1%	9%	49%	34%	7%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Content area teachers who participated in the a 2009 TALA Content Area Academy were asked in an open-ended response question to describe in what ways they have incorporated what they learned from the training into their instruction in the classroom. Table 5.5 illustrates common themes from the content area teachers' responses.

Table 5.5. Ways that Content Area Respondents Report Incorporating TALA Practices and Strategies into Instruction

In what ways are you incorporating what you learned at the TALA in your instruction?	Grade 6 Teachers Percent (N=208)	Grade 7 and 8 Teachers Percent (N=1,175)
Using new strategies	26%	24%
Using new instructional routines	37%	42%
Using both new strategies and instructional routines	24%	16%
Already employing TALA strategies	<1%	2%
Other	5%	7%
None	1%	3%
No response	7%	6%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

TALA instructional routines and strategies were new to most Grade 6 content area respondents, with reports of incorporating new TALA instructional routines (39%), new TALA strategies (28%), or both new TALA strategies and TALA instructional routines (26%) in their classrooms. Less than 1% of Grade 6 content area respondents felt that they were already employing the TALA strategies and/or routines in their classroom before they participated in TALA. The "other" common theme, which comprised 5% of the responses, referred to the degree to which participants incorporate TALA into their instruction (the question was asking in what ways, not the degree of incorporation).

Grade 6 content area respondents' reported various means of incorporating new TALA instructional routines in the classroom, but these means generally revolved around vocabulary and vocabulary instruction. One participant stated, "My main focus has been the vocabulary instructional routines for content specific words and concepts. This is an effort to reinforce and supplement prior learning as well as connect to new learning." Additionally, another participant stated, "Vocabulary instruction; helping them learn content words and find the main idea of a selection."

Grade 6 content area respondents who have been incorporating new strategies in the classroom have been using more of a wide variety of strategies in their classrooms, from think-pair-share, to scaffolding strategies, to partner reading. Many participants found that the scaffolding strategy, 'I Do, We Do, You Do,' has been useful to their instruction. One participant stated, "Using the scaffolding strategy has been extremely useful for all of my students and with lesson planning." Another popular strategy expressed by the content area teachers is partner reading. One participant stated, "The biggest way I incorporate TALA is with paired reading. This is such a great tool to get all of the students involved in reading out loud." Additionally, one participant said, "I see that my students benefit greatly from partner reading and group reading. They feel more comfortable learning with a small group than with the entire class. Also, no matter how hard I try to keep them from feeling intimidated by me, it happens. I see it."

While some Grade 6 content area respondents chose to weave only TALA instructional routines or only TALA strategies into their instruction, other participants used both. One participant stated, "I love the Frayer Model and use it frequently with the science vocabulary. I also use the 'I Do, We Do, You Do,' scaffolding strategy with my students." Additionally one respondent stated, "I am

incorporating the different ways for my students to work together; think-pair-share, as well as the Frayer Model, are great ways for the students to take notes and break the vocabulary words apart." Lastly, "Partner Reading, Think Pair Share, and non-examples and examples are impressive from TALA."

The most common methods of incorporating the TALA training by Grade 7 and 8 content area respondents were the use of new instructional routines (42%), new strategies (24%), or both (16%) in their classrooms. Only 2% of Grade 7 and 8 content area respondents felt that they were already employing the TALA strategies in their classroom before they attended TALA. The 'other' common theme, which comprises 7% of the responses, referred to the degree to which participants incorporate TALA into their instruction (the question was asking in what ways, not the degree of incorporation).

Grade 7 and 8 content area respondents' means of incorporating new TALA instructional routines in the classroom slightly varied, but primarily centered on vocabulary and vocabulary instruction. One participant stated, "I have incorporated higher level thinking questions, I have my students come up with their own questions, and we use Frayer Models now." Another participant noted, "We have been identifying syllable structures and morphemic analysis on a daily basis. I make fluency a part of instruction at least once a week. I also try to be more aware of opportunities to model metacognitive thinking."
Grade 7 and 8 content area respondents have been incorporating a wide variety of new strategies in the classroom, from think-pair-share, to scaffolding strategies, to partner reading. Many participants indicated that the scaffolding strategy, 'I Do, We Do, You Do,' has been useful to their instruction. One participant stated, "I have implemented daily the 'I Do, We Do, You Do' terminology when we are working on new concepts." Another popular strategy highlighted by content area teachers is partner reading. One participant stated, "I've incorporated partner reading in academic classes almost on a daily basis. In classes, I've used required reading as a springboard for written conversations between students." Another teacher concurred, stating that, "Partner reading is working very well. Being able to pair high-low students has proven very successful."

While some Grade 7 and 8 content area respondents chose to weave only TALA instructional routines or only TALA strategies into their instruction, other participants used both. One participant cited, "I use "I do," "We do, and "You do." Terminology," as a strategy he employed, adding "I am trying to incorporate the routines, especially for word study and main idea this semester." Additionally one respondent stated, "I use the main idea and summary strategies in all of my reading classes, and I also use the fluency testing for my struggling readers." Teachers used a variety of combinations of the strategies and routines, as demonstrated by one response stating "I have used the TMSFA testing regularly in my class as well as the Frayer Model and the Anticipation-Reaction Guide."

TALA Online Follow-Up with Content Area Teacher Participants

TALA Content Area Academy participants were required to complete a half-day practicum follow-up with online documentation to be submitted between September and December 2009 in order to receive the second half of their stipends ($125) and to obtain a Continuing Professional Education (CPE) certificate. Content area teachers had to submit online documentation for one Tier I activity. Tier I includes general strategies and instructional routines (in vocabulary, comprehension, and fluency) that are implemented schoolwide and affect all students in the school.

Characteristics of the TALA Content Area Teacher Online Follow-Up Participants

Overall, 303 of the 328 TALA Grade 6 content area teacher participants (92%) and 2,253 of the 2,998 TALA Grade 7 and 8 content area teacher participants (75%) completed the online follow-up training. As expected, most of the TALA Grade 6 and TALA Grades 7-8 content area teacher participants implemented the literacy instructional routine in mathematics, science, and social studies courses. A large majority of the TALA Grade 6 content area teacher participants implemented the literacy instructional routine in classes with Grade 6 students, while other instructional routines were implemented in classes with a mix of students in Grades 6-8. The TALA Grade 7 and 8 content area teacher participants implemented the literacy instructional routine equally in classes with Grade 8 students and in classes with Grade 7 students. A lower percentage of teachers implemented in a class with a combination of students in Grades 6 through 8.

Tier I instructional routines were implemented most frequently in classes with 21 to 30 students across grade levels. This is what would be expected given that Tier I strategies would be used with all students. Regarding lesson planning, about 28% of Grade 6 teachers spent 20 minutes or less to plan Tier I lessons, 36% spent 30 minutes, and the remaining 36% spent 45 minutes or more. Similarly, about 31% of the Grade 7-8 teachers spent 20 minutes or less to plan Tier I lessons, 30% spent 30 minutes, and the remaining 39% spent 45 minutes or more.

Table 5.6 shows the phases of explicit instruction process (I Do, We Do, You Do). Grade 6 and Grade 7-8 content area teachers most frequently reported that they implemented We Do: Teacher-assisted explicit instruction (43% and 41%, respectively), followed by We Do: Peer-assisted explicit instruction (26% and 28%), and I Do: Modeling (24% and 23%). You Do: Independent Practice was the phase that was least commonly implemented by teachers in Tier I (about 7% and 8%, respectively).

Table 5.6. Phase of the Three-Step Explicit Instruction Process in Which TALA Content Area Teacher Participants Implemented the Online Follow-Up Activity in Tier I

Phase of Explicit Instruction Process	Grade 6 Tier I (n=303)	Grade 7-8 Tier I (n=2,253)
I Do: Modeling	24%	23%
We Do: Teacher-assisted	43%	41%
We Do: Peer-assisted	26%	28%
You Do: Independent Practice	7%	8%

Source: Online Follow-Up Training Database, 2009

Table 5.7 lists the TALA instructional routines that TALA Grade 6 and Grade 7-8 content area teacher participants implemented. The most frequently implemented Tier I routine was partner reading & active involvement (39% and 40%, respectively), followed by the *Frayer Model* to generate examples and nonexamples (30% and 29%). The *Frayer Model* was implemented more frequently by content area teachers (30%) than by ELA teachers (22%) as part of the online follow-up.

Table 5.7. Instructional Routines Implemented for Online Follow-Up Activity by TALA Grade 6 Content Area Teacher Participants

Instructional Routine	Grade 6 Tier I (n=303)	Grades 7-8 Tier I (n=2,253)
Partner Reading & Active Involvement	39%	40%
Generating Examples and Nonexamples (*Frayer Model*)	30%	29%
Pronouncing and Defining Words	21%	16%
Using Anticipation-Reaction Guides	3%	5%
Composing Main Idea Statements (*Notes Log*)	6%	8%
Composing Summaries (*Notes Log*)	1%	2%

Source: Online Follow-Up Training Database, 2009

TALA Grade 6 and TALA Grades 7-8 content area teacher participants were asked to explain why they chose to implement a particular routine, and their responses centered on several different reasons. For Tier I instructional routines, content area teachers across grade levels indicated that they implemented these routines for similar reasons as reported by ELA teachers (e.g., to differentiate instruction, to address the needs of specific groups of students), but also added subject-specific reasons.

Content area teachers were asked to provide an outline of how they implemented their chosen instructional routine and to provide information on how they thought students performed during the implementation of TALA Tier I instructional routines. Additionally, content area teachers completing the online follow-up activity were asked what other teachers in the same subject area would need to know if they were interested in implementing a TALA strategy. Sample responses to these open-ended items are included in Appendix E.

Nearly all of the TALA Grade 6 content area teacher participants reported that the lessons they implemented were successful. For content area teachers who believed that the lesson was successful and that the information presented was useful, they said in their online documentation that it was because of things like students being more engaged, students working more cooperatively with one another, and students exhibiting higher skill levels in the areas addressed by the lesson (e.g., comprehension, vocabulary, fluency). For content area teachers who did not believe that the lesson was successful and that the information presented was not useful, they said it was because of things like:

- The low reading ability of the majority of students in the class and students with learning disabilities in the area of reading/language.

- Students needed more time to practice the skills they learned.

- Students not completing the lesson.

- The limited vocabulary of the majority of students in the class.

- Students did not encourage each other as much as expected.

- The activities took too long to complete and students lost interest.

One content area teacher who did not feel that the lesson was successful stated, "I think that the model may have helped to introduce the definitions for the vocabulary, but it did not give my students enough practice using the skill."

Observations of TALA Content Area Classrooms

As described in Chapter 3 (Evaluation Approach) and in the previous chapter on ELA classroom observations, classroom observers completed the TALA-Specific Classroom Observation Instrument (TALA-COI). This instrument was used by observers to gather data about the implementation of TALA-specific routines (general, vocabulary, comprehension, word study, fluency, and inferential comprehension). The previous chapter on ELA classroom observations provides a specific description of the COI used by observers to collect data. The next section of this chapter covers the implementation of TALA-specific strategies in observed content area classrooms.

Implementation of TALA Specific Instructional Routines

The TALA-COI was designed to collect information about the implementation of TALA-specific general instructional strategies and routines (vocabulary, comprehension, word study, fluency, and inferential comprehension). Observers were instructed to complete this protocol as soon as the observation was completed so that the observation was fresh in their minds. Observers relied heavily on their field notes taken during the observation to complete this instrument. The TALA-COI is a checklist with main questions and sub-items under each question. Observers were instructed to read each item and indicate whether or not the routines were addressed at any point throughout the entire lesson observed. If the TALA routine was observed, follow-up questions were often listed (but not always) to capture more detail about each routine or practice. Therefore, if the observer responded "yes" to the main question, then the sub-items under that main question were also answered. Observers were to "select all that apply" to all sub-items.

General Instructional Strategies

Five main questions relating to the general instructional strategies taught in TALA as observed during each lesson were:

1. Did the teacher adapt instruction during the lesson?
2. Did the teacher foster student engagement?
3. Did the teacher provide explicit instruction?
4. Did the teacher provide feedback to the students?
5. Did the students work in groups?

If the general instructional strategy was observed, then observers were prompted to respond to a series of sub-items (if applicable) to indicate whether or not specific aspects of each general instructional strategy were observed. These questions and sub-items aligned with the general instructional strategies taught in TALA.

Results from the 29 content area classroom observations are presented in Figure 5.1. The figure illustrates that 97% of the observed content area teachers provided explicit instruction to students and fostered student engagement, while 93% of the teachers provided feedback to the students. A smaller percentage of teachers were observed adapting instruction during the lesson (69%). The students worked in groups during 62% of the observations.

Figure 5.1: Observations of Content Area Teachers' Implementation of TALA General Instructional Strategies
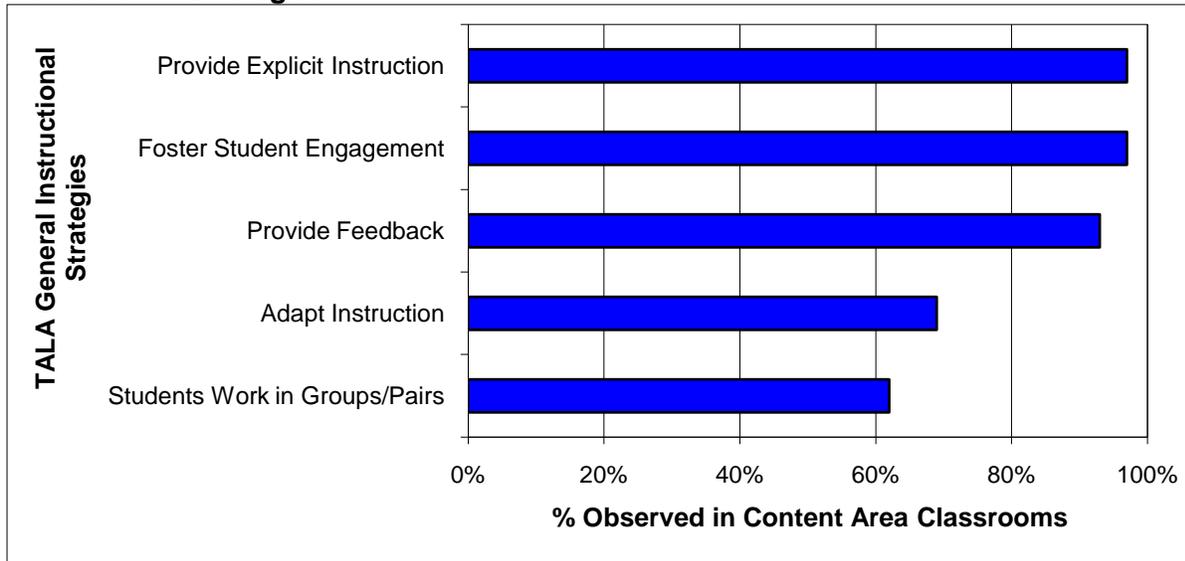
Source: TALA Classroom Observations, 2009 (N=29)

Table F-8 in Appendix F lists the five main questions about the TALA-specific general instructional strategies along with how many and what percentage each was observed during the 29 content area classroom observations. In addition, the sub-items (if applicable) are listed under each of the main questions. Like the ELA teachers who were observed, in the majority of cases when content area teachers provided explicit instruction, observers noted that students were guided by the teacher as they completed the task, the teacher performed a think-aloud, and students completed the task individually, in pairs, or in groups. Feedback that was provided by content area teachers was mostly corrective and positive (no negative feedback was provided).

TALA Instructional Routines

Observers were instructed to record the occurrence of the TALA instructional routines in the content area teachers' classrooms. This included vocabulary, comprehension, word study (syllable patterns), word study (morphemes), fluency, and inferential comprehension routines. Figure 5.2 illustrates the percentage of classrooms where each routine was observed. Vocabulary and comprehension instructional routines (Tier I) were observed most frequently, with fewer observations of word study (morphemes) and fluency routines (Tier II/III routines). None of the observed content area classroom lessons included word study (syllable patterns) and monitoring comprehension routines. The following sections provide greater details about the implementation of Tier I and II/III routines in the content area teachers' classrooms.

Figure 5.2: Observations of Content Area Teachers' Implementation of TALA Instructional Routines
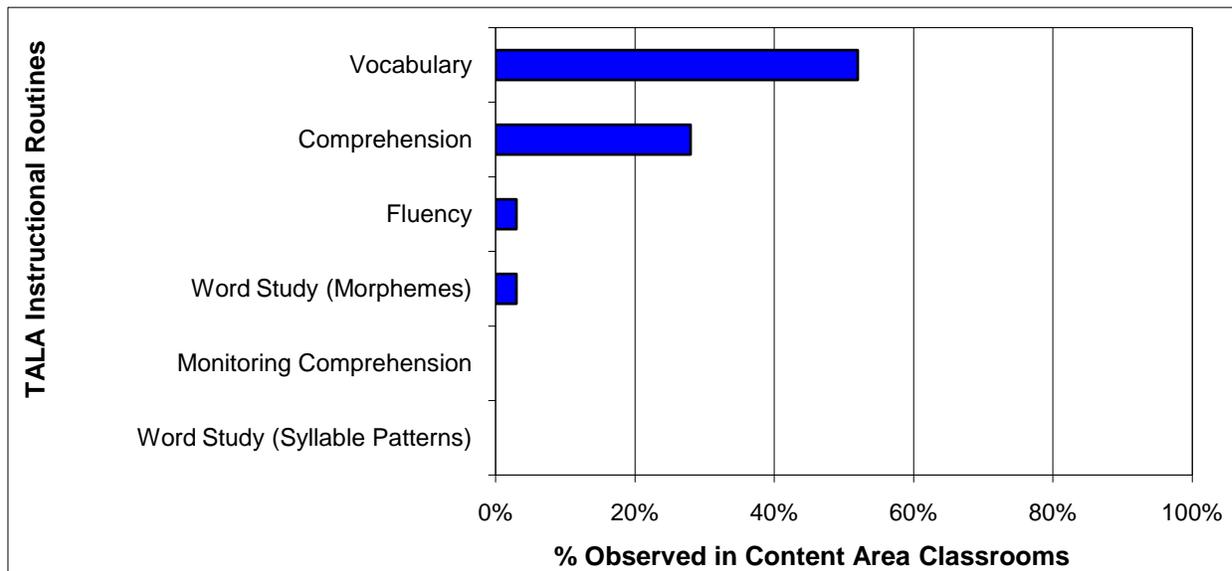
Source: TALA Classroom Observations, 2009 (N=29)

Vocabulary. Observers were instructed to indicate whether the lesson included vocabulary instruction, and if so, which TALA vocabulary instructional routines were observed during each lesson. Questions about these vocabulary instructional routines included:
1. Did the teacher pre-teach vocabulary words?
2. Did the teacher teach academic vocabulary words?
3. Did the teacher teach content-specific vocabulary words?
4. Did the teacher teach the vocabulary words by pronouncing words, defining words, identifying characteristics of the words, or generating examples and/or non-examples of the words?
5. Did the teacher use everyday language to explain the meaning of vocabulary words?
6. Did the teacher use the *Frayer Model* to teach vocabulary?

Observers noted that 52% of the content area lessons observed included vocabulary instruction, and the most common type of words taught were content-specific words (93% of the time). As would be expected, this was the opposite of the ELA classrooms where the ELA teachers were observed teaching academic words more frequently than content-specific words. The most common vocabulary instructional routine, used by content area teachers in 93% of the observed lessons, was teachers generating examples of vocabulary words.

The content area teachers also taught vocabulary words by defining words (87%), using everyday language to explain the meaning of words (87%), and pronouncing words (80%). Some of the routines used less often in observed classrooms were identifying characteristics of words (73%), the *Frayer Model* (73%), and by generating non-examples of words (60%).

Table F-9 in Appendix F describes the TALA-specific vocabulary instructional routines with the frequencies and percentages of the 29 observations in the content area classrooms.

Comprehension. Observers were instructed to indicate whether the lesson included comprehension instruction, and if so, which TALA comprehension instructional routines were observed during each lesson. Questions about these comprehension instructional routines included:

1. Did the teacher build upon the students' background knowledge prior to reading the text?
2. Did the teacher use *Anticipation-Reaction Guides*?
3. Did the teacher instruct the students to identify the main ideas of the text?
4. Did the teacher state the primary focus of the text, connect the text to prior learning, identify the main ideas of each paragraph, record important details related to the main ideas, and/or compose a main idea of the section statement?
5. Did the teacher use the *Notes Log* when teaching about main ideas?
6. Did the teacher use the *Get the Gist* routine to find the main ideas of the paragraph?
7. Did the teacher instruct the students to summarize the text?
8. Did the teacher use the *Notes Log* when teaching about writing summaries?

Observers indicated that 8 out of 29 observed lessons (28%) included comprehension instruction. Teachers most often instructed students to identify the main ideas of the text (observed in 63% of the lessons that included comprehension instruction) and identified the main ideas of each paragraph for students (50%). Additionally, of the teachers who included comprehension instruction in their instruction, a portion built on students' background knowledge prior to reading the text (38%) and used the *Anticipation-Reaction Guides* (25%). *Get the Gist* routines were observed least often, in only 13% of the content area classrooms in which comprehension instruction was observed.

Table F-10 in Appendix F describes the comprehension instructional practices with the frequencies and percentages of the 29 observations in the content classrooms.

Word Study (Syllable Patterns). Observers were instructed to indicate whether the lesson included word study instruction that focused on syllable patterns, and if so, which TALA word study instructional routines were observed during each lesson. Questions about these word study instructional routines included:

1. Did the teacher instruct students to recognize syllable patterns, and if so, what types of syllable patterns were taught?
2. Did the teacher teach about irregular words?
3. Did the teacher use direct instruction to teach the syllable patterns?
4. Did the teacher discuss the effect of the syllabic pattern on the vowel sound to teach syllable patterns?
5. Did the teacher practice the types of syllables (identifying/sounding out) to teach syllable patterns?
6. Did the teacher generalize the syllable patterns to new words to teach syllable patterns?

None of the 29 content area lessons included word study instruction focusing on syllable patterns during the observations.

Table F-11 in Appendix F describes the word study (syllable patterns) instructional practices with the frequencies and percentages of the 29 observations in the content area classrooms.

Word Study (Morphemes). Observers were instructed to indicate whether the lesson included word study instruction that focused on morphemes, and if so, which TALA word study instructional routines were observed during each lesson. Questions about these word study instructional routines included:

1. Did the teacher instruct students to recognize morphemes by using various strategies?
2. Did the teacher instruct students to use the *morphemic analysis routine* to determine the meaning of words by using various strategies?

One of the 29 observed content area lessons included word study instruction focusing on morphemes, or about 3% of the observed lessons. The teacher did not use any of the instructional routines to recognize morphemes (the smallest meaningful linguistic unit in the grammar of a language).However, during this lesson, the teacher instructed students to use the morphemic analysis routine to determine the meaning of words by finding the prefixes and suffixes of words, and by thinking about what the prefixes and suffixes mean.

Table F-12 in Appendix F describes the word study instructional practices with the frequencies and percentages of the 29 observations in the content area classrooms.

Fluency. Observers were instructed to indicate whether the lesson included fluency instruction, and if so, which TALA fluency instructional routines were observed during each lesson. Questions about these fluency instructional routines included:

1. Did the teacher read the passage aloud?
2. Did the students engage in partner reading?

Only one of the observed content area lessons included fluency instruction. During this lesson, the students provided the main idea of the passage after teachers read the passage aloud. Students did not participate in partner reading during the observed lesson. Fluency instruction was not part of TALA professional development for content area teachers; therefore, the evaluation team did not expect to observe it in the content area teachers' classrooms.

Table F-13 in Appendix F describes fluency instructional practices with the frequencies and percentages of the 29 observations in the content area classrooms.

Inferential Comprehension. Observers were instructed to indicate whether the lesson included monitoring comprehension, and if so, which TALA inferential comprehension instructional routines were observed during each lesson. Questions about these inferential comprehension instructional routines included:

1. Did the teacher explain the purpose for generating questions while reading?
2. Did the teacher show students how to generate questions while reading?
3. Did students generate questions and answers?
4. Did the students use question cards?

Throughout all observations of content area classrooms, monitoring comprehension was not observed at all. Inferential comprehension strategies were not part of TALA professional development for content area teachers. Table F-14 in Appendix F describes inferential comprehension with the frequencies and percentages of the 29 observations in the content area classrooms.

Summary of the Classroom Implementation of TALA: Content Area Classrooms

During evaluation activities from summer 2008 through June 2010, TALA content area teacher participants reported feeling familiar with and prepared to implement TALA instructional routines and strategies in their classrooms. Furthermore, TALA content area teacher participants reported implementing TALA instructional routines and strategies in their classrooms with positive results. Specifically, TALA content area teacher participants were familiar with, prepared for, and actually implemented Tier I as well as Tier II/III instructional routines. In addition to previously reported results, new evidence to support these findings since Interim Report #2 comes from the following data sources: (a) the 2009 survey of TALA content area teacher participants, (b) online follow-up training in which TALA content area teacher participants documented their implementation of TALA instructional strategies in their classrooms, and (c) observations of a sample of TALA content area teacher participants' classrooms during site visits.

Positive outcomes of translating TALA training into content area classrooms included the following:

- TALA content area teachers in all grade levels feel prepared to effectively teach reading and writing instructional routines to students. As would be expected based on the high ratings of training quality reported in Interim Report #2 and in the current report in Chapter 3, TALA content area teacher participants, regardless of grade level, reported that they were confident in their abilities to implement a range of TALA reading and writing instructional routines.

- TALA content area teachers at all grade levels implemented Tier I instructional routines at somewhat consistent levels across data collection periods and grade levels. More than two-thirds of content area respondents reported they had implemented the Tier I instructional routines. The most often used routines for Grade 6 respondents were defining words, building background knowledge, and pronouncing words. Although 2008 Grade 6 content area respondents were given a different rating scale, defining words, building background knowledge and generating examples and non-examples were reportedly used most often. Grade 7 and Grade 8 teachers used the defining words, building background knowledge, and pronouncing words routines most often.

- TALA content area teachers also adapted TALA instructional routines, as evidenced by design differences in the lessons they outlined in the online follow up training. Specifically, the percentage of time used in each phase of the three-step explicit instruction (scaffolding) routine. Content area teachers who implemented scaffolding in their online follow-up activity for Tier I students reported that most of the time was used for the We Do: Teacher-assisted (43%) and We Do: Peer-assisted (26%) followed by I Do: Modeling (24%) and You Do: Independent Practice (7%). This pattern differed from what was reported for ELA teachers in that more time was spent in We Do activities (69% for content area teachers as compared to only 56% for ELA teachers. Grade 7 and Grade 8 teachers reported designs with the majority of time spent in I Do: Modeling (23% and We Do: Teacher-assisted (41%) followed by We Do: Peer-assisted (28%) and You Do: Independent Practice (8%).

- TALA content area teachers implemented all strategies and routines and provided suggestions for other teachers. Although some strategies and routines were used more frequently than others, responses on the 2009 survey of TALA content area teacher participants indicate that all routines were used by at least a subset of TALA trained teachers. See tables 5.13 through 5.16 and 5.25 through 5.28 for sample responses.

- Content area teachers reported that the lessons they implemented for the online follow-up activity were successful. One hundred percent of the Grade 6 content area teachers and 99% of the Grade 7 and Grade 8 content area teachers reported that the lessons they created and reported on in the online follow-up were successful.

Recommendations Related to TALA Implementation in Content Area Classrooms

While TALA content area teacher participants are prepared to implement TALA instructional routines and strategies and have had success in implementing TALA in their classrooms, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- **Recommendation: As TEA moves forward with ongoing implementation of TALA, consideration should be paid to efforts to expand the number and types of TALA methods used by content area teachers.** As noted earlier, some of the Tier I instructional routines were used more than others. Less than half of the content area teachers implement writing summaries (40%) once a week or daily. Also, less than half of the Grade 7 and 8 content area respondents implement writing summaries once a week or daily. Observers also noted that content area teachers were implementing only a few of the TALA strategies and routines. Helping content area teachers increase the number and types of TALA methods could occur through additional supports in the classroom via the schoolwide implementation of TALA, or through additional face-to-face or online training.

- **Recommendation: Increase the extent to which content area teachers are incorporating what they learned at TALA into their instruction.** Although 83% of content area teachers reported that they were incorporating TALA practices and strategies into instruction "to some degree" or "quite a bit," fewer than 10% of the teachers reported the highest level of implementation (a great deal). Additional training and/or a focus on encouraging true schoolwide implementation of the TALA initiatives would benefit Texas students.

6. Support for Schoolwide Implementation of TALA

Campus support is critical to the success of any schoolwide initiative (Leithwood, Jantzi, & McElheron-Hopkins, 2006; Murphy, 2004). This chapter includes findings related to the implementation of TALA from the teacher participant survey and administrator survey. As a reminder, these findings are limited to the relatively low response rates on the surveys described in Chapter 2. Since TALA is based on a schoolwide approach, teacher participants were asked to rate certain aspects of the campus factors influencing TALA implementation at their campuses. This includes perceptions of campus support for TALA, the degree to which ELA and content area teachers from the same campus attended TALA training, and the frequency of meetings about TALA with other teachers and administrators. Campus administrators were asked their perceptions of campus support for TALA, the degree to which ELA and content area teachers from their campuses attended TALA training, and potential outcomes of TALA.

This chapter addresses the following questions:

- To what extent are teachers within the same campuses attending TALA?

- To what extent are teachers within the same campuses meeting with each other and with administrators and campus staff?

- To what extent are administrators making changes to or taking action on campus support policies and practices?

- What did teachers and administrators perceive as the barriers and facilitators to implementation of TALA?[37]

- What are administrators' perceived effects of TALA on classroom practice and student learning?

Level of Teacher Participation

Because TALA is based on a schoolwide approach, participating teachers and campus administrators were asked to indicate the degree to which ELA and content area teachers attended TALA training.

Perceptions of Grade 6 TALA Respondents

Table 6.1 shows participants' perceptions of how many Grade 6 ELA/Reading and content area teachers from their campuses attended the TALA academies. The majority of the ELA teacher respondents in 2009 reported that a few to most or all of the ELA/reading teachers from their campus attended the TALA ELA Academy (66%). While approximately one-third of Grade 6 content area respondents reported that most or all of the ELA/reading teachers had attended TALA, 43% of the content area respondents indicated they did not know how many ELA/reading teachers had attended (compared to 14% of ELA respondents). The difference between ELA and content area respondents' perceptions and knowledge of how many other teachers had attended the training, as reported in 2009, was much more pronounced than in 2008. In 2008, only 21% of content area respondents reported they did not know how many teachers had attended TALA, and 7% of ELA respondents did not know. Since 2009 was a "catch up" year for Grade 6 teachers who did not attend training in 2008 when TALA was first offered to Grade 6 teachers, it is likely that these differences between findings from ELA teachers and content area teachers can be attributed to one of two situations. One is later attendance and the other is new teachers. Those teachers who attended TALA in 2009 may not know who attended TALA in 2008. Likewise, teachers who are new to a school and attended in the summer of 2009 also would not know

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[37] Note that administrators did not report on facilitators to program implementation as this question was not included in the 2009 administrator survey.

which teachers at their campuses attended TALA in 2008 unless TALA strategies were an active topic on campus. This is an indicator that there is possibly only a limited amount of schoolwide implementation of TALA occurring at campuses across the state.

Table 6.1. Perception of the Number of Sixth Grade Teachers from Respondents' Campuses Who Attended TALA

Perceptions of the Grade 6 Respondents about TALA participation by:	ELA Academy Respondents	Content Area Academy Respondents
Grade 6 ELA/Reading Teachers		
Most or all of the ELA/reading teachers from my campus(es)	37%	32%
A few of the ELA/reading teachers from my campus(es)	29%	13%
One of the ELA/reading teachers from my campus(es)	0%	8%
Just me	20%	4%
I do not know	14%	43%
GRADE 6 ELA TOTAL	100% (N=297)	100% (N=206)
Grade 6 Content Area Teachers		
Most or all of the content area teachers from my campus(es)	39%	30%
A few of the content area teachers from my campus(es)	23%	30%
One of the content area teachers from my campus(es)	5%	14%
None of the content area teachers from my campus(es)	18%	0%
I do not know	14%	26%
GRADE 6 CONTENT AREA TOTAL	100% (N=297)	100% (N=206)

Source: TALA Grade 6 Teacher Participant Survey, 2009

Table 6.1 also shows participants' perceptions of how many Grade 6 content area teachers from their campus attended the TALA Content Area Academy. Approximately two thirds (62%) of the ELA respondents said that a few to most or all of the content area teachers from their campus attended the TALA Content Area Academy. Similarly, 60% of content area respondents said a few to most or all of the other content teachers had attended the TALA Content Area Academy. While one-fourth of content area respondents indicated they did not know about teachers attending TALA, a smaller percentage (14%) of ELA respondents indicated they did not know. This was in contrast to 2008 responses, when only 10% of Grade 6 content area respondents did not know how many other teachers had attended TALA training, while 28% of Grade 6 ELA respondents did not know.

Overall, ELA respondents appeared to be more knowledgeable about other ELA/reading (86%) and content area teachers from their campuses who had attended TALA (86%) than their content area counterparts. More than half (57%) of content area respondents were unsure about how many other ELA/ reading teachers had attended TALA trainings, and around one-fourth of content area respondents were unsure about how many other content area teachers had attended TALA trainings. This indicates that in contrast to 2008, when content area respondents were more knowledgeable about other content area teachers from their campuses, content area respondents may not be communicating as frequently with their peers as ELA/reading respondents are.

Perceptions of Grade 7 and 8 TALA Respondents[38]

Table 6.2 depicts estimates of the number of Grade 7 and 8 ELA/reading and content area teachers from their campuses who attended the TALA academies as reported by Grade 7 and 8 teachers, as well as administrators. In 2009, administrators were only asked to report on Grade 7 and 8 teachers since this was the first year TALA Grades 7-8 was offered to them.

The majority of the ELA respondents reported that a few to most or all of the ELA/Reading teachers from their campus attended the ELA Academy (86%). A smaller percentage (69%) of the content area respondents reported that a few to most or all of the ELA/Reading teachers from their campus attended the training. More than three-quarters of administrator respondents (81%) believed that most or all of the ELA/ reading teachers from their campuses had attended the training, with a little less than one-fifth (19%) indicating that only a few ELA/reading teachers had participated in the Academy. Across the three groups of participants, content area respondents had the highest percentage of individuals who were unsure as to how many ELA/reading teachers from their campus had attended the TALA training.

Table 6.2. Perceptions of the Number of Grade 7 and 8 Teachers from Respondents' Campuses Who Attended TALA

Perceptions of the Grade 7 and 8 Respondents about TALA participation by:	ELA Academy Respondents	Content Area Academy Respondents	Administrators
Grade 7 and 8 ELA/Reading Teachers			
Most or all of the ELA/reading teachers from my campus(es)	55%	49%	62%
A few of the ELA/reading teachers from my campus(es)	31%	20%	19%
One of the ELA/reading teachers from my campus(es)	7%	5%	6%
None of the ELA/Reading teachers from my campus	0%	2%	6%
I do not know	6%	24%	7%
TOTAL	100% (N=2,078)	100% (N=1,170)	100% (N=97)
Grade 7 and 8 Content Area Teachers			
Most or all of the content area teachers from my campus(es)	23%	44%	34%
A few of the content area teachers from my campus(es)	26%	38%	40%
One of the content area teachers from my campus(es)	5%	8%	6%
None of the content area teachers from my campus(es)	12%	0%	11%
I do not know	34%	10%	8%
TOTAL	100% (N=2,078)	100% (N=1,170)	100% (N=97)

Source: TALA Grade 7 and 8 Teacher Participant Survey, 2009; TALA Administrator Survey, 2009

In addition to their estimates of TALA ELA Academy attendance, all participants (teachers and administrators) were asked for estimates of their Grade 7 and 8 teachers' participation in the TALA Content Academy, which are illustrated in Table 6.2. Almost half (49%) of the ELA respondents said that a few to most or all of the content area teachers from their campus attended the TALA Content Area Academy. Approximately 82% of the content area respondents reported that a few to most or all of the content area teachers from their campus attended the training. More than three-fourths (79%) of administrator respondents reported that a few to most or all of the content area teachers from their campuses had attended the training. Of the three groups of participants, administrator respondents were most likely to provide estimates of the number of content area teachers who attended the training; only

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[38] Administrators were only asked questions about teachers who attended TALA Grade 7 and 8 in the 2009 administrator survey.

8% of administrator respondents said "I don't know" the number of content area teachers who had attended the training, while ELA respondents had the largest (34%).

Overall, a greater percentage of administrator respondents tended to be aware of how many ELA/ reading (93%) and content area teachers (92%) from their campuses had attended TALA trainings, whereas ELA/reading and content area respondents tended to be less aware of TALA participation by teachers who taught different subjects from them. This heightened awareness may have been due to the need for teachers to obtain administrative approval prior to attending TALA. Compared to their Grade 6 counterparts, however, both ELA and content area respondents appeared to be more knowledgeable about how many of other Grade 7 and 8 teachers received TALA training. Nonetheless, the disparity in awareness between the groups depending on the teachers seems to suggest that both ELA and content area teachers should increase communication across groups in keeping with the schoolwide approach of TALA.

Campus Support for TALA

Administrators and teachers were asked to indicate the stage of development of the following policies and practices on their campuses:

1. Support from administrators
2. Assessment of students in reading
3. Creation of literacy intervention plans
4. Improvement of school climate
5. Strengthening of core instructional program
6. Provision of teacher professional development

Approximately three-fourths of all administrator respondents (both those who had attended TALA and those who had not) reported that all policies and practices were either partially or fully implemented on their campuses in support of TALA, as shown in Table 6.3 More than four-fifths (83%) of administrator respondents indicated that reading assessments were either being partially or fully implemented at their schools, and more than 75% of administrators reported that their schools had partially or fully implemented the strengthening of core programs (76%) and teacher professional development (77%).

Similarly, TALA teacher respondents were asked to rate the level of development or implementation of the same policies and practices at their campuses. There was strong consistency across grade levels, ELA, and content area teachers in their perceptions of the policies and practices at their campuses. In general 70% or more of the respondent subgroups reported that the policies were partially (typically, in the low 30% range) or fully implemented (typically, in the low 40% range) at their campuses.

Table 6.3. Teacher and Administrator Respondents' Perceptions of Level of Implementation of Policies and Practices on Campus

Policy/Practice	TALA Respondents	Not Planned	In Development	Partially Implemented	Fully Implemented	N
Administrator Support	Administrators	5%	21%	33%	41%	294
	Grade 6 ELA	11%	15%	29%	45%	276
	Grade 6 CA	18%	13%	31%	39%	196
	Grade 7 and 8 ELA	15%	16%	26%	44%	1,941
	Grade 7 and 8 CA	14%	18%	28%	40%	1,094
Reading Assessment	Administrators	3%	14%	35%	48%	294
	Grade 6 ELA	7%	13%	33%	46%	276
	Grade 6 CA	10%	13%	34%	43%	196
	Grade 7 and 8 ELA	7%	15%	31%	47%	1,941
	Grade 7 and 8 CA	10%	15%	32%	43%	1,094
Literacy Intervention Plans	Administrators	6%	22%	45%	27%	294
	Grade 6 ELA	9%	16%	36%	39%	276
	Grade 6 CA	10%	18%	35%	37%	196
	Grade 7 and 8 ELA	11%	18%	34%	37%	1,941
	Grade 7 and 8 CA	11%	19%	33%	38%	1,093
Improvement of School Climate	Administrators	5%	22%	42%	31%	294
	Grade 6 ELA	10%	18%	35%	37%	276
	Grade 6 CA	13%	19%	32%	36%	196
	Grade 7 and 8 ELA	12%	19%	35%	35%	1,941
	Grade 7 and 8 CA	12%	19%	34%	34%	1,093
Strengthening of Core Programs	Administrators	3%	21%	44%	32%	294
	Grade 6 ELA	9%	16%	36%	39%	276
	Grade 6 CA	11%	19%	34%	36%	196
	Grade 7 and 8 ELA	10%	19%	35%	37%	1,941
	Grade 7 and 8 CA	10%	19%	35%	36%	1,093
Teacher Professional Development	Administrators	4%	19%	44%	33%	294
	Grade 6 ELA	10%	11%	34%	45%	276
	Grade 6 CA	11%	17%	33%	39%	196
	Grade 7 and 8 ELA	10%	15%	31%	44%	1,941
	Grade 7 and 8 CA	11%	17%	31%	41%	1,093

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009; TALA Administrator Survey, 2009
NOTE: ELA = English language arts; CA = Content Area

TALA Discussions among Teachers

Participants in the TALA ELA Academy and the TALA Content Area Academy were asked about the regularity of meetings with other teachers at their campuses to discuss the implementation of TALA.

As presented in Table 6.4, the majority of Grade 6 ELA respondents have met at least once or twice with other ELA teachers (70%) to discuss TALA implementation. Conversely, a majority of Grade 6 ELA respondents have never met with content area teachers to discuss TALA implementation (mathematics 76%, science 72%, social studies 70%, and other subject areas 73%). Moreover, the majority of Grade 6 content area respondents report never meeting with ELA teachers or other content area to discuss TALA implementation: mathematics teachers (54%), science teachers (64%), social studies teachers (68%), and other subject area teachers (74%). These findings indicate that Grade 6 teachers may be meeting with other teachers in their own subject area, but by and large are not meeting with teachers in other subject areas. Grade 6 ELA teachers are meeting with other ELA teachers most frequently.

Likewise, Grade 7 and 8 ELA respondents most frequently discussed TALA with other ELA/reading teachers, with 42% of respondents meeting about once a month or more than once a month. Few Grade 7 and 8 ELA respondents have met with mathematics teachers, science teachers, social studies teachers, and other teachers once a month or more than once a month (10%). Approximately three-quarters of Grade 7 and 8 ELA respondents report never meeting with mathematics teachers (75%), science teachers (74%), or social studies teachers (73%) to discuss TALA implementation. About one-fifth or fewer Grade 7 and 8 content area respondents report discussing TALA implementation with various teacher groups about once a month or more than once a month. More than half (ranging from 53% to 71%) of Grade 7 and 8 content area teachers report never meeting with other teacher groups to discuss TALA implementation. These findings for Grade 7 and 8 ELA and content area teachers are similar to their Grade 6 counterparts.

Grade 6 ELA teachers, and to a larger extent the Grade 7 and 8 teachers, reported meeting with other ELA teachers the most. This is not surprising given that TALA is a literacy intervention that would be spearheaded by ELA/reading departments. However, one major goal of TALA was to engage content area teachers in the middle grades. Therefore, more frequent communication between ELA and content area teachers may help improve the schoolwide implementation of TALA instructional strategies and routines, ultimately impacting student achievement.

Table 6.4. Teacher Respondents' Perceptions of the Frequency of Meetings with Groups of Other Teachers about TALA Implementation

Met about TALA with:	TALA Respondents	Number of ELA Teachers	Number of CA Teachers	Never : ELA	Never : CA	Once or Twice: ELA	Once or Twice: CA	About Once a Month: ELA	About Once a Month: CA	More than Once a Month: ELA	More than Once a Month: CA
ELA/reading teachers	Grade 6 Teachers	276	196	30%	63%	35%	20%	15%	8%	20%	9%
	Grade 7 and 8 Teachers	1,941	1,094	21%	53%	37%	28%	19%	10%	23%	9%
Mathematics teachers	Grade 6 Teachers	276	196	76%	58%	12%	20%	7%	8%	5%	14%
	Grade 7 and 8 Teachers	1,941	1,093	75%	58%	15%	24%	6%	7%	4%	11%
Science teachers	Grade 6 Teachers	276	196	73%	64%	15%	17%	7%	8%	5%	11%
	Grade 7 and 8 Teachers	1,941	1,093	74%	59%	16%	21%	6%	9%	4%	11%
Social studies teachers	Grade 6 Teachers	276	196	70%	68%	17%	15%	8%	6%	5%	11%
	Grade 7 and 8 Teachers	1,941	1,094	73%	60%	17%	23%	6%	8%	4%	9%
Other teachers	Grade 6 Teachers	276	196	73%	74%	15%	16%	6%	5%	6%	5%
	Grade 7 and 8 Teachers	1940	1092	74%	71%	16%	17%	6%	7%	4%	5%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009
NOTE: ELA = English language arts; CA = Content Area

TALA Discussions between Teachers and Administrators and Staff

In addition to being asked about the regularity of meetings with other groups of teachers, teacher participants in the TALA ELA and Content Area Academies were asked how often they meet with administrators/specialists at their campuses regarding TALA. As shown in Table 6.5, Grade 6 ELA respondents have met with curriculum specialists (19%), campus administrators (17%), and other administrators (12%) about once a month or more than once a month. More than half of the Grade 6 content area respondents, however, had never spoken with campus administrators (59%) or curriculum specialists (69%) about TALA, while a small percentage of Grade 6 content area respondents (14% and 13%) spoke with curriculum specialists or campus administrators about once a month or more than once a month.

Similarly, Grade 7 and 8 ELA respondents have met with curriculum specialists (19%), campus administrators (17%), and other administrators (11%) about once a month or more than once a month. Most Grade 7 and 8 content area respondents had never spoken with other administrators (76%), or with curriculum specialists (60%), or with campus administrators (54%) about TALA. A small percentage of Grade 7 and 8 content area respondents (14%) spoke with curriculum specialists or campus administrators about once a month or more than once a month.

Only about half of the teacher respondents across the academies reported meeting with administrators and staff about TALA implementation. Again, in order to improve campus supports for schoolwide TALA implementation, teachers should increase the frequency of communication with campus administrators and curriculum specialists, and vice versa.

Table 6.5. Teacher Respondents' Perceptions of the Frequency of Meetings with Administrators and Staff about TALA Implementation

Met about TALA with:	TALA Respondents	Number of ELA Teachers	Number of CA Teachers	Never: ELA	Never: CA	Once or Twice: ELA	Once or Twice: CA	About Once a Month: ELA	About Once a Month: CA	More than Once a Month: ELA	More than Once a Month: CA
Campus administrators	Grade 6 Teachers	276	196	50%	59%	33%	28%	11%	9%	6%	4%
	Grade 7 and 8 Teachers	1,941	1,094	48%	54%	35%	32%	12%	9%	5%	5%
Curriculum specialists	Grade 6 Teachers	276	196	60%	69%	21%	17%	11%	9%	8%	5%
	Grade 7 and 8 Teachers	1,941	1,094	53%	60%	28%	25%	12%	9%	7%	6%
Other administrators	Grade 6 Teachers	276	196	73%	81%	15%	14%	8%	3%	4%	2%
	Grade 7 and 8 Teachers	1,941	1,093	73%	76%	16%	16%	8%	5%	3%	3%

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009
NOTE: ELA = English language arts; CA = Content Area

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Policies and Practices to Support TALA Implementation

Administrators were asked to select all the changes they had both made and ones they planned to make to campus support policies and practices to achieve TALA goals. These campus support policies and practices included the following:
1. Academic intervention plans
2. Additional planning periods for teachers
3. Improved scheduling
4. Increased cross-collaboration between ELA/reading and content area teachers
5. More literacy time
6. Professional development
7. Requirement to send all teachers to TALA
8. Small group tutoring (target at-risk students and assess individual student needs)
9. Sustained TALA support (through follow-up and additional basic TALA training)

Administrators were able to select all that apply. In other words, administrators could report that they had made a change and planned to make a change to the same policy or practice. As Table 6.6 illustrates, professional development and small group tutoring were the two changes that were most commonly made to achieve TALA goals; this was consistent across the administrator respondents who attended, and those who did not attend TALA training. Of the changes planned, professional development and increased cross-collaboration between ELA/reading and content area teachers were the most common among all administrator respondents, whether they attended TALA training or not.

Table 6.6. Administrator Respondents' Reports of School Changes Made or Planned to Campus Support Policies and Practices in order to Achieve TALA Goals

Campus Support Policies and Practices	Attended TALA Administrator Overview Training (n=97)		Did Not Attend TALA Administrator Overview Training (n=197)	
	Change Made	Change Planned	Change Made	Change Planned
Professional development	67%	57%	71%	53%
Small group tutoring (target at-risk students and assess individual student needs)	63%	42%	68%	40%
Academic intervention plans	62%	33%	60%	41%
Increased cross-collaboration between ELA/ reading and content area teachers	51%	56%	49%	43%
Improved scheduling	43%	30%	39%	35%
Requirement to send all teachers to TALA	39%	26%	22%	21%
Additional planning periods for teachers	28%	13%	21%	15%
More literacy time	23%	28%	18%	27%
Sustained TALA support (through follow-up and additional basic TALA training)	17%	35%	12%	30%
Other	6%	7%	7%	2%
None	2%	7%	4%	7%

Source: TALA Administrator Survey, 2009

These campus support policies and practices are indicators of the extent to which administrators are committed to schoolwide implementation of TALA. The fact that administrators who attended TALA administrator overview training, as well as those who did not attend training, made any changes to campus support policies and practices is a step in the right direction. It would be good for TEA or ESCs to follow up with administrators to ensure that planned changes get made at these campuses. This could be done through program monitoring or by offering additional training online or face to face. In particular, sustained TALA support, one of the campus support practices, will be critical to lasting effects of TALA in campuses where teachers have attended TALA.

In a separate question, administrators were asked to indicate on which of the campus support policies and practices actions were taken (or would be taken) to support teachers in the implementation of TALA strategies and routines in their classrooms. These included:
1. Encourage team meetings for collaboration across subject areas
2. Establish mentoring and support system for teachers
3. Implement accountability measures
4. Modify district curriculum to include TALA strategies and routines
5. Monitor low-scoring and/or at-risk students
6. Provide additional time for lesson planning
7. Provide follow-up and resources for effective implementation of TALA
8. Review lesson plans and observe lessons regularly
9. Other
10. None

As presented in Table 6.7, the majority of administrator respondents, whether or not they attended TALA administrator overview training, were most likely to support teachers' TALA implementation by monitoring low-scoring and/or at-risk students and by encouraging team meetings for cross-subject area collaboration. These two practices were the most highly endorsed as actions taken and actions planned. The lowest percentage of administrators reported taking action or planning action on modifying district curriculum to include TALA strategies and routines, providing additional time for lesson planning, and providing follow-up and resources for effective TALA implementation.

Table 6.7. Administrator Respondents' Reports of Actions Taken or Planned, to Support Teachers' TALA Implementation

Action Taken or Planned to Support Teachers in TALA Implementation	Attended (n=97)		Did not Attend (n=197)	
	Action Taken	Action Planned	Action Taken	Action Planned
Encourage team meetings for collaboration across subject areas	73%	77%	72%	78%
Establish mentoring and support system for teachers	52%	55%	48%	49%
Implement accountability measures	46%	42%	43%	47%
Modify district curriculum to include TALA strategies and routines	21%	31%	20%	21%
Monitor low-scoring and/or at-risk students	79%	80%	77%	83%
Provide additional time for lesson planning	32%	31%	31%	32%
Provide follow-up and resources for effective implementation of TALA	27%	37%	24%	34%
Review lesson plans and observe lessons regularly	49%	55%	57%	70%
Other	7%	9%	2%	1%
None	3%	2%	4%	3%

Source: TALA Administrator Survey, 2009

Again, these campus support policies and practices are good indicators of administrators' support for TALA implementation at their campuses. Administrators who attended TALA administrator overview training and those who did not reported similar actions they have taken or plan to take on campus support policies and practices for TALA. A high percentage of administrators who have taken or will take action on monitoring low-scoring and/or at-risk students, as well as encouraging team meetings for collaboration across subject areas, indicate high levels of support for TALA. The fact that few administrators have or plan to modify district curriculum is not really a concern given that TALA can complement existing curricula. Also, it may be that teachers do not need more time to plan lessons to include TALA. Overall, administrators who responded to the survey seem committed to making changes to campus support policies and practices in order to implement TALA schoolwide at their campuses.

Additional Administrator Perceptions of the Influence of TALA on Teacher and Student Outcomes

Administrators were asked to what extent they felt that TALA would help them achieve the following outcomes:

1. Help teachers design appropriate instruction and curriculum
2. Improve student achievement (TAKS scores) at your campus
3. Help adolescent students who struggle with reading
4. Improve student outcomes in reading/English language arts
5. Improve student outcomes in the content areas (social studies, science, math)

As highlighted in Table 6.8, with the exception of improving student outcomes in the content areas (social studies, science, and math), over half of all administrator respondents indicated that they believed TALA will either help "quite a bit" or "a great deal" in achieving the listed outcomes. In comparison, less than half believed that TALA would help "quite a bit" or "a great deal" to improve student outcomes in content areas. Specifically, 43% of administrator

respondents who had attended TALA administrator overview Training and 40% of administrator respondents who had not attended believed it would help. Across all outcomes, the percentage of administrator respondents who had attended the TALA administrator overview training and reported that TALA would help "quite a bit" or "a great deal" was slightly higher than that of their counterparts who had not attended the training.

Table 6.8. Administrator Respondents' Perceptions on the Effects of TALA

Teacher/ Student Outcome	Administrator Respondents	N	Not at All	Very Little	To Some Degree	Quite A Bit	A Great Deal
Help teachers design instruction curriculum	Attended TALA Overview Training	97	1%	3%	42%	37%	17%
	Did Not Attend TALA Overview Training	194	1%	4%	48%	37%	11%
Improve student achievement (TAKS scores) at your campus	Attended TALA Overview Training	97	1%	5%	42%	34%	18%
	Did Not Attend TALA Overview Training	194	3%	3%	49%	35%	11%
Help adolescent students who struggle with reading	Attended TALA Overview Training	97	1%	6%	40%	29%	24%
	Did Not Attend TALA Overview Training	194	2%	5%	41%	37%	15%
Improve student outcomes in reading/ English language arts	Attended TALA Overview Training	97	1%	6%	36%	36%	21%
	Did Not Attend TALA Overview Training	194	2%	4%	44%	36%	15%
Improve student outcomes in the content areas (social studies, science, math)	Attended TALA Overview Training	97	1%	12%	44%	25%	18%
	Did Not Attend TALA Overview Training	194	1%	3%	42%	37%	17%

Source: TALA Administrator Survey, 2009

These findings support the goal of schoolwide implementation of TALA because they indicate a high level of perceived positive effects on teacher effectiveness and student achievement.

Barriers to TALA Implementation

Perceptions of Teachers

Teacher participants were asked to report on barriers they faced implementing TALA strategies and routines. Table 6.9 displays the respondents' answers to this question. There is a remarkable consistency across teacher respondents, across grade levels and across subject areas taught. The most common response was there were no barriers: Grade 6 respondents tended to endorse this at slightly higher levels than Grade 7 and 8 respondents (34% and 33% for Grade 6 ELA and content area respondents, versus 26% and 27% among Grade 7 and 8 ELA and content area respondents). The most common barrier was time, endorsed by about one-quarter of the respondents. Further details regarding the barriers cited by each group of TALA participants can be found in Appendix G.

Table 6.9. Teacher Respondents' Reports of Barriers Faced in Implementing TALA

What barriers, if any, have you faced while implementing TALA strategies and practices in instruction?	Grade 6 ELA Respondents	Grade 6 Content Area Respondents	Grade 7 and 8 ELA Respondents	Grade 7 and 8 Content Area Respondents
None	34%	33%	26%	27%
Time	25%	23%	23%	23%
Application of strategies	6%	6%	3%	7%
Buy-In from students	5%	6%	8%	9%
Multiple factors	5%	4%	2%	1%
Application of instructional routines	4%	5%	8%	4%
Competing curricula	4%	2%	3%	3%
Level of language proficiency	4%	8%	7%	6%
Class size	2%	2%	2%	2%
TALA strategies and practices not applicable	2%	8%	3%	7%
Lack of recollection of training	1%	1%	2%	2%
Other	8%	5%	6%	4%
No response	7%	5%	7%	7%
Total Number of Respondents	**299**	**208**	**2,085**	**1,175**

Sources: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Perceptions of Administrators

All administrators were asked what barriers, if any, they had experienced or foreseen in helping teachers implement TALA strategies and routines in classrooms. Table 6.10 highlights common themes from administrators' responses. Approximately one-fourth of respondents cited no barriers (26%), one-fourth of the administrators cited time as a major barrier, followed by a perceived absence of buy-in from staff (11%) and a lack of training or unfamiliarity with TALA (10%). Furthermore, 10% of administrator respondents also indicated that multiple barriers worked in concert with one another to impede TALA implementation. Resources (personnel, funding) were cited as barriers by 7% of administrator respondents.

Table 6.10. Administrator Respondents' Reports of Barriers Faced in Implementing TALA

Barrier Experienced	Frequency	Percentage
None	76	26%
Time	72	25%
Buy-in / Support	31	11%
Multiple Factors	30	10%
Lack of Training / Unfamiliarity with TALA	29	10%
Implementation / Reconciling TALA with existing initiatives	21	7%
Resources (personnel, funding)	19	7%
Other	8	3%
No Response	8	3%
Total	**294**	**100%**

Source: TALA Administrator Survey, 2009

Among the many needs for time cited by administrators were time for planning, professional development, proper testing and small group instruction, and a balance between state initiatives with district and campus initiatives. Time was cited as a common factor, even when multiple issues were cited as barriers to successful implementation of TALA.

According to administrators, difficulty with obtaining support from teachers was due to either a lack of comfort with implementing new strategies, overwhelming workloads, a reluctance to test students, and a perceived general resistance to new styles. Administrators pointed out that not only is change difficult, but at times there was "teacher resistance because of workload" and a reluctance to test students.

The absence of familiarity with and training in TALA strategies and routines was often listed as a critical barrier to implementation, with administrators often noting that administrators were not well-versed enough to help facilitate implementation, and also pointing out that additional trainings for their teachers would assist in the implementation process.

Among responses which cited multiple factors, a shortage of time, materials and resources (particularly financial ones), and trainings were identified as impediments to successful implementation. Some cited particular programs such as CSCOPE, whereas others noted that teacher turnover and an absence of knowledge worked against the ability to maintain use of TALA strategies and routines from year to year.

Factors Facilitating TALA Implementation

Teacher participants were asked to report on factors that helped in implementing TALA strategies and routines. Table 6.11 displays the most prevalent themes among respondents' answers to this question. As with the reports about barriers, there is a remarkable consistency across teacher respondents, across grade levels and across subject areas taught. The most common facilitating factor reported overall was the resources provided. Helpful strategies, goodness of fit, training, and support from other teachers were other factors mentioned. Additional analyses regarding the open-ended responses provided by each cohort of TALA

teacher participants (e.g., Grade 6 ELA, Grade 6 content area, etc.) can be found in Appendix G. Administrators were not asked about factors facilitating TALA implementation.

Table 6.11. Teacher Respondents' Reports of Factors that Facilitated TALA Implementation

What factors have helped facilitate the implementation of TALA strategies and practices in your instruction?	Grade 6 ELA Respondents	Grade 6 Content Area Respondents	Grade 7 and 8 ELA Respondents	Grade 7 and 8 Content Area Respondents
Resources Provided	19%	16%	20%	13%
None	17%	17%	15%	18%
Helpful Strategies	14%	11%	12%	12%
Goodness of Fit	10%	15%	8%	8%
Training	10%	9%	9%	10%
Support from other Teachers	9%	9%	9%	9%
Helpful Instructional Routines	7%	9%	7%	10%
Administrator Support	4%	4%	5%	5%
Support for other Curricula	4%	4%	1%	1%
Other	7%	8%	7%	8%
No response	7%	5%	7%	7%
Total	100% (N=299)	100% (N=208)	100% (N=2,085)	100% (N=1,175)

Source: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Summary

This chapter includes findings related to the various indicators of campus environments for schoolwide implementation of TALA. These indicators range from the extent to which teachers interact with each other, to the changes in campus policies and practices. Lastly, the perceived barriers and facilitators to implementation of TALA highlight the factors that contribute to the extension of TALA from individual classrooms to the entire school.

Outcomes of the schoolwide implementation of TALA strategies and routines included the following:

- ELA teachers, as well as administrators, know more than content area teachers across grade levels about the extent to which teachers from their campuses attended TALA. Content area teachers do know more about which other content area teachers attended TALA than they know about ELA teachers. This indicates that content area teachers are still somewhat isolated from their ELA counterparts when it comes to discussing TALA implementation. However, findings also indicate that TALA may have made some progress in content area teachers' awareness of instructional strategies to help adolescents learn about literacy.

- Campus support for TALA was high. This is based on feedback from teachers and administrators, most of who indicated that various campus policies and practices were partially or fully implemented.

- ELA teachers are meeting with other ELA teachers to discuss TALA implementation, more so than content area teachers are meeting with any teachers at their campuses to discuss

TALA implementation. Neither group as a whole was meeting with campus administrators to discuss TALA implementation.

- To a great extent, campus administrators made changes to or acted upon almost all campus support policies and practices for TALA implementation. However, it may take some additional time for these policies and practices to take hold and for teacher to become aware of them.

- Administrator respondents indicated that TALA positively affected changes in classroom literacy practices and student outcomes.

- Barriers to TALA implementation included time, buy-in, and lack of training.

- Facilitators to TALA implementation were resources, helpful strategies, training, and support from other teachers.

7. Impact of TALA on Student Achievement

This evaluation investigated the relationship between TALA participation and Grade 6 through 8 students' achievement in reading, mathematics, science, and social studies as measured by TAKS. In addition, the relationship between TALA participation and at-risk student achievement is assessed.

This chapter addresses the following questions:

- How was participation in TALA training related to student achievement (meeting or exceeding TAKS passing standards) in reading and language arts?

- How was participation in TALA training related to student achievement (meeting or exceeding TAKS passing standards) in math, science, and social studies?

- How was participation in TALA training related to overall student achievement (meeting or exceeding TAKS passing standards) of at-risk students, including:

    - students with special education needs, including reading disabilities (e.g., dyslexia)?

    - students with limited English proficiency (LEP)?

    - students from low socioeconomic status (SES) environments?

The TALA instructional routines were designed to provide evidence-based techniques for teaching reading. After attending TALA, teachers would have a variety of routines to add to their teaching techniques. Teachers from campuses with an academically unacceptable rating in reading were required to attend TALA and all other campuses were invited to attend. Only TALA Grade 6 training occurred in summer and fall 2008, potentially implementing the routines during the 2008-09 school year. TALA training in summer and fall 2009 was open to teachers in Grades 6 through 8, with potential implementation of the instructional routines during the 2009-10 school year. However, fewer Grade 6 teachers participated in 2009 since this was a "catch up" year for Grade 6 teachers who did not attend in 2008. The achievement data for TALA 2009 participants are based on one year of program implementation, whereas the achievement data for TALA 2008 participants are based on two years of program implementation.

Summary of Findings from Previous Report

In TALA Interim Report #2, the evaluation investigated the relationship between TALA implementation and grade 6 student achievement in reading and math. The evaluation team created a level of TALA implementation variable comprised of (1) the percentage of teachers who attended TALA at the campus/school, (2) the percentage of TALA participants from each school/campus who completed the Online Follow-up Documentation, (3) teacher self-reported implementation of the TALA instructional routines and strategies, and (4) campus support. TALA campuses were classified as high implementing, medium implementing, and low implementing.

The evaluation team examined differences among participating TALA campuses (high, medium, and low implementers). Changes in Grade 6 TAKS reading scores and Grade 6 TAKS math scores were compared across time within each group. When comparing similarly classified campuses to themselves over time, there were significant differences in reading and math achievement. Looking at the trends by campus type, low implementing campuses experienced significant differences in reading and math achievement between 2005-06 and 2008-09. Significant differences were also experienced by medium implementing campuses between

2005-06 and 2008-09, as well as by high implementing campuses over this time period. The percentages of students who met the standard in math and reading fluctuated over time, with all campus types experiencing a decrease in the percentage meeting the standard following the implementation of TALA. These findings mirror the trends in the state averages.

When comparing low, medium, and high implementing campuses to each other at any one time point, there were no significant differences in reading and math achievement. During the 2005-06 school year, low, medium, and high implementing campuses performed similarly with respect to reading and math achievement. This was also true in the 2006-07, 2007-08, and 2008-09 school years. Overall, students at campuses where teachers participated in TALA did not have significant academic gains or losses.

In addition to comparisons between TALA campuses, the evaluation team compared high implementing TALA campuses to comparable non-TALA campuses. Results from comparisons between TALA and non-TALA campuses revealed no significant differences in grade 6 reading achievement or math achievement. Both TALA campuses and non-TALA campuses experienced a significant increase in the percentage of grade 6 students meeting the TAKS standard in reading and math from 2006-07 to 2007-08. This increase was followed by a decline in percentage of grade 6 students meeting the standard in 2008-09, the first year of TALA implementation. These findings mirror the fluctuations in the state averages for grade 6 reading and math, with increases in the percentage of grade 6 students meeting the TAKS standard in reading and math from 2006-07 to 2007-08, followed by decreases in 2008-09.

The evaluation team examined the change in Grade 6 TAKS reading and math scores across TALA campuses for at-risk student groups since helping struggling readers is one element of TALA. The at-risk groups included special education students, LEP students, and economically disadvantaged students. The percentage of special education students, LEP students, and economically disadvantaged students who met the standard in reading significantly increased since 2007-08, the first year of TALA implementation. The percentage of special education students who met the standard in math significantly increased since 2007-08, whereas the percentage of non-special education students who met the standard in math significantly decreased.

Analyses from Present Study

To describe the relationship between TALA participation and student achievement, the evaluation team conducted three analyses:

- **Analysis #1 - Comparison of TALA Campuses:** The relationship between TALA participation and campus-level reading, math, social studies, and science achievement from 2005-06 to 2009-10 was examined for each TALA cohort: campuses with 2008 participants only, campuses with 2009 participants only, and campuses with 2008 and 2009 participants (greater detail is provided in the next section). The average percentage of students who met or exceeded the standard on the TAKS in each cohort was used as an outcome. Trend plots illustrate changes over time and repeated measures ANOVA indicate whether the change over time and/or differences between the cohorts is statistically significant. In order to provide a basis of comparison for the TALA campuses, statewide averages of students who met or exceeded the standard by grade level are also reported.

- **Analysis #2 - Comparison of Students of TALA Participating Teachers to Students of Non-Participating Teachers:** Using data from eight of the nine TALA case study

campuses,[39] changes in student level TAKS reading and math scores were compared across time. For Grade 8 students, the evaluation team used 2004-05, 2005-06, 2006-07, 2007-08, and 2008-09 TAKS data as baseline years, with 2009-10 TAKS data as the intervention year. For Grade 7 students, the evaluation team used 2005-06, 2006-07, 2007-08, and 2008-09 TAKS data as baseline years, with 2009-10 TAKS data as the intervention year. For Grade 6 students, the evaluation team used 2006-07, 2007-08, and 2008-09 TAKS data as baseline years, with 2009-10 TAKS data as the intervention year. Trend plots illustrate changes over time and repeated measures ANOVA indicate whether the change over time and/or differences between the students is statistically significant.

Since science and social studies are administered to Grade 8 students, the evaluation team compared the TAKS scores in social studies and science of students of TALA participating teachers to students of non-participating teachers.

- **Analysis #3 – Changes in At-Risk Student Achievement at TALA Campuses:** The changes in TAKS scores (reading and math) across TALA campuses were compared for each at-risk student group (special education, LEP, and economically disadvantaged students). The evaluation team utilized student level TAKS scores and used 2009-10 campus as the identifier for the student (indicating at-risk group membership). TAKS scores (2007-08, 2008-09, and 2009-10) were compared using trend plots to illustrate changes over time and repeated measures ANOVA to indicate whether or not the change over time is statistically significant. In order to provide a basis of comparison for the at-risk student groups, non-academically at-risk student averages at the TALA campuses (e.g., non-LEP students) and statewide averages of students who met or exceeded the standard are also reported.

Analysis #1: Comparison of TALA Campuses

The evaluation team examined the relationship between TALA participation and Grade 6 through 8 students' TAKS achievement. The percent of students who met the standard on the reading, math, science, and social studies TAKS were used as outcomes in campus-level analyses. For the purposes of the analyses, participating TALA campuses were divided into three cohorts based on when the teachers attended TALA training:

- Cohort A: Campuses with Grade 6 teachers who participated in TALA training in 2008.
- Cohort B: Campuses with Grade 6, 7, and 8 teachers who participated in TALA training in 2009.
- Cohort C: Campuses with Grade 6 teachers who participated in TALA training in 2008, and additional teachers in Grades 6 through 8 who participated in TALA training in 2009.

Within each of these cohorts, campuses were further classified by their level of participation in TALA training activities. As previously stated, in TALA interim report #2, the evaluation team created a campus level of implementation. Over 70% of campuses who had a teacher that attended TALA were excluded from the analyses due to missing data. As a result, the evaluation team created a campus level of TALA participation variable[40] for the present study.

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[39] One campus chose not to submit the linked data for this analysis.

[40] In the present report, a TALA level of <u>participation</u> variable was created that focuses on attendance and completion of the online follow-up documentation. In interim report #2, a level of <u>implementation</u> variable was created that incorporated participation, the reported implementation of TALA strategies in the classroom, and campus support for TALA. Any references to the level of participation variable in the present report refer to TALA participation only.

TALA was intended as a schoolwide approach to increase adolescent literacy; however, individual teachers receive the training. The evaluation team's assumption is that attending an academy in the summer/fall and completing the online follow-up would indicate a greater likelihood that the students are experiencing the TALA instructional routines in the classroom.

> "Reading is the rock on which everything gets built."
>
> - ELA Teacher

These calculations[41] incorporated both the percentage of eligible teachers at each campus who attended the TALA training and the percentage of these teachers who also completed the online follow-up module (see Table 7.1).

Table 7.1. Average Cohort Differences in Participation Indicators (Low, Medium, High)

Participation Indicators	Cohort A: 2008 Only (N=265)			Cohort B: 2009 Only (N=376)			Cohort C: 2008 and 2009 (N=754)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
Percentage of eligible teachers who attended TALA training	9%	25%	57%	4%	11%	30%	9%	20%	43%
Percentage of TALA-trained teachers who completed online follow-up	57%	68%	71%	63%	79%	81%	63%	73%	75%

Source: Analysis of TALA Participation Data; Online Follow-up Training Database, 2009
NOTE: Cell values are average percentages for each subgroup.

The relationship between TALA participation and reading, math, social studies, and science achievement was examined for each of these TALA cohorts, separately by grade, from 2005-06 to 2009-10. The average percentage of students who met or exceeded the passing standard on the TAKS in each cohort was used as an outcome. No significant mean differences were found between high, medium, and low participation groups in the percentage of students who met or exceeded the standard, so the following discussion focuses on cohort differences. The results of the repeated measures ANOVAs are presented in additional tables in Appendix H.

TALA Cohorts and Student Achievement in Reading

The percentage of Grade 6, Grade 7, and Grade 8 students who met or exceeded the TAKS reading standard varied from 2005 to 2010. The trends observed in the TALA campuses across all cohorts and grades were mirrored by the state average percentage of students meeting the TAKS reading standard. The results do not provide evidence that TALA participation was related to TAKS reading outcomes. Figure 7.1 illustrates the change in the percentage of Grade 6 students who met the standard in reading, Figure 7.2 illustrates the change in the percentage of Grade 7 students who met the standard in reading, and Figure 7.3 illustrates the change in the percentage of Grade 8 students who met the standard in reading.

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[41] For each campus, a participation indicator was calculated by multiplying the percentage of eligible teachers who attended the TALA trainings and the percentage of TALA-trained teachers who completed the online follow-up module. Implementation-level subgroups were created within each cohort by classifying campuses based on whether their respective participation indicator value placed them in the lower, middle, or upper third of the distribution.

Figure 7.1. Percentage Meeting Standard in Grade 6 TAKS Reading (2005-10)
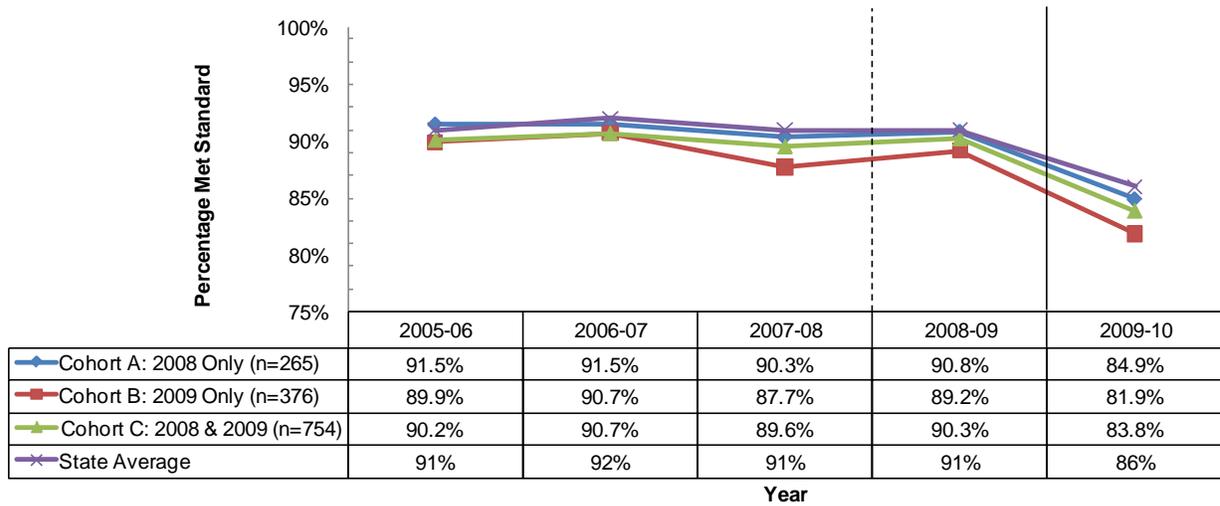
	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort A: 2008 Only (n=265)	91.5%	91.5%	90.3%	90.8%	84.9%
Cohort B: 2009 Only (n=376)	89.9%	90.7%	87.7%	89.2%	81.9%
Cohort C: 2008 & 2009 (n=754)	90.2%	90.7%	89.6%	90.3%	83.8%
State Average	91%	92%	91%	91%	86%

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

Figure 7.2. Percentage Meeting Standard in Grade 7 TAKS Reading (2005-10)
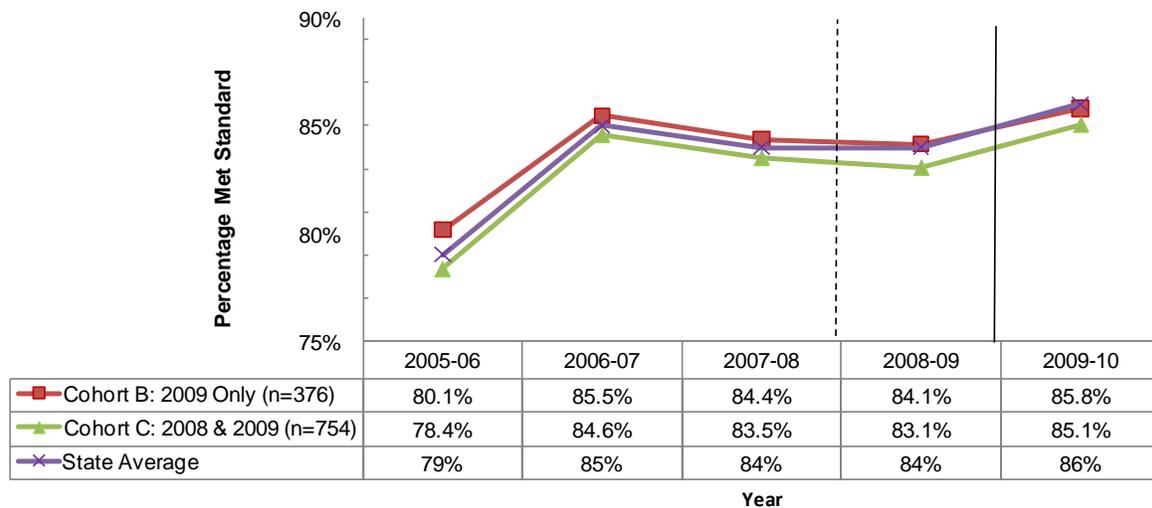
	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort B: 2009 Only (n=376)	80.1%	85.5%	84.4%	84.1%	85.8%
Cohort C: 2008 & 2009 (n=754)	78.4%	84.6%	83.5%	83.1%	85.1%
State Average	79%	85%	84%	84%	86%

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

Figure 7.3. Percentage Meeting Standard in Grade 8 TAKS Reading (2005-10)
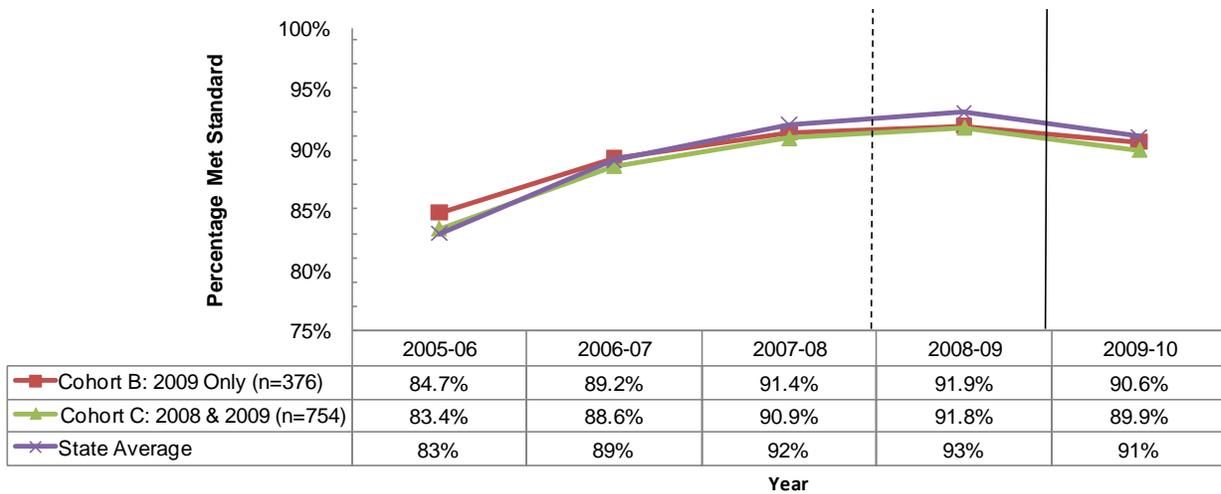
	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort B: 2009 Only (n=376)	84.7%	89.2%	91.4%	91.9%	90.6%
Cohort C: 2008 & 2009 (n=754)	83.4%	88.6%	90.9%	91.8%	89.9%
State Average	83%	89%	92%	93%	91%

Year

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

TALA Cohorts and Student Achievement in Math

From 2005 to 2010, the percentages of Grades 6 through 8 students meeting or exceeding the standard in math have varying levels of fluctuation from year to year. All three cohorts across all grades (6-8) mirrored the state average across time. As with the reading results, the results do not provide evidence that TALA participation was related to TAKS math outcomes. Figure 7.4 illustrates the change in the percentage of Grade 6 students who met the standard in math, Figure 7.5 illustrates the change in the percentage of Grade 7 students who met the standard in math, and Figure 7.6 illustrates the change in the percentage of Grade 8 students who met the standard in math.

Figure 7.4. Percentage Meeting Standard in Grade 6 TAKS Math (2005-10)
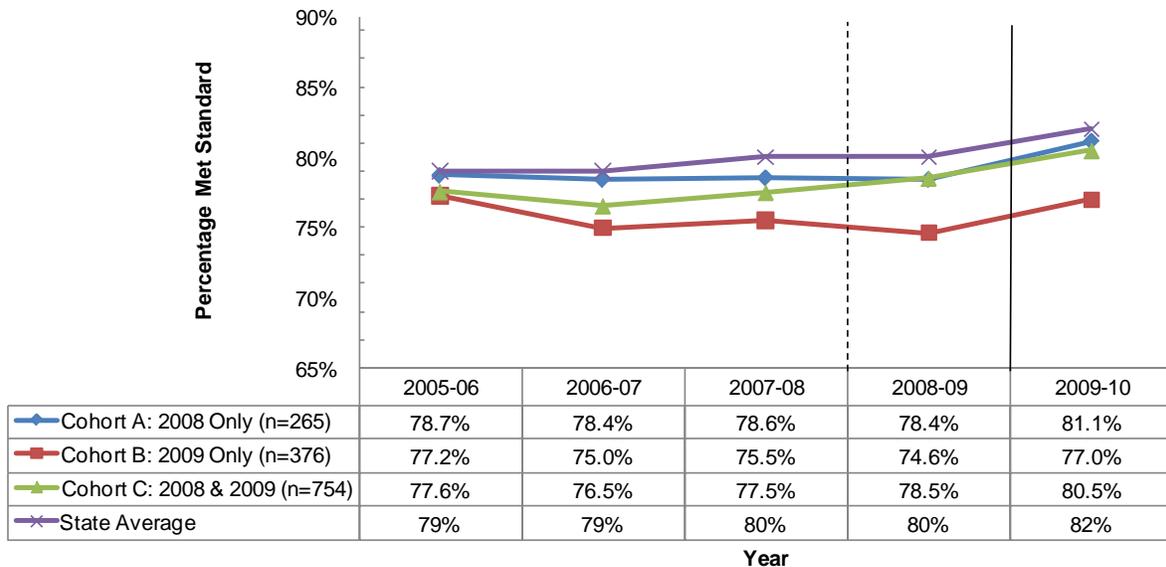
	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort A: 2008 Only (n=265)	78.7%	78.4%	78.6%	78.4%	81.1%
Cohort B: 2009 Only (n=376)	77.2%	75.0%	75.5%	74.6%	77.0%
Cohort C: 2008 & 2009 (n=754)	77.6%	76.5%	77.5%	78.5%	80.5%
State Average	79%	79%	80%	80%	82%

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

Figure 7.5. Percentage Meeting Standard in Grade 7 TAKS Math (2005-10)
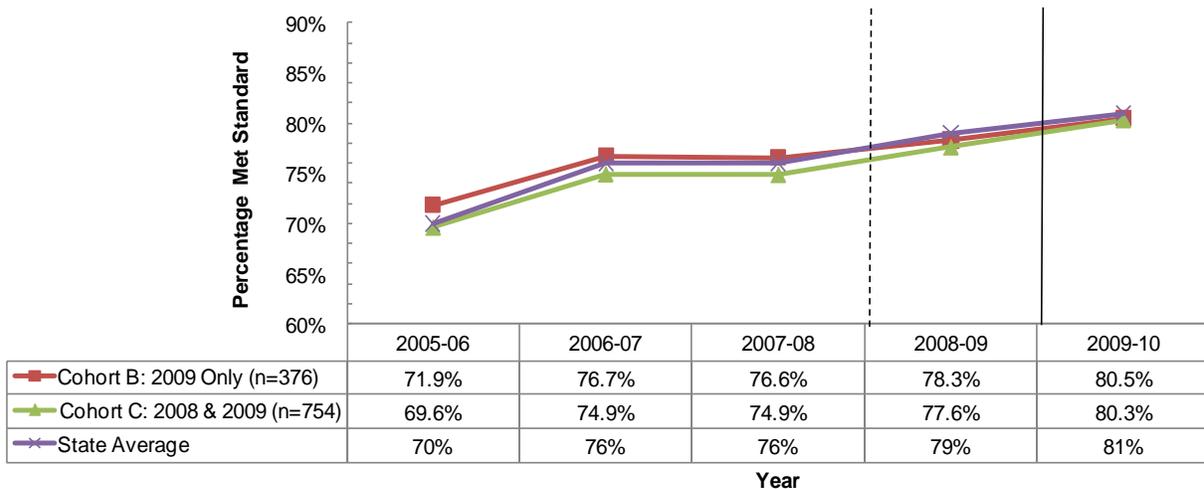
	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort B: 2009 Only (n=376)	71.9%	76.7%	76.6%	78.3%	80.5%
Cohort C: 2008 & 2009 (n=754)	69.6%	74.9%	74.9%	77.6%	80.3%
State Average	70%	76%	76%	79%	81%

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

Figure 7.6. Percentage Meeting Standard in Grade 8 TAKS Math (2005-10)
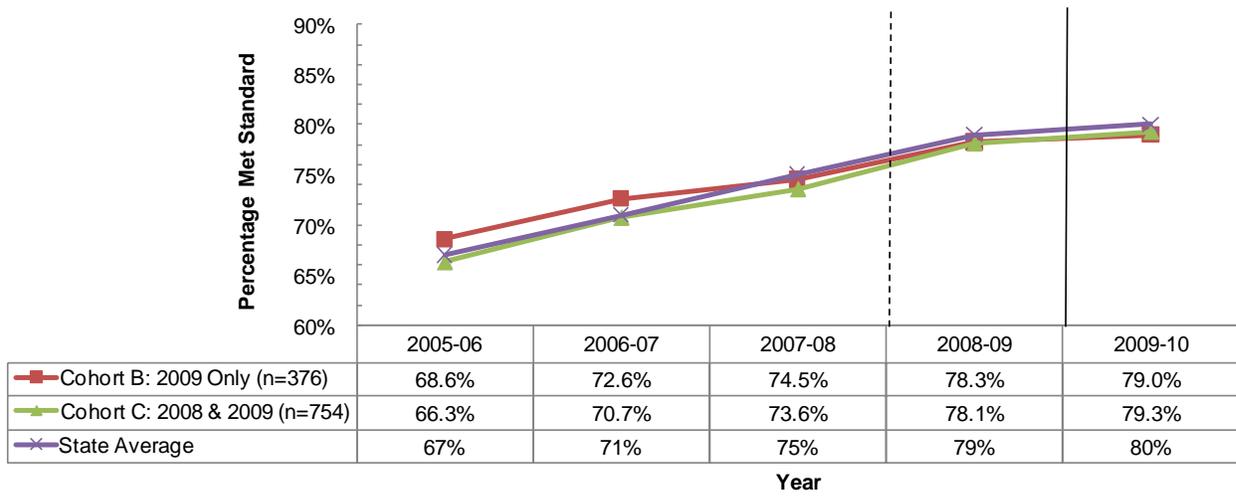
|	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort B: 2009 Only (n=376)	68.6%	72.6%	74.5%	78.3%	79.0%
Cohort C: 2008 & 2009 (n=754)	66.3%	70.7%	73.6%	78.1%	79.3%
State Average	67%	71%	75%	79%	80%

Year

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

TALA Cohorts and Student Achievement in Social Studies and Science

Except in 2007-08, the rate of Grade 8 students meeting or exceeding the social studies standard has followed an upward trend (Figure 7.7). Although state averages did not display the dip in percentages meeting the standard in 2007-08 that was observed in TALA campuses, the state-level and TALA cohorts showed similar trends overall. As with reading and math, the results do not provide evidence that TALA participation was related to TAKS social studies outcomes.

> **"Teachers need to understand that reading does not just happen in ELA classes."**
>
> **- Content Area Teacher**

Figure 7.7. Percentage Meeting Standard in Grade 8 TAKS Social Studies (2005-10)
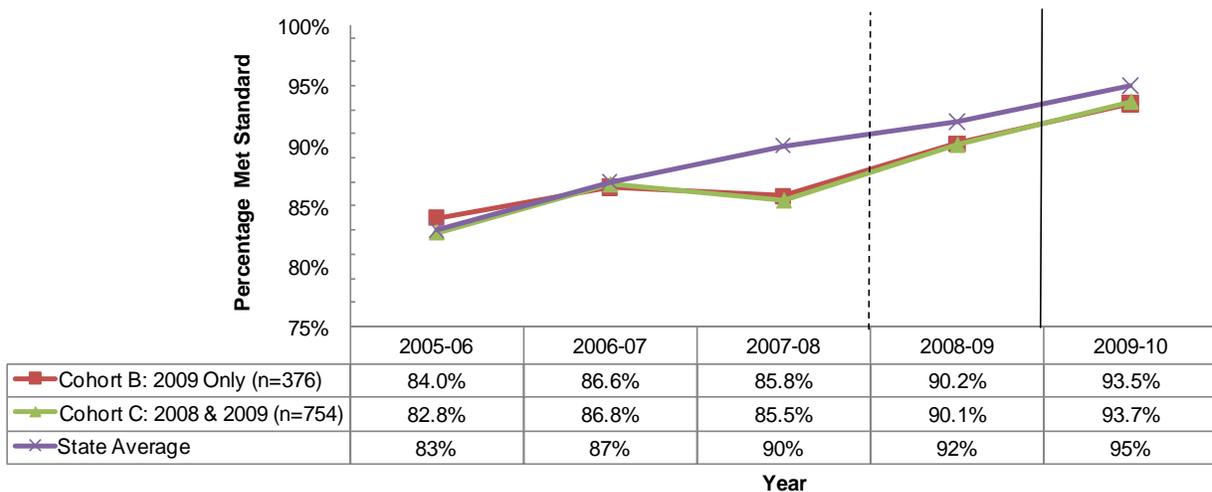
|	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort B: 2009 Only (n=376)	84.0%	86.6%	85.8%	90.2%	93.5%
Cohort C: 2008 & 2009 (n=754)	82.8%	86.8%	85.5%	90.1%	93.7%
State Average	83%	87%	90%	92%	95%

Year

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports 2005-06, to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

The percentage of students who met the TAKS science standard fluctuated from 2005 to 2010 (Figure 7.8). The largest increase occurred from 2008-09 to 2009-10, which is the year following the implementation of the TALA program with Grade 8 teachers. However, it is difficult to attribute this increase to TALA participation. An average of the percentage of students meeting the TAKS science standard across all campuses in Texas shows a very similar pattern. In this way, the performance of TALA campuses does not seem different from that of campuses across the state.

Figure 7.8. Percentage Meeting Standard in Grade 8 TAKS Science (2005-10)
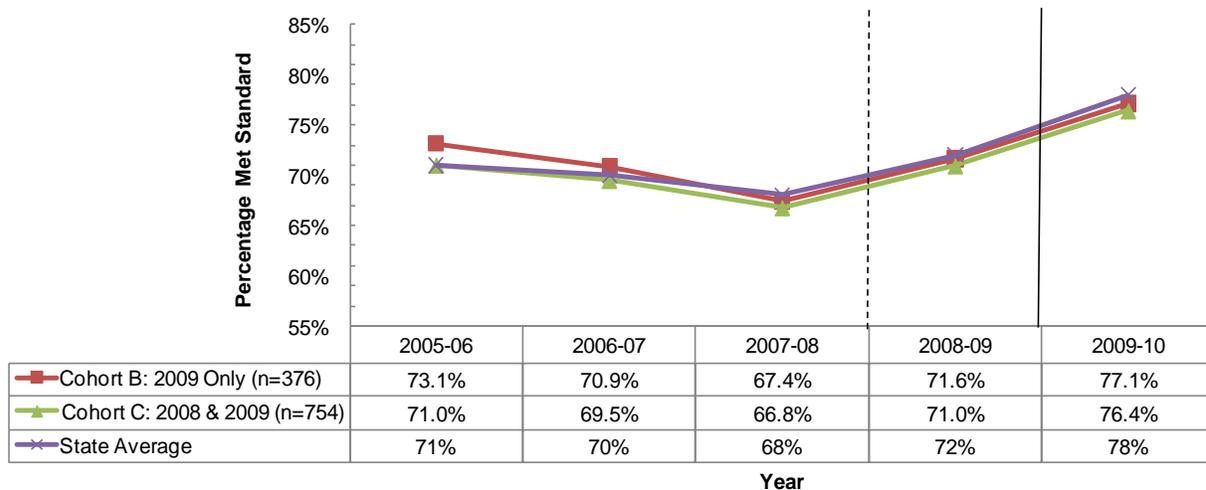
|	2005-06	2006-07	2007-08	2008-09	2009-10
Cohort B: 2009 Only (n=376)	73.1%	70.9%	67.4%	71.6%	77.1%
Cohort C: 2008 & 2009 (n=754)	71.0%	69.5%	66.8%	71.0%	76.4%
State Average	71%	70%	68%	72%	78%

Source: PEIMS school-level TAKS data, 2005-06 to 2009-10; TEA TAKS Summary Reports, 2005-06 to 2009-10
NOTE: Dotted line designates the introduction of the intervention for those campuses participating in TALA 2008. The solid line designates the introduction of the intervention for those campuses participating in TALA 2009.

Summary of Analysis #1

Trends plots were presented that displayed changes over five years in the percentage of Grade 6, Grade 7, and Grade 8 students meeting the TAKS standard across reading, math, and, for Grade 8 groups only, social studies, and science. Within cohorts, no significant mean differences in students' TAKS passing rates were found between high, medium, and low participation TALA campuses. Between cohorts, few significant mean differences were demonstrated at each of the five TAKS administrations from 2005-06 to 2009-10.

Trends over time were also examined. For reading, changes from 2008-09 to 2009-10 were inconsistent. TALA campuses experienced general decreases in the percentage of Grade 6 and Grade 8 students who met reading TAKS standards, while the percentage of Grade 7 students increased. Trends were more encouraging for math, social studies, and science, where all grades and cohort groups displayed increases in the percentage of students meeting the TAKS standard for each respective subject. Still, while it is encouraging to see overall increases in the percentage of students meeting TAKS standards, the analyses are purely descriptive and any relationship among these variables is not indicative of any form of causation. Trends did not display marked or consistent changes that coincided with the introduction of the TALA program. The trends displayed by the TALA campuses closely mirrored the trends of state-wide percentages of students meeting TAKS standards. These observations suggest that participation in the TALA program did not, after one and two years of implementation, uniquely affect the average percentage of students meeting TAKS standards at TALA campuses.

Limitations of Analysis #1

Notably, several data limitations constrain the utility of these results. It is possible that a school-level average of the percentage of students meeting TAKS standards is not a sensitive enough measure to detect possible effects related to participation in the TALA program. For example, focusing on schoolwide averages of students who met or did not meet a particular score threshold does not have the precision necessary to detect potential changes within a performance level.

Also, while no differences were found between TALA participation subgroups, it is possible that a different measure of implementation would have better helped to identify differences in program effectiveness. The current measure incorporated attendance at the TALA training and participation in the online follow-up module. The available data did not allow for the incorporation, for example, of the degree to which teachers implemented the specific TALA strategies or the extent to which TALA was embraced as a schoolwide intervention on any given campus, which may have had a larger influence on school-level TAKS performance.

As previously stated, the campus-level findings are descriptive in nature. The ability to link the students to their teachers would provide a more accurate depiction of the impact of TALA on student achievement. Student TAKS data is not linked to a teacher in the TEA databases. Since over 1,000 campuses had a teacher participate in TALA training in 2008 and/or 2009, it would be a difficult task to receive the linked data from the individual schools or school districts. Since the evaluation team believed that obtaining linked data would provide greater evidence of the relationship between TALA participation and student achievement, linked data were obtained from the site visit campuses.

The next section looks at the difference in achievement for students of TALA participating teachers and students of non-participating teachers.

Analysis #2: Comparison of Students of TALA Participating Teachers to Students of Non-Participating Teachers

To obtain preliminary evidence of the relationship between TALA participation and student outcomes, students who were taught by a TALA participating teacher during 2009-10 (referred to as TALA students) were compared to students who were not taught by a TALA participating teacher (referred to as non-TALA students). It was possible to link individual student-level data to individual TALA teacher participant data[42] from eight case study schools.

TALA case study campuses were selected based on several criteria. First, campuses with teachers who participated in TALA in both 2008 and 2009 were selected. The selection field was narrowed to campuses serving Grades 6 through 8 because TALA is tailored for the unique structure of middle schools and is framed within a schoolwide approach to addressing the needs of struggling adolescent readers in Grades 6 through 8. Next, campuses with a high participation rate in TALA were selected to ensure that a sufficient number of participating teachers would be available during the case study site visit for evaluators to interview, observe,

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[42] 148 TALA teachers from eight TALA schools were matched to their students. Based on the most recent teacher upload data, 99 of those teachers received the TALA training in 2009, 45 were trained in 2008, and 4 teachers had no records in the teacher upload data.

or participate in a focus group. TALA case study campuses were randomly selected from the list of campuses eligible for selection.

All findings presented in this section are based on student-level TAKS outcome measures in the following four subjects: reading, math, science, and social studies. Tables in Appendix I report all the statistically significant results from the repeated measures ANOVAs.

Characteristics of Students Included in the Analysis

Tables 7.2 and 7.3 present an overview of the 2009-10 TALA and non-TALA students included in the TAKS achievement analyses broken out by grade level. In order to be included in the analyses, students must have taken the TAKS standard or the accommodated form and have a valid test score for the TAKS exams under study. For the TAKS math and reading analyses, the samples of students were students with complete, uninterrupted achievement data from elementary grades to the grade level tested in 2009-10.

- Grade 6 TALA and non-TALA students had complete, uninterrupted achievement data for four years: 2006-07 (Grade 3), 2007-08 (Grade 4), 2008-09 (Grade 5), and 2009-10 (Grade 6).

- Grade 7 TALA and non-TALA students had complete, uninterrupted achievement data for five years: 2005-06 (Grade 3), 2006-07 (Grade 4), 2007-08 (Grade 5), 2008-09 (Grade 6), and 2009-10 (Grade 7).

- Grade 8 students TALA and Non-TALA students had complete, uninterrupted achievement data for six years: 2004-05 (Grade 3), 2005-06 (Grade 4), 2006-07 (Grade 5), 2007-08 (Grade 6), 2008-09 (Grade 7), and 2009-10 (Grade 8).

Valid longitudinal data were not available when: (a) students could not be identified with a valid identification number, (b) students took an alternative form of the TAKS,[43] or (c) students did not have uninterrupted time points.

As Table 7.2 indicates, within the eight case study campuses, the majority of the students with complete longitudinal TAKS reading data had a TALA teacher in their reading/ELA class during 2009-10. In Grade 7 and 8, over 75% of students have had a TALA teacher in reading/ELA classes. In addition, over 60% of the Grade 6 and 8 students in the TAKS math analyses were linked to a TALA teacher teaching a math course during 2009-10. Similarly, more than half of the Grade 8 students involved in the 2009-10 science and social studies TAKS exams were students taught by a TALA teacher (see Table 7.3).[44] Overall, the sample size for students who did not have a TALA participating teacher was small. As a result, the evaluation team was unable to investigate the cumulative effect (many TALA teachers versus only one TALA teacher) on student achievement.

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[43] TAKS–Alt is designed for the purpose of assessing students in Grades 3 through 11 who have significant cognitive disabilities and are receiving special education services.
[44] Tables in Appendix I display the original samples of 2009-10 TALA and non-TALA students before all selection criteria were applied. Moreover, in Appendix J, other tables provide information about the characteristics of the 2009-10 TALA and non-TALA students with longitudinal data included in the analyses.

Table 7.2. Analysis Samples of Students with Math and Reading TAKS data by Grade Level

	Analysis Samples of Students with Longitudinal TAKS Math Data			Analysis Samples of Students with Longitudinal TAKS Reading Data		
	Grade 6 (n=1,260)	Grade 7 (n =1,220)	Grade 8 (n=1,181)	Grade 6 (n=1,202)	Grade 7 (n =1,175)	Grade 8 (n=1,184)
TALA*	36.3%	42%	35.7%	61.7%	79.4%	75.6%
Non-TALA	63.7%	58%	64.3%	38.3%	20.6%	24.4%

Source: PEIMS, 2009-10; TAKS, 2004-05 to 2009-10
* Sample of students linked to TALA teachers who taught Math or Reading courses in 2009-10

Table 7.3. Analysis Samples of Students with Science and Social Studies TAKS data

	Analysis Sample of Students with 2009-10 TAKS Science Data Grade 8 (n=1,549)	Analysis Sample of Students with 2009-10 TAKS Social Studies Data Grade 8 (n=1,542)
TALA*	54.4%	52.5%
Non-TALA	45.6%	47.5%

Source: PEIMS, 2009-10; TAKS, 2009-10
* Sample of students linked to TALA teachers who taught Science or Social Studies courses in 2009-10

Student Achievement in TAKS Reading

Students who were taught reading/ELA by a TALA teacher in 2009-10 and students taught reading/ELA by a non-TALA teacher were compared on their rates of meeting the TAKS reading standard across time. For all three grade levels examined here, 2009-10 TAKS data was the intervention year. Overall, evidence of within-group growth from 2008-09 to 2009-10 were tested for statistically significant differences percentages of students meeting the standard between TALA and non-TALA students. Overall, there were three statistically significant changes observed, as presented in Table 7.4:

- Both TALA and non-TALA Grade 6 students experienced a decrease in their TAKS reading proficiency rates between 2008-09 and 2009-10. The observed decline was greater for the non-TALA students. The percentage of Grade 6 non-TALA students who met the TAKS Reading standards decreased by 5 percentage points whereas the decrease for TALA students was 1 percentage point. Moreover, although the two groups of students had notable differences on the percentages meeting the standard in 2008-09, there were no statistically significant differences between the two groups on their 2009-10 academic performance even after controlling for their demographic characteristics (i.e., race/ethnicity).

- The percentage of TALA and non-TALA Grade 7 students who met the TAKS reading standard decreased from 2008-09 to 2009-10. The percentage of Grade 7 non-TALA students decreased by 6 percentage points whereas Grade 7 TALA students decreased by 2 percentage points. TALA students outperformed non-TALA students, with 83% meeting the TAKS reading standard compared to 81% of non-TALA students.

- For Grade 8 students, the percentage of TALA students who met the TAKS reading standard significantly increased from 2008-09 (73%) to 2009-10 (85%), where the percentage of non-TALA students remained the same with 88% meeting the reading standard.

Table 7.4. Percentage of TALA and Non-TALA Students Who Met the TAKS Reading Standard by Grade Level (2004-10)

2009-10 Analysis Samples by Grade Level		% Met TAKS Reading Standards					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Grade 6	TALA (n=742)	n/a	n/a	82	76	77	76
	Non-TALA (n=460)	n/a	n/a	78	75	80	75*
Grade 7	TALA (n=933)	n/a	83	74	78	85	83
	Non-TALA (n=242)	n/a	78	78	79	87	81*
Grade 8	TALA (n=895)	81	70	71	83	73	85***
	Non-TALA (n=289)	81	70	75	88	88	88

Source: PEIMS, 2004-05 to 2009-10; TAKS, 2004-05 to 2009-10; *p<.05; **p<.01; ***p<.001

Student Achievement in the Content Areas: TAKS Math, Science, and Social Studies

The change in the percentage of students who met the TAKS Math standard between the group of students who had a TALA trained teacher during 2009-10 and the group of students who did not was examined. Results indicate that there were differences across time and between groups among Grade 6 and 8 TALA and non-TALA students. As presented in Table 7.5, the statistically significant differences were:

> **"I can prepare them better for assessment tests and my own unit tests when I know what they know. It is more effective than what was used before."**
>
> **- Science Teacher**

- The percentages of Grade 6 TALA and non-TALA students who met the math TAKS standard declined from 2008-09 to 2009-10. The percentage for both groups decreased by 4 percentage points; however, TALA students outperformed their non-TALA peers (77% and 72% respectively). Although the two groups of Grade 6 students had notable differences in the percentages who met the TAKS math standard from 2008-09 to 2009-10, these statistically significant differences between the groups were diminished after controlling for their demographic characteristics.

- The percentages of Grade 8 TALA and non-TALA students who met the TAKS math standard significantly increased from 2008-09 to 2009-10. The percentage for both groups increased by 5 percentage points, with 75% of TALA students meeting the 2009-10 TAKS reading standard compared to 76% of non-TALA students. After controlling on their demographic characteristics, there were no significant differences between Grade 8 TALA and Grade 8 non-TALA students within 2008-09 and 2009-10.

Table 7.5. Percentage of TALA and Non-TALA Students Who Met the TAKS Math Standard by Grade Level (2004-10)

2009-10 Analysis Samples by Grade Level		% Met TAKS Math Standards					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Grade 6	TALA (n=457)	n/a	n/a	78	83	81	77*
	Non-TALA (n=803)	n/a	n/a	63	77	76	72*
Grade 7	TALA (n=512)	n/a	73	76	79	70	72
	Non-TALA (n=708)	n/a	70	74	81	75	75
Grade 8	TALA (n=422)	72	74	76	69	70	75*
	Non-TALA (n=759)	70	70	70	71	71	76*

Source: PEIMS, 2004-05 to 2009-10; TAKS, 2004-05 to 2009-10; *p<.05; **p<.01; ***p<.001

Differences in the percentage of TALA and non-TALA students who met the TAKS standard in social studies and science were explored (Table 7.6). The percentage of non-TALA students who met science TAKS standards in 2009-10 was significantly higher (70%) than the percentage of TALA students (65%). However, the statistically significant differences between the two groups were diminished after controlling on student demographic characteristics.

For social studies, the percentage of students who met the standard was significantly higher for students who were taught social studies by a TALA teacher (93%) than the students who were taught social studies by a non-participating teacher (89%). The statistically significant difference remained after controlling on student demographics.

Table 7.6. Percentage of Grade 8 TALA and Non-TALA Students Who Met the TAKS Science Standard and the TAKS Social Studies Standard (2004-10)

2009-10 Analysis Samples by Grade Level			% Met TAKS Science Standards	2009-10 Analysis Samples by Grade Level		% Met TAKS Social Studies Standards
Grade 8	Non-TALA	n=706	70%*	Non-TALA	n=733	89%
	TALA	n=843	65%	TALA	n=809	93%**

Source: PEIMS, 2009-10; TAKS, 2009-10; *p<.05; **p<.01; ***p<.001

Summary of Analysis #2

The academic achievement of students who were instructed by a TALA trained teacher and those who were not was compared in reading, math, science, and social studies. The analyses from the selected eight case study campuses illustrated that TALA is impacting Grade 8 students. Grade 8 TALA students improved their passing rates by 12 percentage points in reading and by 5 percentage points in math, whereas the non-TALA students increased their percentage of meeting the math TAKS standard by 5 percentage points but showed no improvements in reading. Grade 8 TALA students also had a significantly larger percentage of students who met the social studies TAKS standard compared to non-TALA students.

Grade 7 TALA students experienced a decrease in the percentage of students who met the standard in reading and math 2008-09 to 2009-10, with Grade 7 non-TALA students experiencing a significant decrease in reading. A significant decrease in the percentage of students meeting the reading TAKS standard was also experienced by Grade 6 non-TALA students over this time period.

These analyses provide some encouraging support for TALA for Grade 8 students. The analyses also illustrate the possible relationship between TALA participation and content area literacy (in particular, for math and social studies). For Grade 6 and Grade 7 students, the findings are inconclusive. However, without conducting a randomized control study, it is incorrect to state that TALA caused the

> **"It's not all about TAKS, but it's so hard when they fail every year. It's so good when they have success, and I know some of it has to do with TALA."**
>
> **- Campus Administrator**

improvements in content area achievement and Grade 8 student achievement or did not affect Grade 6 and 7 achievement. Non-TALA students experienced similar trends in the percentage of students meeting the TAKS standard on the various assessments. This could be due to the nature of TALA as a schoolwide approach to adolescent literacy. While TALA training is provided to individual teachers, the design of TALA was based on the theory that TALA could have a greater impact with a schoolwide approach to implementing TALA. Teachers who

attended the training may have shared TALA materials with their colleagues who did not attend the training. As a result, the non-TALA students may have been exposed to the instructional routines, diminishing any effect on Grade 6 and Grade 7 students' achievement. A replication of the analyses with similar students from other TALA schools identified as high TALA participating sites might support these findings, but these linked data were not available.

Since helping struggling readers is a key element of TALA, the evaluation team decided to investigate the impact of TALA on at-risk student achievement. The next section breaks down the achievement data by TALA students by at-risk subgroups as compared to students from TALA campuses who are not members of at-risk subgroups.

Analysis #3: Changes in At-Risk Student Achievement at TALA Campuses

The evaluation team examined the change in TAKS reading and math scores across TALA campuses for at-risk student groups. The at-risk groups included special education students, students with limited English proficiency (LEP), and economically disadvantaged students. Economically disadvantaged students are those who receive free or reduced-price lunch or are economically disadvantaged for some other reasons. The team used student level TAKS scores and the 2009-10 campus as the identifier to track change over time (since 2007-08). Student-level demographic data was used to select the students classified under these three categories.

Valid longitudinal data were not available in cases where: (a) students could not be identified with a valid identification number, (b) students took an alternative form[45] of the TAKS, or (c) students did not have uninterrupted data across the three time points. Additional tables in Appendix J display the characteristics of the samples of students before and after selection criteria were applied.

In addition to categorizing the students based on at-risk demographic characteristics, the TALA campuses were divided into three cohorts based on when the teachers attended TALA. Cohort A included TALA 2008 participants only. Cohort B included TALA 2009 participants only. Cohort C includes participants in 2008 and 2009.

The relationship between TALA participation and reading and math achievement was examined for each TALA cohort, separately by at-risk category and grade. The results of the repeated measures ANOVAs are presented in Appendix K.

Special Education Students

On TAKS reading, the percentage of Grade 6 special education students who met the standard increased for Cohort A and decreased for Cohorts B and C. The percentage of Grade 7 special education students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 special education students

> **"I think that they could all benefit from these strategies. But, what I've observed is that the struggling kids benefit. The average students also benefit."**
>
> **- Literacy specialist**

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[45] TAKS–Alt is designed for the purpose of assessing students in grades 3–11 who have significant cognitive disabilities and are receiving special education services. The special education students included in our analyses represent only those students who are able to take the TAKS standard or accommodated forms.

increased across all cohorts. Across the grade levels, special education students at TALA campuses outperformed the state average in reading.

The trends for Grade 6 special education students generally mirrored state averages, with the three TALA cohorts performing 2 to 8 percentage points higher than the state average on the TAKS reading test (see Figure 7.9). There were notable increases in the percentage of student reading passing rates in 2008-09 across all three TALA cohorts of schools. Those increases ranged from 12% for Cohort C schools to 7% for Cohort B schools. The passing rates of the selected special education students from Cohort A and Cohort B TALA campuses showed minimal changes in 2009-10, with the exception of Cohort C TALA schools where special education students experienced a notable decline in passing TAKS Math in 2009-10.

Figure 7.9. TAKS Reading – 2009-10 Grade 6 Special Education Students
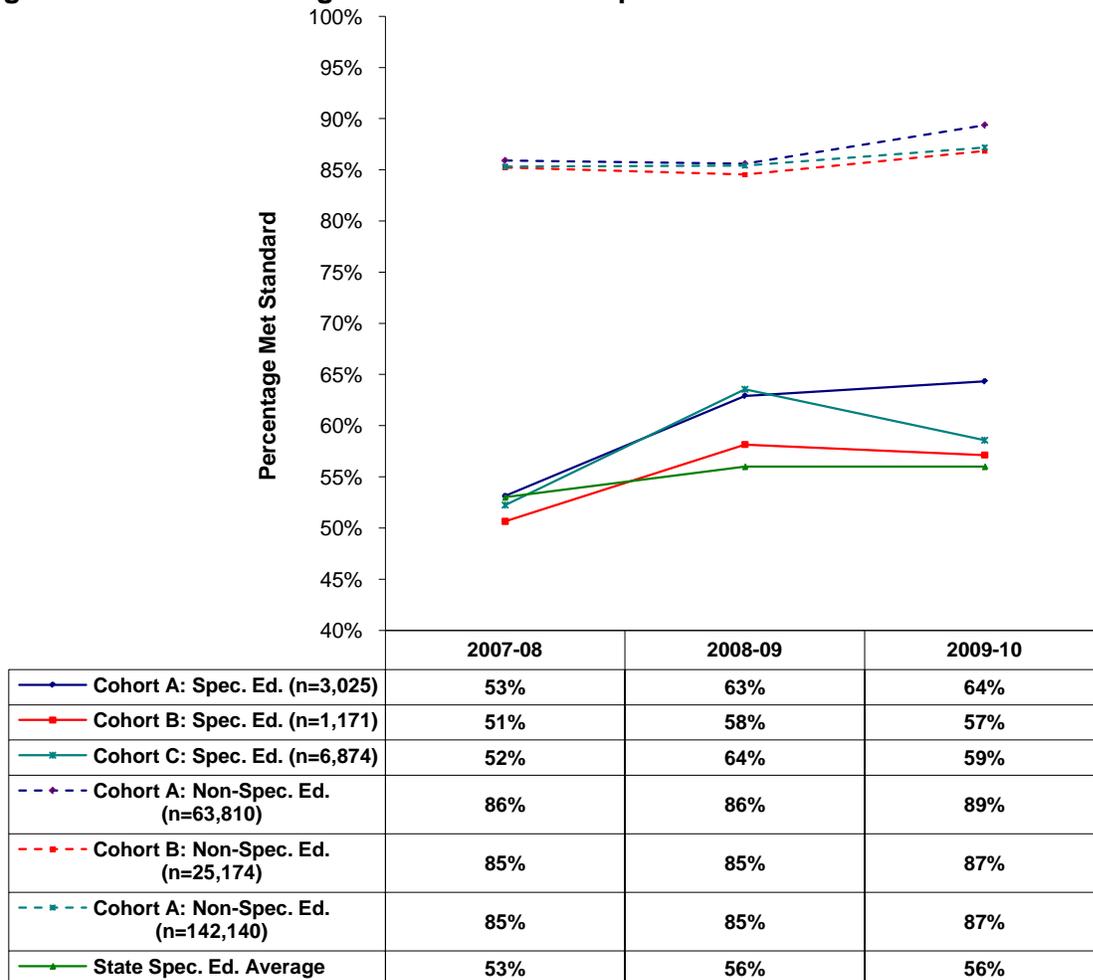
	2007-08	2008-09	2009-10
Cohort A: Spec. Ed. (n=3,025)	53%	63%	64%
Cohort B: Spec. Ed. (n=1,171)	51%	58%	57%
Cohort C: Spec. Ed. (n=6,874)	52%	64%	59%
Cohort A: Non-Spec. Ed. (n=63,810)	86%	86%	89%
Cohort B: Non-Spec. Ed. (n=25,174)	85%	85%	87%
Cohort A: Non-Spec. Ed. (n=142,140)	85%	85%	87%
State Spec. Ed. Average	53%	56%	56%

Source: TAKS, 2007-08 to 2009-10

Grade 7 special education students in TALA Cohorts B and C experienced the same gain and decrease in TAKS reading passing rates as did the state as a whole (see Figure 7.10). From 2007-08 to 2008-09, Cohort B gained 18 percentage points, then dropped 16 percentage points from 2008-09 to 2009-10. Cohort C gained 12 percentage points, and then dropped 13 percentage points. The year-to-year changes among these two TALA cohorts paralleled the state-level fluctuations, where a 17 percentage point increase was then followed by a 14 percentage point drop.

Figure 7.10. TAKS Reading – 2009-10 Grade 7 Special Education Students

	2007-08	2008-09	2009-10
Cohort B: Spec. Ed. (n=4,076)	57%	75%	59%
Cohort C: Spec. Ed. (n=6,689)	61%	73%	60%
Cohort B: Non-Spec. Ed. (n=79,354)	86%	94%	89%
Cohort C: Non-Spec. Ed. (n=136,206)	86%	92%	88%
State Spec. Ed. Average	51%	68%	54%
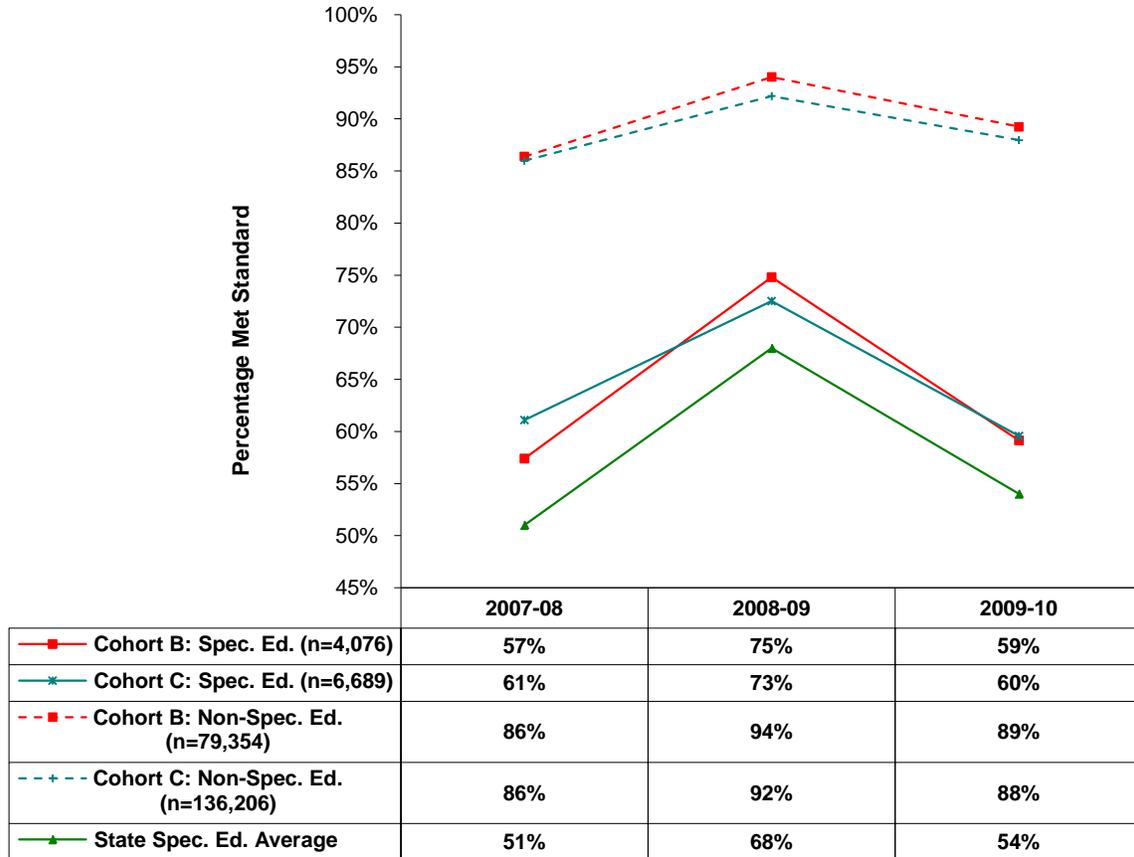
Source: TAKS, 2007-08 to 2009-10

Grade 8 special education students in TALA Cohorts B and C experienced the same decreases and gains in TAKS reading passing rates as did the state as a whole (see Figure 7.11). From 2007-08 to 2009-10, Cohort B dropped then regained the same 18 percentage points. Cohort C decreased 17 percentage points from 2007-08 to 2008-09, then gained 19 percentage points. The year-to-year changes among these two TALA cohorts paralleled the state-level fluctuations, where a 14 percentage point decrease was then followed by an 18 percentage point gain. The two TALA cohorts had TAKS reading passing rates above the state averages across these three academic years.

Figure 7.11. TAKS Reading – 2009-10 Grade 8 Special Education Students
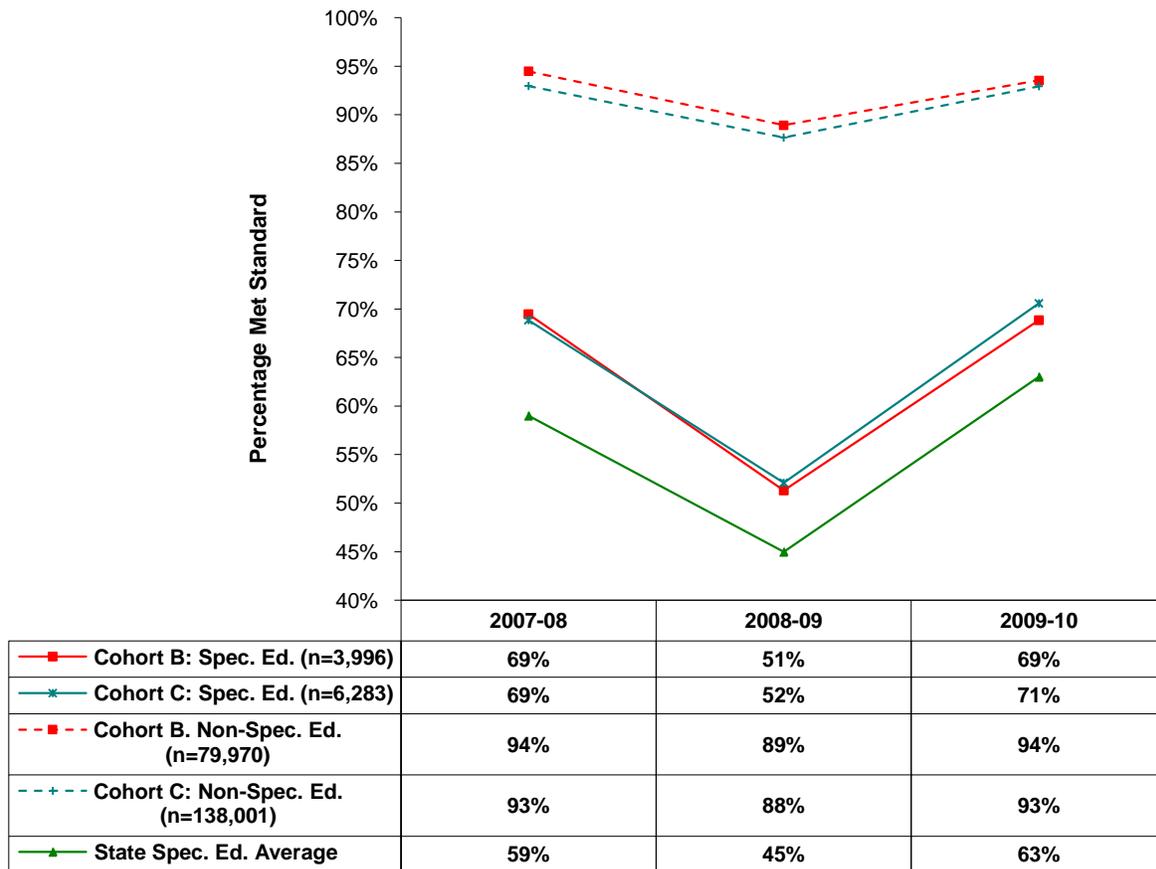
	2007-08	2008-09	2009-10
Cohort B: Spec. Ed. (n=3,996)	69%	51%	69%
Cohort C: Spec. Ed. (n=6,283)	69%	52%	71%
Cohort B. Non-Spec. Ed. (n=79,970)	94%	89%	94%
Cohort C: Non-Spec. Ed. (n=138,001)	93%	88%	93%
State Spec. Ed. Average	59%	45%	63%

Source: TAKS, 2007-08 to 2009-10

On TAKS math, the percentage of Grade 6 special education students who met the standard increased for Cohort A and decreased for Cohorts B and C. The percentage of Grade 7 and Grade 8 special education students who met the math standard increased across all cohorts. Across the grade levels, special education students at TALA campuses outperformed the state average in math.

While all three Grade 6 TALA cohorts showed modest 1 or 2 percentage point increases in math TAKS passing rates from 2007-08 to 2008-09, those gains were either maintained or lost between 2008-09 and 2009-10 (see Figure 7.12). Students in TALA Cohorts A and C demonstrated passing rates above the state averages across this three-year span, while Cohort B had nearly the same passing percentages as the state average.

Figure 7.12. TAKS Math – 2009-10 Grade 6 Special Education Students

	2007-08	2008-09	2009-10
Cohort A: Spec. Ed. (n=2,947)	64%	63%	64%
Cohort B: Spec. Ed. (n=1,155)	56%	57%	54%
Cohort C: Spec. Ed. (n=6,529)	62%	64%	58%
Cohort A: Non-Spec. Ed. (n=66,614)	87%	86%	86%
Cohort B: Non-Spec. Ed. (n=26,159)	87%	85%	83%
Cohort C: Non-Spec. Ed. (n=148,293)	87%	87%	84%
State Spec. Ed. Average	57%	59%	52%
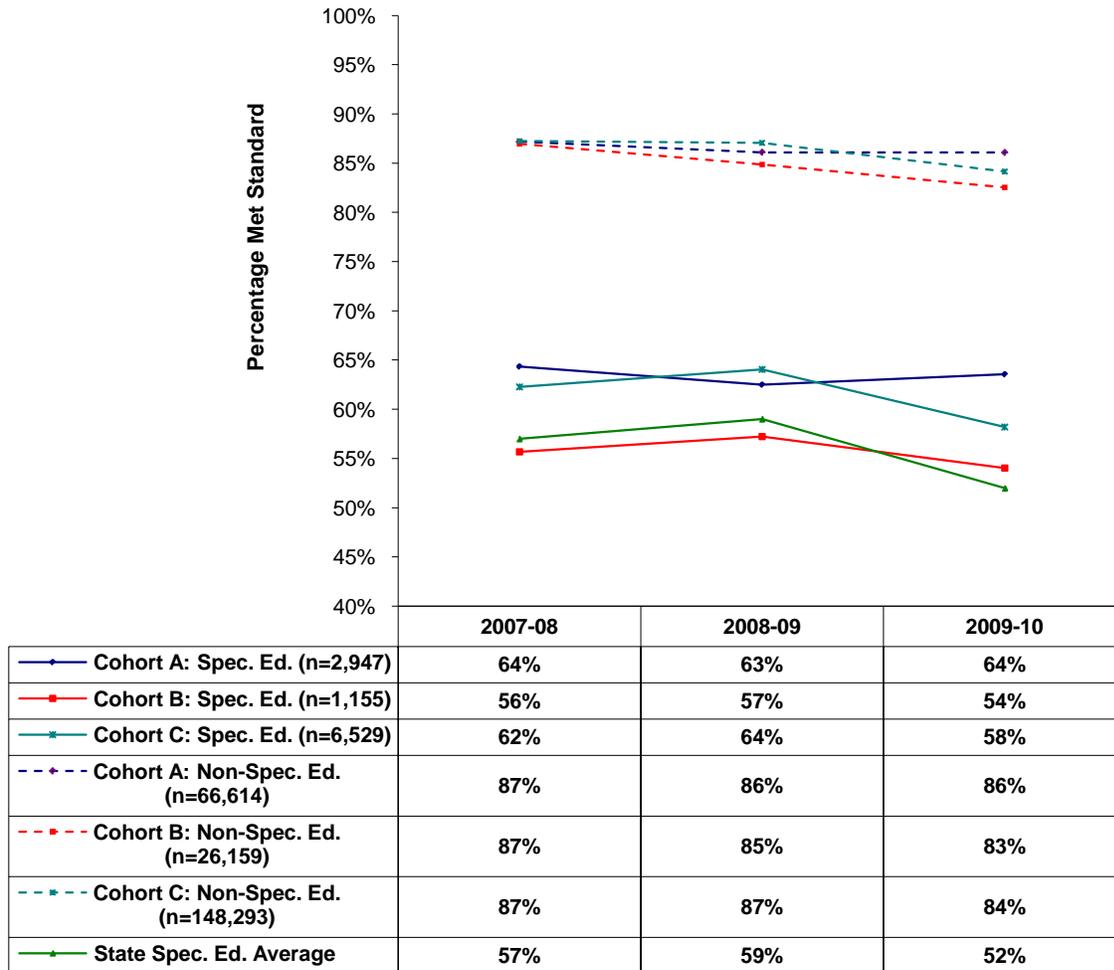
Source: TAKS, 2007-08 to 2009-10

Grade 7 special education students in TALA schools generally showed TAKS math passing rates higher than the state averages (see Figure 7.13). Cohort B's passing rates were relatively static across the three years, while Cohort C – similar to the statewide pattern – showed a modest dip between 2007-08 and 2008-09, followed by a slight increase between 2008-09 and 2009-10.

Figure 7.13. TAKS Math – 2009-10 Grade 7 Special Education Students

	2007-08	2008-09	2009-10
Cohort B: Spec. Ed. (n=3,522)	55%	55%	57%
Cohort C: Spec. Ed. (n=5,840)	59%	52%	57%
Cohort B: Non-Spec. Ed. (n=82,167)	87%	85%	84%
Cohort C: Non-Spec. Ed. (n=141,181)	87%	82%	84%
State Spec. Ed. Average	52%	46%	49%
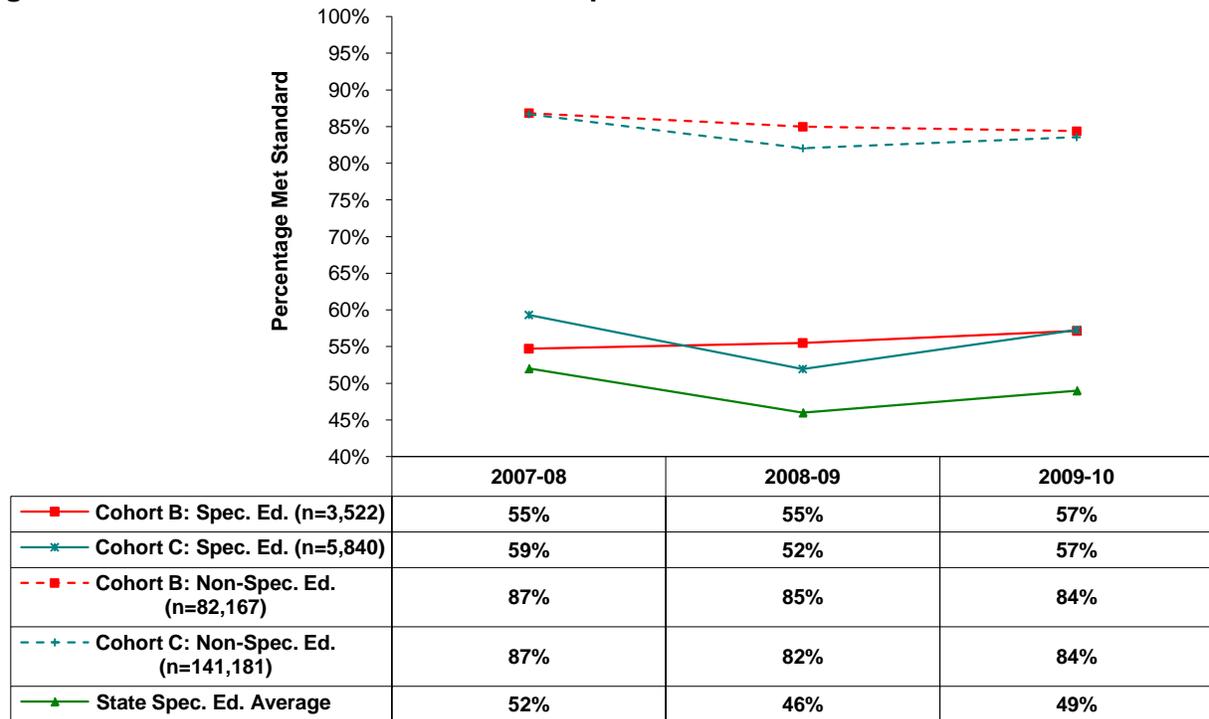
Source: TAKS, 2007-08 to 2009-10

While Grade 8 TALA Cohort C showed the same modest increases over time as did the state averages, the TAKS math passing rates for Grade 8 special education students in TALA Cohort B first dipped, then increased (see Figure 7.14). Grade 8 special education students in TALA schools met the TAKS math standard at consistently greater percentages than the state averages.

Figure 7.14. TAKS Math – 2009-10 Grade 8 Special Education Students

|	2007-08	2008-09	2009-10
Cohort B: Spec. Ed. (n=3,737)	51%	48%	53%
Cohort C: Spec. Ed. (n=5,832)	45%	48%	54%
Cohort B: Non-Spec. Ed. (n=80,101)	86%	83%	84%
Cohort C: Non-Spec. Ed. (n=138,270)	83%	82%	83%
State Spec. Ed. Average	39%	42%	46%
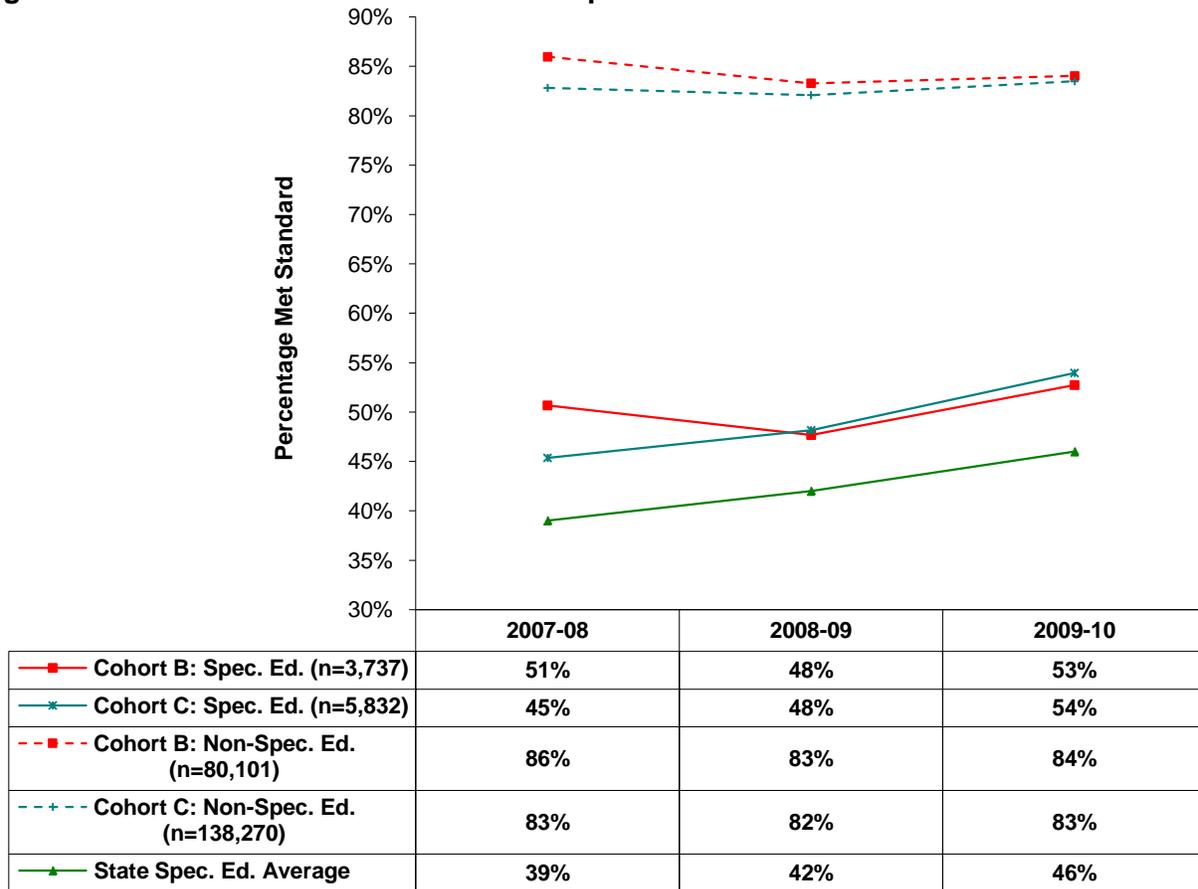
Source: TAKS, 2007-08 to 2009-10

Students with Limited English Proficiency

On TAKS reading, the percentage of Grade 6 LEP students who met the standard increased for all cohorts. The percentage of Grade 7 LEP students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 LEP students increased across all cohorts. Across the grade levels, LEP students at TALA campuses outperformed the state average in reading in 2009-10.

> **"Even seeing one improvement for a child is enough, but I have seen a number of ELL (English language learner) kids who are successful and who are trying more."**
>
> **- Social Studies teacher**

The trend analysis in Figure 7.15 shows that the reading achievement patterns of Grade 6 LEP students at TALA schools diverged from the state averages. Between 2007-08 and 2008-09, the state average passing rate dropped 8 percentage points. The decrease during this time period among the three TALA cohorts was not as substantial and ranged from 1 to 5 percentage points. TALA cohorts generally performed below the state average, except in 2009-10, where Cohort A exceeded the state average by 4 percentage points, and Cohorts B and C were at the state average.

Figure 7.15. TAKS Reading – 2009-10 Grade 6 Limited English Proficiency Students

	2007-08	2008-09	2009-10
Cohort A: LEP (n=5,611)	55%	54%	63%
Cohort B: LEP (n=2,359)	55%	50%	59%
Cohort C: LEP (n=16,097)	54%	53%	58%
Cohort A: Non-LEP (n=56,015)	87%	87%	90%
Cohort B: Non-LEP (n=21,931)	86%	86%	88%
Cohort C: Non-LEP (n=119,184)	87%	88%	89%
State LEP Average	67%	59%	59%
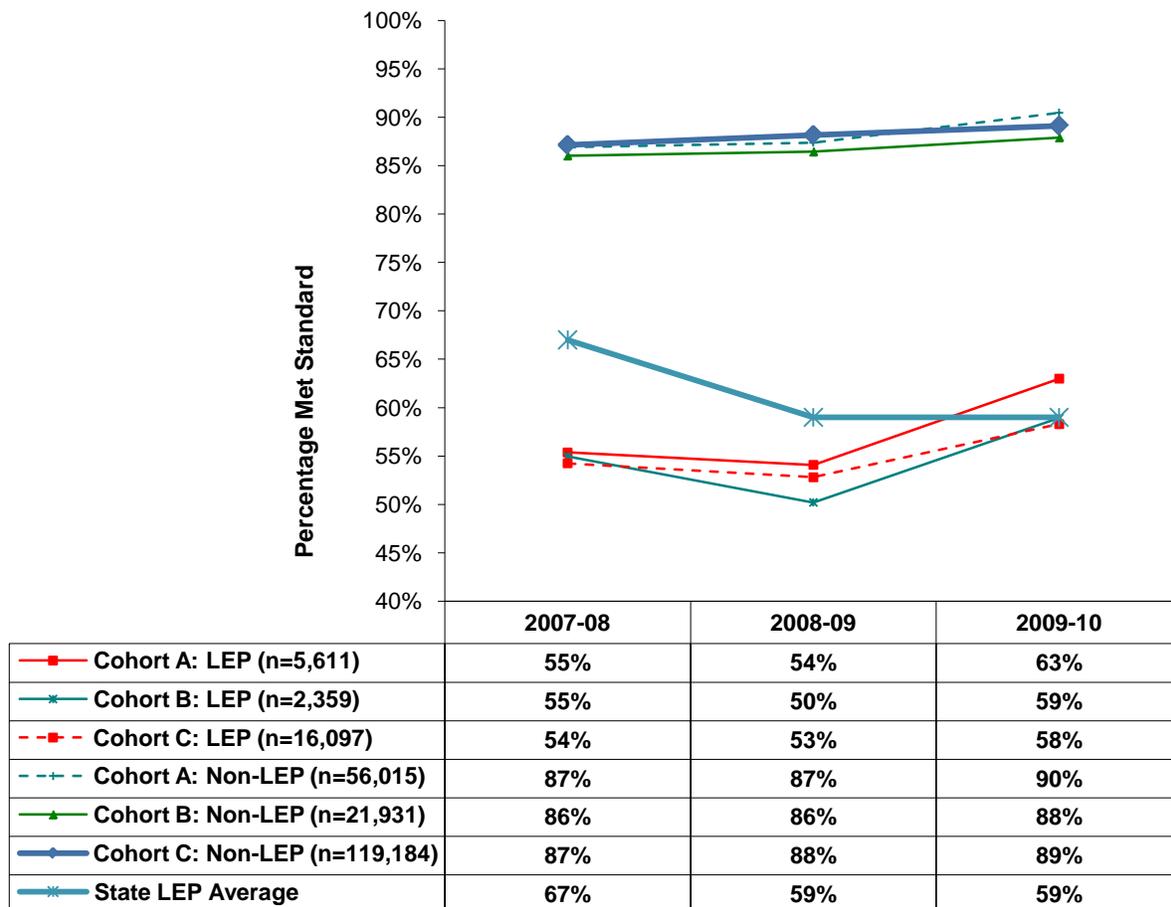
Source: TAKS, 2007-08 to 2009-10

Figure 7.16 illustrates the trends in Grade 7 reading achievement for the 2009-10 LEP and non-LEP students. Both Cohorts B and C of TALA schools showed significant changes in the percentage of Grade 7 LEP and non-LEP students who met the TAKS standard in reading across time. The percent of Grade 7 students meeting the standard in TAKS reading significantly increased from 2007-08 to 2008-09. These gains in reading were slightly below the rates of improvement reported across the state between 2007-08 and 2008-09. For all TALA schools, and across the state, these gains were followed by a significant decrease in the percentage of LEP students meeting the TAKS standard in reading from 2008-09 to 2009-10.

Figure 7.16. TAKS Reading – 2009-10 Grade 7 LEP Students

	2007-08	2008-09	2009-10
Cohort B: LEP (n=5,710)	51%	67%	58%
Cohort C: LEP (n=11,710)	50%	60%	54%
Cohort B: Non-LEP (n=74,117)	88%	95%	90%
Cohort C: Non-LEP (n=122,904)	88%	94%	90%
State LEP Average	59%	70%	53%
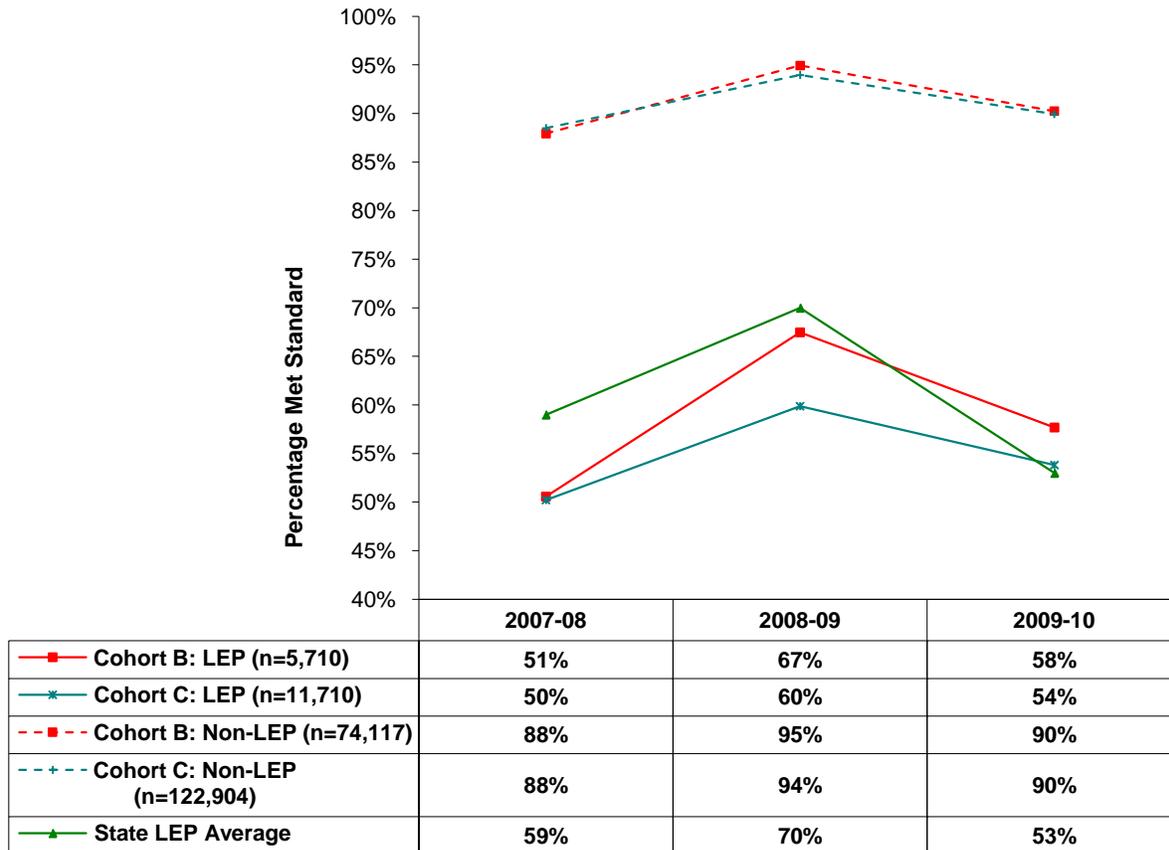
Source: TAKS, 2007-08 to 2009-10

Figure 7.17 shows that Grade 8 LEP students in TALA Cohorts B and C experienced the same dramatic decreases and gains in TAKS reading passing rates as did the state as a whole. From 2007-08 to 2009-10, Cohort B dropped then regained the same 27 percentage points. Cohort C dropped 26 percentage points from 2007-08 to 2008-09, then gained 30 percentage points. The year-to-year changes among these two TALA cohorts paralleled the state-level fluctuations, where a 23 percentage point decrease was then followed by an 11 percentage point gain. While the two TALA cohorts had TAKS reading passing rates below the state averages in 2007-08 and 2008-09, their passing rates were slightly higher than the state average in 2009-10.

Figure 7.17. TAKS Reading – 2009-10 Grade 8 Limited English Proficiency Students
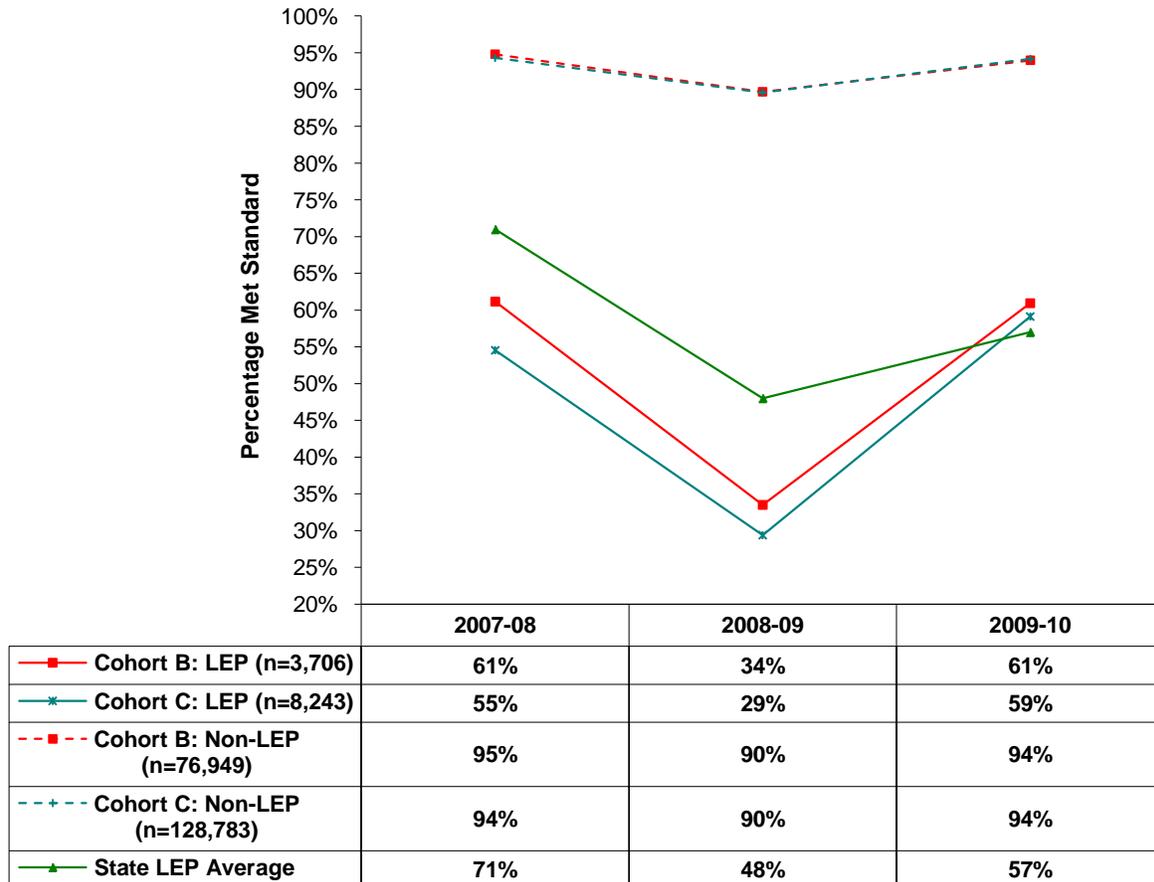
	2007-08	2008-09	2009-10
Cohort B: LEP (n=3,706)	61%	34%	61%
Cohort C: LEP (n=8,243)	55%	29%	59%
Cohort B: Non-LEP (n=76,949)	95%	90%	94%
Cohort C: Non-LEP (n=128,783)	94%	90%	94%
State LEP Average	71%	48%	57%

*Source:* TAKS, 2007-08 to 2009-10

On TAKS math, the percentage of Grade 6 LEP students who met the standard increased for Cohort A, decreased for Cohort C, and remained the same for Cohort B. The percentage of Grade 7 LEP students who met the reading standard increased for Cohort C and remained the same for Cohort B., whereas the percentage of Grade 8 LEP students increased across all cohorts. Across the grade levels, the state average in math declined from 2008-09 to 2009-10.

Figure 7.18 shows a pattern in math scores similar to the reading achievement patterns of LEP students at TALA schools. Between 2007-08 and 2008-09, the state average passing rate dropped 7 percentage points, and then dropped another 3 percentage points from 2008-09 to 2009-10. The decrease during this time period among the three TALA cohorts was not as substantial. LEP students in the three TALA cohorts generally performed below the state average, except in 2009-10, where Cohort A exceeded the state average by 5 percentage points, and Cohorts B and C were 2 or 3 percentage points from the state average.

Figure 7.18. TAKS Math – 2009-10 Grade 6 Limited English Proficiency Students

|	2007-08	2008-09	2009-10
Cohort A: LEP (n=5,897)	68%	67%	71%
Cohort B: LEP (n=2,457)	69%	64%	64%
Cohort C: LEP (n=16,723)	69%	68%	67%
Cohort A: Non-LEP (n=58,207)	88%	86%	86%
Cohort B: Non-LEP (n=22,709)	87%	85%	83%
Cohort C: Non-LEP (n=123,750)	88%	88%	85%
State LEP Average	76%	69%	66%
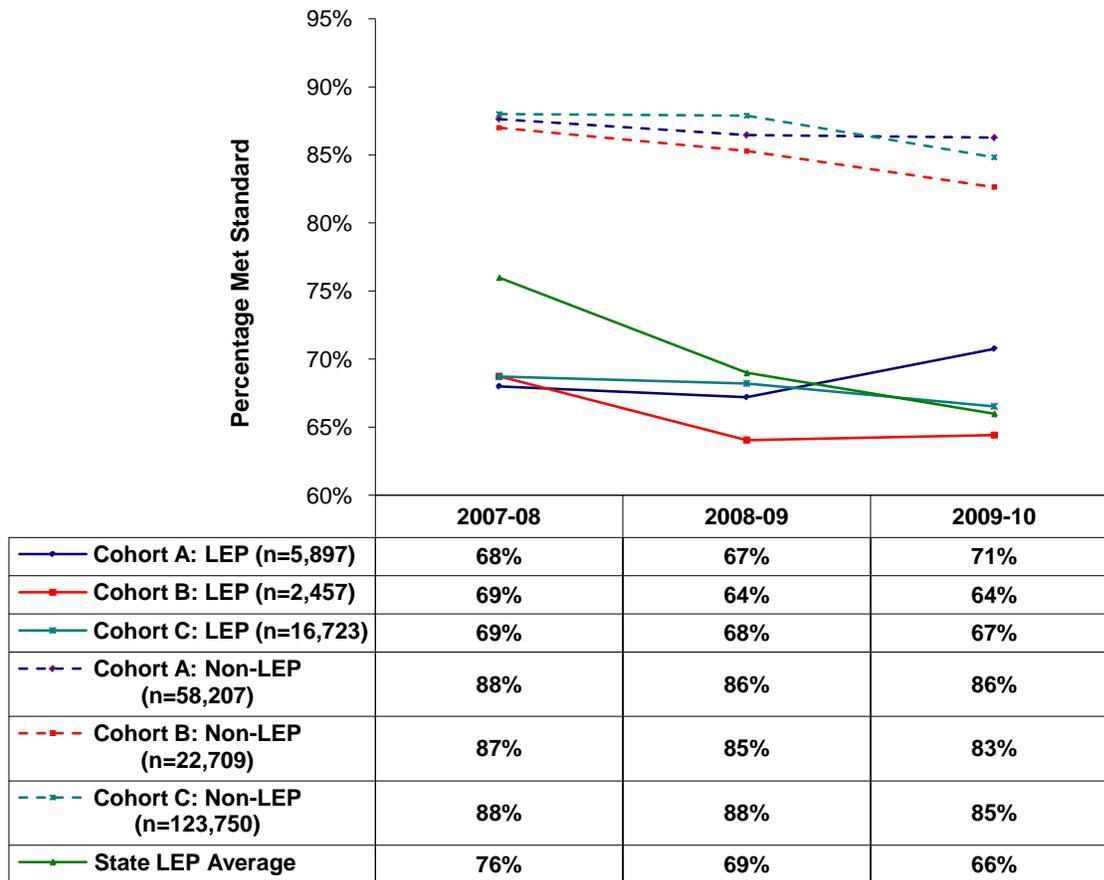
Source: TAKS, 2007-08 to 2009-10

Although Figure 7.19 shows that Cohort B shows a modest 3 percentage point gain which was then sustained, and Cohort C showed a modest 4 percentage point drop which was then regained, the passing rate percentages of the two cohorts, across the three time points, were very similar to state averages.

Figure 7.19. TAKS Math – 2009-10 Grade 7 LEP Students

	2007-08	2008-09	2009-10
■ Cohort B: LEP (n=5,710)	61%	64%	64%
✳ Cohort C: LEP (n=11,881)	61%	57%	62%
■ Cohort B: Non-LEP (n=76,269)	87%	85%	85%
+ Cohort C: Non-LEP (n=126,627)	88%	83%	84%
▲ State LEP Average	66%	62%	61%
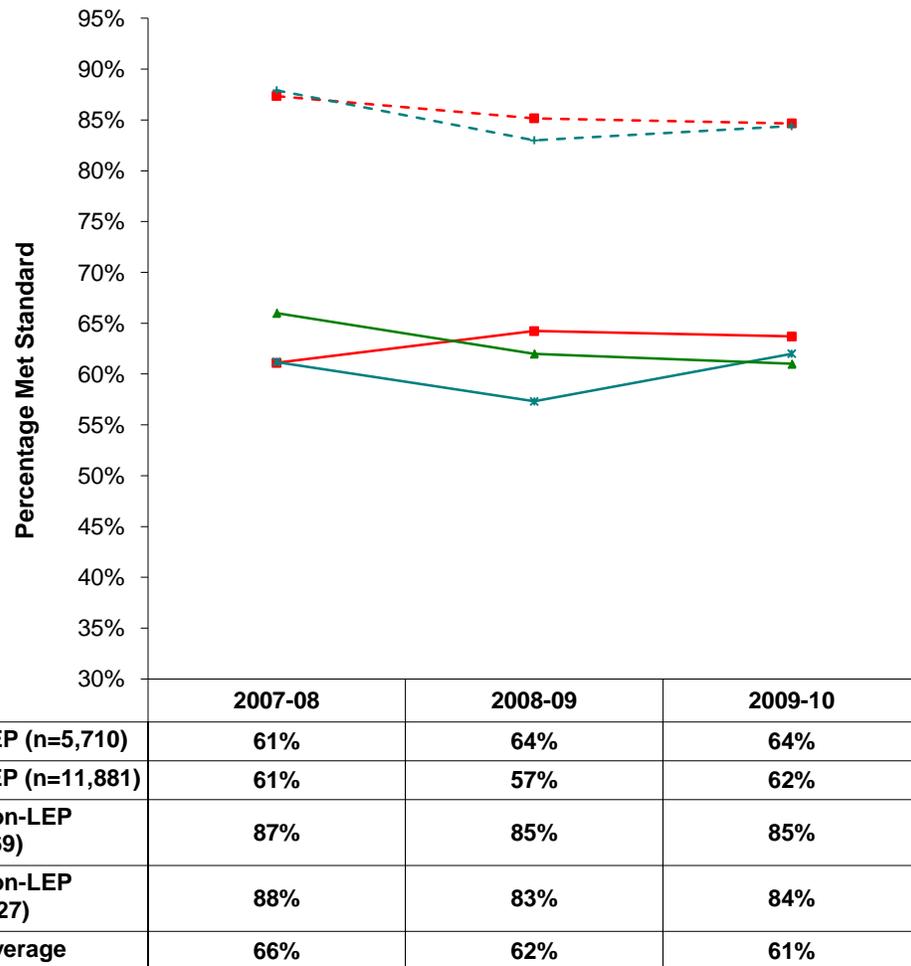
Source: TAKS, 2007-08 to 2009-10

As shown in Figure 7.20, TAKS math passing rates among LEP students were rather static over time, with the greatest change being a 6 percentage point drop between 2007-08 and 2008-09 in Cohort B. Except for the 2009-10 academic year, students in the TALA cohorts tended to pass the TAKS math at slightly lower percentages than the state average.

Figure 7.20. TAKS Math – 2009-10 Grade 8 Limited English Proficiency Students

	2007-08	2008-09	2009-10
Cohort B: LEP (n=3,763)	58%	52%	57%
Cohort C: LEP (n=8,344)	52%	49%	56%
Cohort B: Non-LEP (n=76,744)	86%	83%	84%
Cohort C: Non-LEP (n=128,483)	83%	83%	84%
State LEP Average	61%	56%	55%
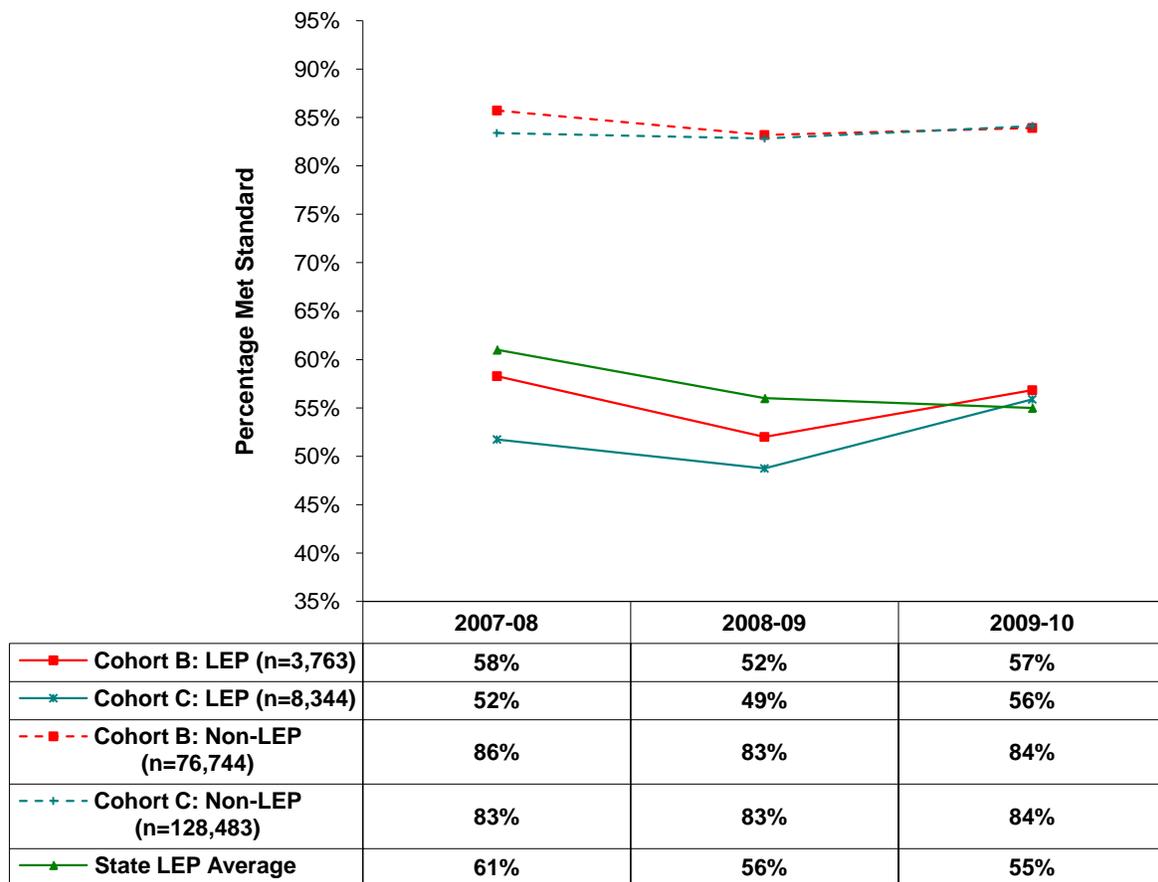
*Source:* TAKS, 2007-08 to 2009-10

Economically Disadvantaged Students

> **Vocabulary routines were "very good for the ELL students and for those who came from home environments where there was little academic support."**
>
> **- Administrator**

On TAKS reading, the percentage of Grade 6 economically disadvantaged students who met the standard increased for all cohorts. The percentage of Grade 7 economically disadvantaged students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 economically disadvantaged students increased across all cohorts. Across the grade levels, economically disadvantaged students at TALA campuses outperformed the state average in reading in 2009-10.

While the percentage of Grade 6 economically disadvantaged students who met the reading standard in TALA schools increased from 2008-09 to 2009-10, the mirrors what was observed across the entire state (see Figure 7.21). TALA cohorts generally performed above the state average in 2007-08 and 2008-09; in 2009-10, only Cohort A exceeded the state average on TAKS reading by 3 percentage points.

Figure 7.21. TAKS Reading – 2009-10 Grade 6 Economically Disadvantaged Students
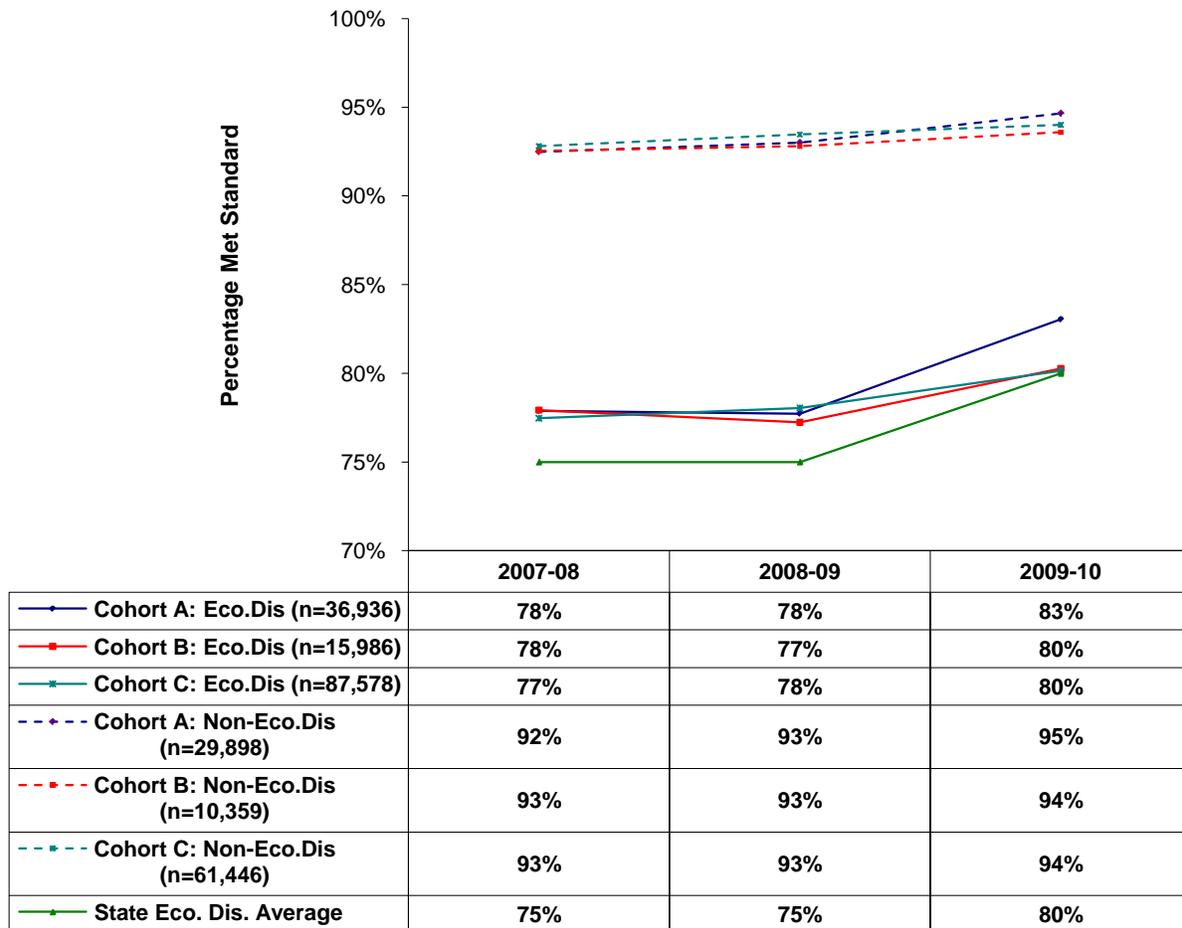
|	2007-08	2008-09	2009-10
Cohort A: Eco.Dis (n=36,936)	78%	78%	83%
Cohort B: Eco.Dis (n=15,986)	78%	77%	80%
Cohort C: Eco.Dis (n=87,578)	77%	78%	80%
Cohort A: Non-Eco.Dis (n=29,898)	92%	93%	95%
Cohort B: Non-Eco.Dis (n=10,359)	93%	93%	94%
Cohort C: Non-Eco.Dis (n=61,446)	93%	93%	94%
State Eco. Dis. Average	75%	75%	80%

Source: TAKS, 2007-08 to 2009-10

Grade 7 economically disadvantaged students in TALA Cohorts B and C experienced the same gain and decrease in TAKS reading passing rates as did the state as a whole (Figure 7.22). From 2007-08 to 2008-09, Cohort B gained 11 percentage points, then dropped 8 percentage points from 2008-09 to 2009-10. Cohort C gained 8 percentage points, then dropped 6 percentage points. The year-to-year changes among these two TALA cohorts paralleled the state-level fluctuations, where a 12 percentage point increase was then followed by a 7 percentage point drop.

Figure 7.22. TAKS Reading – 2009-10 Grade 7 Economically Disadvantaged Students

|	2007-08	2008-09	2009-10
Cohort B: Eco.Dis (n=45,442)	79%	90%	82%
Cohort C: Eco.Dis (n=82,116)	79%	87%	81%
Cohort B: Non-Eco.Dis (n=60,799)	92%	97%	94%
Cohort C: Non-Eco.Dis (n=37,981)	93%	97%	94%
State Eco.Dis. Average	75%	87%	80%
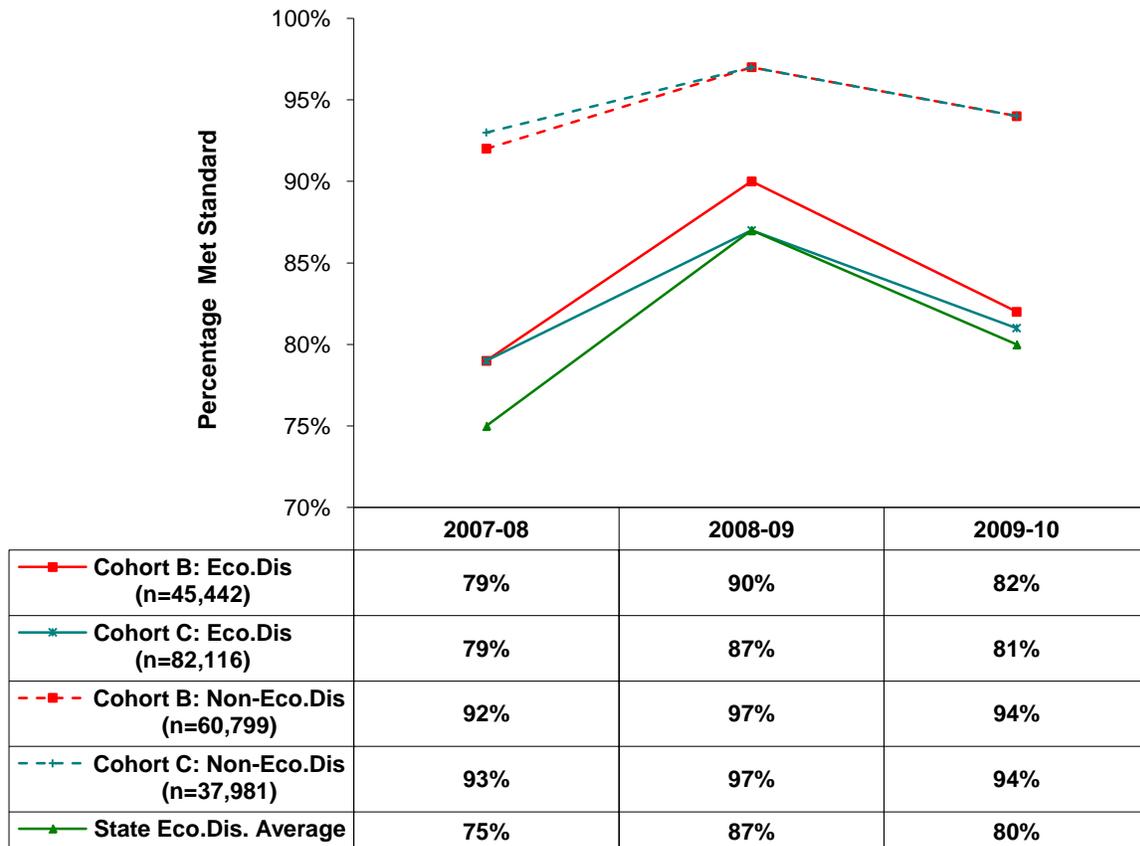
Source: TAKS, 2007-08 to 2009-10

Grade 8 economically disadvantaged students in TALA Cohorts B and C experienced the same decrease and gain in TAKS reading passing rates as did the state as a whole (Figure 7.23). From 2007-08 to 2008-09, Cohort B dropped 9 percentage points, then increased 8 percentage points from 2008-09 to 2009-10. Cohort C dropped, then regained the same 8 percentage points. The year-to-year changes among these two TALA cohorts paralleled the state-level fluctuations, where an 10 percentage point decrease was then followed by a 9 percentage point gain.

Figure 7.23. TAKS Reading – 2009-10 Grade 8 Economically Disadvantaged Students
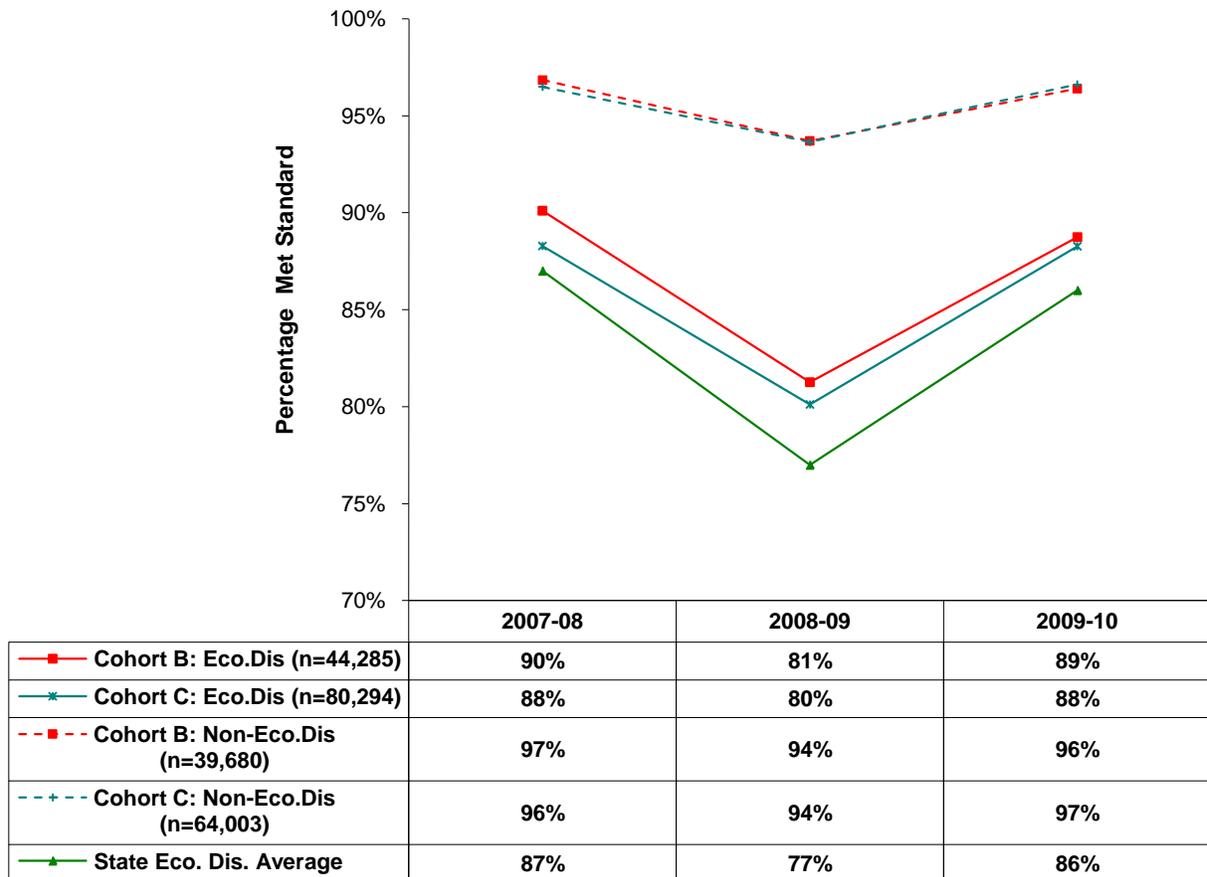
|	2007-08	2008-09	2009-10
Cohort B: Eco.Dis (n=44,285)	90%	81%	89%
Cohort C: Eco.Dis (n=80,294)	88%	80%	88%
Cohort B: Non-Eco.Dis (n=39,680)	97%	94%	96%
Cohort C: Non-Eco.Dis (n=64,003)	96%	94%	97%
State Eco. Dis. Average	87%	77%	86%

Source: TAKS, 2007-08 to 2009-10

On TAKS math, the percentage of Grade 6 economically disadvantaged students who met the standard decreased for Cohorts B and C, and remained the same for Cohort A. The percentage of Grade 7 economically disadvantaged students who met the math standard increased for Cohort C and decreased for Cohort B, whereas the percentage of Grade 8 economically disadvantaged students increased across all cohorts.

The passing rates on the TAKS math were relatively static across the three years statewide, as well as for the TALA cohorts (Figure 7.24). The percentage of Grade 6 economically disadvantaged students who met the math standard varied by 2 or 3 percentage points across each year for all the groups, except for Cohort C, where the rates decreased by 4 percentage points from 2008-09 to 2009-10. It was observed that TALA cohorts performed 2 or 3 percentage points higher than the state average on the TAKS math exam across all three years, except for Cohort B, which was 1 percentage point lower than the state average in 2009-10.

**Figure 7.24. TAKS Math – 2009-10 Grade 6 Economically Disadvantaged Students**

	2007-08	2008-09	2009-10
Cohort A: Eco.Dis (n=38,442)	81%	79%	79%
Cohort B: Eco.Dis (n=16,563)	81%	78%	75%
Cohort C: Eco.Dis (n=90,986)	81%	81%	77%
Cohort A: Non-Eco.Dis (n=31,120)	93%	92%	92%
Cohort B: Non-Eco.Dis (n=10,751)	93%	92%	91%
Cohort C: Non-Eco.Dis (n=63,844)	93%	93%	91%
State Eco. Dis. Average	78%	77%	76%
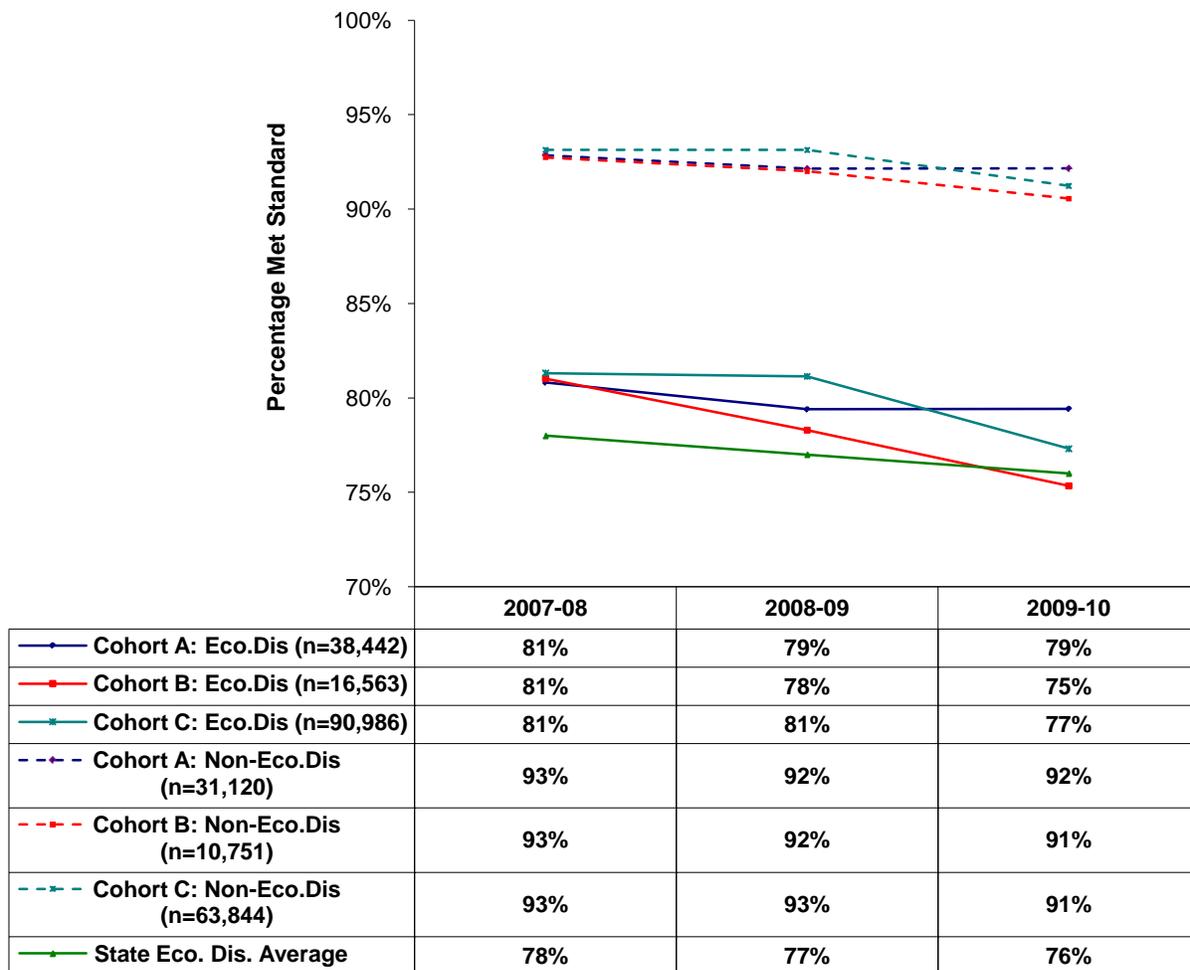
Source: TAKS, 2007-08 to 2009-10

From 2007-08 to 2009-10, Grade 7 economically disadvantaged students in TALA schools demonstrated a similar pattern of modest drops and minor gains in TAKS math passing rates as the state averages (Figure 7.25). Decreases of no more than 6 percentage points from 2007-08 to 2008-09 were followed by 1 or 2 percentage point increases from 2008-09 to 2009-10.

Figure 7.25. TAKS Math – 2009-10 Grade 7 Economically Disadvantaged Students

	2007-08	2008-09	2009-10
Cohort B: Eco.Dis (n=46,619)	80%	78%	77%
Cohort C: Eco.Dis (n=84,565)	80%	74%	76%
Cohort B: Non-Eco.Dis (n=39,064)	92%	91%	90%
Cohort C: Non-Eco.Dis (n=62,475)	93%	90%	91%
State Eco.Dis. Average	77%	73%	75%
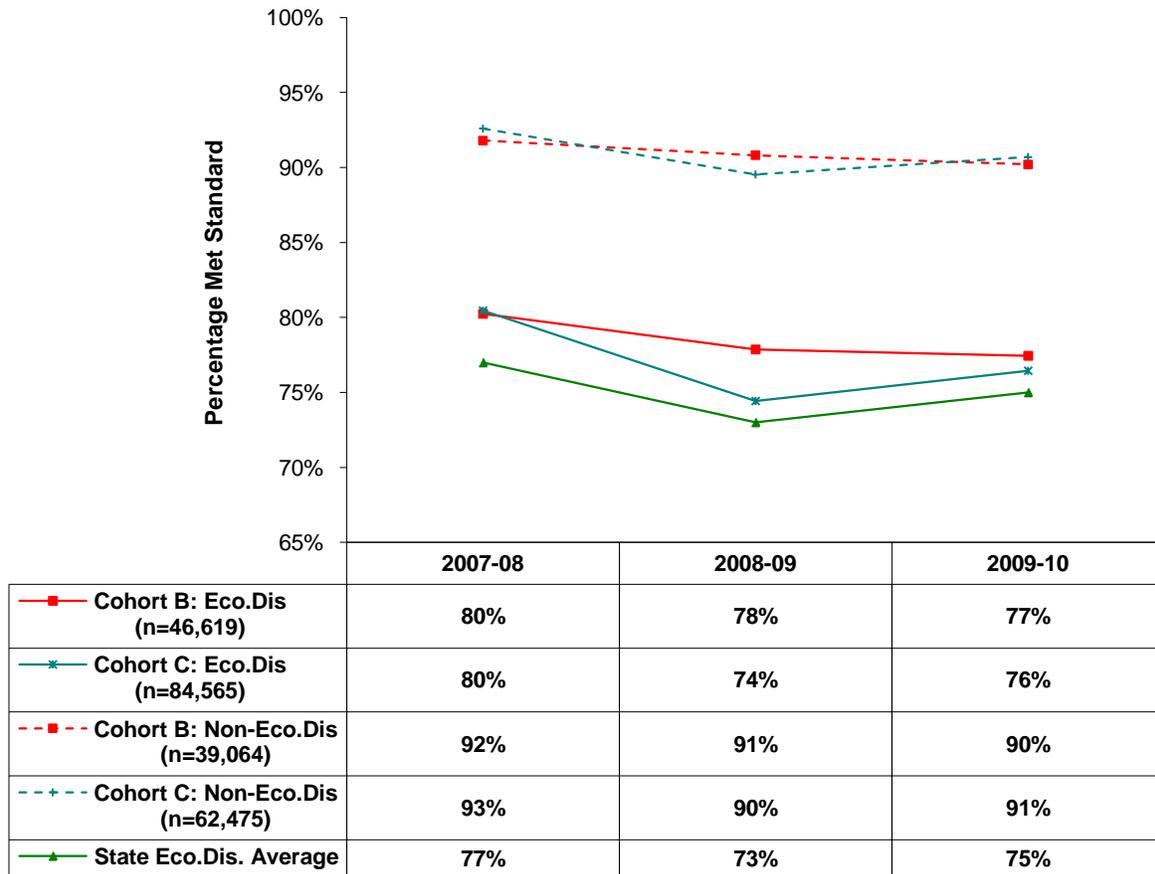
Source: TAKS, 2007-08 to 2009-10

As shown in Figure 7.26, TAKS math passing rates among Grade 8 economically disadvantaged students were rather static over time, with the greatest change being a 4 percentage point decrease between 2007-08 and 2008-09 in Cohort B. Students in the TALA cohorts tended to meet the TAKS math standard at slightly higher percentages than the state average.

Figure 7.26. TAKS Math– 2009-10 Grade 8 Economically Disadvantaged Students

	2007-08	2008-09	2009-10
Cohort B: Eco.Dis (n=44,224)	79%	75%	76%
Cohort C: Eco.Dis (n=80,214)	75%	74%	76%
Cohort B: Non-Eco.Dis (n=39,613)	91%	89%	90%
Cohort C: Non-Eco.Dis (n=63,899)	89%	89%	90%
State Eco. Dis. Average	73%	71%	73%
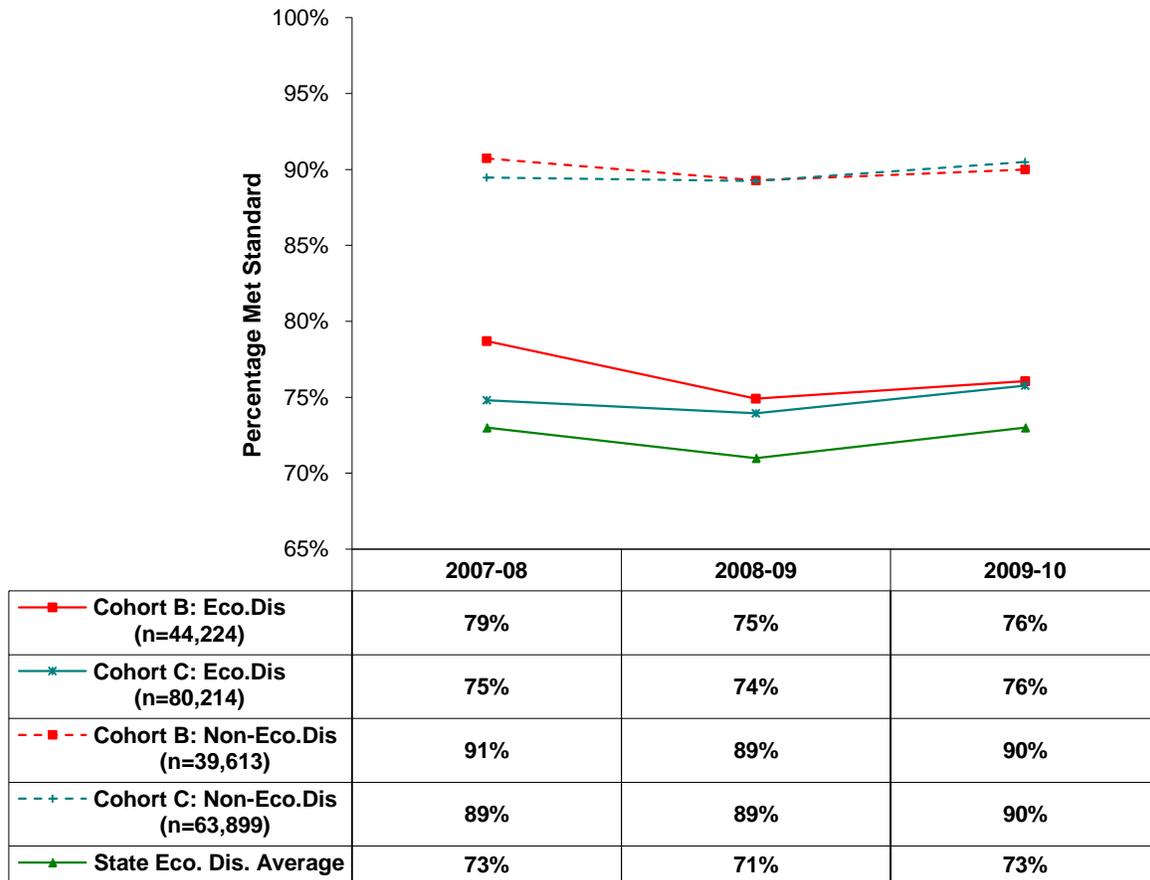
Source: TAKS, 2007-08 to 2009-10

Summary of Analysis #3

Trends plots were presented that displayed changes over three years in the percentage of the 2009-10 Grade 6, Grade 7, and Grade 8 students meeting the reading and math TAKS standard from 2007-08 to 2009-10. In 2009-10, Grade 6 groups of economically disadvantaged and LEP students experienced notable increases in the percentage of students who met the reading TAKS standard across all three cohorts of TALA schools, while Grade 6 special education groups did not report similar trends. Trends were more encouraging for all three groups of Grade 6 academically at-risk students from Cohort a TALA schools that constantly displayed larger gains in the percentage of students meeting the TAKS standard for reading relative to the state average across all groups. Unlike reading results, Grade 6 students did not demonstrate gains in their TAKS math passing rates over three years.

Unlike Grade 6 findings, the data examined here for the Grade 7 students did not show similar changes across time. Overall, both groups of academically at-risk and non-at risk students experienced decreases in meeting the TAKS reading standard in 2009-10 that closely mirrored the negative state-wide trends. On the other hand, overall increases in the percentage of students meeting TAKS math standards were observed for the 2009-10 academically at-risk students attending Cohort C TALA campuses.

The data examined here also provide encouraging evidence in support of the TALA program for Grade 8 academically disadvantaged students. Significant gains in TAKS reading were reported in 2009-10 for Grade 8 economically disadvantaged, LEP, and special education students across all three TALA cohorts. The largest gains in TAKS reading were reported for LEP and special education students who substantially improved their passing rates between 2008-09 and 2009-10, and these gains were larger relative to the state average. Likewise, notable math gains were observed for the Grade 8 LEP and Special education students across all TALA schools.

These findings suggest that academically at-risk students in TALA schools were benefiting from the program as measured by increasing rates of achievement on TAKS. There were increasing rates of meeting TAKS reading standard among both Grade 6 and Grade 8 students. Grade 8 academically at-risk students experienced large gains meeting both TAKS math and reading standard, with special education and LEP students demonstrating some of the largest gains among groups.

Summary of the Impact of TALA on Student Achievement

This chapter examined the relationship between TALA participation and student achievement, including the achievement of at-risk student groups (i.e., special education, LEP, economically disadvantaged). For TALA 2009 participants, the results are for the first year of TALA implementation.

How has TALA training affected TAKS scores in reading and language arts?

Results from the comparison of TALA cohorts included:

- TALA campuses experienced general decreases in the percentage of Grade 6 and Grade 8 students who met the reading TAKS standard, while the percentage of Grade 7 students increased. These trends mirrored state averages and are not attributable to participation in TALA.

- Within TALA cohorts, no significant mean differences in students' reading TAKS scores were found between high, medium, and low participation TALA campuses.

Results from the comparison of students with a TALA participating teacher and students of a non-TALA teacher included:

- Both TALA and non-TALA Grade 6 and Grade 7 students experienced a decrease in the percentage of students who met or exceeded the TAKS reading standard since 2008-09. The observed decline was greater for the non-TALA students at both grade levels (4.4 percentage points greater at Grade 6 and 5.1 percentage points greater at Grade 7).

- The percentage of Grade 8 TALA students who met the reading standard increased by 12 percentage points since 2008-09, whereas the percentage of non-TALA students remained the same.

How has TALA training affected TAKS scores in math, science, and social studies?

Results from the comparison of TALA cohorts included:

- TALA campuses experienced general increases in the percentage of Grade 6, Grade 7, and Grade 8 students who met the math TAKS standard. As with the reading results, these trends mirrored state averages and are not attributable to participation in TALA.

- TALA campuses experienced increases in the percentage of Grade 8 students who met the TAKS standard in science and social studies, similar to the state averages. The results do not provide evidence that TALA participation was related to TAKS science and social studies outcomes.

- Within TALA cohorts, no significant mean differences in students' math, science, or social studies TAKS scores were found between high, medium, and low participation TALA campuses.

Results from the comparison of students with a TALA participating teacher and students of a non-TALA teacher included:

- Both TALA and non-TALA Grade 6 students experienced a decrease by 4 percentage points in the percentage of students who met or exceeded the TAKS math standard since 2008-09. TALA students outperformed the non-TALA students (77% and 72% respectively).

- Since 2008-09, the percentage of Grade 7 TALA students who met the math standard increased (from 70% to 72%), whereas the percentage of non-TALA students remained the same (at 75%).

- Both TALA and non-TALA Grade 8 students experienced a 5 percentage point increase in the percentage of students who met or exceeded the TAKS math standard since 2008-09 (75% and 76% respectively).

- The percentage of non-TALA students who met the science TAKS standard in 2009-10 was higher (70%) than the percentage of TALA students (65%).

- The percentage of TALA students who met the social studies TAKS standard in 2009-10 was significantly higher (93%) than the percentage of non-TALA students (89%).

How has TALA training affected reading progress and overall achievement of at-risk students?

The evaluation team examined the change in Grade 6 through 8 TAKS reading and math scores across TALA campuses for at-risk student groups. The at-risk groups included special education students, LEP students, and economically disadvantaged students. The team used student level TAKS scores and the 2009-10 campus as the identifier for the student to track change over time. The results included:

- The percentage of Grade 6 special education students who met the standard in reading increased for Cohort A and decreased for Cohorts B and C. The percentage of Grade 7 special education students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 special education students increased across all cohorts. Across the grade levels, special education students at TALA campuses outperformed the state average for special education students in reading. On TAKS reading, 60% of Grade 6,

60% of Grade 7, and 70% of Grade 8 special education students at TALA campuses met the standard whereas the state averages were 56%, 54%, and 63% respectively.

- The percentage of Grade 6 special education students who met the standard in math increased for Cohort A and decreased for Cohorts B and C. The percentage of Grade 7 and Grade 8 special education students who met the math standard increased across all cohorts. Across the grade levels, special education students at TALA campuses outperformed the state average for special education students in math. On TAKS math, 59% of Grade 6, 57% of Grade 7, and 54% of Grade 8 special education students at TALA campuses met the standard compared to 52%, 49%, and 46% statewide.

- The percentage of Grade 6 LEP students who met the reading standard increased for all cohorts. The percentage of Grade 7 LEP students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 LEP students increased across all cohorts. Across the grade levels, LEP students at TALA campuses outperformed the state average for LEP students in reading in 2009-10. On TAKS reading, 60% of Grade 6, 56% of Grade 7, and 60% of Grade 8 LEP students at TALA campuses met the standard compared to 59%, 53%, and 57% of LEP students statewide.

- The percentage of Grade 6 LEP students who met the math standard increased for Cohort A, decreased for Cohort C, and remained the same for Cohort B. The percentage of Grade 7 LEP students who met the math standard increased for Cohort C and remained the same for Cohort B, whereas the percentage of Grade 8 LEP students increased across all cohorts. Across the grade levels, the state average for LEP students in math declined from 2008-09 to 2009-10. The percentage of Grade 6 LEP students (Cohort A) who met the standard in math increased by 4 percentage points, whereas the state average decreased by 3 percentage points. The percentage of Grade 7 LEP students (Cohort C) who met the standard in math increased by 5 percentage points, whereas the state average decreased by 1 percentage point. For Grade 8, the percentage of LEP students who met the standard in math increased by 5 percentage points for Cohort B and 7 percentage points for Cohort C, whereas the state average decreased by 1 percentage point.

- The percentage of Grade 6 economically disadvantaged students who met the reading standard increased for all cohorts. The percentage of Grade 7 economically disadvantaged students who met the reading standard decreased across all cohorts, whereas the percentage of Grade 8 economically disadvantaged students increased across all cohorts. Across the grade levels, economically disadvantaged students at TALA campuses outperformed the state average for economically disadvantaged students in reading in 2009-10. On TAKS reading, 81% of Grade 6, 82% of Grade 7, and 89% of Grade 8 economically disadvantaged students at TALA campuses met the standard compared to 80%, 80%, and 86% of economically disadvantaged students statewide.

- The percentage of Grade 6 economically disadvantaged students who met the math standard decreased for Cohorts B and C, and remained the same for Cohort A. The percentage of Grade 7 economically disadvantaged students who met the math standard increased for Cohort C and decreased for Cohort B, whereas the percentage of Grade 8 economically disadvantaged students increased across all cohorts.

8. Analysis of TALA Funding Allocations, Expenditures, and Cost-Effectiveness

This chapter presents the allocation and expenditure of funds for TALA Grades 7-8 development and dissemination as well as the TALA Grade 6 dissemination activities that took place during fiscal years 2009 and 2010 (September 1, 2008 to December 31, 2009). This information is an addition to allocation and expenditures previously reported for TALA Grade 6 so that now all allocations and expenditures have been reported for TALA. Using planned budget data and expenditure data provided by TEA, the chapter addresses the following questions:

- How were funds used to develop TALA content?

- How were funds used by the ESCs to disseminate TALA?

- To what extent was there cost-savings related to TALA? That is, to what extent was TALA cost-effective?

- What factors may contribute to the sustainability of the TALA initiative?

- What factors may prohibit the sustainability of the TALA initiative?

The data provided in the ESC TALA Expenditure Reporting Forms from each ESC were analyzed along with archival budget data provided by TEA to examine how various funds were allocated and spent to develop and disseminate TALA. In addition, data collected through interviews with the developer and TEA program staff were used to provide more detail about how the funds were allocated and spent.

Allocation and Expenditure of Funds to Develop TALA Content

As discussed in Interim Report #2, TEA awarded a $4 million development contract to the Vaughn Gross Center for Reading and Language Arts (VGC) at The University of Texas at Austin, and the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, to create the content for what would later become the TALA professional development training academies, including the assessment instrument (TMSFA).

The original materials developed under this contract were created for the Texas Adolescent Literacy Project (TALP), a literacy program targeting Grade 8 students. After being successfully field tested across seven sites, VGC was allocated $850,000 in TALA funds to develop these materials into TALA Grade 6 training materials.

Building off the materials developed for TALA Grade 6, another $850,000 was allocated to VGC to develop the TALA Grades 7-8 materials. In order to facilitate the development of TALA as a schoolwide approach with a common set of vocabulary and comprehension routines, the materials for TALA Grades 7-8 were based on the same instructional routines as TALA Grade 6. The primary changes to the materials centered on the development of new lesson samples focused on the high priority TEKS and TAKS items for Grade 7 and 8. Additionally, relevant feedback from regions regarding the TALA Grade 6 materials was incorporated into the TALA Grade 7-8 materials.

Allocation and Expenditure of Funds to Disseminate TALA

Historical records provided by TEA about the allocation of TALA funds were the primary source of data on allocation of funds to disseminate TALA. These records provided information about the formulas used to allocate funds by ESCs, as well as the final amounts allocated to each ESC by base budget, per academy budget, and stipend budget.

In an effort to assess how ESCs spent their TALA funding, each ESC TALA contact was asked to complete an ESC TALA Expenditure Reporting Form developed by the evaluators. This form solicited detailed estimates of expenditures broken down by base budget, ELA academy budget, content area academy budget, ELA teacher stipend budget, and content area teacher stipend budget. Since ESCs were not required to keep detailed records of their expenditures broken out by category, the data provided were based on ESCs' best estimates.[46] In addition, each ESC was asked to provide information on the number of TALA academies conducted, the number of teachers trained, and the number of trainers used.

In order to analyze expenditures separately for ELA and content area academies, reported base budgets were divided evenly between the ELA and content area expenditure estimates. While data for academy and stipend budgets were requested separately for ELA and content area academies, five of the ESCs did not maintain separate expenditure records. For these ESCs, reported academy budgets were split proportionally based on the number of ELA and content area academies held by the ESC, and reported stipend budgets were split proportionally based on the number of ELA and content area teachers trained.

The data provided in the ESC Expenditure Reporting Forms were analyzed along with archival budget data provided by TEA to examine how various funds were allocated and spent to develop and disseminate TALA by ESC.

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[46] The total estimated spending provided for each ESC was checked against the actual amount of funding drawn down from the TEA Integrated Statewide Administrative System (ISAS), and in cases where these numbers differed by more than $10,000, ESC regions were contacted and additional information was obtained. Therefore, some estimates are still off by amounts of $10,000 or less.

Training of Trainers and Administration/Management Allocations and Expenditures

In addition to the amount awarded for the dissemination of TALA, ESC 13 was awarded a separate grant to implement the training of trainers and for administration/management of TALA Grade 6 and TALA Grades 7-8 across all 20 ESCs. Table 8.1 shows the amount of funds allocated to ESC 13, including breakouts for the cost for state and regional training of trainers, as well as general administration/management. Reports for how funds were spent more specifically were not available. A grand total of $2,115,950 was allocated to ESC 13 for this purpose. While TALA Grade 6 academies were run in 2009, the associated costs were not delineated in the 2009 allocations for TALA Grade 6. Therefore, TALA costs are labeled and discussed as 2008 (TALA Grade 6) and 2009 (TALA Grades 7-8).

Table 8.1. Allocation of Funds to ESC 13 for Administration/Management of TALA Academies

Activity	TALA Grade 6 ELA Academy 2008	TALA Grade 6 Content Area Academy 2008	TALA Grade 6 Total	TALA Grades 7-8 ELA Academy 2009	TALA Grades 7-8 Content Area Academy 2009	TALA Grades 7-8 Total
State Training of Trainers: 2 Grade 6 and 2 Grades 7-8 Master Trainers provide training	$15,850	$11,400	$27,250	$15,850	$11,400	$27,250
State Training of Trainers: 6 Grade 6 and 6 Grades 7-8 State Trainers receive training	$16,800	$12,900	$29,700	$16,800	$12,900	$29,700
Regional Training of Trainers: 6 Grade 6 and 6 Grades 7-8 State Trainers provide training	$64,925	$46,950	$111,875	$63,925	$46,950	$110,875
Regional Training of Trainers: 150 Grade 6 and 200 Grade 7-8 Local Trainers receive training	$309,000	$256,500	$565,500	$468,600	$345,200	$813,800
Administration/ Management	$100,000	$100,000	$200,000	$100,000	$100,000	$200,000
TOTAL	**$506,575**	**$427,750**	**$934,325**	**$665,175**	**$516,450**	**$1,181,625**

Source: TEA Historical Records

Table 8.2 provides an overview of expenditures by ESC 13 to implement the training of trainers and for administration/management of TALA across all 20 ESCs. In total, ESC 13 expended $643,430 for TALA Grade 6 and $925,093 for TALA Grades 7-8, for a total expenditure of $1,568,524 (74% of the allocated budget).

Table 8.2. Expenditure of Funds by ESC 13 for Administration/Management of TALA Academies

Academy Grade Level	ESC staff salaries & benefits and other administrative costs	Planning Activities	Training of Trainers	Total Expenditures
TALA Grade 6	$163,789	$7,037	$472,605	$643,431
TALA Grades 7-8	$284,517	$2,652	$637,924	$925,093
TOTAL	**$448,306**	**$9,689**	**$1,110,529**	**$1,568,524**

Source: TEA Historical Records

TALA Allocations and Expenditures, Overview

TEA allocated approximately $30 million to disseminate TALA. During fiscal year 2008, approximately $11 million was allocated to disseminate TALA Grade 6, and in fiscal year 2009, TEA allocated almost $19 million to disseminate TALA Grades 7-8 (ESCs were also able to use this funding to support additional disseminate of TALA Grade 6).

Table 8.3 provides an overview of TALA total expenditures by grade level, academy type, and fiscal year. It is important to note that while TALA Grade 6 expenditures per academy remain fairly consistent across fiscal years, there is a notable difference in expenditures per teacher served. This is attributed, in large part, to the reduced number of TALA Grade 6 academies as well as the reduced average number of teachers in attendance of these academies for fiscal year 2009.

Table 8.3. Comparison of TALA Services and Expenditures by Grade Level, Academy Type, and Fiscal Year

Academy Description	Total Expenditures*	Number of Academies	Number of Teachers in Attendance	Average Number of Teachers per Academy	Expenditures per Teacher Served	Expenditures per Academy
Grade 6 ELA Academies, 2008	$3,491,984	193	4,373	23	$799	$18,093
Grade 6 Content Area Academies, 2008	$1,969,711	176	2,590	15	$761	$11,192
Grade 6 ELA Academies, 2009	$684,388	38	700	18	$1,256	$17,554
Grade 6 Content Area Academies, 2009	$433,224	36	446	12	$2,263	$12,131
Grades 7-8 ELA Academies, 2009	$4,026,789	238	4,842	20	$952	$19,272
Grades 7-8 Content Area Academies, 2009	$2,476,906	227	3,390	15	$982	$13,325

Source: ESC Report of Expenditures

Data show that the cost for TALA Grade 6 academies per teacher was also somewhat lower than for Grade 7 and 8 teachers ($799 for Grade 6 ELA vs. $952 for Grades 7-8 ELA and $761 for Grade 6 content area vs. $982 for Grades 7-8 content, based on first year of Grade 6 only).

TALA Allocations and Expenditures, Fiscal Year 2009

As previously discussed, TEA allocated approximately $19 million to disseminate TALA Grades 7-8, and support additional dissemination of TALA Grade 6 during fiscal year 2009. Table 8.4 shows the amount allocated as well as the amount of funding spent based on the amount drawn down from ISAS by each ESC. In total, 42% of the funding allocated for fiscal year 2009 was drawn down, with individual ESCs ranging from 19-93% in the proportion of allocated funding they drew down. Slightly less than half of the ESCs drew down 50% or more of allocated funding (45%) in fiscal year 2009. In 2008, 55% of overall funds were drawn down, ranging from 39% to 79% across ESCs (75% drew down at least 50% of allocated funds).

Table 8.4. Comparison of TALA Total Allocations and Total Expenditures for Fiscal Year 2009 by ESC

ESC	ESC Location	Total Amount Allocated	Total Amount Spent*	% Spent of Total Allocated
1	Edinburg	$1,549,000	$643,550	42%
2	Corpus Christi	$439,000	$181,320	41%
3	Victoria	$269,500	$155,032	58%
4	Houston	$3,565,000	$1,074,064	30%
5	Beaumont	$439,000	$257,131	59%
6	Huntsville	$964,000	$184,214	19%
7	Kilgore	$778,000	$346,868	45%
8	Mt. Pleasant	$439,000	$243,518	55%
9	Wichita Falls	$269,500	$155,106	58%
10	Richardson	$2,473,000	$1,292,309	52%
11	Fort Worth	$1,795,000	$586,856	33%
12	Waco	$685,000	$309,887	45%
13	Austin	$1,084,000	$541,340	50%
14	Abilene	$269,500	$250,954	93%
15	San Angelo	$269,500	$112,322	42%
16	Amarillo	$439,000	$234,670	53%
17	Lubbock	$439,000	$166,778	38%
18	Midland	$439,000	$128,858	29%
19	El Paso	$701,500	$630,288	90%
20	San Antonio	$1,286,500	$324,627	25%
TOTAL		**$18,593,000**	**$7,819,691**	**42%**

Source: Texas Education Agency, ISAS, and ESC Report of Expenditures
*The total funding drawn down from TEA (according to ISAS)

The main reason why all allocated funds for fiscal year 2009 were not spent was because not as many teachers were served as were eligible to attend in each ESC. Overall, 6,963 of the 13,679 eligible Grade 7 and 8 ELA and content area teachers (slightly over 50%) actually attended TALA Grade 7 and 8, with an additional 1,030 Grade 6 ELA and content area teachers attending TALA Grade 6 in 2009.

TALA ELA Academy Allocations and Expenditures, Fiscal Year 2009

A base budget was established for each ESC to cover staff salaries and other administrative or business office costs to run the ELA academies in its region. The number of sessions per ESC was established based on the estimated number of ELA teachers per ESC. Based on the estimates of participating teachers, a number of ELA trainers per ESC were allotted to cover these sessions. ELA academy trainers were also eligible to be content area academy trainers, but not vice-versa.[47]

In addition, a $6,000 per session budget was established to cover room rental, audio-visual and other equipment, printing of session materials, and stipends for trainers ($400 per day for lead trainer, $350 per day for second trainer).

Each teacher participating in an ELA academy could potentially receive a $500 stipend. Each teacher participant received $250 after attending all three days of the face-to-face session. The additional $250 was received only after completing and submitting assignments for the online follow-up session between September 1, 2009, and December 1, 2009, which is considered the equivalent of a one-day (6 hours) follow-up. The teacher stipend budget for each ESC was calculated by multiplying the number of teachers by $500 each and adding this to the product of the percentage of total teachers multiplied by $900,000 of leftover funds (i.e., the difference between the total amount and the amount allocated based on the formula that had to be equally distributed across ESCs).

Table 8.5 provides a detailed breakdown of TALA 6 ELA academy allocations and expenditures for fiscal year 2009 by ESC. For ELA, only 46% of the allocated funding was expended. The percent of allocated funding expended varied from 20% to 98% by ESC with the majority of ESCs spending between 30% and 60% of their allocated budgets.

Overall, ESCs spent more of their base and academy budgets than they did their stipend budgets. In total, 126% of allocated base budgets[48] and 67% of allocated academy budgets were spent compared to 31% of allocated stipend budgets. While all but two ESCs spent over 60% of their base budgets, all of the ESCs spent under 50% of their stipend budgets.

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[47] Thus the number of ELA academy trainers overlaps with the number of Content Area academy trainers.
[48] Note that the base budget numbers and percentages for ELA and content area academy allocations and expenditures are exactly the same. This is because ESCs did not report separately for ELA and content area academies in 2009, so these were divided equally as estimates.

Table 8.5. Comparison of TALA ELA Allocations and Expenditures for Fiscal Year 2009 by ESC

ESC	Base Budget			Academy Budget			Teacher Stipend Budget			Total Budget		
	Amount Allocated*	Amount Spent**	%	Amount Allocated***	Amount Spent****	%	Amount Allocated*****	Amount Spent******	%	Amount Allocated	Amount Spent*******	%
1	$50,000	$55,459	111%	$162,000	$126,059	78%	$689,845	$187,875	27%	$901,845	$369,393	41%
2	$50,000	$42,583	85%	$36,000	$29,012	81%	$153,299	$29,000	19%	$239,299	$100,595	42%
3	$50,000	$34,089	68%	$18,000	$17,499	97%	$76,649	$25,928	34%	$144,649	$77,516	54%
4	$50,000	$54,083	108%	$360,000	$215,146	60%	$1,532,990	$360,500	24%	$1,942,990	$629,729	32%
5	$50,000	$56,378	113%	$36,000	$22,438	62%	$153,299	$28,000	18%	$239,299	$106,816	45%
6	$50,000	$43,033	86%	$108,000	$29,837	28%	$459,897	$48,000	10%	$617,897	$120,870	20%
7	$50,000	$65,068	130%	$72,000	$52,769	73%	$306,598	$103,750	34%	$428,598	$221,587	52%
8	$50,000	$33,459	67%	$36,000	$22,542	63%	$153,299	$52,938	35%	$239,299	$108,939	46%
9	$50,000	$49,542	99%	$18,000	$6,261	35%	$76,649	$38,000	50%	$144,649	$93,803	65%
10	$50,000	$174,414	349%	$252,000	$192,117	76%	$1,073,093	$489,000	46%	$1,375,093	$855,531	62%
11	$50,000	$89,872	180%	$180,000	$67,985	38%	$766,495	$231,750	30%	$996,495	$389,607	39%
12	$50,000	$75,420	151%	$54,000	$31,932	59%	$229,948	$85,250	37%	$333,948	$192,602	58%
13	$50,000	$156,259	313%	$72,000	$28,777	40%	$306,598	$141,185	46%	$428,598	$326,221	76%
14	$50,000	$36,143	72%	$18,000	$79,496	442%	$76,649	$25,750	34%	$144,649	$141,389	98%
15	$50,000	$28,744	57%	$18,000	$9,262	51%	$76,649	$36,250	47%	$144,649	$74,255	51%
16	$50,000	$45,481	91%	$36,000	$24,834	69%	$153,299	$57,438	37%	$239,299	$127,753	53%
17	$50,000	$24,294	49%	$36,000	$23,551	65%	$153,299	$54,500	36%	$239,299	$102,345	43%
18	$50,000	$36,469	73%	$36,000	$2,792	8%	$153,299	$34,375	22%	$239,299	$73,637	31%
19	$50,000	$113,908	228%	$72,000	$156,866	218%	$306,598	$111,000	36%	$428,598	$381,774	89%
20	$50,000	$40,606	81%	$126,000	$36,958	29%	$536,546	$139,250	26%	$712,546	$216,814	30%
TOTAL	$1,000,000	$1,255,305	126%	$1,746,000	$1,176,133	67%	$7,435,000	$2,279,739	31%	$10,181,000	$4,711,177	46%

Source: Texas Education Agency, 2007-2008 PEIMS data and ESC Report of Expenditures

* Base Budget = $100,000/2

** For ESCs that did not report base budge amounts separately for ELA and Content Area academies, total base budget amounts were divided in half.

*** Academy Budget = $6,000 per academy for room rental, A/V and other equipment, printing of academy materials, stipends for trainers ($400 per day for lead trainer, $350 per day for second trainer).

**** For ESCs that did not report academy budge amounts separately for ELA and Content Area academies, total academy budget amounts were divided proportionally based on the number of ELA and Content Area academies held.

*****Teacher Stipend Budget = (# of ELA teachers x $500) + (# of Content Area teachers x $250)

****** For ESCs that did not report teacher stipend budge amounts separately for ELA and Content Area academies, total teacher stipend budget amounts were divided proportionally based on the number of teachers trained.

******* The total funding spent per ESC as estimated on the ESC Report of Expenditures. Due to estimation errors this number may differ slightly from the total funding drawn down.

TALA Content Area Academy Allocations and Expenditures, Fiscal Year 2009

A base budget was also established for each ESC to cover staff salaries and other administrative or business office costs to run the content area academies. The number of sessions per ESC was established based on the estimated number of content area teachers per ESC. Based on the estimates of participating teachers, a number of content area trainers per ESC were allotted to cover these sessions.

In addition, a $6,000 per session budget was established to cover room rental, audio-visual and other equipment, printing of session materials, and stipends for trainers ($400 per day for lead trainer, $350 per day for second trainer).

Each teacher participating in a content area academy could potentially receive a $250 stipend. Each teacher participant received $125 after attending one and one-half days of the face-to-face session. The additional $125 will be received only after completing and submitting assignments for the online follow-up session between September 1, 2009, and December 1, 2009, which is the equivalent of one half-day (3 hours) follow-up. The teacher stipend budget for each ESC was calculated by multiplying the number of teachers by $250 each and adding this to the product of the percentage of total teachers multiplied by $200,000 of leftover funds (i.e., the difference between the total amount and the amount allocated based on the formula that had to be equally distributed across ESCs).

Table 8.6 provides a detailed breakdown of allocations and expenditures by ESC. Similarly to the findings for fiscal year 2008 ESCs spend a larger portion of their funding allocated for ELA academies than they did for their content area academies (see Interim Report #2 for more details). Compared to 46% for ELA academies, only 35% of the allocated funding for content area academies was expended during fiscal year 2009. Allocated funding expended for content area academies by ESC ranged from 18% to 90% with the majority spending between 20% and 50% of their allocated budgets.

Similarly to ELA, ESCs spent significantly more of their base and academy budgets than they did their stipend budgets. In total, 126% of allocated base budgets and 37% of allocated academy budgets were spent compared to 16% of allocated stipend budgets. While nine ESCs spent over 100% of their base budget, only one ESC spent over 50% of its stipend budget.

Breakdown of TALA Expenditures by Grade Level, Fiscal Year 2009

In order to gain a better understanding of the 2009 fiscal year expenditures, base, academy, and session budgets for both ELA and content area academies were broken down to differentiate TALA Grade 6 expenditures from TALA Grades 7-8 expenditures. Base and session budgets were split proportionally based on the number of Grade 6 ELA and content area academies and the number of Grades 7-8 ELA and content area academies held in the ESC. Stipend budgets were split proportionately based on the number of Grade 6 ELA and content area teachers and Grades7-8 ELA and content area teachers trained.

Table 8.6. Comparison of TALA Content Area Allocations and Expenditures for Fiscal Year 2009 by ESC

ESC	Base Budget			Academy Budget			Teacher Stipend Budget			Total Budget		
	Amount Allocated*	Amount Spent**	%	Amount Allocated***	Amount Spent****	%	Amount Allocated*****	Amount Spent******	%	Amount Allocated	Amount Spent*******	%
1	$50,000	$55,459	111%	$192,000	$146,764	76%	$413,061	$65,000	16%	$655,061	$267,223	41%
2	$50,000	$42,583	85%	$48,000	$21,622	45%	$103,265	$10,975	11%	$201,265	$75,180	37%
3	$50,000	$34,089	68%	$24,000	$17,499	73%	$51,633	$25,928	50%	$125,633	$77,516	62%
4	$50,000	$54,083	108%	$480,000	$180,652	38%	$1,032,653	$132,750	13%	$1,562,653	$367,485	24%
5	$50,000	$56,378	113%	$48,000	$15,231	32%	$103,265	$11,250	11%	$201,265	$82,859	41%
6	$50,000	$43,033	86%	$96,000	$14,301	15%	$206,531	$6,000	3%	$352,531	$63,334	18%
7	$50,000	$65,068	130%	$96,000	$28,277	29%	$206,531	$21,875	11%	$352,531	$115,220	33%
8	$50,000	$33,459	67%	$48,000	$22,543	47%	$103,265	$52,937	51%	$201,265	$108,939	54%
9	$50,000	$49,542	99%	$24,000	$6,261	26%	$51,633	$5,500	11%	$125,633	$61,303	49%
10	$50,000	$174,414	349%	$336,000	$95,114	28%	$722,857	$167,250	23%	$1,108,857	$436,778	39%
11	$50,000	$89,872	180%	$240,000	$43,876	18%	$516,327	$63,500	12%	$806,327	$197,249	24%
12	$50,000	$75,420	151%	$96,000	$19,615	20%	$206,531	$22,000	11%	$352,531	$117,035	33%
13	$50,000	$156,259	313%	$192,000	$30,900	16%	$413,061	$29,000	7%	$655,061	$216,159	33%
14	$50,000	$36,143	72%	$24,000	$52,997	221%	$51,633	$24,125	47%	$125,633	$113,265	90%
15	$50,000	$28,744	57%	$24,000	$5,948	25%	$51,633	$3,375	7%	$125,633	$38,066	30%
16	$50,000	$45,481	91%	$48,000	$25,499	53%	$103,265	$35,938	35%	$201,265	$106,917	53%
17	$50,000	$24,294	49%	$48,000	$14,603	30%	$103,265	$20,000	19%	$201,265	$58,897	29%
18	$50,000	$36,469	73%	$48,000	$2,032	4%	$103,265	$11,875	11%	$201,265	$50,376	25%
19	$50,000	$113,908	228%	$72,000	$85,481	119%	$154,898	$49,125	32%	$276,898	$248,514	90%
20	$50,000	$40,606	81%	$168,000	$36,082	21%	$361,429	$31,125	9%	$579,429	$107,813	19%
TOTAL	$1,000,000	$1,255,305	126%	$2,352,000	$865,296	37%	$5,060,000	$789,528	16%	$8,412,000	$2,910,129	35%

Source: Texas Education Agency, 2007-2008; PEIMS data; ESC Report of Expenditures

* Base Budget = $100,000/2
** For ESCs that did not report base budge amounts separately for ELA and Content Area academies, total base budget amounts were divided in half.
*** Academy Budget = $6,000 per academy for room rental, A/V and other equipment, printing of academy materials, stipends for trainers ($400 per day for lead trainer, $350 per day for second trainer).
**** For ESCs that did not report academy budge amounts separately for ELA and Content Area academies, total academy budget amounts were divided proportionally based on the number of ELA and Content Area academies held.
*****Teacher Stipend Budget = (# of ELA teachers x $500) + (# of Content Area teachers x $250)
****** For ESCs that did not report teacher stipend budge amounts separately for ELA and Content Area academies, total teacher stipend budget amounts were divided proportionally based on the number of teachers trained.
******* The total funding spent per ESC as estimated on the ESC Report of Expenditures. Due to estimation errors this number may differ slightly from the total funding drawn down.

TALA Grade 6 Expenditures

Table 8.7 shows the number of TALA Grade 6 ELA activities carried out by ESC as well as their associated expenditures as estimated by the ESCs. In total, $684,388 was used in fiscal year 2009 to conduct 38 TALA Grade 6 ELA academies and train 700 TALA Grade 6 ELA teachers. ESCs spent between $7,178 and $112,813 conducting TALA Grade 6 ELA academies, with ESCs that spent larger amounts of money generally reporting that they trained more teachers. The ESCs that reported spending the largest sums of money were ESC 13: Austin (68 teachers trained) and ESC 10: Richardson (153 teachers trained).

The average number of teachers per academy varied from 4 to 51, and the expenditures per teacher served ranged from $595 to $ 2,470 across all ESCs. Overall, ESCs spent an average of $1,256 per teacher and $17,554 per academy to conduct the TALA Grade 6 ELA academies during fiscal year 2009.

Table 8.7. Comparison of TALA Grade 6 ELA Services and Expenditures by ESC, 2009

ESC	Number of Academies	Number of Teachers in Attendance	Average Number of Teachers per Academy	Expenditures per Teacher Served	Expenditures per Academy	Total Expenditures*
1	2	36	18	$845	$15,212	$30,424
2	2	20	10	$1,154	$11,535	$23,070
3	1	10	10	$1,323	$13,231	$13,231
4	4	104	26	$595	$15,458	$61,833
5	1	8	8	$2,470	$19,763	$19,763
6	2	10	5	$1,668	$8,339	$16,678
7	2	26	13	$1,103	$14,333	$28,666
8	1	19	19	$935	$17,774	$17,774
9	1	12	12	$1,533	$18,399	$18,399
10	3	153	51	$627	$31,987	$95,962
11	5	68	14	$934	$12,697	$63,487
12	2	38	19	$1,104	$20,977	$41,954
13	4	68	17	$1,659	$28,203	$112,813
14	1	14	14	$2,358	$33,006	$33,006
15	1	4	4	$2,141	$8,565	$8,565
16	2	29	15	$1,184	$17,163	$34,325
17	1	12	12	$992	$11,905	$11,905
18	1	7	7	$1,025	$7,178	$7,178
19	1	30	30	$814	$24,423	$24,423
20	1	32	32	$654	$20,931	$20,931
TOTAL	**38**	**700**	**18**	**$1,256**	**$17,554**	**$684,388**

Source: ESC Report of Expenditures
* ((ELA Base Budget + ELA Academy Budget) x proportion of Grade 6 ELA academies) +
 (ELA Teacher Stipend Budget x proportion of Grade 6 ELA teachers)

Table 8.8 shows the number of Grade 6 content area activities carried out by ESC as well as their associated costs. In total, $433,224 was used in fiscal year 2009 to conduct 36 content area academies and train 446 content area teachers. ESCs spent between $6,103 and $88,299 conducting content area academies. Similarly to ELA academies, ESCs that spent larger amounts of money generally reported training more teachers. The ESCs that reported spending the largest sums of money were ESC 13: Austin (36 teachers trained) and ESC 10: Richardson (118 teachers trained).

The average number of teachers per academy varied from 1 to 39 and the cost per teacher served ranged from $367 to $4,217 depending on the ESC, with ESC 5 serving as an outlier at $14,572. Overall, it cost an average of $2,263 per teacher and $12,131 per academy to conduct the TALA Grade 6 content area academies during fiscal year 2009.

Table 8.8. Comparison of TALA Grade 6 Content Area Services and Expenditures by ESC, 2009

ESC	Number of Academies	Number of Teachers in Attendance	Average Number of Teachers per Academy	Expenditures per Teacher Served	Expenditures per Academy	Total Expenditures*
1	1	3	3	$2,893	$8,678	$8,678
2	2	23	12	$682	$7,839	$15,677
3	1	4	4	$2,955	$11,821	$11,821
4	3	85	28	$367	$10,406	$31,219
5	1	1	1	$14,572	$14,572	$14,572
6	2	4	2	$3,038	$6,076	$12,153
7	1	7	7	$1,513	$10,590	$10,590
8	1	7	7	$2,001	$14,008	$14,008
9	1	8	8	$1,572	$12,580	$12,580
10	3	118	39	$386	$15,173	$45,520
11	5	38	8	$959	$7,290	$36,451
12	2	17	9	$1,607	$13,660	$27,321
13	4	36	9	$2,453	$22,075	$88,299
14	1	6	6	$4,217	$25,301	$25,301
15	1	4	4	$1,526	$6,103	$6,103
16	2	22	11	$1,099	$12,086	$24,173
17	1	15	15	$611	$9,171	$9,171
18	2	8	4	$1,101	$4,402	$8,805
19	1	16	16	$1,258	$20,126	$20,126
20	1	24	24	$444	$10,657	$10,657
TOTAL	**36**	**446**	**12**	**$2,263**	**$12,131**	**$433,224**

Source: ESC Report of Expenditures

* ((Content Area Base Budget + Content Area Academy Budget) x proportion of Grade 6 Content Area academies) + (Content Area Teacher Stipend Budget x proportion of Grade 6 Content Area teachers)

In an effort to gauge the differences associated with providing TALA training to ELA and content area teachers, Figure 8.1 shows cost per teacher for TALA Grade 6 ELA and content area academies by ESC. With the exception of ESC 5, where only one Grade 6 content area teacher attended training, the cost per teacher for most ESCs was fairly similar for ELA and content area academies with content area academies having higher costs in 13 of the ESCs. The average difference in cost per TALA Grade 6 teacher was $1,230 across ESCs.

Figure 8.1. Comparison of TALA Grade 6 ELA and Content Area Cost per Teacher by ESC, 2009
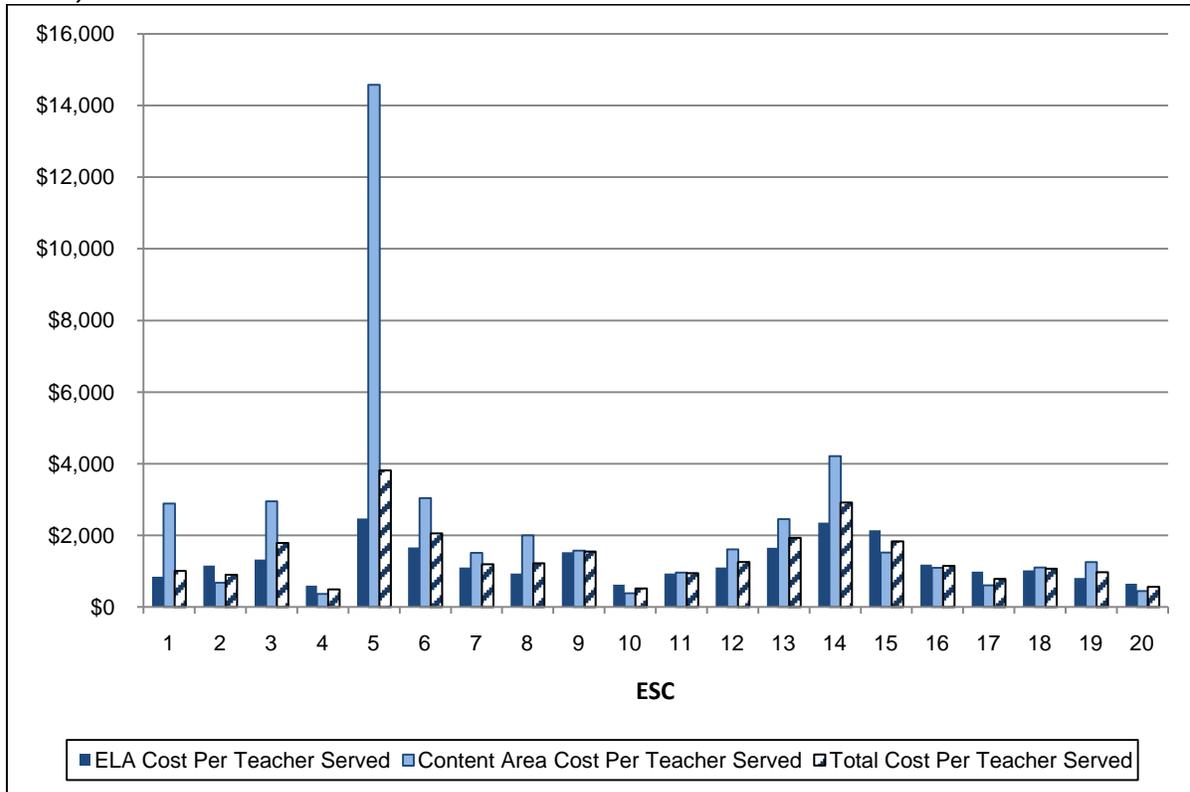
Source: Analysis of ESC TALA Expenditure Reporting Forms
NOTE: Total cost per teacher is the average cost for all teachers (ELA and content area teachers) who participated in TALA Grade 6.

TALA Grades 7-8 Expenditures

Table 8.9 shows the number of TALA Grades 7-8 ELA activities carried out by ESC as well as their associated expenditures as estimated by the ESCs. In total, $4,026,789 was used in fiscal year 2009 to conduct 238 TALA Grades 7-8 ELA academies and train 4,842 TALA Grade 7 and 8 ELA teachers. ESCs spent between $64,285 and $759,569 conducting TALA Grades 7-8 ELA academies, with ESCs that spent larger amounts of money generally reporting that they trained more teachers. The ESCs that reported spending the largest sums of money were ESC 10: Richardson (893 teachers trained) and ESC 4: Houston (791 teachers trained).

The average number of teachers per academy varied from 9 to 49, and the expenditures per teacher served ranged from $671 to $1,814 across all ESCs. Overall, ESCs spent an average of $952 per teacher and $19,272 per academy to conduct the TALA Grades 7-8 ELA academies during fiscal year 2009.

Table 8.9. Comparison of TALA Grades 7-8 ELA Services and Expenditures by ESC, 2009

ESC	Total Expenditures*	Number of Academies	Number of Teachers in Attendance	Average Number of Teachers per Academy	Expenditures per Teacher Served	Expenditures per Academy
1	$338,969	21	426	20	$796	$16,141
2	$77,524	7	61	9	$1,271	$11,075
3	$64,285	4	79	20	$814	$16,071
4	$567,896	50	791	16	$718	$11,358
5	$87,052	4	48	12	$1,814	$21,763
6	$104,193	9	130	14	$801	$11,577
7	$192,921	11	230	21	$839	$17,538
8	$91,165	4	134	34	$680	$22,791
9	$75,404	4	51	13	$1,479	$18,851
10	$759,569	42	893	21	$851	$18,085
11	$326,120	19	447	24	$730	$17,164
12	$150,649	7	141	20	$1,068	$21,521
13	$213,408	5	246	49	$868	$42,682
14	$108,382	3	74	25	$1,465	$36,127
15	$65,690	5	61	12	$1,077	$13,138
16	$93,428	4	124	31	$753	$23,357
17	$90,441	6	117	20	$773	$15,073
18	$66,459	7	99	14	$671	$9,494
19	$357,351	15	414	28	$863	$23,823
20	$195,883	11	276	25	$710	$17,808
TOTAL	**$4,026,789**	**238**	**4,842**	**20**	**$952**	**$19,272**

Source: ESC Report of Expenditures
* ((ELA Base Budget + ELA Academy Budget) x proportion of Grade 7-8 ELA academies) + (ELA Teacher Stipend Budget x proportion of Grade 7-8 ELA teachers)

Table 8.10 shows the number of Grades 7-8 content area activities carried out by ESC as well as their associated costs. In total, $2,476,906 was used in fiscal year 2009 to conduct 227 TALA Grades 7-8 content area academies and train 3,390 TALA Grade 7 and 8 content area

teachers. ESCs spent between $31,963 and $391,259 conducting content area academies. Similarly to ELA academies, ESCs that spent larger amounts of money reported training more teachers. The ESCs that reported spending the largest sums of money were ESC 10: Richardson (647 teachers trained) and ESC 4: Houston (610 teachers trained).

The average number of teachers per academy varied from 4 to 38 and the cost per teacher served ranged from $533 to $2,118 depending on the ESC. Overall, it cost an average of $982 per teacher and $13,325 per academy to conduct the TALA Graded 7-8 content area academies during fiscal year 2009.

Table 8.10. Comparison of TALA Grades 7-8 Content Area Services and Expenditures by ESC, 2009

ESC	Total Expenditures*	Number of Academies	Number of Teachers in Attendance	Average Number of Teachers per Academy	Expenditures per Teacher Served	Expenditures per Academy
1	$258,545	24	328	14	$788	$10,773
2	$59,502	8	66	8	$902	$7,438
3	$65,695	4	65	16	$1,011	$16,424
4	$336,266	44	610	14	$551	$7,642
5	$68,287	4	44	11	$1,552	$17,072
6	$51,182	8	31	4	$1,651	$6,398
7	$104,631	9	115	13	$910	$11,626
8	$94,931	4	125	31	$759	$23,733
9	$48,723	4	23	6	$2,118	$12,181
10	$391,259	38	647	17	$605	$10,296
11	$160,797	19	243	13	$662	$8,463
12	$89,714	6	88	15	$1,019	$14,952
13	$127,859	5	168	34	$761	$25,572
14	$87,964	3	42	14	$2,094	$29,321
15	$31,963	5	38	8	$841	$6,393
16	$82,745	6	101	17	$819	$13,791
17	$49,726	6	68	11	$731	$8,288
18	$41,571	8	78	10	$533	$5,196
19	$228,388	10	377	38	$606	$22,839
20	$97,156	12	133	11	$730	$8,096
TOTAL	$2,476,906	227	3,390	15	$982	$13,325

Source: ESC Report of Expenditures
* ((Content Area Base Budget + Content Area Academy Budget) x proportion of Grade 7-8 Content Area academies) + (Content Area Teacher Stipend Budget x proportion of Grade 7-8 Content Area teachers)

Figure 8.2 shows cost per teacher for TALA Grades 7-8 ELA and content area academies by ESC. Similar to TALA Grade 6, the cost per teacher for most ESCs was fairly similar for TALA Grades 7-8 ELA and content area academies, with the exception of ESCs 6, 9, and 14. The average difference in cost per TALA Grade 7 and 8 teacher was $225 across ESCs.

Figure 8.2. Comparison of TALA Grades 7-8 ELA and Content Area Cost Per Teacher by ESC, 2009
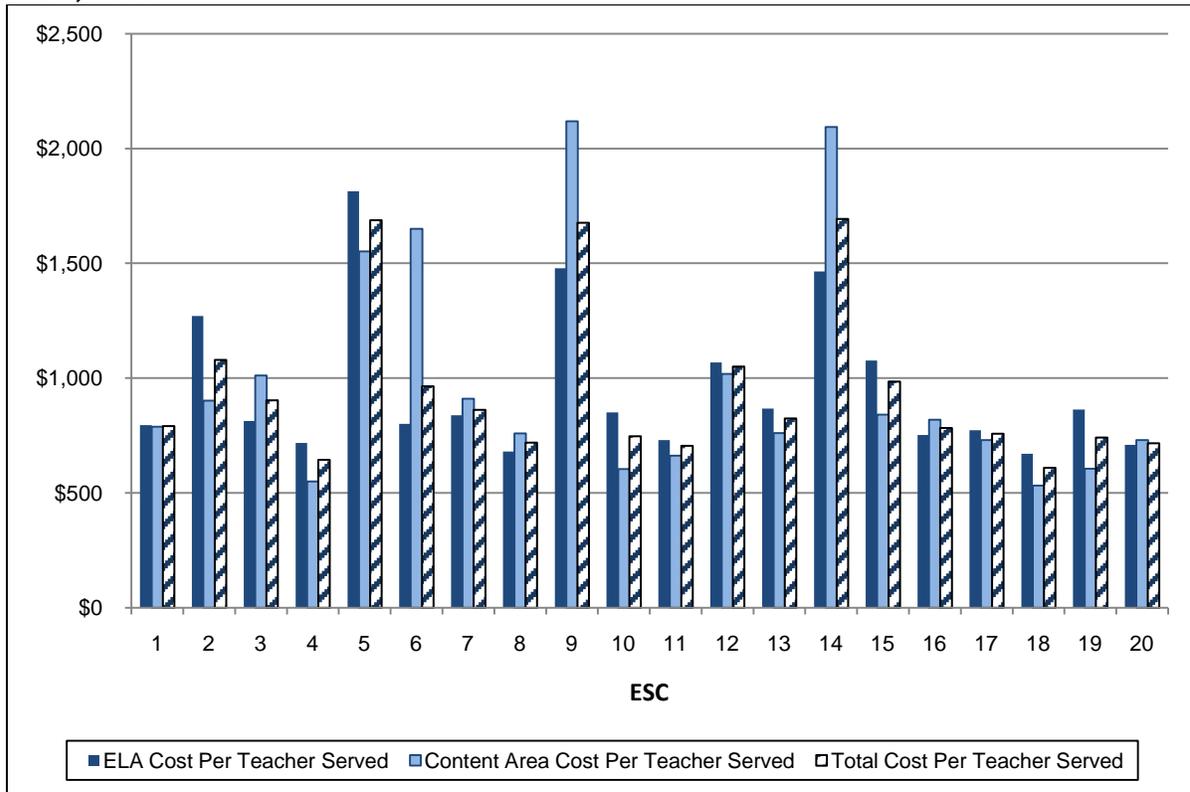
Source: Analysis of ESC TALA Expenditure Reporting Forms
NOTE: Total cost per teacher is the average cost for all teachers (ELA and content area teachers) who participated in TALA Grades 7-8.

TALA Trainers, Fiscal Year 2009

In examining the number of trainers used to provide ELA and content area academies Table 8.11 shows that the numbers ranged from 2 to 78 depending on the ESC and whether they were hired to train ELA or content area academies. Overall, 11 ESCs used more content area trainers then ELA trainers, four ESCs used more ELA trainers, and three ESCs used the same number for both. It should be noted, however, that ELA academy trainers were also eligible to be content area academy trainers, but not vice-versa.[49]

Table 8.11. Comparison of TALA ELA and Content Area Trainers for Fiscal Year 2009 by ESC

ESC	Number of ELA Trainers	Number of Content Area Trainers
1	20	17
2	8	8
3	8	7
4	46	47
5	2	4
6	0	0
7	10	8
8	4	3
9	6	8
10	78	24
11	22	17
12	8	4
13	11	4
14	3	5
15	4	4
16	9	5
17	10	6
18	3	3
19	20	14
20	30	14
TOTAL	**302**	**202**

Source: ESC Report of Expenditures

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[49] Thus the number of ELA academy trainers overlaps with the number of Content Area academy trainers.

Cost-Effectiveness and Sustainability of TALA

The evaluation team conducted a cost-effectiveness analysis of the TALA program over its first two years of implementation (2008 and 2009). The question that this analysis sought to answer was: "How much money did the TALA program cost per additional student who passed the TAKS because of the program?" In order to measure the true impact of TALA, it was necessary to compare the TAKS scores of students who were taught by TALA teachers[50] during the 2009-10 school year to scores of those who were not. Because linked student and teacher data were only available in eight case study schools, the cost-effectiveness analysis focused on those schools. The steps involved in conducting the cost-effectiveness analysis were: 1) estimation of costs, 2) estimation of TALA effectiveness, 3) calculation of cost-effectiveness, and 4) determining the impact and potential future benefits on cost-effectiveness.

Estimation of Costs

The first step in the cost-effectiveness analysis was to estimate the cost of implementing the first two years of the TALA program. Three types of costs were considered:

1. **Development costs:** The Vaughn Gross Center for Reading and Language Arts (VGC) at the University of Texas at Austin received $850,000 in TALA funds to adapt materials from the Texas Adolescent Literacy Project (TALP) into TALA Grade 6 training materials. Of this amount, $475,000 was allocated to develop ELA Academy materials, and the remaining $375,000 was allocated to develop Content Area Academy materials. VGC also received $850,000 to develop training materials for Grades 7 and 8. While information was not available about how these funds were allocated between materials for ELA and content area academies, for the purposes of this analysis it was assumed that the breakdown was the same as for Grade 6 (i.e., $475,000 for ELA academies and $375,000 for content area academies).[51]

2. **Administration/management costs:** In both Year 1 (2008) and Year 2 (2009) of the TALA program, ESC 13 was awarded a separate grant to administer and manage the training of trainers and for the administration and management of TALA across all 20 ESCs. In Year 1, $643,430 was spent by ESC 13 on administration and management of the program. In Year 2, $925,093 was spent by ESC 13 on administration and management for TALA statewide.[52]

3. **Dissemination/training costs:** The majority of TALA expenditures were those used by the 20 individual ESCs to provide the training to teachers. A breakdown of these expenditures is provided in Interim Report #2 (for Year 1 costs) and earlier in this chapter of this report (for Year 2 costs).

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[50] For the purposes of this analysis, a teacher is considered to be a "TALA teacher" if they received TALA training in 2008 or 2009.

[51] In May 2006, TEA awarded a $4 million development contract to VGC and the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, to create content for TALP, a literacy program targeting Grade 8 students. While TALA materials were eventually adapted from work done through this contract, these funds were not included in the analysis because they were not directly related to the development of TALA.

[52] No information was available as to how these administration and management funds were allocated between ELA and Content Area Academies. For the purposes of this analysis, they were allocated proportionally to the number of academies of each type that were held each year.

Table 8.12 summarizes the costs of the TALA program statewide over Years 1 and 2 of the program for inclusion in the cost-effectiveness analysis model.

Table 8.12. Costs of TALA Program, Year 1 (2008) and Year 2 (2009)

Year(s) and Grade(s)	Development	Administration/ Management	Dissemination/ Training	Total Cost
Year 1 (2008): Grade 6 only				
ELA Academies	$475,000	$336,537	$3,463,162	$4,266,312
Content Area Academies	$375,000	$306,894	$1,969,711	$2,659,992
Subtotal	**$850,000**	**$643,430**	**$5,432,873**	**$6,926,304**
Year 2 (2009): Grades 6, 7, and 8				
ELA Academies	$475,000	$473,703	$4,711,177	$5,657,974
Content Area Academies	$375,000	$451,391	$2,910,129	$3,738,425
Subtotal	**$850,000**	**$925,093**	**$7,621,306**	**$9,396,399**
Combined Years (2008 + 2009): Grades 6, 7, and 8				
ELA Academies	$950,000	$810,239	$8,174,339	$9,924,286
Content Area Academies	$750,000	$758,284	$4,879,840	$6,398,417
Total	**$1,700,000**	**$1,568,524**	**$13,054,179**	**$16,322,703**

Source: Analysis of TALA Expenditure Data

NOTE: Some total may not add up due to rounding.

Table 8.13 presents the number of teachers that attended TALA academies during the two years of the program (through December 2009). ESCs may have conducted additional TALA academies after December 2009, but these were not within the scope of this evaluation and were not included in the analysis. Overall, 16,341 teachers completed the TALA professional development in the first two years of the program.

Table 8.13. Number of Teachers Attending TALA Academies, Year 1 (2008) and Year 2 (2009)

Type of Academies	Year 1 (2008)	Year 2 (2009)	Both Years (2008 and 2009)
ELA Academies	4,373	5,542	**9,915**
Content Area Academies	2,590	3,836	**6,426**
Total	**6,963**	**9,378**	**16,341**

Source: Analysis of TALA Participation Data

Once the costs of the program and the number of teachers trained were obtained, the cost per teacher trained through the academies was calculated for each year of the program. As Table 8.14 shows, this cost was very consistent between Years 1 and 2.

Table 8.14. Cost per Teacher Attending TALA Academies, Years 1 and 2

	Year 1 (2008)	Year 2 (2009)
Cost of TALA Program	$6,926,304	$9,396,399
Number of Teachers Attending Academies	6,963	9,378
Cost per Teacher	**$994.73**	**$1,001.96**

Source: Analysis of TALA Expenditure and Participation Data

As noted earlier, the cost-effectiveness analysis focused on the eight case study schools, rather than the state as a whole. Therefore, the cost per teacher was used to calculate the prorated cost of the TALA program in these eight schools. Table 8.15 shows the number of teachers trained in the case study schools over the two years of the program, as well as the estimated cost of training those teachers. Based on this estimate, the total cost of providing TALA professional development in the case study schools was $135,992.

Table 8.15. Cost of Training TALA Teachers in Case Study Schools, Years 1 and 2[53]

	Year 1 (2008)	Year 2 (2009)	Both Years (2008 and 2009)
Number of Teachers Trained in Case Study Schools	38	98	136
Cost per Teacher	$994.73	$1,001.96	-
Total	**$37,800**	**$98,192**	**$135,992**

Source: Analysis of TALA Expenditure and Participation Data

Estimation of TALA Effectiveness

Estimation of TALA Impact on 2010 TAKS Reading Achievement

The next step in the cost-effectiveness analysis was to estimate the impact that the implementation of the TALA program had on students' performance on the Reading TAKS. Table 8.16 compares the percentage of students who met the standard on TAKS Reading based on whether or not they were a "TALA student" (i.e., were taught by a TALA teacher in 2010). For example, among non-TALA students in Grade 7 in 2009-10, the percentage of students who met the standard on TAKS Reading decreased from 89.8% in 2009 to 82.4% in 2010—a decrease of 7.4 percentage points. Among TALA students in the same grade, the percentage who met the standard on TAKS Reading decreased from 81.2% in 2009 to 78.9% in 2010—a decrease of 2.3 percentage points.

In Grade 7, therefore, the percentage who met the standard on TAKS Reading decreased among both TALA and non-TALA students. However, the decrease was smaller among TALA students, by 5.1 percentage points. In this analysis, this difference—5.1 percentage points— was used as a measure of the impact of the TALA program on student achievement in Grade 7 TAKS Reading.

The impact of the TALA program was calculated in the same way in other grades. In Grade 6, as in Grade 7, the percentage of both TALA and non-TALA students who met the standard on TAKS Reading decreased from 2009 to 2010. However, the percentage decreased by 4.4 percentage points less among TALA students. This, then, is the measured impact of TALA in Grade 6.

In Grade 8, the percentage of non-TALA students to meet the standard on TAKS Reading decreased by 0.8 percentage points from 2009 to 2010. Among TALA students, the percentage increased by 12.4 percentage points. The measured impact of the TALA program in Grade 8, therefore, was the difference between these two changes, or 13.2 percentage points.

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[53] Of the 136 TALA teachers in case study schools, 37 attended a TALA academy in Year 1 and 96 did so in Year 2. For the remaining three teachers, it was unclear in what year they had attended. For the purposes of this analysis, one of the three was assumed to have attended in Year 1, and the other two were assumed to have attended in Year 2.

Another way to think of these data is as a measure of how much the achievement gap between TALA and non-TALA students narrowed between 2009 and 2010. In 2009, the percentage of non-TALA students who met the standard on TAKS Reading was higher than that of TALA students in all three grades. For example, among students who were in Grade 7 in 2009-10, the 2009 passing rate among TALA students was 8.6 percentage points below that of non-TALA students. By 2010, the passing rate among TALA students was only 3.5 percentage points below that of non-TALA students. Therefore, between 2009 and 2010, TALA students gained on their non-TALA peers by 5.1 percentage points. In this analysis, these 5.1 percentage points are considered to be the measured benefit of the TALA program as related to TAKS Reading.

Table 8.16. Comparison of the Percentage of Students Meeting the TAKS Reading Standard, TALA vs. Non-TALA Students

| | Percentage Who Met the Standard on TAKS Reading | | | | | | | | |
| | Grade 6 in 2009-10 | | | Grade 7 in 2009-10 | | | Grade 8 in 2009-10 | | |
	2009	2010	Diff	2009	2010	Diff	2009	2010	Diff
Taught by TALA Teacher in 2009-10	77.9	73.6	-4.3	81.2	78.9	-2.3	70.5	82.9	12.4
NOT Taught by TALA Teacher in 2009-10	81.8	73.1	-8.7	89.8	82.4	-7.4	90.9	90.1	-0.8
Difference, TALA vs. non-TALA	-3.9	0.5	**4.4**	-8.6	-3.5	**5.1**	-20.4	-7.2	**13.2**

Source: Analysis of TAKS Data

Once the impact of the TALA program was calculated in percentage terms for each grade, the total number of students in each grade was used to calculate the number of students who met the standard on TAKS Reading because they had a TALA teacher. In other words, based on the analysis above it was assumed that, if TALA students had not had TALA teachers (i.e., because the TALA program did not exist), the success rate of that group on the ELA TAKS in 2010 would have been 4.4 percentage points lower in Grade 6, 5.1 percentage points lower in Grade 7, and 13.2 percentage points lower in Grade 8. As shown in Table 8.17, the estimate for the implementation of TALA in case study schools led to an additional 273 students meeting the standard on TAKS Reading in the 2009-10 school year.

Table 8.17. Estimation of Benefits of the TALA Program in 2009-10

	Grade 6	Grade 7	Grade 8	Total
Percentage point increase of students meeting the standard on TAKS Reading that is attributable to TALA	4.4 percentage points	5.1 percentage points	13.2 percentage points	-
Number of students taught by TALA teachers	1,136	1,249	1,207	-
Number of students who met the standard in TAKS Reading due to TALA	50	64	159	**273**

Source: Analysis of TAKS Data and TALA Participation Data

Estimation of TALA Impact on 2009 TAKS Reading Achievement

The process for estimating the number of students who met the standard on TAKS Reading in 2010 because of their teachers' participation in TALA was described above. Because some Grade 6 teachers were trained through TALA as early as the summer of 2008, it is reasonable to assume that the program began impacting TAKS achievement in Grade 6 during the 2008-09 school year. Unfortunately, no information was available about which students were taught by TALA teachers in 2008-09, so the evaluation team was unable to directly measure the impact of TALA on TAKS achievement that year.

However, an estimate to measure the impact of TALA on 2009 TAKS achievement was created. First, in 2009-10, there were 45 Grade 6 TALA teachers in case study schools and 1,136 students that were taught by at least one of them, a ratio of 1 to 25.2. In 2008-09, there were 37 Grade 6 teachers in case study schools that had received TALA training. By applying the ratio from 2009-10, it was estimated that there were 934 students in case study schools that had a TALA teacher in 2008-09. Then the assumption was made that the benefit of having a Grade 6 TALA teacher was the same in 2008-09 as in 2009-10. That is, an increase in the percentage of students who met the standard on TAKS Reading of 4.4 percentage points. By multiplying that percentage by the total number of students who had a TALA teacher that year, the team estimated that 41 students in 2008-09 passed the exam as a result of having a TALA teacher. Therefore, over the two years, a total of 314 students in case study schools met the standard on TAKS Reading as a result of having a TALA teacher.

Calculation of Cost-Effectiveness

Once an estimate for both the cost of implementing TALA in case study schools and the number of additional students who met the standard on TAKS Reading because of their teachers' participation in the program was created, the cost-effectiveness calculation was straightforward. If the cost of providing TALA professional development to teachers in the case study schools was $135,992, and the implementation of the program led to 314 additional students meeting the standard on TAKS Reading, then the cost per additional student meeting the standard on TAKS Reading was $433.

Impact of Potential Future Benefits on Cost-Effectiveness

In the analysis above, the cost of implementing TALA for two years with the benefits of the program over that period of time were compared. However, it is reasonable to assume that if TALA has an impact on teacher effectiveness, that benefit will persist into the future even if TALA funding is discontinued. If that is the case, then in reality the program would be more cost-effective than calculated above.

For example, one could imagine a situation in which the TALA program ended after Year 2 (i.e., no more funds were spent to provide TALA professional development). However, the benefits for the 136 teachers that had been trained in case study schools would not immediately disappear, as they would retain the knowledge and skills that they had gained. If one were to assume that all of these teachers remained at the same campus and taught in 2010-11, then an additional minimum of 273 students in case study schools would meet the standard on TAKS Reading in 2011, just as in 2010.[54] If that were the case, the cost of the program per additional student meeting the standard on TAKS Reading would decrease from $433 to $232. As any professional development program, TALA is designed to provide long term benefits; hence, one can expect the cost-effectiveness of the program to improve over time.

A limitation of this analysis is that it only looks at TAKS Reading, but TALA also may be impacting TAKS in the areas of math, science and social studies scores. However, the evidence is clearest with TAKS Reading. This makes the cost-effectiveness analysis a relatively high estimate of the cost-effectiveness of TALA. Any additional effectiveness would increase the cost-effectiveness and return on investment.

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[54] As the teachers become even more proficient over time in their utilization of TALA strategies, the number of students impacted over time might also actually increase.

Summary of TALA Cost Analysis

Using expenditure data, this chapter examined how funds were used to both develop TALA content and disseminate TALA. Overall, this chapter uncovered several important pieces of information concerning budgetary and expenditure data for the TALA program, including the following:

Overall

- For the ELA component of TALA, ESCs drew down an average of 46% of the funding allocated for the dissemination of TALA during fiscal year 2009 (compared to 59% for fiscal year 2008).

- For the Content component of TALA, ESCs spent an average of 35% of their allocated funding for the content area academies during fiscal year 2009 (compared to 48% for fiscal year 2008).

- Generally, when ESCs drew down smaller percentages of their total allotted expenditures, it was due to fewer teachers attending the TALA trainings.

TALA Academies for Grade 6

- During fiscal year 2009, ESCs spent an average of $1,256 per teacher and $17,554 per academy to conduct TALA Grade 6 ELA academies (compared to $799 per teacher and $18,093 per academy in fiscal year 2008).

- During fiscal year, it cost an average of $2,263 per teacher and $12,131 per academy to conduct TALA Grade 6 content area academies (compared to $761 per teacher and $11,192 per academy in fiscal year 2008).

- The different in expenditures per teacher served for fiscal year 2008 and 2009 is attributed, in large part, to the reduced number of TALA Grade 6 academies as well as the reduced average number of teachers in attendance of these academies for fiscal year 2009.

TALA Academies for Grades 7-8

- During fiscal year 2009, ESCs spent an average of $952 per teacher and $19,272 per academy to conduct TALA Grades 7-8 ELA academies.

- During fiscal year, it cost an average of $982 per teacher and $13,325 per academy to conduct TALA Grades 7-8 content area academies.

Comparison of TALA ELA and Content Academies

- Overall, the average cost per academy was larger for ELA academies than it was for content area academies across grade level and fiscal year.

- When broken down by cost per teacher, ELA academies were only higher for TALA Grade 6 academies occurring during fiscal year 2008.

Cost-Effectiveness of TALA

- If the cost of providing TALA professional development to teachers in the case study schools was $135,992, and the implementation of the program led to 314 additional students meeting the standard on TAKS Reading, then the cost per additional student meeting the standard on TAKS Reading was $433. Assuming continued effectiveness of TALA, the cost per additional student meeting or exceeding the standard on TAKS reading would be $232 by FY 2011, and would continue to decrease over time.

9. Discussion and Recommendations

This evaluation report provided the final set of evaluation findings related to the TALA program through the 2009-10 school year, and examined the impact of TALA on student achievement through the 2009-10 school year and the cost-effectiveness of TALA. The statewide evaluation of TALA was designed to evaluate the quality of the TALA training, the quality and level of ongoing implementation of the TALA training in the classroom, the effects of the TALA teacher training on student outcomes, and the cost-effectiveness of TALA. The following sections present the key findings from the TALA evaluation.

The Quality of TALA Training

TALA was generally perceived positively by the expert technical advisory board (TAB) who reviewed the materials and training strategies, observers from the evaluation team who observed TALA training, trainers who attended training to become TALA trainers, the teachers who participated in TALA training, and the administrators at campuses from which teachers attended TALA.

The TAB reviewed both the TALA Grade 6 training materials (see Interim Report #1) and the TALA Grades 7-8 training materials (see Interim Report #2). They also reviewed overall descriptions of the training (e.g., time allotted for presenting modules). The instructional strategies were perceived as important and necessary for the success of adolescent readers. The TAB concluded that TALA materials are highly reflective of best practices in literacy instruction and teacher professional development and aligned with national and state standards for literacy education. One TAB member commented that "in the scheme of things, TALA is one of the best state academies that I have seen."

TALA Grade 6 Regional TOTs, TALA classroom teacher academies, and TALA Grades 7-8 classroom teacher academies were highly rated overall by observers. Regional TOTs and classroom teacher academies were rated by observers as being reflective of best practices for professional development. Observers indicated that TALA academies at all levels were implemented with high quality facilitation that led to participant engagement and created a positive learning environment.

Both state and regional trainers of the Grade 6 TALA training and Grades 7-8 TALA training had positive perceptions of the training. The overall impressions of the training that the trainers attended to become a TALA trainer were favorable, and they reported that the training was effective in helping them prepare for their role as a trainer. The trainers felt adequately prepared for the training that they conducted based on the training that they attended. The trainers reported that they had the requisite knowledge and skills to fulfill their roles and responsibilities as a TALA trainer. Lastly, regional trainers were positive about the information they received from TEA, the developer, and state trainers regarding the goals of TALA and their responsibilities as a trainer.

This favorable perception of TALA training was echoed by ELA and content area classroom teachers. Of all teachers who responded to the survey, regardless of grade level or which session they attended (ELA or content area) or year (2008 or 2009), over 80% reported all aspects of the training they received as effective or highly effective. In particular, teachers rated the training materials, knowledge of presenters, and training content as effective or highly effective.

Similar positive findings surfaced in the analysis of the participants' preparedness to implement TALA instructional routines, regardless of the year of the training attended (2008 or 2009) or the grade level taught (6 through 8). ELA teachers indicated a high level of preparedness in implementing TALA Tier I (vocabulary and comprehension) routines. Survey responses indicate that ELA teachers felt most prepared to implement graphic organizers (i.e., the *Frayer Model*) as compared to any other Tiers II/III instructional routines, such as identifying syllable types. Content area teachers felt most prepared to implement routines to have students define words, pronounce words, generate examples and non-examples, and select words. This is not surprising given that these instructional routines are more conducive to content area curricula. Also, content area teachers are likely more comfortable with these routines than they are with other instructional routines.

Regarding the TALA general strategies, both ELA and content area teachers felt most prepared to group or pair students, foster student engagement, and actively involve students. A majority of ELA and content area teachers across grade levels felt fairly well or very well prepared to design instruction for special populations of students, including limited English proficient (LEP) students. Teachers participating in TALA reported that training was relevant and helped improve their teaching and their peers' teaching. A majority of ELA and content area teachers across grade levels felt the training they attended helped them improve their teaching and felt the training was appropriate for their peers.

Classroom Implementation of TALA

Based on evaluation activities from summer 2008 through June 2010, TALA ELA and content area teacher participants reported feeling familiar with and prepared to implement TALA instructional routines and strategies in their classrooms. Furthermore, TALA ELA and content area teacher participants were actually implementing TALA instructional routines and strategies in their classrooms and reporting positive results. Specifically, TALA ELA and content area teacher participants were familiar with, prepared for, and actually implementing Tier I as well as Tier II/III instructional routines. In addition to previously reported results, new evidence to support these findings since Interim Report #2 comes from the following data sources: (a) the 2009 survey of TALA ELA and content area teacher participants, (b) online follow-up training in which TALA ELA and content area teacher participants documented their implementation of TALA instructional strategies in their classrooms, and (c) observations of a sample of TALA ELA and content area teacher participants' classrooms during site visits. Data from site visits are somewhat limited because of small sample sizes. In addition, survey data also has limitations because they are self-reported and relatively low response rates. Findings based on perspectives of teachers who completed survey, completed online follow-up, or participated in focus groups should be interpreted with caution. A separate case study report will be published in January 2011 with detailed information gained from site visits.

Implementation of TALA in ELA Classrooms

TALA ELA teachers at all grade levels (Grade 6, 7 and 8) reported feeling prepared to effectively implement a range of TALA reading and writing instructional routines to students. At least 82% of TALA Grade 6 ELA teachers reported that they were incorporating what they learned into their instruction "to some degree" or "quite a bit" of the time. About the same percentage of TALA Grade 7 and 8 ELA teachers (84%) felt that they were incorporating what they learned into their instruction "to some degree" or "quite a bit."

Data collected across time points from the online follow-up and teacher survey indicate that ELA teachers implemented the TALA instructional routines and general strategies and that the patterns of use were somewhat consistent across time and similar across grades. The most frequently reported general strategies included fostering student engagement, adapting instruction to structure learning for all students, and grouping or pairing students. In the classroom observations, the most often used general instructional strategies were providing feedback, fostering student engagement, and providing explicit instruction. The most frequently reported and observed TALA instructional routines were Tier I vocabulary and comprehension instructional routines (e.g., building background knowledge). ELA teachers who participated in the TALA online follow-up training reported that the lessons they implemented as part of the practicum were highly successful regardless of whether they were developed for Tier I or Tier II/III interventions.

Implementation of TALA in Content Area Classrooms

TALA content area teachers in all grade levels reported feeling prepared to effectively teach reading and writing instructional routines to students. More than two-thirds of TALA content area teachers at all grade levels reported implementing Tier I instructional routines at somewhat consistent levels across data collection periods and grade levels. Content area respondents reported they had implemented the Tier I instructional routines. The most frequently reported instructional routines were defining words and building background knowledge. Content area teachers also reported that the lessons they implemented for the online follow-up activity were successful. All of the Grade 6 content area teachers and 99% of the Grade 7 and Grade 8 content area teachers reported that the lessons they created and reported on in the online follow-up were successful.

Support for Schoolwide Implementation of TALA

ELA teachers, as well as administrators, know more than content area teachers across grade levels about the extent to which teachers from their campuses attended TALA. ELA teachers are meeting with other ELA teachers to discuss TALA implementation, more so than content area teachers are meeting with any teachers at their campuses to discuss TALA implementation. Neither group as a whole was meeting with campus administrators to discuss TALA implementation. This indicates that content area teachers may still be somewhat isolated from their ELA counterparts when it comes to discussing TALA implementation, although this likely varies by campus. However, findings also indicate that TALA may have made some progress in content area teachers' awareness of instructional strategies to help adolescents learn about literacy.

Feedback from TALA participating teachers and campus administrators indicate that support for TALA was high. To a great extent, campus administrators made changes to or acted upon almost all campus support policies and practices for TALA implementation. However, it may take some additional time for these policies and practices to take hold and for teacher to become aware of them.

TALA participating teachers and campus provided insight on the barriers and facilitators to classroom implementation of TALA routines and strategies. The most common response (by 33% of Grade 6 teachers, 26% of Grade 7 and 8 teachers, and 26% of campus administrators) was there were no barriers to implementation. While the overall response was positive, some barriers were also noted. Time was reported as a barrier to TALA implementation. This need for time included more planning time, time for professional development activities, and proper

testing and small group instruction. Another barrier reported was a lack of buy-in or support for TALA. Teachers reported a lack of buy-in from the students, whereas administrators cited difficulty with obtaining support from teachers. Administrators reported that their lack of training with the actual TALA strategies and routines was a critical barrier to TALA implementation.

The most often reported facilitators to TALA implementation pertained to the TALA training itself. The TALA training was reported as a facilitator to implementation. Another facilitator was the provided resources (TALA manual) that included helpful strategies for dealing with poor readers. Support from other teachers was also listed as a facilitator to implementation.

Impact of TALA on Student Achievement

The evaluation team investigated the effects of TALA on student achievement, in particular, reading, math, science, and social studies achievement. In addition, the effects of TALA on achievement by students identified as being at-risk. (i.e., special education, LEP, economically disadvantaged) were explored.

In order to best understand the impact of TALA on student achievement, campuses were first divided into three cohorts based on when the teachers attended TALA training:

- Cohort A: Campuses with Grade 6 teachers who participated in TALA training in 2008.
- Cohort B: Campuses with Grade 6, 7, and 8 teachers who participated in TALA training in 2009.
- Cohort C: Campuses with Grade 6 teachers who participated in TALA training in 2008, and additional teachers in Grades 6 through 8 who participated in TALA training in 2009.

Next, TALA campuses were classified on level of TALA participation (high, medium or low). For each campus, a participation indicator was calculated by multiplying the percentage of eligible teachers who attended the TALA trainings and the percentage of TALA-trained teachers who completed the online follow-up module. Participation-level subgroups were created within each cohort by classifying campuses based on whether their respective participation indicator value placed them in the lower, middle, or upper third of the distribution. The campus-level analysis assumes that all students on the campus had opportunity to have experienced teaching that had been impacted by TALA implementation.

To obtain more specific evidence of the impact of TALA on student-level outcomes, the effect of TALA on student achievement was explored by comparing students who were taught by a TALA participating teacher during 2009-10 (referred to as TALA students) to students who were not taught by a TALA participating teacher (referred to as non-TALA students). It was possible to link individual student-level data to individual TALA teacher participant data from eight case study schools, therefore these results should be considered preliminary.

Reading Achievement

Findings were mixed regarding the relationship between TALA participation and student achievement on TAKS reading. An examination of general trends over time on TAKS reading suggests that TALA participating campuses (high, medium and low) generally mirrored overall state trends. TALA campuses and campuses across the state experienced general decreases in the percentage of Grade 6 and Grade 8 students who met the reading TAKS standard, while the percentage of Grade 7 students increased. These findings do not suggest that TALA is not

making an impact on student achievement. The 2009-10 state average for the percent of students meeting the reading standard is 86% for Grades 6 and 7 and 91% for Grade 8. Such a large percentage of students meeting the standard in reading may make additional statistically significant increases difficult to achieve. In addition, this analysis was based on general campus trends rather than linking student achievement to having a teacher participate in TALA. There was no direct link between teacher and student data, so any given student's exposure to a teacher who had attended TALA training and was implementing in the classroom was unknown.

Using data from eight sites which provided teacher-student linking data, TALA appears to be related to positive outcomes on TAKS reading (all 3 grade levels). Both TALA and non-TALA Grade 6 and Grade 7 students experienced a decrease in the percentage of students who met or exceeded the TAKS reading standard from 2008-09 to 2009-10. The observed decline was greater for the non-TALA students at both grade levels (4.4 percentage points greater at Grade 6 and 5.1 percentage points greater at Grade 7). The percentage of Grade 8 TALA students who met the reading standard increased by 12 percentage points since 2008-09, whereas the percentage of non-TALA students remained the same.

Math, Science, and Social Studies Achievement

Findings were also mixed regarding the relationship between TALA participation and student achievement in the content areas (math, science, and social studies). An examination of general trends over time on TAKS math, science, and social studies suggests that TALA participating campuses (high, medium and low) generally mirrored overall state trends. TALA campuses and campuses across the state experienced general increases in the percentage of Grade 6, Grade 7, and Grade 8 students who met the math TAKS standard. Both also experienced increases in the percentage of Grade 8 students who met the TAKS standard in science and social studies. However, this analysis was based on general campus trends rather than linking student achievement to having a teacher participate in TALA. As with the reading achievement findings, there was no direct link between teacher and student data, so any given student's exposure to a teacher who had attended TALA training and was implementing in the classroom was unknown.

Based on data from eight sites which provided teacher-student linking data, TALA appears to be related to positive outcomes on TAKS social studies (Grade 8). The percentage of students who met the Grade 8 TAKS social studies standard was significantly higher for students who were taught social studies by a TALA teacher (93%) than the students who were taught social studies by a non-participating teacher (89%). The statistically significant differences remained after controlling on student demographics. Similar findings were not found in Grade 8 science. The percentage of non-TALA students who met the science TAKS standard in 2009-10 was higher (70%) than the percentage of TALA students (65%).Since the social studies and science TAKS tests are first administered to students in Grade 8; there is no baseline to compare student performance prior to TALA implementation. Therefore, it is unknown whether or not TALA was related to science achievement.

TALA was not found to be related to student math achievement. Both TALA and non-TALA Grade 6 students experienced a decrease of 4 percentage points in the percentage of students who met or exceeded the TAKS math standard since 2008-09. TALA students outperformed the non-TALA students (77% and 72% respectively). Since 2008-09, the percentage of Grade 7 TALA students who met the math standard increased (from 70% to 72%), whereas the percentage of non-TALA students remained the same (at 75%). Both TALA and non-TALA Grade 8 students experienced a 5 percentage point increase in the percentage of students who met or exceeded the TAKS math standard since 2008-09 (75% and 76% respectively). This lack

of evidence of TALA impact on student math achievement is due to the preliminary nature of the findings as 2009-10 was the first year following TALA implementation for teachers in Grades 7 and 8.

At-Risk Student Achievement

The evaluation team examined the change in TAKS reading and math scores across TALA campuses for at-risk student groups since helping struggling readers is one element of TALA. Using student-level data comparing the same students from one year to the next, the change in percentage of grades 6-8 students from TALA participating campuses (cohorts) who met the standard on TAKS in reading and math (first administration) was examined for at-risk student groups. The at-risk groups included special education students, LEP students, and economically disadvantaged students. The team analyzed student level TAKS data to compare the percentage of students who met the TAKS standards in 2007-08 and the percentage of the same group of students who met the TAKS standards in 2008-09.

Across the grade levels, special education students at TALA campuses outperformed the state average for special education students on TAKS reading and math. On TAKS reading, 60% of Grade 6, 59.5% of Grade 7, and 70% of Grade 8 special education students at TALA campuses met the standard whereas the state averages were 56%, 54%, and 63% respectively. On TAKS math, 59% of Grade 6, 57% of Grade 7, and 53.5% of Grade 8 special education students at TALA campuses met the standard compared to 52%, 49%, and 46% statewide.

Across the grade levels, LEP students at TALA campuses outperformed the state average for LEP students in reading in 2009-10. On TAKS reading, 60% of Grade 6, 56% of Grade 7, and 60% of Grade 8 LEP students at TALA campuses met the standard compared to 59%, 53%, and 57% of LEP students statewide.

Finally, across the grade levels, economically disadvantaged students at TALA campuses outperformed the state average for economically disadvantaged students in reading in 2009-10. On TAKS reading, 81% of Grade 6, 81.5% of Grade 7, and 88.5% of Grade 8 economically disadvantaged students at TALA campuses met the standard compared to 80%, 80%, and 86% of economically disadvantaged students statewide.

Cost-Effectiveness of TALA

The evaluation team examined how funds were used to both develop TALA content and disseminate TALA. Overall, 16,341 teachers completed the TALA professional development in the two years of the program (through December 2010). Overall, the average cost per academy was larger for ELA academies than it was for content area academies across grade level and fiscal year.

During fiscal year 2009, ESC regions spent an average of $1,256 per teacher and $17,554 per academy to conduct TALA Grade 6 ELA academies (compared to $799 per teacher and $18,093 per academy in fiscal year 2008). During fiscal year 2009, ESC regions spent an average of $952 per teacher and $19,272 per academy to conduct TALA Grades 7-8 ELA academies.

During fiscal year 2009, it cost an average of $2,263 per teacher and $12,131 per academy to conduct TALA Grade 6 content area academies (compared to $761 per teacher and $11,192

per academy in fiscal year 2008). During fiscal year 2009, it cost an average of $982 per teacher and $13,325 per academy to conduct TALA Grades 7-8 content area academies.

Based on estimates, if the cost of providing TALA professional development to teachers in the case study schools was $135,992, and the implementation of the program led to 314 additional students meeting the standard on TAKS Reading, then the cost per additional student meeting or exceeding the standard on TAKS Reading was $433. Assuming continued success under TALA, the cost per additional student meeting or exceeding the standard on TAKS Reading would be $232 by fiscal year 2011, and would continue to decrease over time.

Limitations

Case Study Findings

Case study findings are often used to confirm findings from other sources of data, such as a survey (Stecher & Borko, 2001). Additionally, a case study allows for an in-depth examination of particular issues and questions generally on a single subject; therefore, case study findings cannot be generalized to a larger population. This means that external validity is limited. In other words, the findings from one TALA participating urban school may not be applicable to other TALA participating urban schools. Recognizing the limitations of case study data, the evaluation team used the case studies in the TALA evaluation to complement survey data and identify overall themes across TALA.

Stakeholder Surveys

TALA participating teacher surveys, TALA trainer surveys, and campus administrator surveys were other data sources used in the evaluation. One limitation of the evaluation is that survey data was collected at only one point in time. The TALA teacher and administrator surveys were administered in Fall 2009 and the TALA trainer surveys were administered in Summer and Fall 2009, providing a snapshot of stakeholder perceptions of the program. Because of this limitation, changes over time (e.g., ELA and content area teachers' use of literacy activities in the classroom) were not examined. Comparing survey results at two time points would allow a better exploration of cause and effect relationships between teacher and administrator perceptions and program outcomes.

Another limitation of the evaluation is the survey sample used to assess TALA stakeholder perceptions of the program. The survey aimed to receive responses from all TALA trainers, participating classroom teachers, and campus administrators. However, it was not a requirement for TALA to respond to the evaluation survey and no incentives were provided to survey respondents. As a result, respondents self-selected whether to participate in the survey. In any self-report survey, there is a potential for inaccuracy due to issues such as recall (e.g., not remembering events or not having the information to respond to the question). There may also be issues with self-disclosure and an element of "satisficing" where respondents are overly positive in their ratings because they perceive that is what the evaluators want to hear Braverman & Slater, 1996).

Level of Participation Variable

Prior to conducting the outcome analyses, the evaluation team classified the TALA campuses by level of participation. For each campus, a participation indicator was calculated by multiplying the percentage of eligible teachers who attended the TALA trainings and the percentage of TALA-trained teachers who completed the online follow-up module. Participation-level subgroups were created within each cohort by classifying campuses based on whether their respective participation indicator value placed them in the lower, middle, or upper third of the distribution. However, no statistically significant differences were found between TALA participation subgroups.

Merely attending a TALA academy is not an adequate indicator of the implementation of the instructional routines in the classroom. It is possible that a different measure of implementation would have better helped to identify differences in program implementation and subsequent effectiveness. The current measure incorporated attendance at the TALA training and participation in the online follow-up module. Using participation as a marker may not have been as effective as was hoped. The available data did not allow for the incorporation of the degree to which teachers implemented the specific TALA strategies or the extent to which TALA was embraced as a schoolwide intervention, which may have had a larger influence on student achievement. Ultimately it is unknown if any given teacher was implementing TALA in the classroom.

In TALA interim report #2, the evaluation team created a level of implementation variable comprised of (1) the percentage of teachers who attended TALA at the campus/school, (2) the percentage of TALA participants from each school/campus who completed the Online Follow-up Documentation, (3) teacher self-reported implementation of the TALA instructional routines and strategies, and (4) campus support. Over 70% of campuses who had a teacher that attended TALA were excluded from the analyses due to missing data and the level of TALA implementation at those campuses was unknown. The more campuses that are included in the formulation of the implementation measure would provide greater validity to the classification of campuses as high implementing, medium implementing, and low implementing.

Achievement Outcome

One of the major intended outcomes of TALA is improved student achievement. For purposes of this evaluation, meeting or exceeding TAKS reading and math passing standards were used to measure student achievement. The use of the reading TAKS subscales (objectives) would be a better indicator of TALA impact. Objective 1 of the reading TAKS pertains to "figuring out the meaning of an unknown word, finding important details and main ideas, and recognizing accurate summaries." Each of these components is a part of the TALA instructional routines. Unfortunately, the subscales had not been vertically equated[55] at the time of this report so change over time could not be statistically compared.

Conclusions and Recommendations

The overall findings of the TALA evaluation provide evidence that the TALA content is representative of best practices for literacy instruction, explicitly aligned to English language arts (ELA)/reading national and state standards, and illustrative of best practices for professional

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[55] Vertical equating refers to the process of equating tests administered to groups of students with different abilities, such as students in different grades (Baker, 1984).

development. The development of these high quality TALA materials represents a large investment in statewide professional development curriculum. The TALA materials will continue to be useful and relevant, regardless of the delivery format (e.g., face-to-face, online).

The TALA training effectively prepared state and regional trainers for their roles as TALA trainers. The 2008 and 2009 TALA training of trainers has established a statewide network of prepared TALA regional trainers. The current network of experienced trainers would be able to provide TALA training for several years, assuming funding to pay them to provide the training.

The TALA training also prepared Grade 6 through 8 classroom teachers for implementation of the TALA routines and strategies in their classrooms. ELA and content area teachers who participated in TALA are implementing a limited number of TALA strategies and routines into their classrooms. About two-thirds of ELA teachers across all grades felt well prepared to administer and interpret results from the TMSFA, but only about half of them actually did so. It is important to note that content area teachers are implementing strategies in their instruction to improve adolescent literacy. Classroom teachers and campus administrators report campus support for the TALA program, consistent with the schoolwide approach of TALA.

Preliminary findings were mixed regarding the relationship between TALA participation and student achievement. Clearly, teachers and administrators perceived that TALA was having an impact as evidenced by survey responses as well as data collected during site visits to TALA participating campuses. However, an examination of general trends on TAKS passing percentages suggests that TALA campuses on the whole closely mirrored trends in state averages. On the other hand, preliminary evidence related to clear links between teacher participation in TALA and the TAKS performance of these teachers' students provides some evidence that TALA was related to positive outcomes, particularly for TAKS reading and math. Of the three grades (6 though 8), TALA appears to be most clearly related to increased student achievement regarding meeting or exceeding TAKS standards in Grade 8. The percentage of students meeting the TAKS reading and math standards is increasing among LEP students and economically disadvantaged students. Special education students are also experiencing positive increases in TAKS scores in math, but less of an effect in reading. This could be due to lower percentages of classroom teachers reporting the use of Tier II/III routines. Overall, special education, LEP, and economically disadvantaged students at TALA campuses are outperforming the state average for each at risk group on TAKS reading. Special education students at TALA campuses are also outperforming the state average for math.

It was not feasible to conduct a randomized control trial on TALA, and given that this is the only methodology where it can be asserted that TALA caused impacts on student achievement, the ability to attribute findings to the presence of TALA was limited. The relationship can be strengthened, however, through the conduct of a multi-method study, which allows for the triangulation of results from a number of quantitative and qualitative analyses. Data collected during site visits to TALA participating campuses and surveys of key stakeholders indicate that teachers and administrators predominately perceived that TALA was having an impact by positively affecting changes in classroom literacy practices and student outcomes. Site visit data illustrated how one campus appeared to be struggling with finding any strategy to help teachers as there was a perception that there were little teachers could do. Another case study site illustrated how TALA was fully integrated and expected as a part of lesson planning. The case study comments are similar to the online reports of success with TALA strategies, indicating that a sub-group of TALA participating teachers felt they were successfully implementing TALA routines and strategies.

TALA was cost-effective relative to other teacher professional development initiatives, and the costs associated with training TALA teachers can be realized in the future as trained teachers provide instruction to more students. The cost per additional student meeting or exceeding the standard on TAKS Reading was $433, and with continued success under TALA, the cost per additional student meeting or exceeding the standard on TAKS Reading would continue to decrease over time.

Recommendations Related to the Quality of TALA Training

While the perception of TALA was overwhelmingly positive, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- **Recommendation: TALA trainers should seek to create a balance between closely following provided presenter notes and injecting their own style and examples into TALA training.** Observers, trainers, and participants all noted that they felt that trainers read too much from presenter notes. This presentation style may have been due to the TALA training curriculum developer's detailed specifications (based on feedback from expert reviewers, TEA, and other stakeholders) on what information needed to be provided so TALA would impact the teachers as developers intended. While some regional trainers liked having more detail, this preference was likely based on their experience and comfort with implementing training that they did not personally develop. The focus on detailed presentation may have led to a higher level of implementation fidelity. However, it also may have hindered the presenters' spontaneity in a way that came off as "rote" and was distracting and/or off-putting. Providing guidance to trainers that allows a better balance between standardized presentation and unique presentation styles may be helpful in reducing these minimal negative perceptions.

- **Recommendation: TALA developers should continue to seek ways to fully engage content area teachers so that it is clear how they might connect TALA literacy strategies with their work in the classroom.** Content area trainers rated the quality of the TALA TOTs highly and reported that they were likely to attend a similar TOT. However, ELA regional trainers rated five of the eight quality aspects of the TALA training significantly higher than content area regional trainers. Content area teachers who attended TALA in 2009 felt slightly less prepared than ELA teachers to implement TALA Tier I instructional routines. In particular, content area teachers in 2008 and 2009 felt least prepared to facilitate partner reading. Partner reading is the one strategy that specifically involves reading as a strategy (the other strategies are more general) and this finding suggests that content area teachers may not be likely to incorporate the partner reading strategy into their teaching.

  Strong evidence that content area teachers were not quite as engaged with TALA also came from results related to whether or not teachers attending TALA training would recommend it to their peers. While a majority of ELA and content area teachers across grade levels felt the training they attended helped them improve their teaching and felt the training was appropriate for their peers, ELA teachers would recommend it more so for their peers (i.e., other ELA/reading teachers) than content area teachers. Similarly, content area teachers were also more likely to recommend TALA to ELA teachers than other content area teachers. Similarly, the likelihood of recommending TALA to peers by both ELA and content area teachers declined through the content areas from social studies, to science, to mathematics, in that order. These findings are expected since TALA is focused on improving literacy instruction and there is still a stigma about teaching literacy through the content

areas, particularly in mathematics. Recommending TALA to peers who teach social studies (as compared to math and science) may be the most recommended by teachers because learning social studies requires strong comprehension skills.

- **Recommendation: Additional support and/or training may be needed in order for ELA teachers to become proficient with the TMSFA**. A smaller proportion of ELA teachers across all grade levels (about two-thirds) felt prepared to administer and interpret results of the TMSFA compared to other TALA strategies (about three-fourths) after attending TALA. This aligns with qualitative findings that ELA teacher participants indicated the need for a separate training on the use of the TMSFA in their classroom. One ideas for additional support would be to have trainers visit classrooms, observe and provide feedback, although this may be cost-prohibitive. Similarly, ESCs may want to consider providing follow-up training where teacher participants can share their successes and seek feedback to overcome barriers they have encountered. Finally, and likely most realistic relative to costs, would be to provide a forum for teachers who are engaging in TALA strategies to communicate with one another as well as with trainers on an ongoing basis. While outside the scope of the TALA evaluation, TEA has communicated that they are currently involved in creating such an opportunity through their new online environment, Project Share.[56]

- **Recommendations: Additional work may be needed within the TALA training materials regarding using strategies with students from special populations (e.g., dyslexia).** This may also be an area where teachers could use additional support or training during the school year. A majority of teachers felt most prepared to design instruction for students from low socioeconomic environments (at least three-quarters) and least prepared to design instruction for students with dyslexia (just over half). TALA may have a better effect on helping teachers design instruction for students with learning disabilities in general rather than specific disabilities like dyslexia. TALA may need a stronger focus on designing instruction for students with dyslexia, although this may already be available to teachers through more specialized training.

- **Recommendation: Consider developing a TALA Administrator training that has a face-to-face component as well as additional content relevant to administrators.** The TAB concluded that the administrator training was "a step in the right direction" but that it would be improved if it was always offered in person with an online follow-up. While about half of the administrators rated the quality of the TALA administrator overview training to be "above average" or "excellent," the other half rated the quality lower. This may be due to the variation in how trainings were delivered (e.g., face-to-face, online), as well as who provided the training (ESCs or another provider). This warrants the need for more consistency in the delivery of the administrator training. The TAB also recommended that the administrator training be extended to include detailed instruction on the use of the *Walkthrough Guide* and a simplified *Teacher Self-Assessment* included in the materials. However, in this case, a majority of administrators rated the training structure, training content, and training materials as "effective" or "very effective."

Overall, based on all this feedback from TALA participants from various groups, including the Technical Advisory Board, regional trainers, teachers, and administrators, as well as across two years of data collection, the quality of TALA has consistently been rated high. As TEA moves forward with ongoing implementation of TALA, consideration should be paid to these quality improvement recommendations.

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[56] Information about Project Share can be found at www.projectsharetexas.org.

Recommendations Related to TALA Implementation in the Classroom

While TALA ELA teacher participants are prepared to implement TALA instructional routines and strategies and have had success in implementing TALA in their classrooms, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- Recommendation: As TEA moves forward with ongoing implementation of TALA, consideration should be paid to efforts to expand the number and types of TALA methods used by Texas teachers. ELA teachers from Grades 6, 7 and 8 reported the Tier I instructional routines they used most often were building background knowledge, defining words, and identifying main ideas in text. These same routines were also the most frequently reported routines in 2008 (note: a new rating scale prevents direct comparison). The least often used routines were writing summaries, generating examples and non-examples and selecting words. The two Tier II/III routines implemented most often by 2009 Grade 6 ELA respondents either once a week or daily were also the two that 2008 Grade 6 ELA respondents indicated they used frequently. Although the response scale was not the same, the two routines most commonly implemented were using graphic organizers and generating Level I, II, and III questions. Grade 7 and 8 teachers also reported using these two routines, along with identifying text structures, the most often. The least often used routines for all grades were conducting morphemic analysis, identifying syllable structures, and identifying text structures. Observers saw fewer instances of word study (syllable patterns), word study (morphemes), fluency, and inferential comprehension routines (Tier II/III routines) during classroom observations. ELA teachers should be adept at implementing a wide array of TALA methods more frequently in order to engage students and improve student learning.

- **Recommendation: Additional support and/or training may be needed in order for ELA teachers to become proficient with the TMSFA.** About two-thirds of ELA teachers across all grades felt well prepared to administer and interpret results from the TMSFA, but only about half of them actually did so. While only Grade 7 teachers are required to administer and interpret results to guide instruction for students who do not demonstrate reading proficiency on the Grade 6 TAKS Reading, other ELA teachers are able to use it to guide their instruction. This could continue to be a valuable tool for middle school teachers to use regardless of grade level. Additional training and support could be offered through online modules to remind TALA ELA teacher participants about the TMSFA and how to use it.

While TALA content area teacher participants are prepared to implement TALA instructional routines and strategies and have had success in implementing TALA in their classrooms, some feedback was received that may provide guidance regarding potential modifications to TALA. Critical feedback included the following:

- **Recommendation: As TEA moves forward with ongoing implementation of TALA, consideration should be paid to efforts to expand the number and types of TALA methods used by content area teachers.** As noted earlier, some of the Tier I instructional routines were used more than others. Less than half of the content area teachers implement writing summaries (40%) once a week or daily. Also, less than half of the Grade 7 and Grade 8 content area respondents implement writing summaries once a week or daily.

- **Recommendation: Increase the extent to which content area teachers are incorporating what they learned at TALA into their instruction.** Although 83% of content area teachers reported that they were incorporating TALA practices and strategies into instruction "to some degree" or "quite a bit," fewer than 10% of the teachers reported the highest level of implementation (a great deal). Additional training and/or a focus on encouraging true schoolwide implementation of the TALA initiatives would benefit Texas students.

Recommendations Related to the Effectiveness of TALA

While the preliminary achievement findings are mixed, it is important to note that for teachers who attended TALA in 2009, findings are based on one year of implementation. TALA was designed as a schoolwide approach to adolescent literacy, and more time is needed to see the effects of the program. These mixed findings suggest that ideally additional data would need to be collected in order to draw clear conclusions regarding the relationship between teacher participation in TALA and student achievement, particularly linking students and teachers.[57]

- **Recommendation: Continue to collect statewide participation data and look at trends in student achievement related to teacher participation in TALA.** Since TALA is a schoolwide program, students may be exposed to the routines in a number of teachers' classrooms. The more teachers from a campus who attend training and implement the TALA routines and strategies in their classroom, the greater the likelihood of change in literacy skills at the campus. As the number of teachers who participate in training increase, so might the students TAKS scores.

- **Recommendation: Consider the possibility of intensive demonstration site studies where TALA is implemented schoolwide.** Case studies were conducted with a sample of the academically unacceptable schools that sent teachers to TALA. In addition, campuses that adopted TALA and exhibited a positive shift in TAKS scores (either reading or math) were selected as case study sites. This allowed a greater exploration of how TALA is being implemented in AU and high TALA implementing campuses. It also allowed the evaluation team to assess the level of campus support. Additional case studies of high TALA participating sites would allow for greater information about how the program is being implemented schoolwide. These sites can be used as a guide illustrating how TALA can work in a school.

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[57] TEA began collecting student-teacher linking data in 2009-10.

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Glossary

Anticipation-Reaction Guide – A graphic organizer that helps students activate and evaluate prior knowledge. Students form opinions based upon background knowledge and evaluate these opinions after exposure to new information.

Building Background Knowledge – Helping learners connect to concepts about to be taught by using activities that relate to or determine the level of their existing knowledge. This is also known as building prior knowledge.

Academic Words – Words that are associated with instructions and questioning in school (e.g., analyze) and words that include more sophisticated language (e.g., provoke).

Closed Syllables – Have one vowel that is closed by a consonant and the vowel sound is short (e.g., rabbit).

Comprehension – Understanding the meaning of text by reading actively and with purpose (for learning, understanding, or enjoyment).

Content-Specific Words – Words that are specific to a content area and not likely to be encountered outside of a subject area (e.g., photosynthesis).

Decoding – The ability to figure out how to read unknown words by using knowledge of letters, sounds, and word patterns.

Explicit Instruction – The intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback.

Expository Text – Text that explains, informs, describes, or persuades the reader. Textbooks are an example of expository text.

Frayer Model – A graphic organizer used for word analysis and vocabulary building. It prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea.

Fluency – The ability to read text accurately, quickly and with proper expression.

Get the Gist – A strategy that helps students learn to identify the main idea of a paragraph.

Graphic Organizer – A text, diagram, or other pictorial device that summarizes, organizes, and illustrates interrelationships among concepts in a text.

Irregular Syllable Patterns – Have letter combinations that do not make their expected sound.

Main Idea – The point the author of a text is making about a topic.

Morpheme – The smallest unit of meaning in oral and written language.

Morphemic Analysis – A strategy in which the meanings of words can be determined or inferred by examining their meaningful parts (i.e., prefixes, suffixes, roots, etc.).

Narrative Text – A text that tells a story.

Partner Reading – Pairs of students read together and the listener corrects the active reader.

Phonics – A method of teaching reading that focuses on letter-sound relationships.

Prefix – An affix that is added to the front of a word and changes its meaning (e.g., *im* being placed in front of the word *possible*).

Root of a Word – Words from other languages that are the origin of many English words. (e.g., *geo* from Greek means *earth*)

Scaffolding – Providing temporary support until help is no longer needed.

Suffix – A group of letters added to the end of a word to form a new word (e.g., when *ful* is added to the word *help*, a new word is formed: *helpful*).

Syllabification – Forming or dividing words into syllables.

Syllable – A unit of sound or group of letters made up of a vowel sound or a vowel consonant combination. Syllables contain only one vowel sound.

Text Structure – The organizational pattern an author uses to structure the ideas in a text. Common formats for text structure include compare/contrast, cause and effect, and sequencing.

Visualization/Mental Imagery – Visual images that are formed in the mind while reading.

Vowel-consonant-e (silent *e*) Syllables – End in one vowel, one consonant, and a final e. The vowel is long and the final e is silent (e.g., profile).

Appendix A: Sample of TALA Instructional Routines

Frayer Model
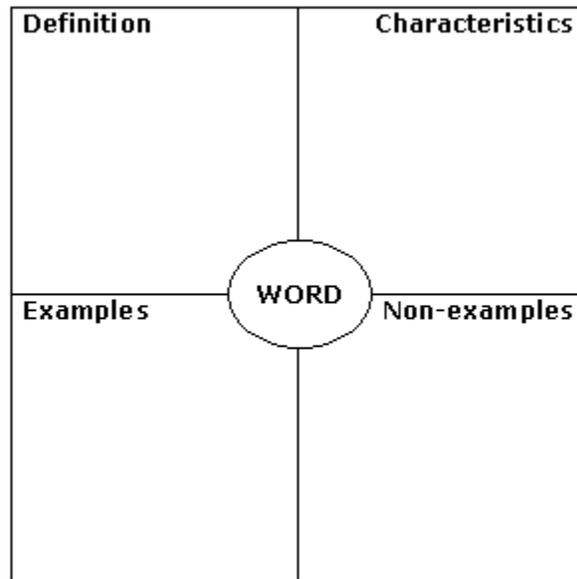
Anticipation-Reaction Guide

Before reading: Think about whether you agree or disagree with each statement written below. Make a checkmark in the appropriate column.

During reading: Look for evidence that either confirms your opinion of each statement or makes you want to change it. Write your evidence in the box next to the statement and record the page number where you found it.

Agree	Disagree	Statement	Evidence	Page #

After reading: Look over your evidence and decide whether you want to change your opinion of any statement. Mark any changes in the Agree/Disagree columns.

Notes Log

Topic/Title	Pages

Main Ideas	Notes

Main Idea of Section

Summary

Appendix B: Data Collection Tools

2009 TALA Trainer Survey

2009 TALA Trainer Survey

Evaluation of the Texas Adolescent Literacy Academies (TALA)

* Please enter the 6-digit code that was sent to you in your email invitation to this survey.

Copy and paste OR type the numbers exactly as they appear. This is your personal identification passcode for the survey. DO NOT share this passcode with others and DO NOT enter someone else's passcode.

2009 TALA Trainer Survey

Evaluation of the Texas Adolescent Literacy Academies (TALA)

* ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Texas Adolescent Literacy Academies (TALA). You are being asked to respond to a series of survey items related to the following topics:

- Information about your professional background and experience.
- Your perceptions of training in which you participated to become a TALA trainer (in 2009).
- Information about preparing for your roles and responsibilities as a TALA trainer.

The survey should take about 30 minutes to complete. Questions or groups of questions requiring a response are marked with an asterisk (*). The purpose of the survey is to obtain information on the implementation of the March and May 2009 TALA training of trainers in order to provide feedback on the training. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported. Your individual responses will be disassociated with any personal identifying information in any final databases or final reports.

If you have questions concerning the evaluation or your rights as a participant, please contact Rosemarie O'Conner, Evaluation Project Manager for ICF, at 703-385-3200 or at RO'Conner@icfi.com.

Thank you in advance for your participation.

Consent statement:
I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that I am free to exit the survey at any time.

◯ Accept
◯ I do not accept

2009 TALA Trainer Survey

Part I: Background and Experience

Please respond to the following questions about your professional background and experiences related to your role as a TALA trainer preparing for the 2009 TALA regional training of trainers or 2009 TALA classroom teacher academies.

* 1. Which of these positions do you currently hold or have you held in the past? (Select all that apply)

- [ ] Teacher
- [ ] Content area consultant (e.g., science consultant)
- [ ] Content area coordinator (e.g., math coordinator)
- [ ] Curriculum specialist (e.g., reading and writing specialist)
- [ ] Librarian
- [ ] Other

Other (please specify)

2009 TALA Trainer Survey

Part I: Background and Experience (cont.)

* 1a. Are you currently a teacher?

○ Yes

○ No

* 1b. How many years of experience have you had as a teacher?

○ Less than 1 year

○ 1-3 years

○ 4-10 years

○ More than 10 years

* 1c. Which instructional level(s) do/did you teach? (Select all that apply)

☐ Primary (PK-2)

☐ Elementary (3-5)

☐ Middle (6-8)

☐ High school (9-12)

☐ Other

Other (please specify)

[   ]

* 1d. Which subject area(s) do/did you teach? (Select all that apply)

☐ Language arts

☐ Mathematics

☐ Reading

☐ Science

☐ Social studies

☐ Other

Other (please specify)

[   ]

2009 TALA Trainer Survey

* 1e. What is your current teaching certification(s)? (Select all that apply)

☐ I am currently certified to teach in Texas

☐ I am currently certified to teach in another State

☐ I am working to obtain Texas teaching certification

☐ I am working to obtain teaching certification in another State

☐ I am not certified and not working to obtain certification

☐ Other

Other (please specify)

2009 TALA Trainer Survey

Part I: Background and Experience (cont.)

Please respond to the following questions about your professional background and experiences related to your role as a TALA trainer preparing for the 2009 TALA regional training of trainers or 2009 TALA classroom teacher academies.

* 2. Do you have prior experience providing professional development to teachers?

○ Yes

○ No

* 3. Do you have content area leadership or curriculum development experience?

○ Yes

○ No

* 4. What is/was your training role in 2009?

○ State Trainer

○ Regional Trainer

○ Both

* 5. How were you selected to be a 2009 TALA trainer? (Select all that apply)

☐ I was nominated by a supervisor

☐ I was asked to participate based on my middle school teaching experience

☐ I completed a formal application

☐ I am a returning TALA trainer from 2008

☐ I do not know

☐ Other

Other (please specify)

Page 6

2009 TALA Trainer Survey

Part II: Training to Become a TALA Trainer

*For questions 6-18, think about the quality, effectiveness, and your satisfaction with the 2009 TALA Training of Trainers that you attended to become a 2009 State or Regional TALA trainer.

* Please answer the following questions using the scale that ranges from "Very Poor" to "Excellent".

	Very Poor	Below Average	Average	Above Average	Excellent
6. How would you rate the overall quality of the training you received?	◯	◯	◯	◯	◯
7. How would you rate the overall effectiveness of the presenters?	◯	◯	◯	◯	◯
8. How would you rate the overall quality of the workshop content?	◯	◯	◯	◯	◯

* Please answer the following questions using the scale that ranges from "Not at All Effective" to "Extremely Effective".

	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective
9. To what extent was the workshop structure effective in meeting your learning needs?	◯	◯	◯	◯	◯
10. How effective was the training of trainers you attended in preparing you for your roles/responsibilities as a TALA trainer?	◯	◯	◯	◯	◯

* Please answer the following questions using the scale that ranges from "Not at All Conducive" to "Extremely Conducive".

	Not at All Conducive	Slightly Conducive	Moderately Conducive	Very Conducive	Extremely Conducive
11. To what extent was the environment conducive to your individual professional exploration?	◯	◯	◯	◯	◯
12. To what extent was the environment conducive to you being able to share ideas with other participants (i.e., future trainers)?	◯	◯	◯	◯	◯

Page 7

2009 TALA Trainer Survey

* **Please rate your level of agreement with the following statement using the scale that ranges from "Strongly Disagree" to "Strongly Agree".**

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
13. The TALA training of trainers I attended provided me with the requisite knowledge and skills to fulfill my responsibilities as a TALA trainer.	○	○	○	○	○

* **Please answer the following question using the scale that ranges from "Definitely Not" to "Definitely".**

	Definitely Not	Probably Not	Not Sure	Probably	Definitely
14. Would you attend a similar training of trainers in the future?	○	○	○	○	○

2009 TALA Trainer Survey

Part II: Training to Become a TALA Trainer (cont.)

* 15. What would you definitely not want to change, if anything, about the training you attended? In other words, what aspects of the training did you like best?

* 16. What aspects of the training you attended, if any, could have been improved? Any suggestions for ways to make these improvements?

* 17. Have you ever been a TALA trainer in the past?

◯ Yes

◯ No

Page 9

2009 TALA Trainer Survey

Changes since 2008

17a. What was your training role in 2008?

○ State Trainer

○ Regional Trainer

○ Both

○ Other

Other (please specify)

[   ]

* 17b. How has the TALA training _improved_ since you attended in 2008?

[   ]

Page 10

2009 TALA Trainer Survey

Part II: Training to Become a TALA Trainer (cont.)

18. Is there anything else you would like to add about your experience in becoming a TALA trainer?

2009 TALA Trainer Survey

Part III: Preparing for Your Roles and Responsibilities as a 2009 TALA Trai...

Whether through the training of trainers you attended, or through other means, think about preparing for your roles and responsibilities as a 2009 TALA trainer when answering questions 19-21.

* Please rate your level of agreement with the following statements using the scale that ranges from "Strongly Disagree" to "Strongly Agree".

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
19. The goals of TALA were clearly articulated to me.	○	○	○	○	○
20. My responsibilities as a trainer were clearly defined for me.	○	○	○	○	○

* 21. Which of the following activities did you do in preparation for presenting the TALA training sessions to which you were assigned? (Select all that apply)

☐ Attended the statewide training of trainers for state trainers

☐ Attended the statewide training of trainers for regional trainers

☐ Reserved the training space

☐ Arranged the training space

☐ Contacted participants regarding session logistics

☐ Set an agenda for the session

☐ Met with co-presenters

☐ Assigned specific responsibilities to each of the presenters with whom I was preparing to present

☐ Studied the sections of the training materials that I was assigned to present

☐ Studied the sections of the training materials that my co-presenter(s) was/were assigned to present

☐ Worked with co-presenter(s) to ask questions of one another

☐ Practiced the demonstrations

☐ Previewed the training videos

☐ Prepared activity materials

☐ Reviewed the 2008 training materials (if applicable)

☐ None of the above

Page 12

2009 TALA Trainer Survey

Thank you.

Thank you for your time!

Please be sure to click "Done" or your responses will not be saved.

The computer will automatically take you to the TALA website once you hit the done button.

2009 TALA Trainer Survey (Part II)

2009 TALA Trainer Survey (Part II)

Evaluation of the Texas Adolescent Literacy Academies (TALA)

* **Please enter the 6-digit code that was sent to you in your email invitation to this survey.**

Please enter the numbers exactly as they appear. This is your personal identification number (PIN) for the survey. Please do not share this code with others or enter someone else's code.

2009 TALA Trainer Survey (Part II)

Evaluation of the Texas Adolescent Literacy Academies (TALA)

* ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Texas Adolescent Literacy Academies (TALA). You are being asked to respond to a series of survey items related to the following topics:

- Information about your professional background and experience.
- Your perceptions of the TALA training that you conducted for teachers.

The survey should take about 30 minutes to complete. Questions or groups of questions requiring a response are marked with an asterisk (*). The purpose of the survey is to obtain information on the implementation of the TALA training in order to provide feedback on the training. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported. Your individual responses will be disassociated with any personal identifying information in any final databases.

If you have questions concerning the evaluation or your rights as a participant, please contact Thomas J. Horwood, Evaluation Project Manager for ICF, at 703-385-3200.

Thank you in advance for your participation.

Consent statement:
I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that I am free to exit the survey at any time.

◯ Accept

◯ I do not accept

Page 2

2009 TALA Trainer Survey (Part II)

Part I: Background and Experience

Please respond to the following questions about your professional background and experiences related to your role as a TALA trainer.

* 1. Which of these positions do you currently hold or have you held in the past? (Select all that apply)

☐ Teacher

☐ Content area consultant (e.g., science consultant)

☐ Content area coordinator (e.g., math coordinator)

☐ Curriculum specialist (e.g., reading and writing specialist)

☐ Librarian

☐ Other

Other (please specify)

[   ]

2009 TALA Trainer Survey (Part II)

Part I: Background and Experience (cont.)

* 1a. Are you currently a teacher?

◯ Yes

◯ No

* 1b. How many years of experience have you had as a teacher?

◯ Less than 1 year

◯ 1-3 years

◯ 4-10 years

◯ More than 10 years

* 1c. Which instructional level(s) do/did you teach? (Select all that apply)

☐ Primary (PK-2)

☐ Elementary (3-5)

☐ Middle (6-8)

☐ High school (9-12)

* 1d. Which subject area(s) do/did you teach? (Select all that apply)

☐ Language arts

☐ Mathematics

☐ Reading

☐ Science

☐ Social studies

☐ Other

Other (please specify)

2009 TALA Trainer Survey (Part II)

* 1e. What is your current teaching certification(s)? (Select all that apply)

☐ I am currently certified to teach in Texas

☐ I am currently certified to teach in another State

☐ I am working to obtain Texas teaching certification

☐ I am working to obtain teaching certification in another State

☐ I am not certified and not working to obtain certification

☐ Other

Other (please specify)

2009 TALA Trainer Survey (Part II)

Part I: Background and Experience (cont.)

Please respond to the following questions about your professional background and experiences related to your role as a TALA trainer.

* 2. Do you have prior experience providing professional development to teachers?

○ Yes

○ No

* 3. Do you have content area leadership or curriculum development experience?

○ Yes

○ No

* 4. How were you selected to be a TALA trainer? (Select all that apply)

☐ I was nominated by a supervisor

☐ I was asked to participate based on my middle school teaching experience

☐ I completed a formal application

☐ I do not know

☐ Other

Other (please specify)

Page 6

2009 TALA Trainer Survey (Part II)

Part II: Presenting the TALA Training to Teachers

Please respond to the following questions about the TALA training that you and your co-presenters provided to teachers.

✱ 5a. Did you conduct TALA training for classroom teachers this summer (2009)?

○ Yes

○ No

Page 7

2009 TALA Trainer Survey (Part II)

Part II: Presenting the TALA Training to Teachers

* 5b. In which of the following TALA academies did you serve as a trainer during summer 2009 (select all that apply):

☐ TALA Grade 6 ELA

☐ TALA Grade 6 Content Area

☐ TALA Grade 6 ELA/Content Area COMBINED

☐ TALA Grades 7-8 ELA

☐ TALA Grades 7-8 Content Area

☐ TALA Grades 7-8 ELA/Content Area COMBINED

* 5c. For each of the following Academies, please indicate the number of academies in which you served as a trainer during Summer 2009:

	Number of Academies
TALA Grade 6 ELA	
TALA Grade 6 Content Area	
TALA Grade 6 ELA/Content Area COMBINED	
TALA Grades 7-8 ELA	
TALA Grades 7-8 Content Area	
TALA Grades 7-8 ELA/Content Area COMBINED	

Page 8

2009 TALA Trainer Survey (Part II)

Part II: Presenting the TALA Training to Teachers

Please respond to the following questions about the TALA training that you and your co-presenters provided to teachers.

* In retrospect, how prepared do you think you were to do the following when presenting TALA?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
6. Present TALA activities as outlined in the training materials.	○	○	○	○
7. Present TALA content in the recommended timeframe.	○	○	○	○
8. Enhance participants' knowledge/skills so they can effectively teach adolescent students to comprehend academic texts.	○	○	○	○
9. Enhance participants' knowledge/skills so they can effectively teach adolescent students who struggle with reading.	○	○	○	○
10. Help participants learn to implement research-based strategies in academic literacy instruction.	○	○	○	○
11. Help participants improve student outcomes in the content areas (social studies, science, math).	○	○	○	○
12. Help participants improve student outcomes in reading/English language arts.	○	○	○	○
13. Work with adult learners.	○	○	○	○
14. Build participants' skill in linking their instruction to the Texas Essential Knowledge and Skills (TEKS).	○	○	○	○
15. Develop participants' understanding of the Texas Assessment of Knowledge and Skills (TAKS) student assessment system.	○	○	○	○
16. Differentiate instruction for various learning styles.	○	○	○	○
17. Motivate participants to learn.	○	○	○	○
18. Maintain a positive learning environment.	○	○	○	○

Page 9

2009 TALA Trainer Survey (Part II)

Part II: Presenting the TALA Training to Teachers

* Please answer the following questions using the scale that ranges from "Definitely Not" to "Definitely".

	Definitely Not	Probably Not	Not Sure	Probably	Definitely
19. Would you recommend the TALA training to ELA/reading teachers?	○	○	○	○	○
20. Would you recommend the TALA training to content area (social studies, science, math) teachers?	○	○	○	○	○

* 21. What aspects of the training you presented, if any, would you definitely NOT want to change?

* 22. What aspects of the training you presented, if any, might you have done differently? Any suggestions for ways to make these changes?

23. Is there anything else you would like to add about your experience in presenting TALA as a TALA trainer?

Page 10

2009 TALA Trainer Survey (Part II)

Thank you.

Thank you for your time!

Please be sure to click "SUBMIT" or your responses will not be saved.

The computer will automatically take you to the TALA website once you hit the SUBMIT button.

TALA Grade 6 Teacher Participant Survey

TALA Teacher Participant Survey – 6th grade 2009

Please enter your code below

* 1. Please enter the 6-digit passcode that was sent to you in your email invitation to this survey.

Copy and paste OR type the numbers exactly as they appear. This is your personal identification passcode for the survey. DO NOT share this passcode with others and DO NOT enter someone else's passcode.

TALA Teacher Participant Survey – 6th grade 2009

Consent Statement

ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Texas Adolescent Literacy Academies (TALA). The purpose of the survey is to obtain your feedback on the training and to collect information about the implementation of the TALA training. You are being asked to respond to a series of survey items related to the following topics:

- Information about your professional background and experience.
- Beliefs about your impact as an educator.
- Your perceptions of the TALA training in which you participated in Summer or Fall 2009.

The survey should take about 30 minutes to complete. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported. Your individual responses will be disassociated from any personal identifying information in any final databases or reports.

If you have questions concerning the evaluation or your rights as a participant, please contact Thomas J. Horwood, Evaluation Project Manager for ICF, at 703-385-3200.

Thank you in advance for your participation.

* 1. Consent statement:

I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that my participation is voluntary and that I am free to stop the survey at any time.

◯ I Accept   ◯ I Do Not Accept

Page 2

TALA Teacher Participant Survey – 6th grade 2009

Current Primary Job

1. What is the full name of the DISTRICT/CHARTER SCHOOL/ESC where you were assigned last year (2008-2009) and where you are assigned this year (2009-2010)?

2008-2009 _____

2009-2010 _____

2. What is the full name of the CAMPUS/SCHOOL (if applicable) where you were assigned last year (2008-2009) and where you are assigned this year (2009-2010)? (If not applicable, type N/A in both text boxes.)

2008-2009 _____

2009-2010 _____

3. What category most accurately represents your current primary job?

◯ Campus Administrator

◯ Campus-based Content Area Specialist (e.g., Science, Math)

◯ Campus-based Reading/ELA Specialist

◯ Classroom Teacher

◯ District Administrator

◯ District-based Content Area Specialist (e.g., Science, Math)

◯ District-based Reading/ELA Specialist

◯ Regional Education Service Center Staff Member

◯ Special Education Teacher/Specialist

◯ Other (please specify)

_____

TALA Teacher Participant Survey – 6th grade 2009

Background and Experience

1. How many years of experience have you EVER had as a classroom teacher?

○ Zero years

○ Less than 1 year

○ 1-3 years

○ 4-10 years

○ More than 10 years

2. How many years of experience have you EVER had as a SIXTH GRADE classroom teacher?

○ Zero years

○ Less than 1 year

○ 1-3 years

○ 4-10 years

○ More than 10 years

3. Which of these grade levels do you CURRENTLY teach? (Select all that apply)

☐ Pre-Kindergarten or Kindergarten ☐ 4-5 ☐ 9-12

☐ 1-3 ☐ 6-8 ☐ None of these

4. Which of these grade levels have you EVER taught? (Select all that apply)

☐ Pre-Kindergarten or Kindergarten ☐ 4-5 ☐ 9-12

☐ 1-3 ☐ 6-8 ☐ None of these

TALA Teacher Participant Survey – 6th grade 2009

5. Which of these subject areas do you CURRENTLY teach? (Select all that apply)

- [ ] Language arts
- [ ] Mathematics
- [ ] Reading
- [ ] Science
- [ ] Social studies
- [ ] None of the above
- [ ] Other (please specify)

6. Which of these subject areas have you EVER taught? (Select all that apply)

- [ ] Language arts
- [ ] Mathematics
- [ ] Reading
- [ ] Science
- [ ] Social studies
- [ ] None of the above
- [ ] Other (please specify)

7. What are some of the literacy programs for students other than TALA, if any, being implemented on your campus(es)? (Select all that apply.)

- [ ] Accelerated Reading
- [ ] Achieve 300
- [ ] CSCOPE
- [ ] Early Literacy Initiative
- [ ] Project Based Learning
- [ ] Project CRISS
- [ ] Project Read
- [ ] Read 180
- [ ] ReadAbout
- [ ] Reward Writing
- [ ] SIOP
- [ ] Voyager
- [ ] Wilson Reading
- [ ] None
- [ ] Other (please specify)

Page 5

TALA Teacher Participant Survey – 6th grade 2009

8. What is your current teaching certification? (Select all that apply)

☐ I am currently certified to teach in Texas.

☐ I am currently certified to teach in another state.

☐ I am working to obtain Texas teaching certification.

☐ I am not certified to teach and not working to obtain teaching certification.

TALA Teacher Participant Survey – 6th grade 2009

Certification Route

1. If you are currently certified to teach, or working toward getting certified to teach in Texas, what was/is your certification route?

○ College/university undergraduate certification program

○ Alternative certification program (ACP)

○ College/university post-bachelor certification program

TALA Teacher Participant Survey – 6th grade 2009

TALA Training (Attendance)

1. In 2009, which Texas Adolescent Literacy Academy did you attend?

◯ English Language Arts (ELA) Academy

◯ Content Area Academy

◯ I did not attend TALA

TALA Teacher Participant Survey – 6th grade 2009

TALA ELA Academy (1)

The following questions pertain to the TALA training that you attended in 2009.

1. Please answer the following questions using the scale that ranges from "very poor" to "excellent".

	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	○	○	○	○	○
How would you rate the overall effectiveness of the presenters?	○	○	○	○	○
How would you rate the overall quality of the workshop content?	○	○	○	○	○

2. How would you rate the effectiveness of the following aspects of the TALA Academy that you attended using a scale that ranges from "very ineffective" to "highly effective"?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Highly Effective
Training structure (i.e., time to learn everything; time for reflection)	○	○	○	○	○
Opportunities for active learning (i.e., participant-centered learning)	○	○	○	○	○
Training content (i.e., vocabulary instruction)	○	○	○	○	○
Training materials (e.g., binder, handouts)	○	○	○	○	○
Knowledge of presenters	○	○	○	○	○
Skills of presenters in providing professional development for teachers	○	○	○	○	○
Environment	○	○	○	○	○
Videos and other visual stimuli	○	○	○	○	○

Page 9

TALA Teacher Participant Survey – 6th grade 2009

TALA ELA Academy (2)

1. Using a scale that ranges from "not at all prepared" to "very well prepared", to what extent do you feel PREPARED TO implement the following instructional routines covered at the TALA Academy you attended to help students, especially struggling readers, in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Selecting words	○	○	○	○
Pronouncing words	○	○	○	○
Defining words	○	○	○	○
Generating examples and nonexamples	○	○	○	○
Building background knowledge	○	○	○	○
Identifying main ideas in text	○	○	○	○
Writing summaries	○	○	○	○
Identifying text structures	○	○	○	○
Using graphic organizers	○	○	○	○
Identifying syllable structures	○	○	○	○
Conducting morphemic analysis	○	○	○	○
Generating level I, II, and III questions	○	○	○	○

Page 10

TALA Teacher Participant Survey – 6th grade 2009

2. Using a scale that ranges from "never" to "daily", how frequently have you ACTUALLY implemented the following instructional routines covered at the TALA Academy you attended to help all students, especially struggling readers, in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Selecting words	○	○	○	○	○
Pronouncing words	○	○	○	○	○
Defining words	○	○	○	○	○
Generating examples and nonexamples	○	○	○	○	○
Building background knowledge	○	○	○	○	○
Identifying main ideas in text	○	○	○	○	○
Writing summaries	○	○	○	○	○
Identifying text structures	○	○	○	○	○
Using graphic organizers	○	○	○	○	○
Identifying syllable structures	○	○	○	○	○
Conducting morphemic analysis	○	○	○	○	○
Generating level I, II, and III questions	○	○	○	○	○

TALA Teacher Participant Survey – 6th grade 2009

TALA ELA Academy (3)

1. To what extent do you feel PREPARED TO implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Adapt instruction to structure learning opportunities for all students	○	○	○	○
Foster student engagement	○	○	○	○
Group or pair students	○	○	○	○
Facilitate partner reading	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○
Select appropriate text for fluency instruction	○	○	○	○
Administer the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○
Interpret the results of the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○

2. To what extent do you ACTUALLY implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Adapt instruction to structure learning opportunities for all students	○	○	○	○	○
Foster student engagement	○	○	○	○	○
Group or pair students	○	○	○	○	○
Facilitate partner reading	○	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○	○
Select appropriate text for fluency instruction	○	○	○	○	○
Administer the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○	○
Interpret the results of the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○	○

TALA Teacher Participant Survey – 6th grade 2009

TALA ELA Academy (4)

1. To what extent do you feel PREPARED TO design appropriate instruction for all students that you teach, including those who are struggling with reading due to:

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Limited English proficiency	○	○	○	○
Learning disabilities	○	○	○	○
Dyslexia	○	○	○	○
Being from a low socioeconomic environment	○	○	○	○
Other risk factors for reading difficulties	○	○	○	○

Other (please specify)

_____

2. To your knowledge, about how many sixth grade ELA/reading teachers from your campus attended the TALA ELA Academy, in 2009 (either with you or during a different session)?

○ Just me

○ A few of the ELA/reading teachers from my campus(es)

○ Most or all of the ELA/reading teachers from my campus(es)

○ I do not know

3. To your knowledge, about how many sixth grade content area (mathematics, science, social studies) teachers from your campus attended the TALA Content Area Academy, in 2009?

○ None of the content area teachers from my campus(es)

○ One of the content area teachers from my campus(es)

○ A few of the content area teachers from my campus(es)

○ Most or all of the content area teachers from my campus(es)

○ I do not know

Page 13

TALA Teacher Participant Survey – 6th grade 2009

TALA ELA Academy (5)

1. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

To what extent can you...

	Not At All	Very Little	To Some Degree	Quite a Bit	A Great Deal
...adjust reading strategies based on ongoing informal assessments of students?	○	○	○	○	○
...use a variety of informal and formal reading assessment strategies?	○	○	○	○	○
...provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	○	○	○	○	○
...provide specific, targeted feedback to students during oral reading?	○	○	○	○	○
...adjust writing strategies based on ongoing informal assessments of students?	○	○	○	○	○
...use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	○	○	○	○	○
...model effective writing strategies?	○	○	○	○	○
...meet the needs of struggling readers?	○	○	○	○	○
...get students to use independent reading time productively?	○	○	○	○	○
...implement word study strategies to teach spelling?	○	○	○	○	○
...get students to read a wide variety of genres?	○	○	○	○	○
...help students figure out unknown words when they are reading?	○	○	○	○	○
...use flexible grouping to meet individual student needs for reading instruction?	○	○	○	○	○
...model effective reading strategies?	○	○	○	○	○
...get students to read fluently during oral reading?	○	○	○	○	○
...use students' writing to teach grammar and spelling strategies?	○	○	○	○	○
...get students to use independent writing time productively?	○	○	○	○	○
...provide appropriate challenges for high ability readers?	○	○	○	○	○
...get students to talk with each other in class about books they are reading?	○	○	○	○	○
...provide students with writing opportunities in response to reading?	○	○	○	○	○
...adjust reading materials to an individual student's level?	○	○	○	○	○
...get students to value reading?	○	○	○	○	○

Page 14

TALA Teacher Participant Survey - 6th grade 2009

TALA Content Area Academy (1)

The following questions pertain to the TALA training that you attended in 2009.

1. Please answer the following questions using the scale that ranges from "very poor" to "excellent".

	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	○	○	○	○	○
How would you rate the overall effectiveness of the presenters?	○	○	○	○	○
How would you rate the overall quality of the workshop content?	○	○	○	○	○

2. How would you rate the effectiveness of the following aspects of the TALA Academy that you attended using a scale that ranges from "very ineffective" to "highly effective"?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Highly Effective
Training structure (i.e., time to learn everything; time for reflection)	○	○	○	○	○
Opportunities for active learning (i.e., participant-centered learning)	○	○	○	○	○
Training content (i.e., vocabulary instruction)	○	○	○	○	○
Training materials (e.g., binder, handouts)	○	○	○	○	○
Knowledge of presenters	○	○	○	○	○
Skills of presenters in providing professional development for teachers	○	○	○	○	○
Environment	○	○	○	○	○
Videos and other visual stimuli	○	○	○	○	○

TALA Teacher Participant Survey – 6th grade 2009

TALA Content Area Academy (2)

1. Using a scale that ranges from "not at all prepared" to "very well prepared", to what extent do you feel PREPARED TO implement the following instructional routines covered at the TALA Academy you attended to help students, especially struggling readers, in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Selecting words	○	○	○	○
Pronouncing words	○	○	○	○
Defining words	○	○	○	○
Generating examples and nonexamples	○	○	○	○
Building background knowledge	○	○	○	○
Identifying main ideas in text	○	○	○	○
Writing summaries	○	○	○	○

2. Using a scale that ranges from "never" to "daily", how frequently have you ACTUALLY implemented the following instructional routines covered at the TALA Academy you attended to help all students, especially struggling readers, in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Selecting words	○	○	○	○	○
Pronouncing words	○	○	○	○	○
Defining words	○	○	○	○	○
Generating examples and nonexamples	○	○	○	○	○
Building background knowledge	○	○	○	○	○
Identifying main ideas in text	○	○	○	○	○
Writing summaries	○	○	○	○	○

Page 16

TALA Teacher Participant Survey – 6th grade 2009

TALA Content Area Academy (3)

1. To what extent do you feel PREPARED TO implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Adapt instruction to structure learning opportunities for all students	○	○	○	○
Foster student engagement	○	○	○	○
Group or pair students	○	○	○	○
Facilitate partner reading	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○

2. To what extent do you ACTUALLY implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Never	Once a Week	Every Two Weeks	Once a Week	Daily
Adapt instruction to structure learning opportunities for all students	○	○	○	○	○
Foster student engagement	○	○	○	○	○
Group or pair students	○	○	○	○	○
Facilitate partner reading	○	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○	○

Page 17

TALA Teacher Participant Survey – 6th grade 2009

TALA Content Area Academy (4)

1. To what extent do you feel PREPARED TO design appropriate instruction for all students, in the content area(s) that you teach, including those who are struggling with reading due to:

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Limited English proficiency	○	○	○	○
Learning disabilities	○	○	○	○
Dyslexia	○	○	○	○
Being from a low socioeconomic environment	○	○	○	○
Other risk factors for reading difficulties	○	○	○	○

Other (please specify)

_____

2. To your knowledge, about how many sixth grade content area teachers from your campus attended the TALA Content Area Academy, in 2009 (either with you or during a different session)?

○ Just me

○ A few of the content area teachers from my campus(es)

○ Most or all of the content area teachers from my campus(es)

○ I do not know

3. To your knowledge, about how many sixth grade ELA/reading teachers from your campus attended the TALA ELA Academy, in 2009?

○ None of the ELA/reading teachers from my campus(es)

○ One of the ELA/reading teachers from my campus(es)

○ A few of the ELA/reading teachers from my campus(es)

○ Most or all of the ELA/reading teachers from my campus(es)

○ I do not know

Page 18

TALA Teacher Participant Survey – 6th grade 2009

TALA Content Area Academy (5)

1. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

To what extent can you...

	Not At All	Very Little	To Some Degree	Quite a Bit	A Great Deal
..provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	○	○	○	○	○
...provide specific, targeted feedback to students during oral reading?	○	○	○	○	○
...model effective writing strategies?	○	○	○	○	○
...meet the needs of struggling readers?	○	○	○	○	○
...help students figure out unknown words when they are reading?	○	○	○	○	○
...model effective reading strategies?	○	○	○	○	○
...get students to read fluently during oral reading?	○	○	○	○	○
...use students' writing to teach grammar and spelling strategies?	○	○	○	○	○
...provide appropriate challenges for high ability readers?	○	○	○	○	○
...provide students with writing opportunities in response to reading?	○	○	○	○	○

TALA Teacher Participant Survey – 6th grade 2009

TALA Training

The following questions pertain to the Texas Adolescent Literacy Academy that you attended in Summer or Fall 2009.

1. When did you most recently attend TALA?

○ Summer 2009

○ Fall 2009

2. Did you complete the TALA practicum follow-up with on-line documentation?

○ Yes

○ No

3. Which of the following statements best describes why you attended TALA?

○ I was required to attend.

○ I attended to improve my literacy instruction.

○ I wanted to receive the stipend.

○ I attended in 2008 and wanted to receive additional training in 2009.

○ I was recently assigned to teach grade 6.

○ Other (please specify)

Page 20

TALA Teacher Participant Survey – 6th grade 2009

TALA Training (continued)

1. To what extent are you incorporating strategies and practices you learned at the TALA training into your instruction?

◯ Not At All

◯ Very Little

◯ To Some Degree

◯ Quite a Bit

◯ A Great Deal

2. In what ways are you incorporating what you learned at the TALA training into your instruction?

3. What barriers, if any, have you faced while implementing TALA strategies and practices in your instruction? If you were able to overcome some of these barriers, how did you do so?

4. What factors, if any, do you feel have helped facilitate the implementation of TALA strategies and practices in your instruction?

5. What would you definitely NOT want to change, if anything, about the TALA training you attended?

6. What aspects of the TALA training you attended, if any, could have been improved? Any suggestions for ways to make these improvements?

Page 21

TALA Teacher Participant Survey – 6th grade 2009

TALA Training (continued)

1. Please rate your level of agreement with the following statements using a scale that ranges from "strongly disagree" to "strongly agree".

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The TALA training I attended was appropriate for teachers who teach the subjects that I teach.	○	○	○	○	○
The TALA training I attended helped me improve my teaching in the subjects that I teach.	○	○	○	○	○

2. Please answer the following questions using the scale that ranges from "definitely not" to "definitely".

	Definitely Not	Probably Not	Not Sure	Probably	Definitely
Would you recommend the TALA training to 6th grade ELA/reading teachers?	○	○	○	○	○
Would you recommend the TALA training to 6th grade social studies teachers?	○	○	○	○	○
Would you recommend the TALA training to 6th grade science teachers?	○	○	○	○	○
Would you recommend the TALA training to 6th grade math teachers?	○	○	○	○	○

3. Please indicate the level of development/implementation of the following policies and practices at the campus where you work (or among campuses that you work with) to support the implementation of TALA.

	Not Planned	In Development	Partially Implemented	Fully Implemented
Support from administrators	○	○	○	○
Assessment of students in reading	○	○	○	○
Creation of literacy intervention plans	○	○	○	○
Improvement of school climate	○	○	○	○
Strengthening of core instructional programs	○	○	○	○
Provision of teacher professional development	○	○	○	○

Page 22

TALA Teacher Participant Survey – 6th grade 2009

4. Since attending TALA, how often have you met with the following groups of teachers to discuss implementation of TALA at your campus?

	Never	Once or Twice	About Once a Month	More than Once a Month
ELA/Reading Teachers	○	○	○	○
Mathematics Teachers	○	○	○	○
Science Teachers	○	○	○	○
Social Studies Teachers	○	○	○	○
Other Teachers	○	○	○	○

Other (please specify)

[   ]

5. Since attending TALA, how often have you met with the following administrators to discuss implementation of TALA at your campus?

	Never	Once or Twice	About Once a Month	More than Once a Month
Campus Administrator(s) (e.g., principal, assistant principal)	○	○	○	○
Curriculum Specialists	○	○	○	○
Other Administrators	○	○	○	○

Other (please specify)

[   ]

6. Is there anything else you would like to add about your TALA training experience?

[   ]

TALA Teacher Participant Survey – 6th grade 2009

Thank You

Thank you for your time and effort in completing this survey.

Please be sure to click **Submit** or your responses will not be saved.

The computer will automatically take you to the TALA website once you click the **Submit** button.

TALA Grade 7 and 8 Teacher Participant Survey

TALA Teacher Participant Survey 7th/8th grades 2009

Please enter your code below

* 1. Please enter the 6-digit passcode that was sent to you in your email invitation to this survey.

Copy and paste OR type the numbers exactly as they appear. This is your personal identification passcode for the survey. DO NOT share this passcode with others and DO NOT enter someone else's passcode.

Page 1

TALA Teacher Participant Survey 7th/8th grades 2009

Consent Statement

ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Texas Adolescent Literacy Academies (TALA). The purpose of the survey is to obtain your feedback on the training and to collect information about the implementation of the TALA training. You are being asked to respond to a series of survey items related to the following topics:

- Information about your professional background and experience.
- Beliefs about your impact as an educator.
- Your perceptions of the TALA training in which you participated in Summer or Fall 2009.

The survey should take about 30 minutes to complete. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported. Your individual responses will be disassociated from any personal identifying information in any final databases or reports.

If you have questions concerning the evaluation or your rights as a participant, please contact Thomas J. Horwood, Evaluation Project Manager for ICF, at 703-385-3200.

Thank you in advance for your participation.

* 1. Consent statement:
I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that my participation is voluntary and that I am free to stop the survey at any time.

◯ I Accept   ◯ I Do Not Accept

Page 2

TALA Teacher Participant Survey 7th/8th grades 2009

Current Primary Job

1. What is the full name of the DISTRICT/CHARTER SCHOOL/ESC where you were assigned last year (2008-2009) and where you are assigned this year (2009-2010)?

2008-2009

2009-2010

2. What is the full name of the CAMPUS/SCHOOL (if applicable) where you were assigned last year (2008-2009) and where you are assigned this year (2009-2010)? (If not applicable, type N/A in both text boxes.)

2008-2009

2009-2010

3. What category most accurately represents your current primary job?

- ( ) Campus Administrator
- ( ) Campus-based Content Area Specialist (e.g., Science, Math)
- ( ) Campus-based Reading/ELA Specialist
- ( ) Classroom Teacher
- ( ) District Administrator
- ( ) District-based Content Area Specialist (e.g., Science, Math)
- ( ) District-based Reading/ELA Specialist
- ( ) Regional Education Service Center Staff Member
- ( ) Special Education Teacher/Specialist
- ( ) Other (please specify)

TALA Teacher Participant Survey 7th/8th grades 2009

Background and Experience

1. How many years of experience have you EVER had as a classroom teacher?

◯ Zero years

◯ Less than 1 year

◯ 1-3 years

◯ 4-10 years

◯ More than 10 years

2. How many years of experience have you EVER had as a SIXTH, SEVENTH, AND/OR EIGHTH GRADE classroom teacher?

◯ Zero years

◯ Less than 1 year

◯ 1-3 years

◯ 4-10 years

◯ More than 10 years

3. Which of these grade levels do you CURRENTLY teach? (Select all that apply)

☐ Pre-Kindergarten or Kindergarten ☐ 4-5 ☐ 9-12

☐ 1-3 ☐ 6-8 ☐ None of these

4. Which of these grade levels have you EVER taught? (Select all that apply)

☐ Pre-Kindergarten or Kindergarten ☐ 4-5 ☐ 9-12

☐ 1-3 ☐ 6-8 ☐ None of these

Page 4

TALA Teacher Participant Survey 7th/8th grades 2009

5. Which of these subject areas do you CURRENTLY teach? (Select all that apply)

- [ ] Language arts
- [ ] Mathematics
- [ ] Reading
- [ ] Science
- [ ] Social studies
- [ ] None of the above
- [ ] Other (please specify)

6. Which of these subject areas have you EVER taught? (Select all that apply)

- [ ] Language arts
- [ ] Mathematics
- [ ] Reading
- [ ] Science
- [ ] Social studies
- [ ] None of the above
- [ ] Other (please specify)

7. What are some of the literacy programs for students other than TALA, if any, being implemented on your campus(es)? (Select all that apply.)

- [ ] Accelerated Reading
- [ ] Achieve 300
- [ ] CSCOPE
- [ ] Early Literacy Initiative
- [ ] Project Based Learning
- [ ] Project CRISS
- [ ] Project Read
- [ ] Other (please specify)

- [ ] Read 180
- [ ] ReadAbout
- [ ] Reward Writing
- [ ] SIOP
- [ ] Voyager
- [ ] Wilson Reading
- [ ] None

Page 5

TALA Teacher Participant Survey 7th/8th grades 2009

8. What is your current teaching certification? (Select all that apply)

- [ ] I am currently certified to teach in Texas.
- [ ] I am currently certified to teach in another state.
- [ ] I am working to obtain Texas teaching certification.
- [ ] I am not certified to teach and not working to obtain teaching certification.

TALA Teacher Participant Survey 7th/8th grades 2009

Certification Route

1. If you are currently certified to teach, or working toward getting certified to teach in Texas, what was/is your certification route?

○ College/university undergraduate certification program

○ Alternative certification program (ACP)

○ College/university post-bachelor certification program

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Training (Attendance)

1. In 2009, which Texas Adolescent Literacy Academy did you attend?

◯ English Language Arts (ELA) Academy

◯ Content Area Academy

◯ I did not attend TALA

TALA Teacher Participant Survey 7th/8th grades 2009

TALA ELA Academy (1)

The following questions pertain to the TALA training you attended in 2009.

1. Please answer the following questions using the scale that ranges from "very poor" to "excellent".

	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	◯	◯	◯	◯	◯
How would you rate the overall effectiveness of the presenters?	◯	◯	◯	◯	◯
How would you rate the overall quality of the workshop content?	◯	◯	◯	◯	◯

2. How would you rate the effectiveness of the following aspects of the TALA Academy that you attended using a scale that ranges from "very ineffective" to "highly effective"?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Highly Effective
Training structure (i.e., time to learn everything; time for reflection)	◯	◯	◯	◯	◯
Opportunities for active learning (i.e., participant-centered learning)	◯	◯	◯	◯	◯
Training content (i.e., vocabulary instruction)	◯	◯	◯	◯	◯
Training materials (e.g., binder, handouts)	◯	◯	◯	◯	◯
Knowledge of presenters	◯	◯	◯	◯	◯
Skills of presenters in providing professional development for teachers	◯	◯	◯	◯	◯
Environment	◯	◯	◯	◯	◯
Videos and other visual stimuli	◯	◯	◯	◯	◯

Page 9

TALA Teacher Participant Survey 7th/8th grades 2009

TALA ELA Academy (2)

1. Using a scale that ranges from "not at all prepared" to "very well prepared", to what extent do you feel PREPARED TO implement the following instructional routines covered at the TALA Academy you attended to help students, especially struggling readers, in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Selecting words	○	○	○	○
Pronouncing words	○	○	○	○
Defining words	○	○	○	○
Generating examples and nonexamples	○	○	○	○
Building background knowledge	○	○	○	○
Identifying main ideas in text	○	○	○	○
Writing summaries	○	○	○	○
Identifying text structures	○	○	○	○
Using graphic organizers	○	○	○	○
Identifying syllable structures	○	○	○	○
Conducting morphemic analysis	○	○	○	○
Generating level I, II, and III questions	○	○	○	○

Page 10

TALA Teacher Participant Survey 7th/8th grades 2009

2. Using a scale that ranges from "never" to "daily", how frequently have you ACTUALLY implemented the following instructional routines covered at the TALA Academy you attended to help all students, especially struggling readers, in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Selecting words	○	○	○	○	○
Pronouncing words	○	○	○	○	○
Defining words	○	○	○	○	○
Generating examples and nonexamples	○	○	○	○	○
Building background knowledge	○	○	○	○	○
Identifying main ideas in text	○	○	○	○	○
Writing summaries	○	○	○	○	○
Identifying text structures	○	○	○	○	○
Using graphic organizers	○	○	○	○	○
Identifying syllable structures	○	○	○	○	○
Conducting morphemic analysis	○	○	○	○	○
Generating level I, II, and III questions	○	○	○	○	○

Page 11

TALA Teacher Participant Survey 7th/8th grades 2009

TALA ELA Academy (3)

1. To what extent do you feel PREPARED TO implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Adapt instruction to structure learning opportunities for all students	○	○	○	○
Foster student engagement	○	○	○	○
Group or pair students	○	○	○	○
Facilitate partner reading	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○
Select appropriate text for fluency instruction	○	○	○	○
Administer the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○
Interpret the results of the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○

2. To what extent do you ACTUALLY implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Adapt instruction to structure learning opportunities for all students	○	○	○	○	○
Foster student engagement	○	○	○	○	○
Group or pair students	○	○	○	○	○
Facilitate partner reading	○	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○	○
Select appropriate text for fluency instruction	○	○	○	○	○
Administer the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○	○
Interpret the results of the Texas Middle School Fluency Assessment (TMSFA)	○	○	○	○	○

Page 12

TALA Teacher Participant Survey 7th/8th grades 2009

TALA ELA Academy (4)

1. To what extent do you feel PREPARED TO design appropriate instruction for all students that you teach, including those who are struggling with reading due to:

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Limited English proficiency	○	○	○	○
Learning disabilities	○	○	○	○
Dyslexia	○	○	○	○
Being from a low socioeconomic environment	○	○	○	○
Other risk factors for reading difficulties	○	○	○	○

Other (please specify)

[   ]

2. To your knowledge, about how many seventh and/or eighth grade ELA/reading teachers from your campus attended the TALA ELA Academy, in 2009 (either with you or during a different session)?

○ Just me

○ A few of the ELA/reading teachers from my campus(es)

○ Most or all of the ELA/reading teachers from my campus(es)

○ I do not know

3. To your knowledge, about how many seventh and/or eighth grade content area (mathematics, science, social studies) teachers from your campus attended the TALA Content Area Academy, in 2009?

○ None of the content area teachers from my campus(es)

○ One of the content area teachers from my campus(es)

○ A few of the content area teachers from my campus(es)

○ Most or all of the content area teachers from my campus(es)

○ I do not know

Page 13

TALA Teacher Participant Survey 7th/8th grades 2009

TALA ELA Academy (5)

1. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

To what extent can you...

	Not At All	Very Little	To Some Degree	Quite a Bit	A Great Deal
...adjust reading strategies based on ongoing informal assessments of students?	○	○	○	○	○
...use a variety of informal and formal reading assessment strategies?	○	○	○	○	○
...provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	○	○	○	○	○
...provide specific, targeted feedback to students during oral reading?	○	○	○	○	○
...adjust writing strategies based on ongoing informal assessments of students?	○	○	○	○	○
...use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	○	○	○	○	○
...model effective writing strategies?	○	○	○	○	○
...meet the needs of struggling readers?	○	○	○	○	○
...get students to use independent reading time productively?	○	○	○	○	○
...implement word study strategies to teach spelling?	○	○	○	○	○
...get students to read a wide variety of genres?	○	○	○	○	○
...help students figure out unknown words when they are reading?	○	○	○	○	○
...use flexible grouping to meet individual student needs for reading instruction?	○	○	○	○	○
...model effective reading strategies?	○	○	○	○	○
...get students to read fluently during oral reading?	○	○	○	○	○
...use students' writing to teach grammar and spelling strategies?	○	○	○	○	○
...get students to use independent writing time productively?	○	○	○	○	○
...provide appropriate challenges for high ability readers?	○	○	○	○	○
...get students to talk with each other in class about books they are reading?	○	○	○	○	○
...provide students with writing opportunities in response to reading?	○	○	○	○	○
...adjust reading materials to an individual student's level?	○	○	○	○	○
...get students to value reading?	○	○	○	○	○

Page 14

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Content Area Academy (1)

The following questions pertain to the TALA training you attended in 2009.

1. Please answer the following questions using the scale that ranges from "very poor" to "excellent".

	Very Poor	Below Average	Average	Above Average	Excellent
How would you rate the overall quality of the training you received?	○	○	○	○	○
How would you rate the overall effectiveness of the presenters?	○	○	○	○	○
How would you rate the overall quality of the workshop content?	○	○	○	○	○

2. How would you rate the effectiveness of the following aspects of the TALA Academy that you attended using a scale that ranges from "very ineffective" to "highly effective"?

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Highly Effective
Training structure (i.e., time to learn everything; time for reflection)	○	○	○	○	○
Opportunities for active learning (i.e., participant-centered learning)	○	○	○	○	○
Training content (i.e., vocabulary instruction)	○	○	○	○	○
Training materials (e.g., binder, handouts)	○	○	○	○	○
Knowledge of presenters	○	○	○	○	○
Skills of presenters in providing professional development for teachers	○	○	○	○	○
Environment	○	○	○	○	○
Videos and other visual stimuli	○	○	○	○	○

Page 15

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Content Area Academy (2)

1. Using a scale that ranges from "not at all prepared" to "very well prepared", to what extent do you feel PREPARED TO implement the following instructional routines covered at the TALA Academy you attended to help students, especially struggling readers, in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Selecting words	○	○	○	○
Pronouncing words	○	○	○	○
Defining words	○	○	○	○
Generating examples and nonexamples	○	○	○	○
Building background knowledge	○	○	○	○
Identifying main ideas in text	○	○	○	○
Writing summaries	○	○	○	○

2. Using a scale that ranges from "never" to "daily", how frequently have you ACTUALLY implemented the following instructional routines covered at the TALA Academy you attended to help all students, especially struggling readers, in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Selecting words	○	○	○	○	○
Pronouncing words	○	○	○	○	○
Defining words	○	○	○	○	○
Generating examples and nonexamples	○	○	○	○	○
Building background knowledge	○	○	○	○	○
Identifying main ideas in text	○	○	○	○	○
Writing summaries	○	○	○	○	○

Page 16

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Content Area Academy (3)

1. To what extent do you feel PREPARED TO implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Adapt instruction to structure learning opportunities for all students	○	○	○	○
Foster student engagement	○	○	○	○
Group or pair students	○	○	○	○
Facilitate partner reading	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○

2. To what extent do you ACTUALLY implement each of the following strategies covered at the TALA Academy you attended in your classroom?

	Never	Once a Month	Every Two Weeks	Once a Week	Daily
Adapt instruction to structure learning opportunities for all students	○	○	○	○	○
Foster student engagement	○	○	○	○	○
Group or pair students	○	○	○	○	○
Facilitate partner reading	○	○	○	○	○
Actively involve students (i.e., Think-Pair-Share, Tell-Help-Check, Generate-Share)	○	○	○	○	○
Provide explicit instruction using scaffolding (i.e., I Do, WE Do, YOU Do)	○	○	○	○	○

Page 17

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Content Area Academy (4)

1. To what extent do you feel PREPARED TO design appropriate instruction for all students, in the content area(s) that you teach, including those who are struggling with reading due to:

	Not At All Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
Limited English proficiency	○	○	○	○
Learning disabilities	○	○	○	○
Dyslexia	○	○	○	○
Being from a low socioeconomic environment	○	○	○	○
Other risk factors for reading difficulties	○	○	○	○

Other (please specify)

2. To your knowledge, about how many seventh and/or eighth grade content area teachers from your campus attended the TALA Content Area Academy (either with you or during a different session)?

○ Just me
○ A few of the content area teachers from my campus(es)
○ Most or all of the content area teachers from my campus(es)
○ I do not know

3. To your knowledge, about how many seventh and/or eighth grade ELA/reading teachers from your campus attended the TALA ELA Academy?

○ None of the ELA/reading teachers from my campus(es)
○ One of the ELA/reading teachers from my campus(es)
○ A few of the ELA/reading teachers from my campus(es)
○ Most or all of the ELA/reading teachers from my campus(es)
○ I do not know

Page 18

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Content Area Academy (5)

1. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

To what extent can you...

	Not At All	Very Little	To Some Degree	Quite a Bit	A Great Deal
..provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	○	○	○	○	○
...provide specific, targeted feedback to students during oral reading?	○	○	○	○	○
...model effective writing strategies?	○	○	○	○	○
...meet the needs of struggling readers?	○	○	○	○	○
...help students figure out unknown words when they are reading?	○	○	○	○	○
...model effective reading strategies?	○	○	○	○	○
...get students to read fluently during oral reading?	○	○	○	○	○
...use students' writing to teach grammar and spelling strategies?	○	○	○	○	○
...provide appropriate challenges for high ability readers?	○	○	○	○	○
...provide students with writing opportunities in response to reading?	○	○	○	○	○

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Training

The following questions pertain to the Texas Adolescent Literacy Academy that you attended in Summer or Fall 2009.

1. When did you most recently attend TALA?

◯ Summer 2009

◯ Fall 2009

2. Did you complete the TALA practicum follow-up with on-line documentation?

◯ Yes

◯ No

3. Which of the following statements best describes why you attended TALA?

◯ I was required to attend.

◯ I attended to improve my literacy instruction.

◯ I wanted to receive the stipend.

◯ I attended in 2008 and wanted to receive additional training in 2009.

◯ I was recently assigned to teach grades 7 and/or 8.

◯ Other (please specify)

Page 20

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Training (continued)

1. To what extent are you incorporating strategies and practices you learned at the TALA training into your instruction?

◯ Not At All

◯ Very Little

◯ To Some Degree

◯ Quite a Bit

◯ A Great Deal

2. In what ways are you incorporating what you learned at the TALA training into your instruction?

3. What barriers, if any, have you faced while implementing TALA strategies and practices in your instruction? If you were able to overcome some of these barriers, how did you do so?

4. What factors, if any, do you feel have helped facilitate the implementation of TALA strategies and practices in your instruction?

5. What would you definitely NOT want to change, if anything, about the TALA training you attended?

6. What aspects of the TALA training you attended, if any, could have been improved? Any suggestions for ways to make these improvements?

Page 21

TALA Teacher Participant Survey 7th/8th grades 2009

TALA Training (continued)

1. Please rate your level of agreement with the following statements using a scale that ranges from "strongly disagree" to "strongly agree".

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The TALA training I attended was appropriate for teachers who teach the subjects that I teach.	◯	◯	◯	◯	◯
The TALA training I attended helped me improve my teaching in the subjects that I teach.	◯	◯	◯	◯	◯

2. Please answer the following questions using the scale that ranges from "definitely not" to "definitely".

	Definitely Not	Probably Not	Not Sure	Probably	Definitely
Would you recommend the TALA training to 7th grade ELA/reading teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 7th grade social studies teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 7th grade science teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 7th grade math teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 8th grade ELA/reading teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 8th grade social studies teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 8th grade science teachers?	◯	◯	◯	◯	◯
Would you recommend the TALA training to 8th grade math teachers?	◯	◯	◯	◯	◯

3. Please indicate the level of development/implementation of the following policies and practices at the campus where you work (or among campuses that you work with) to support the implementation of TALA.

	Not Planned	In Development	Partially Implemented	Fully Implemented
Support from administrators	◯	◯	◯	◯
Assessment of students in reading	◯	◯	◯	◯
Creation of literacy intervention plans	◯	◯	◯	◯
Improvement of school climate	◯	◯	◯	◯
Strengthening of core instructional programs	◯	◯	◯	◯
Provision of teacher professional development	◯	◯	◯	◯

Page 22

TALA Teacher Participant Survey 7th/8th grades 2009

4. Since attending TALA, how often have you met with the following groups of teachers to discuss implementation of TALA at your campus?

	Never	Once or Twice	About Once a Month	More than Once a Month
ELA/Reading Teachers	◯	◯	◯	◯
Mathematics Teachers	◯	◯	◯	◯
Science Teachers	◯	◯	◯	◯
Social Studies Teachers	◯	◯	◯	◯
Other Teachers	◯	◯	◯	◯

Other (please specify)

[   ]

5. Since attending TALA, how often have you met with the following administrators to discuss implementation of TALA at your campus?

	Never	Once or Twice	About Once a Month	More than Once a Month
Campus Administrator(s) (e.g., principal, assistant principal)	◯	◯	◯	◯
Curriculum Specialists	◯	◯	◯	◯
Other Administrators	◯	◯	◯	◯

Other (please specify)

[   ]

6. Is there anything else you would like to add about your TALA training experience?

[   ]

Page 23

TALA Teacher Participant Survey 7th/8th grades 2009

Thank You

Thank you for your time and effort in completing this survey.

Please be sure to click **Submit** or your responses will not be saved.

The computer will automatically take you to the TALA website once you click the **Submit** button.

TALA Administrator Survey

TALA Administrator Survey 2009

Please enter your code below

* **1. Please enter the 6-digit passcode that was sent to you in your email invitation to this survey.**

If you are assigned to more than one campus, please only respond to the survey once and interpret the language throughout the survey accordingly (e.g., campus(es) should be interpreted as campuses, rather than campus).

Copy and paste OR type the numbers exactly as they appear. This is your personal identification passcode for the survey. DO NOT share this passcode with others and DO NOT enter someone else's passcode.

Page 1

TALA Administrator Survey 2009

Consent Statement

ICF International, in conjunction with the Texas Education Agency, encourages you to participate in the evaluation of the Texas Adolescent Literacy Academies (TALA). TALA academies are intended to acquaint ELA/reading and content area (math, science, and social studies) teachers with successful, research-based strategies for improving students' academic literacy through professional development training sessions. In addition, the academies are framed within a schoolwide approach to addressing the needs of struggling adolescent readers. This survey focuses on the implementation of TALA schoolwide in Grades 6, 7, and 8 since teachers with students in these grades were eligible to participate in the summer and fall 2008 and 2009 TALA academies. This survey is being sent to campus administrators from campuses in Texas with sixth, seventh, and/or eighth grades that sent at least one teacher to TALA in Summer 2009, and specifically to the administrators who participated in the TALA administrator overview training (face-to-face or online).

The purpose of the survey is to obtain your feedback about the implementation of TALA strategies at your campus(es). You are being asked to respond to a series of survey items related to the following topics:

- Information about your professional background and experience.
- Characteristics about your campus(es).
- The implementation of TALA at your campus(es).
- Your perceptions of the TALA Administrator Overview Training (if you participated).

The survey should take about 30 minutes to complete. By participating in the survey, you are giving permission for ICF International to use your information for evaluation purposes.

All data that you provide will be kept strictly confidential, and only summary data will be reported. Your individual responses will be disassociated from any personal identifying information in any final databases and reports.

If you have questions concerning the evaluation or your rights as a participant, please contact Thomas J. Horwood, Evaluation Project Manager for ICF, at 703-385-3200. If you have any questions for TEA, please contact Candace Macken, Evaluation Manager in the Office of Evaluation, at Candace.Macken@tea.state.tx.us.

Thank you in advance for your participation.

* 1. Consent statement:
I have read the preceding information describing this evaluation and the purpose of this survey. I freely consent to participate. I understand that I am free to stop the survey at any time.

◯ I Accept   ◯ I Do Not Accept

TALA Administrator Survey 2009

Part I: Background and Experience

We would like to obtain background information about you. Please answer the following questions.

1. What is your job title?

○ Principal

○ Assistant Principal

○ Curriculum/Instructional Specialist

○ Grant Coordinator

○ Other (please specify)

[   ]

2. How long have you been in this position at the campus(es) to which you are assigned?

○ Less than 1 year

○ 1-3 years

○ 4-10 years

○ More than 10 years

3. What is the full name of the DISTRICT/CHARTER SCHOOL where you were assigned last year (2008-2009) and where you are assigned this year (2009-2010)?

2008-2009   [   ]

2009-2010   [   ]

4. What is the full name of the CAMPUS(ES)/SCHOOL(S) (if applicable) where you were assigned last year (2008-2009) and where you are assigned this year (2009-2010)? (If you are not assigned to a particular campus, type N/A in both text boxes.) (If you are responding in regard to multiple campuses, enter all campuses with a comma in between each campus name.)

2008-2009   [   ]

2009-2010   [   ]

Page 3

TALA Administrator Survey 2009

Part II: Campus Characteristics

1. What reading/English language arts curriculum do you implement at your campus (es)? (Select all that apply.)

- [ ] Accelerated Reading Curriculum
- [ ] American Reading Program
- [ ] BK English Grammar
- [ ] C-SCOPE
- [ ] District developed curriculum
- [ ] McDougal Littell Literature Resources
- [ ] McGraw Hill
- [ ] Prentice Hall
- [ ] Other (please specify)

- [ ] Project CRISS
- [ ] Read 180
- [ ] Reader's/Writer's Workshop
- [ ] Reading for Knowledge
- [ ] Scott Foresman Reading
- [ ] TEKS
- [ ] None

2. In what professional development initiatives other than TALA (both literacy and non-literacy focused), if any, have teachers at your campus(es) participated? (Select all that apply.)

- [ ] 6 Traits Writing
- [ ] Accelerated Reader
- [ ] Achieve 3000 Training
- [ ] AP and Pre-AP College Board Trainings
- [ ] AVID
- [ ] C-SCOPE
- [ ] Guided Reading
- [ ] Laying the Foundation
- [ ] Literacy coach
- [ ] Literacy conferences
- [ ] Project CRISS
- [ ] Other (please specify)

- [ ] Read 180
- [ ] Reading First
- [ ] Renaissance Learning
- [ ] RTI
- [ ] SIOP
- [ ] Smart Goals
- [ ] TAKS Prep
- [ ] Teacher Advancement Program (TAP)
- [ ] Texas Middle School Fluency Assessment
- [ ] Voyager Training
- [ ] None

Page 4

TALA Administrator Survey 2009

3. What are some of the literacy programs for students other than TALA, if any, being implemented on your campus(es)? (Select all that apply.)

- [ ] Accelerated Reading
- [ ] Achieve 3000
- [ ] C-SCOPE
- [ ] Early Literacy Initiative
- [ ] Project Based Learning
- [ ] Project CRISS
- [ ] Project Read
- [ ] Other (please specify)

- [ ] Read 180
- [ ] ReadAbout
- [ ] Reward Reading
- [ ] SIOP
- [ ] Voyager
- [ ] Wilson Reading
- [ ] None

4. To your knowledge, about how many seventh and/or eighth grade ELA/reading teachers from your campus(es) attended the TALA ELA Academy, in 2009?

- ( ) None of the ELA/reading teachers from my campus(es)
- ( ) One of the ELA/reading teachers from my campus(es)
- ( ) A few of the ELA/reading teachers from my campus(es)
- ( ) Most or all of the ELA/reading teachers from my campus(es)
- ( ) I do not know

5. To your knowledge, about how many seventh and/or eighth grade content area (mathematics, science, social studies) teachers from your campus(es) attended the TALA Content Area Academy, in 2009?

- ( ) None of the content area teachers from my campus(es)
- ( ) One of the content area teachers from my campus(es)
- ( ) A few of the content area teachers from my campus(es)
- ( ) Most or all of the content area teachers from my campus
- ( ) I do not know

Page 5

TALA Administrator Survey 2009

Part III: TALA Implementation

The goals of the TALA academies are to acquaint ELA/reading and content area (math, science, and social studies) teachers with successful, research-based strategies for improving students' academic literacy through professional development training sessions. In addition, the academies are framed within a school-wide approach to addressing the needs of struggling adolescent readers.

1. Please indicate the extent to which you believe TALA will achieve the following at your campus(es):

	Not at All	Very Little	To Some Degree	Quite A Bit	A Great Deal
Help teachers design appropriate instruction and curriculum.	○	○	○	○	○
Improve student achievement (TAKS scores) at your campus.	○	○	○	○	○
Help adolescent students who struggle with reading.	○	○	○	○	○
Improve student outcomes in reading/English language arts.	○	○	○	○	○
Improve student outcomes in the content areas (social studies, science, math).	○	○	○	○	○

2. Please indicate the policies and practices that are being implemented at your campus (es) to support TALA.

	Not Planned	In Development	Partially Implemented	Fully Implemented
Support from administrators	○	○	○	○
Assessment of students in reading	○	○	○	○
Creation of literacy intervention plans	○	○	○	○
Improvement of school climate	○	○	○	○
Strengthening of core instructional program	○	○	○	○
Provision of teacher professional development	○	○	○	○

Page 6

TALA Administrator Survey 2009

3. What changes, if any, HAVE YOU MADE at your campus(es) this year (e.g., organizational, scheduling, staffing) to achieve the goals of TALA? (Select all that apply.)

- ☐ Academic intervention plans
- ☐ Additional planning periods for teachers
- ☐ Improved scheduling (i.e., longer classes, planning periods)
- ☐ Increased cross-collaboration between ELA/reading and content area teachers
- ☐ More literacy time
- ☐ Professional development
- ☐ Requirement to send all teachers to TALA
- ☐ Small group tutoring (target at-risk students and assess individual student needs)
- ☐ Sustained TALA support (through follow-up and additional basic TALA training)
- ☐ None
- ☐ Other (please specify)

[_____]

4. What changes, if any, DO YOU PLAN TO MAKE at your campus(es) this year (e.g., organizational, scheduling, staffing) to achieve the goals of TALA? (Select all that apply.)

- ☐ Academic intervention plans
- ☐ Additional planning periods for teachers
- ☐ Improved scheduling (i.e., longer classes, planning periods)
- ☐ Increased cross-collaboration between ELA/reading and content area teachers
- ☐ More literacy time
- ☐ Professional development
- ☐ Requirement to send all teachers to TALA
- ☐ Small group tutoring (target at-risk students and assess individual student needs)
- ☐ Sustained TALA support (through follow-up and additional basic TALA training)
- ☐ None
- ☐ Other (please specify)

[_____]

Page 7

TALA Administrator Survey 2009

Part III: TALA Implementation (continued)

TALA ELA and Content Area Academy teacher participants received training in research-based literacy strategies that will assist students in comprehending and learning the content in their classroom materials. ELA Academy participants also were trained to use a progress monitoring assessment to inform their instruction by applying aligned intervention strategies designed to meet struggling readers' individual needs.

TALA addressed a number of key topics, including:

General education instructional routines
- Modules that address school-wide intervention, effective instruction, vocabulary, and comprehension
- Integrated scaffolding for English language learners and students with disabilities
- Content-specific examples
- Connections to TEKS and TAKS
- Time for practical application/lesson planning

Intervention components (ELA only)
- Modules that address word recognition, fluency, and comprehension
- Reinforcement of the general education instructional routines to promote transfer of skills
- Sample lessons appropriate for a dedicated reading intervention class at the middle school level

Diagnostic and progress monitoring instrument (ELA only)
- Modules on assessing word identification, fluency, and comprehension in struggling adolescent readers
- Decision-making tools for tracking progress and planning instruction
- Practice administering assessments and interpreting results

1. What plans, if any, do you have for supporting teachers in implementing TALA strategies and routines in their classrooms? (Select all that apply.)

- [ ] Encourage team meetings for collaboration across subject areas
- [ ] Establish mentoring and support system for teachers
- [ ] Implement accountability measures
- [ ] Modify district curriculum to include TALA strategies and routines
- [ ] Monitor low-scoring and/or at-risk students
- [ ] Provide additional time for lesson planning
- [ ] Provide follow-up and resources for effective implementation of TALA
- [ ] Review lesson plans and observe lessons regularly
- [ ] None
- [ ] Other (please specify)

Page 8

TALA Administrator Survey 2009

2. What has been done to support teachers in implementing TALA strategies and routines in their classrooms? (Select all that apply.)

- ☐ Encouraged team meetings for collaboration across subject areas
- ☐ Established mentoring and support system for teachers
- ☐ Implemented accountability measures
- ☐ Modified district curriculum to include TALA strategies and routines
- ☐ Monitored low-scoring and/or at-risk students
- ☐ Provided additional time for lesson planning
- ☐ Provided follow-up and resources for effective implementation of TALA
- ☐ Reviewed lesson plans and observed lessons regularly
- ☐ None
- ☐ Other (please specify)

3. What barriers have you experienced or do you foresee in helping teachers implement TALA strategies and routines in their classrooms?

TALA Administrator Survey 2009

Part IV: TALA Administrator Overview Training

The following items deal with the TALA administrator overview training that you completed.

1. Have you participated in the TALA Administrator Overview Training?

◯ Yes

◯ No (if selected, you will be taken to the end of the survey)

TALA Administrator Survey 2009

Part IV: TALA Administrator Overview Training (2)

1. Which TALA administrator overview training did you complete? (Select all that apply)

☐ Online TALA administrator overview training

☐ TALA administrator overview training offered by one of the ESCs

☐ Other (please specify)

[   ]

2. How would you rate the effectiveness of the following aspects of the TALA administrator overview training that you attended using a scale that ranges from "very ineffective" to "highly effective"?

	Very Ineffective	Ineffective	Effective	Highly Effective
Training structure (e.g., time to learn everything; time for reflection)	○	○	○	○
Training content (e.g., instructional routines)	○	○	○	○
Training materials (e.g., PowerPoint slides)	○	○	○	○

3. How would you rate the overall quality of the training you received?

○ Excellent

○ Above Average

○ Average

○ Below Average

○ Very Poor

4. How effective was the training in preparing you as an administrator to support your teachers in implementing TALA?

○ Highly Effective

○ Effective

○ Neither Effective nor Ineffective

○ Ineffective

○ Very Ineffective

Page 11

TALA Administrator Survey 2009

5. What would you definitely NOT want to change, if anything, about the training you attended?

6. What aspects of the training you attended, if any, could have been improved? Any suggestions for ways to make these improvements?

7. Is there anything else you would like to add about your experience with TALA administrator overview training?

TALA Administrator Survey 2009

Thank you

Thank you for your time and effort in completing this survey.

Please be sure to click **Submit** or your responses will not be saved.

The computer will automatically take you to the TALA website once you click the **Submit** button.

Page 13

ELA Teacher Focus Group Protocol

NOTE: This protocol was developed for use during ELA/reading classroom teacher focus groups in the schools selected for the case studies. The number and selection of ELA/reading classroom teachers to participate in the focus groups will be done on a case-by-case basis by the ICF site visit coordinator in consultation with TEA and the appointed campus site visit contact person. Selection will be based largely on the interest/willingness, availability, and consent of the ELA/reading classroom teachers. For the most part, these focus groups will take place after school on one or more days during the site visit.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY LEAD FACILITATOR: Welcome. My name is (introduce self and other researchers and a little bit about each). Thank you for agreeing to participate in today's focus group regarding the implementation of Texas Adolescent Literacy Academies (TALA) strategies at your campus. We greatly appreciate you taking time out of your busy schedules to assist with the statewide objective evaluation that ICF International is conducting in consultation with TEA. We are very interested in your experiences with the initiative and your feedback will help inform the overall evaluation.

You were selected to participate in this focus group because your individual perspectives represent important issues relevant to this evaluation, and we are most interested in learning more about your experiences as ELA/reading teachers who participated in TALA. We are conducting case studies with nine participating sites throughout Texas to gather information about the implementation of TALA strategies in ELA/reading and content area classrooms, the support for TALA implementation by campus administrators, TALA sustainability, and the perceived impact of TALA on teaching behaviors and student achievement. Data collected from this focus group and other interviews/focus groups during this site visit will be analyzed along with other data (including survey data) to report on TALA.

Before we begin, we want to remind you that your participation in this focus group is voluntary and that we will keep this information strictly confidential. That means we will not report or present the information you share with us in any way that will identify you. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other TALA participating teachers. TEA will have no access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Lastly, we want to hear from everyone who would like to contribute. We will also do our best to keep to our allotted time while we address each of the questions we need to ask. We have only a few minutes per question, so please share the available time with your colleagues so that everyone gets an opportunity to speak.

Are there any questions before we begin?

To be filled out by Facilitator/Note-taker (NOTE: This information will not be reported quantitatively as part of the evaluation findings and is based only on the perceived characteristics of the participants as observed by the facilitator/note-taker. This information will only be collected so that researchers can determine the representativeness, albeit unintentional, of the sample of ELA/reading teachers in the focus group as compared to the demographic characteristics of all ELA/reading teachers from each site.)

Number of participants: _____

Males: _____
Females: _____

Caucasians: _____
African Americans: _____
Asian Americans: _____
Latinos: _____
Other: _____

District Name:
Campus Name:
Date: /   / 2010   Time: :   a.m./p.m.

ELA/Reading Teacher Names and Grade Levels (Grade 6, 7, & 8):
-
-
-
-
-
-
-
-
-
-

TALA Training

First, let's talk about your experience with the TALA ELA Academy:

1. How did you first learn about the TALA ELA Academy?

2. Why did you participate in the TALA ELA Academy?
   Probe: Were you asked to participate by a campus administrator?

3. Have you attended professional development for literacy instruction in the past?
   Probe: What professional development did you attend?
   Probe: Was it offered at your campus?
   Probe: What was covered in the professional development for literacy instruction?
   Probe: How does TALA differ from other professional development for literacy programs that you attended? In what ways, if any, is it similar?

4. Were you satisfied with TALA ELA Academy? Why/why not?
    Probe: Do you believe the TALA ELA Academy was effective in preparing you to implement the literacy strategies in your classroom?
    Probe: Is there anything else that you think should have been covered that could have helped you as you prepared to implement TALA strategies?
    Probe: What would you definitely not want to change, if anything, about the training you attended?
    Probe: What aspects of the training you attended, if any, could have been improved?

Current Literacy Program at the Campus

5. What ELA/reading program is used here at your campus?
    Probe: What does it entail?
    Probe: How do the TALA strategies fit into your ELA/reading program?

Implementation of TALA Strategies and Routines in the Classroom

We'd like to learn how you are incorporating the strategies and routines you learned at the TALA ELA Academy into your classroom.

6. To what extent, if any, are you incorporating strategies and routines you learned at the TALA ELA Academy into your instruction? Specifically:
    Probe: To what extent have you applied the explicit instruction routine (I Do/We Do/You Do) or other general TALA strategies in your classroom?
    Probe: To what extent have you incorporated the vocabulary instructional routines (e.g., generating examples and nonexamples, using the Frayer Model)?
    Probe: To what extent have you incorporated the comprehension instructional routines (e.g., building background knowledge, using the Anticipation Reaction guides, finding the main idea in a text)?
    Probe: If not incorporating the TALA strategies and routines: Why not?

7. To what extent, if any, have you incorporated the TALA instructional routines designed for struggling readers in your classroom?
    Probe: To what extent have you incorporated the word study instructional routines (e.g., breaking down words into common syllable patterns and meaningful word parts)?
    Probe: To what extent have you incorporated the fluency instructional routines (e.g., selecting appropriate text for fluency instruction, using partner reading)?
    Probe: To what extent have you helped students generate questions to comprehend text?
    Probe: If not incorporating the TALA routines and strategies: Why not?

8. Have you administered the Texas Middle School Fluency Assessment (TMSFA)? Have you interpreted the results of the TMSFA?
    Probe: In what ways are you using the results from the TMSFA?

9. How has the TALA ELA Academy prepared you to design instruction for students who are struggling with reading? This includes students with limited English proficiency, learning disabilities (e.g., dyslexia), and other risk factors for reading difficulties (e.g., low socioeconomic status, at-risk for drop-out).

Support

Let's talk a little bit about any support you received to implement TALA in your classroom:

10. Would you say that your school administrators have been supportive of TALA? If so, in what ways?
    Probe: Do you believe that this support is adequate? Why or why not?
    Probe: What type of support, if any, would you like to receive that you currently do not?

11. Did you attend the TALA ELA Academy with any other ELA/reading teachers from your campus?
    Probe: If so, have you had any follow-up with them since you all completed the TALA ELA Academy?
    Probe: Have you provided resources for teachers who were unable to attend the TALA ELA Academy?
    Probe: Have you had any follow-up with administrators from your campus who attended the TALA administrator overview training?

12. To what extent, if any, have you collaborated with teachers from your campus who attended the TALA Content Area Academy regarding the implementation of TALA routines and strategies?

13. What factors, if any, do you feel have helped facilitate the implementation of TALA strategies and practices in your instruction?

14. What barriers, if any, have you faced while implementing TALA strategies and practices in your instruction? If you were able to overcome some of these barriers, how did you do so?

Program Outcomes

We'd also like to gauge your perceptions about the impact of TALA:

15. Have your classroom literacy practices changed as a result of your participation in the TALA ELA Academy? If so, how?

16. Do you believe your participation in TALA has influenced your ability to impact students' achievement? Why or why not?
    If yes, probe: Do you think that some groups of students who are at risk for reading difficulties benefit more than others? If so, which groups?

Wrap Up

17. And to wrap up, is there anything else you would like to add about your experience with TALA?

Thank you all for your time, and have a great day!

Content Area Teacher Focus Group Protocol

NOTE: This protocol was developed for use during content area classroom teacher focus groups in the schools selected for the case studies. The number and selection of content area classroom teachers to participate in the focus groups will be done on a case-by-case basis by the ICF site visit coordinator in consultation with TEA and the appointed campus site visit contact person. Selection will be based largely on the interest/willingness, availability, and consent of the content area classroom teachers. For the most part, these focus groups will take place after school on one or more days during the site visit.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY LEAD FACILITATOR: Welcome. My name is (introduce self and other researchers and a little bit about each). Thank you for agreeing to participate in today's focus group regarding the implementation of Texas Adolescent Literacy Academies (TALA) strategies at your campus. We greatly appreciate you taking time out of your busy schedules to assist with the statewide objective evaluation that ICF International is conducting in consultation with TEA. We are very interested in your experiences with the initiative and your feedback will help inform the overall evaluation.

You were selected to participate in this focus group because your individual perspectives represent important issues relevant to this evaluation, and we are most interested in learning more about your experiences as content area teachers who participated in TALA. We are conducting case studies with nine participating sites throughout Texas to gather information about the implementation of TALA strategies in ELA/reading and content area classrooms, the support for TALA implementation by campus administrators, TALA sustainability, and the perceived impact of TALA on teaching behaviors and student achievement. Data collected from this focus group and other interviews/focus groups during this site visit will be analyzed along with other data (including survey data) to report on TALA.

Before we begin, we want to remind you that your participation in this focus group is voluntary and that we will keep this information strictly confidential. That means we will not report or present the information you share with us in any way that will identify you. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other TALA participating teachers. TEA will have no access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Lastly, we want to hear from everyone who would like to contribute. We will also do our best to keep to our allotted time while we address each of the questions we need to ask. We have only a few minutes per question, so please share the available time with your colleagues so that everyone gets an opportunity to speak.

Are there any questions before we begin?

To be filled out by Facilitator/Note-taker (NOTE: This information will not be reported quantitatively as part of the evaluation findings and is based only on the perceived characteristics of the participants as observed by the facilitator/note-taker. This information will only be collected so that researchers can determine the representativeness, albeit unintentional, of the sample of content area teachers in the focus group as compared to the demographic characteristics of all content area teachers from each site.)

Number of participants: _____

Males: _____
Females: _____

Caucasians: _____
African Americans: _____
Asian Americans: _____
Latinos: _____
Other: _____

District Name:
Campus Name:
Date: /   / 2010   Time: :   a.m./p.m.

Content Area Teacher Names, Subjects Taught, and Grade Levels (Grade 6, 7, & 8):
-
-
-
-
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-
-
-
-
-
-

TALA Training

First, let's talk about your experience with the TALA Content Area Academy:

1. How did you first learn about the TALA Content Area Academy?

2. Why did you participate in the TALA Content Area Academy?
   Probe: Were you asked to participate by a campus administrator?

3. Have you attended professional development for literacy instruction in the past?
   Probe: What professional development did you attend?
   Probe: Was it offered at your campus?
   Probe: What was covered in the professional development for literacy instruction?

Probe: How does TALA differ from other professional development for literacy programs that you attended? In what ways, if any, is it similar?

4. Were you satisfied with TALA Content Area Academy? Why/why not?
   Probe: Do you believe the TALA Content Area Academy was effective in preparing you to implement the literacy strategies in your classroom?
   Probe: Is there anything else that you think should have been covered that could have helped you as you prepared to implement TALA strategies?
   Probe: What would you definitely not want to change, if anything, about the training you attended?
   Probe: What aspects of the training you attended, if any, could have been improved?

Implementation of TALA Strategies and Routines in the Classroom

We'd like to learn how you are incorporating the strategies and routines you learned at the TALA Content Area Academy into your classroom.

5. To what extent, if any, are you incorporating strategies and routines you learned at the TALA Content Area Academy into your instruction? Specifically:
   Probe: To what extent have you applied the explicit instruction routine (I Do/We Do/You Do) or other general TALA strategies in your classroom?
   Probe: To what extent have you incorporated the vocabulary instructional routines (e.g., generating examples and nonexamples, using the Frayer Model)?
   Probe: To what extent have you incorporated the comprehension instructional routines (e.g., building background knowledge, using the Anticipation Reaction guides, finding the main idea in a text)?
   Probe: If not incorporating the TALA strategies and routines: Why not?

6. To what extent, if any, has the TALA Content Area Academy prepared you to design instruction for students who are struggling with reading? This includes students with limited English proficiency, learning disabilities (e.g., dyslexia), and other risk factors for reading difficulties (e.g., low socioeconomic status, at-risk for drop-out).

Support

Let's talk a little bit about any support you received to implement TALA in your classroom:

7. Did you attend the TALA Content Area Academy with any other content area teachers from your campus?
   Probe: If so, have you had any follow-up with them since you all completed the TALA Content Area Academy?
   Probe: Have you provided resources for teachers who were unable to attend the TALA Content Area Academy?
   Probe: Have you had any follow-up with administrators from your campus who attended the TALA administrator overview training?

8. To what extent, if any, have you collaborated with teachers from your campus who attended the TALA ELA Academy regarding the implementation of TALA routines and strategies?

9. Would you say that your school administrators have been supportive of TALA? If so, in what ways?

      Probe: Do you believe that this support is adequate? Why or why not?

      Probe: What type of support, if any, would you like to receive that you currently do not?

10. What factors, if any, do you feel have helped facilitate the implementation of TALA strategies and practices in your instruction?

11. What barriers, if any, have you faced while implementing TALA strategies and practices in your instruction? If you were able to overcome some of these barriers, how did you do so?

Program Outcomes

We'd also like to gauge your perceptions about the impact of TALA:

12. Have your classroom literacy practices changed as a result of your participation in the TALA Content Area Academy? If so, how?

13. Do you believe your participation in TALA has influenced your ability to impact students' achievement? Why or why not?

    If yes, probe: Do you think that some groups of students who are at risk for reading difficulties benefit more than others? If so, which groups?

Wrap Up

14. And to wrap up, is there anything else you would like to add about your experience with TALA?

Thank you all for your time, and have a great day!

Administrator Interview Protocol

NOTE: This protocol was developed for use with all "administrator" types who are deemed able to provide relevant information about the implementation of the TALA initiative in the school in which they work. Administrators include, but may not be limited to, those individuals who serve in the following positions or roles at the campus: principals, assistant principals, curriculum/instructional specialists (e.g., Reading/ELA Specialist), or other campus administrators who may be assigned to support the TALA initiative. Selection of these administrators for interview will be done on a case-by-case basis by the ICF site visit coordinator in consultation with TEA and the appointed campus site visit contact person. In some instances, a Reading/ELA Specialist may be a district-level administrator who is assigned to work directly with multiple schools, and this person would also be invited to participate in an interview from his/her perspective of working only with that campus.

INTRODUCTORY SCRIPT TO BE READ ALOUD BY INTERVIEWER: Welcome. My name is (introduce self and note taker). Thank you for agreeing to participate in today's interview regarding the implementation of Texas Adolescent Literacy Academies (TALA) strategies at your campus. We greatly appreciate you taking time out of your busy schedule to assist with the statewide objective evaluation that ICF International is conducting in consultation with TEA.

You were selected to participate in an interview because your individual perspective as an (administrator/curriculum/instructional specialist/other) represents important issues relevant to this evaluation. We are conducting case studies with nine participating sites throughout Texas to gather information about the implementation of TALA strategies in ELA/reading and content area classrooms, the support for TALA implementation by campus administrators, TALA sustainability, and the perceived impact of TALA on teaching behaviors and student achievement.

Before we begin, we want to remind you that your participation in this interview is completely voluntary and that we will keep this information strictly confidential. Please feel free to be open and candid in your responses to our questions as only general themes will be conveyed in our final report to TEA (your name will not be linked to anything that you say – school descriptions and job titles or general terms will be used instead). In addition, any quotations used in the report will be de-identified so that you or other individuals will not be able to be singled out based on the information that you provide.

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other administrators. TEA will have no access to this audio recording. Upon transcription of this recording as appropriate to the evaluation, we will destroy the recording, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Do you have any questions before we begin? No.

District Name:
Campus Name:
Administrator Name:
Date: /   / 2010   Time: :   a.m./p.m.

Background and Experience

First, we'd like to ask you about your background, the characteristics of your campus, and teacher participation in TALA:

1. Please begin by briefly describing your current position and how long you've been in this position.

2. What reading/English language arts curriculum do you implement at your campus?

3. What literacy intervention programs for students other than TALA, if any, are being implemented on your campus?

4. In what professional development initiatives other than TALA (both literacy and non-literacy focused), if any, have teachers at your campus participated?

5. About how many of the sixth, seventh, and eighth grade teachers at your campus attended TALA training this summer that you know of?

    Probe: What percentage of your teachers does this number represent?

    Probe: How did they decide to attend, or were they required to attend?

    Probe: What feedback, if any, have you received from the teachers who participated?

Training and Support of Administrators

Next, we'd like to know about the training and/or support that you've been provided as part of the TALA initiative, as well any support you've provided to the participating teachers:

6. What type of training or support, if any, was provided for campus administrators to support the implementation of TALA in your school?
    Probe: Did you participate in the training? (If yes), what did you learn from the training?
    Probe: In what ways, if any, did the training help you to support the implementation of TALA routines and strategies in your school? (If no, move on to the next question.)

7. In what ways, if any, have you provided support to the TALA participating teachers in your school?
    Probe: Tell me about any policies you implemented (or already had in place) in your school to support the implementation of TALA routines and strategies? Any other types of support (e.g., time, resources) you've provided for TALA participating ELA/reading and content area teachers?
    Probe: What would you need, if anything, to better support the teachers?

8. What factors, if any, do you feel have helped facilitate the implementation of TALA strategies and practices at your school?

9. What barriers, if any, have you experienced or do you foresee in helping teachers implement TALA strategies and routines in their classrooms? If you were able to overcome some of these barriers, how did you do so?

Program Outcomes

We'd also like to discuss your ideas about the impact of TALA:

10. First of all, what do YOU hope will be the outcome(s) of the TALA training program at your school?

      Probe: Do you have any evidence or examples that these outcomes are occurring?

11. To what extent do you believe the TALA training program will help teachers design appropriate instruction and curriculum for students who are struggling with reading? This includes students with limited English proficiency, learning disabilities (e.g., dyslexia), and other risk factors for reading difficulties (e.g., low socioeconomic status, at-risk for drop-out).

12. Do you believe TALA has influenced your teachers' abilities to impact students' achievement? Why or why not?
If yes, probe: Do you think that some groups of students who are at risk for reading difficulties benefit more than others? If so, which groups?

Sustainability of TALA

Finally, we'd like to know your opinion about how sustainable you think TALA will be:

13. How do TALA instructional routines and strategies fit into the overall literacy efforts of teachers in your school (past, present, future)?

14. How important do you think having a program like TALA in your school is in the future?
Probe: To what extent has your school put into place policies/practices that will be able to be carried out even if no future TALA training is available?

Wrap Up

15. And to wrap up, is there anything else you would like to add about your experience with TALA?

      Thank you for your time, and have a great day!

TALA Classroom Observation Instrument

TALA Classroom Observation Instrument (COI) for Case Studies

Background Information

Observer	Today's Date _____/_____/_____ mm dd yyyy
Teacher	Start time a.m. p.m.
School/Campus	End time a.m. p.m.
District	During which class did you observe? _____Reading/ELA _____Science _____ Social Studies _____ Math _____ Other (Specify)_____
City	

Number

Maximum number of students observed in classroom

Number

Maximum number of adults observed providing instruction or educational support in the classroom (including teacher)

Describe any special circumstances that interrupted instruction.

_____
_____
_____
_____
_____
_____

Note to Observer:
Focus on primary teacher for rating purposes. If a student teacher is leading class, please do not observe and reschedule the observation.

General Instructional Strategies			
Item	**Yes**	**No**	**Notes**
1. Did the teacher adapt instruction during the lesson?	☐	☐	
2. Did the teacher foster student engagement?	☐	☐	
3. Did the teacher provide explicit instruction?	☐	☐	
a. Did the teacher model the behavior?	☐	☐	
b. Did the teacher perform a think aloud?	☐	☐	
c. Were students guided by the teacher as they completed the task?	☐	☐	
d. Did students complete the task in small steps at the same time as the teacher?	☐	☐	
e. Did pairs of students practice small steps of the task and provide feedback to each other?	☐	☐	
f. Did students complete the task individually, in pairs, or in small groups?	☐	☐	
4. Did the teacher provide feedback to the students?	☐	☐	
a. Did the teacher provide <u>corrective</u> feedback?	☐	☐	
b. Did the teacher provide <u>positive</u> feedback?	☐	☐	
c. Did the teacher provide <u>negative</u> feedback?	☐	☐	
5. Did the students work in groups?	☐	☐	
a. Did the teacher ask the students to "<u>Think-Pair-Share</u>?"	☐	☐	
b. Did the teacher ask the students to "<u>Tell-Help-Check</u>?"	☐	☐	
c. Did the teacher ask the students to "<u>Generate-Share</u>?"	☐	☐	
d. Did the teacher ask the students to do "<u>Partner Reading</u>?"	☐	☐	
e. Did the teacher ask the students to do any <u>other group work</u>? (If yes, specify in "notes" column)	☐	☐	

Vocabulary Instructional Routines

Item	Yes	No	Notes
6. Did the lesson include vocabulary instruction?	☐	☐	
a. Did the teacher pre-teach vocabulary words?	☐	☐	
b. Did the teacher teach <u>academic</u> vocabulary words?	☐	☐	
c. Did the teacher teach <u>content-specific</u> vocabulary words?	☐	☐	
d. Did the teacher teach the vocabulary words <u>by pronouncing words</u>?	☐	☐	
e. Did the teacher teach the vocabulary words <u>by defining words</u>?	☐	☐	
f. Did the teacher teach the vocabulary words <u>by identifying characteristics of the words</u>?	☐	☐	
g. Did the teacher teach the vocabulary words <u>by generating examples of the words</u>?	☐	☐	
h. Did the teacher teach the vocabulary words <u>by generating non-examples of the words</u>?	☐	☐	
i. Did the teacher use everyday language to explain the meaning of vocabulary words?	☐	☐	
j. Did the teacher use the *Frayer Model* to teach vocabulary?	☐	☐	

Comprehension Instructional Routines

Item	Yes	No	Notes
7. Did the lesson include comprehension instruction?	☐	☐	
a. Did the teacher build upon the students' background knowledge prior to reading the text?	☐	☐	
b. Did the teacher use *Anticipation-Reaction Guides*?	☐	☐	
c. Did the teacher instruct the students to identify the main ideas of the text?	☐	☐	
d. Did the teacher state the primary focus of the text?	☐	☐	
e. Did the teacher connect the text to prior learning?	☐	☐	
f. Did the teacher identify the main ideas of each paragraph?	☐	☐	
g. Did the teacher record important details related to the main ideas?	☐	☐	
h. Did the teacher compose a main idea of the section statement?	☐	☐	
i. Did the teacher use the *Notes Log* when teaching about main ideas?	☐	☐	
j. Did the teacher use the *Get the Gist* routine to find the main ideas of the paragraph?	☐	☐	
k. Did the teacher instruct the students to summarize the text?	☐	☐	
l. Did the teacher use the *Notes Log* when teaching about writing summaries?	☐	☐	

Word Study Instructional Routines			
Item	**Yes**	**No**	**Notes**
8. Did the lesson include word study where the teacher instructed students to recognize syllable patterns?	☐	☐	
a. Did the teacher teach <u>closed</u> syllable patterns?	☐	☐	
b. Did the teacher teach <u>open</u> syllable patterns?	☐	☐	
c. Did the teacher teach <u>vowel-consonant-e</u> (silent *e*) syllable patterns?	☐	☐	
d. Did the teacher teach <u>vowel-*r*</u> syllable patterns?	☐	☐	
e. Did the teacher teach <u>vowel pair</u> syllable patterns?	☐	☐	
f. Did the teacher teach <u>consonant-*le*</u> syllable patterns?	☐	☐	
g. Did the teacher teach about syllable patterns of <u>irregular words</u>?	☐	☐	
h. Did the teacher use <u>direct instruction to teach the syllable patterns</u>?	☐	☐	
i. Did the teacher <u>discuss the distinguishing feature of each syllable type</u> to teach syllable patterns?	☐	☐	
j. Did the teacher <u>discuss the effect of the syllabic pattern on the vowel sound</u> to teach syllable patterns?	☐	☐	
k. Did the teacher <u>practice the types of syllables (identifying/sounding out)</u> to teach syllable patterns?	☐	☐	
l. Did the teacher <u>generalize the syllable patterns to new words</u> to teach syllable patterns?	☐	☐	
9. Did the lesson include word study where the teacher instructed students to recognize morphemes?	☐	☐	
a. Did the teacher instruct students to recognize morphemes <u>by using direct instruction of roots and affixes</u>?	☐	☐	
b. Did the teacher instruct students to recognize morphemes <u>by generating **examples** of the morphemes</u>?	☐	☐	
c. Did the teacher instruct students to recognize morphemes <u>by generating **non-examples** of the morphemes</u>?	☐	☐	

Word Study Instructional Routines

Item	Yes	No	Notes
d. Did the teacher instruct students to recognize morphemes <u>by generalizing the morphemes to new words</u>?	☐	☐	
e. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words <u>by finding the root of the word</u>?	☐	☐	
f. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words <u>by thinking about what the root means</u>?	☐	☐	
g. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words <u>by finding the prefixes and suffixes</u>?	☐	☐	
h. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words <u>by thinking about what the prefixes and suffixes mean</u>?	☐	☐	
i. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words <u>by combining the meaning of the word parts</u>?	☐	☐	
j. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words <u>by trying the possible meaning in a sentence</u>?	☐	☐	

Fluency Instructional Routines

Item	Yes	No	Notes
10. Did the lesson include fluency instruction where the teacher read the passage aloud?	☐	☐	
a. Did students follow along and underline words to review while the teacher read the passage aloud?	☐	☐	
b. Did the teacher and students repeat any underlined words while the teacher read the passage aloud?	☐	☐	
c. Did the students provide the main idea of the passage after the teacher read the passage aloud?	☐	☐	
11. Did the lesson include fluency instruction where the students engaged in partner reading?	☐	☐	
a. Did the student partner read a passage for one minute?	☐	☐	
b. Did the student partner follow along and underline errors or skipped words during partner reading?	☐	☐	
c. Did the student partner circle the last word read during partner reading?	☐	☐	
d. Did the student partner conduct the error correction procedure during partner reading?	☐	☐	
e. Did the student partner calculate words correct per minute after partner reading?	☐	☐	
f. Did the students switch duties during partner reading?	☐	☐	

Inferential Comprehension Instructional Routines			
Item	**Yes**	**No**	**Notes**
12. Did the lesson include monitoring comprehension?	☐	☐	
a. Did the teacher explain the purpose for generating questions while reading?	☐	☐	
b. Did the teacher show students how to generate questions while reading?	☐	☐	
c. Did the teacher instruct students to generate questions by reading the passage aloud?	☐	☐	
d. Did the teacher instruct students to generate questions by discussing what the passage was about?	☐	☐	
e. Did the teacher instruct students to generate questions by identifying a fact in the passage that was a who, what where, when, why, or how?	☐	☐	
f. Did the teacher instruct students to generate questions by modeling how to turn a fact into a question?	☐	☐	
g. Did the teacher instruct students to generate questions by checking the answer in the passage?	☐	☐	
h. Did the teacher instruct students to generate questions by locating related facts from at least two different places in the text?	☐	☐	
i. Did the teacher instruct students to generate questions by combining facts to make a question?	☐	☐	
j. Did the teacher instruct students to generate questions by showing how to put information together to answer the question?	☐	☐	
k. Did the teacher instruct students to generate questions by relating something in the passage to something the class studied, read, or experienced?	☐	☐	
l. Did the teacher instruct students to generate questions by using stems to generate a question?	☐	☐	
m. Did the teacher instruct students to generate questions by modeling how to combine information in the passage with the prior knowledge to answer the question?	☐	☐	
n. Did students work as partners to generate questions?	☐	☐	
o. Did students discuss questions and answers as partners?	☐	☐	
p. Did the students use question cards as partners?	☐	☐	
q. Did students discuss questions and answers with the whole class to generate questions?	☐	☐	
r. Did the students use question cards with the whole class?	☐	☐	

Appendix C: Teacher Survey Validation Process and Findings

The ICF evaluation team created a teacher participant survey using newly developed items and items from existing surveys. The validation of the survey subsections for ELA and content area teachers is discussed in this section.

ICF created a 48-item *TALA Teacher Participant Survey* consisting of dichotomous, multiple-choice, rating scale, filter/contingency, and open-ended items. The survey was used for teachers in grades 6, 7, and 8. The survey included skip logic patterns to ensure that the survey respondents attended TALA during 2009. The skip logic patterns also directed TALA participating respondents to items geared for ELA teachers and content area teachers. The survey collected descriptive demographic information, perceptions of TALA training, perceptions of school/campus support for TALA, and implementation of TALA instructional routines and strategies in the classroom. In addition, one scale was created to measure teacher literacy instruction self-efficacy (beliefs in their ability to teach reading and writing). The literacy instruction self-efficacy scale included modified items from Tschannen-Moran and Johnson's (2004) *Teacher Self-Efficacy Literacy Scale (TSELS)*. The survey subsections, the number of items, and type of items are listed in Table C-1.

Table C-1. TALA Teacher Participant Survey

	Survey Subsection Title	Number of Items*	Types of Items
Part I	Current Primary Job	3	open-ended; multiple-choice
Part II	Background and Experience	9	multiple-choice; filter/contingency
Part III	TALA Participation	1	filter/contingency
Part IV	TALA ELA Academy	10	dichotomous; rating scale; multiple-choice
Part V	TALA Content Area Academy	10	dichotomous; rating scale; multiple-choice
Part VI	TALA Training/Campus Support	15	dichotomous; rating scale; multiple-choice; open-ended

NOTE: Rating scale items are listed as one composite item, however, the rating scale item had multiple items comprising each (e.g., ELA literacy instruction self-efficacy rating scale item had 22 items assessing the construct).

The ELA academy and content area academy sections of the survey assessed the classroom teachers' perceptions of the TALA classroom teacher academies in which they participated in summer and fall 2009. It also assessed their perceived preparedness to use the TALA instructional routines and the frequency that they used the routines in their classrooms. In addition, participants were asked about their beliefs about their ability to teach reading and writing.

Beliefs about Literacy Instruction

Items measure teachers' sense of efficacy toward literacy classroom practices. The items are adapted from Tschannen-Moran and Johnson's Teachers' Sense of Efficacy for Literacy Instruction Scale (TSELS).[1] The TSELS contains 22 items and uses a nine-point scale ranging from "none at all" to "a great deal." It possesses construct validity according to factor analysis. The validation study indicated a two-factor structure (sense of efficacy for integrating instruction across the language arts and sense of efficacy for differentiation of instruction) and alpha reliabilities above .93 for each factor.

For purposes of the evaluation, the response categories were reduced from a nine-point scale to a five-point scale. In addition, the wording of two items was changed. Item 3, "To what extent can you integrate the components of language arts" was changed to "To what extent can you provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes." Item 21 was changed from "How much can you do to adjust your reading materials to the proper level for individual students" to "To what extent can you adjust reading materials to an individual student's level." Finally, all references to "children" were changed to "students."

Since two of the items were changed and the response categories were reduced, ICF performed a cross validation study to establish construct validity. A two-part investigation follows. The total sample (n=2,346) from the TALA ELA Teacher Participant Surveys (Grade 6 2009 and Grade 7 and 9 2009) was randomly divided into two halves. In study one, the scores of the surveys of one half of the participants were subjected to an exploratory factor analysis (EFA). After analyzing the factor structure, ICF estimated internal consistency via Cronbach's alpha. For study two, ICF ran a confirmatory factor analysis (CFA) based on the results of the EFA analysis.

Exploratory Factor Analysis (EFA) Study

The total sample was randomly divided into two halves. The first half (n=1,173) was used to conduct the exploratory factor analysis. One item, "To what extent can you implement word study strategies to teach spelling," was removed from further analysis since it had a low factor coefficient (below .5). Survey scores were predicted by two factors according to Kaiser's criterion ($\lambda > 1$) and the scree plot. The factors were rotated using a Direct Oblimin rotation because ICF hypothesized that the underlying factor structures were related. This two-factor structure explained 57.8% of the variance in scores. Factor I, Self-Efficacy for Reading Instruction, explained 50.7% of the variance. Factor II, Self-Efficacy for Writing Instruction, explained 7.1% of the variance. The reliability coefficient for the Self-Efficacy for Reading Instruction factor was .95 and .90 for the Self-Efficacy for Writing Instruction factor. Table C-2 presents the items and respective factor loading for each dimension.

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[1] Tschannen-Moran, M., & Johnson, D. (2004, April). *Teacher's sense of efficacy of literacy instruction.* Paper presented at the American Educational Research Association, San Diego, CA.

Table C-2: EFA Factor Loadings: ELA Literacy Instruction Self-Efficacy Scale

Factor	Item Number	Item	Loading
Self-Efficacy for Reading Instruction	8	To what extent can you meet the needs of struggling readers?	.86
	21	To what extent can you adjust reading materials to an individual student's level?	.81
	15	To what extent can you get students to read fluently during oral reading?	.80
	12	To what extent can you help students figure out unknown words when they are reading?	.80
	2	To what extent can you use a variety of informal and formal reading assessment strategies?	.76
	14	To what extent can you model effective reading strategies?	.75
	1	To what extent can you adjust reading strategies based on ongoing informal assessments of students?	.75
	13	To what extent can you use flexible grouping to meet individual student needs for reading instruction?	.74
	4	To what extent can you provide specific, targeted feedback to students during oral reading?	.73
	11	To what extent can you get students to read a wide variety of genres?	.73
	9	To what extent can you get students to use independent reading time productively?	.72
	22	To what extent can you get students to value reading?	.68
	6	To what extent can you use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	.67
	19	To what extent can you get students to talk with each other in class about books they are reading?	.61
	18	To what extent can you provide appropriate challenges for high ability readers?	.60
	3	To what extent can you provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	.55
Self-Efficacy for Writing Instruction	16	To what extent can you use students' writing to teach grammar and spelling strategies?	.87
	7	To what extent can you model effective writing strategies?	.87
	17	To what extent can you get students to use independent writing time productively?	.82
	5	To what extent can you adjust writing strategies based on ongoing informal assessments of students?	.73
	20	To what extent can you provide students with writing opportunities in response to reading?	.53

Source: TALA Grade 6 Teacher Participant Survey, 2009, and TALA Grade 7 and 8 Teacher Participant Survey, 2009 (n=1,173)
NOTE*:* Item 10, "To what extent can you implement word study strategies to teach spelling," was removed due to a factor loading below .50.

Confirmatory Factor Analysis (CFA) Study

The second half of the sample was used to conduct the confirmatory factor analyses (n=1,173). The two-factor models generated by the EFA in study 1 were tested. Due to problems associated with the Chi Square statistic, we did not use it to assess model fit in this study. The Chi Square statistic is influenced by sample size, and is sensitive to non-normality (McDonald, 1999)[2]. Instead, a variety of indices were used to assess model fit: Goodness of Fit Index (GFI), the Incremental Fit Index (IFI), the Comparative Fit Index (CFI), the Non-Normed Fit Index (NNFI), and the Root Mean Square Residual (RMR). Values ranging from .90 to .95 indicate acceptable to very good model-data fit and RMR values should be less than .05 (Bentler & Bonett, 1980)[3].

The CFA supported the two-factor solution. The model possessed an RMR of .05, and GFI, CFI, NNFI, and IFI ranging from .80 to .96. The reliability coefficient for the Self-Efficacy for Reading Instruction factor was .95 and .91 for the Self-Efficacy for Writing Instruction factor. The factor loadings are presented in Table C-3.

Table C-3. CFA Standardized Factor Loadings: ELA Literacy Instruction Self-Efficacy Scale

Factor	Item Number	Item	Loading
Self-Efficacy for Reading Instruction	21	To what extent can you adjust reading materials to an individual student's level?	.78
	8	To what extent can you meet the needs of struggling readers?	.77
	15	To what extent can you get students to read fluently during oral reading?	.75
	2	To what extent can you use a variety of informal and formal reading assessment strategies?	.74
	11	To what extent can you get students to read a wide variety of genres?	.74
	14	To what extent can you model effective reading strategies?	.74
	1	To what extent can you adjust reading strategies based on ongoing informal assessments of students?	.73
	4	To what extent can you provide specific, targeted feedback to students during oral reading?	.73
	9	To what extent can you get students to use independent reading time productively?	.73
	12	To what extent can you help students figure out unknown words when they are reading?	.73
	13	To what extent can you use flexible grouping to meet individual student needs for reading instruction?	.73
	3	To what extent can you provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	.72

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[2] McDonald, R. P. (1999). Test *theory: A unified treatment.* Mahwah, NJ: Lawrence Erlbaum Publishers.
[3] Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, *88*, 588-606.

Factor	Item Number	Item	Loading
	6	To what extent can you use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	.70
	19	To what extent can you get students to talk with each other in class about books they are reading?	.70
	22	To what extent can you get students to value reading?	.70
	18	To what extent can you provide appropriate challenges for high ability readers?	.66
Self-Efficacy for Writing Instruction	17	To what extent can you get students to use independent writing time productively?	.84
	16	To what extent can you use students' writing to teach grammar and spelling strategies?	.84
	7	To what extent can you model effective writing strategies?	.81
	5	To what extent can you adjust writing strategies based on ongoing informal assessments of students?	.80
	20	To what extent can you provide students with writing opportunities in response to reading?	.76

Source: TALA Grade 6 Teacher Participant Survey, 2009, and TALA Grade 7 and 8 Teacher Participant Survey, 2009 (n=1,173)

For content area participants, the ICF evaluation team reduced the *Literacy Instruction Self-Efficacy Scale* to 10 items, and only included items applicable to content area teachers. ICF tested the two-factor structure using CFA.

The CFA supported the two-factor solution. The model possessed an RMR of .03, and GFI, CFI, NNFI, and IFI ranging from .93 to .98. The reliability coefficient for the Self-Efficacy for Reading Instruction factor was .92 and .89 for the Self-Efficacy for Writing Instruction factor. The factor loadings are presented in Table C-4.

Table C-4. Standardized Factor Loadings: Content Area Literacy Instruction Self-Efficacy Scale

Factor	Item Number	Item	Loading
Self-Efficacy for Reading Instruction	7	To what extent can you get students to read fluently during oral reading?	.84
	6	To what extent can you model effective reading strategies?	.83
	4	To what extent can you meet the needs of struggling readers?	.81
	2	To what extent can you provide specific, targeted feedback to students during oral reading?	.80
	9	To what extent can you provide appropriate challenges for high ability readers?	.77
	5	To what extent can you help students figure out unknown words when they are reading?	.76
	1	To what extent can you provide natural learning situations in which language arts (reading, writing, speaking, and listening) can be developed together for real purposes?	.75

Factor	Item Number	Item	Loading
Self-Efficacy for Writing Instruction	3	To what extent can you model effective writing strategies?	.86
	10	To what extent can you provide students with writing opportunities in response to reading?	.85
	8	To what extent can you use students' writing to teach grammar and spelling strategies?	.85

Source: TALA Grade 6 Teacher Participant Survey, 2009, and TALA Grade 7 and 8 Teacher Participant Survey, 2009 (n=1,371)

Appendix D: Descriptive Information about the Evaluation Participants

A. TALA Regional Trainer Demographics

Overall, there were 190 regional trainers who replied to both surveys that had valid responses for final analysis. As shown in Table D-1, 70% of the respondents had ever had professional experience as a classroom teacher and 41% were currently employed as a teacher at the time of the first survey. Of those with a teaching background, 70% had more than 10 years of teaching experience, and 71% are certified to teach in Texas. The majority of the regional trainers (58%) have experience teaching at the middle school level (Grades 6-8). The regional trainers had experience teaching in a variety of subjects across ELA and the content areas, although the regional trainers' experience skewed more toward English language arts and reading. Over half of the regional trainers (57%) have experience teaching language arts and 36% have experience teaching reading.

Table D-1. Demographic Characteristics of TALA Regional Trainer Survey Participants

Demographic Characteristics	%
Current or Previous Positions	
Teacher	71%
Subject area consultant	18%
Subject area coordinator	9%
Curriculum specialist	39%
Librarian	1%
Other	27%
Current Teacher	
Yes	41%
No	59%
Years of Teaching Experience (n=135)[4]	
1-3 years	1%
4-10 years	29%
More than 10 years	70%
Instructional Level Taught	
Primary School (PK-2)	16%
Elementary School (3-5)	26%
Middle School (6-8)	58%
High School (9-12)	25%
Other	7%
Subject Areas Taught	
English language arts	57%
Mathematics	23%
Reading	36%
Science	25%
Social Studies	30%
Other	11%

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[4] Only regional trainers who are currently or have previously been teachers answered this question.

Demographic Characteristics	%
Teaching Certification	
Certified in Texas	71%
Certified in another State	3%
Working to obtain certification	1%
Other	3%
Not certified to teach	22%

Source: TALA Trainer Survey, 2009 (n=190)

Table D-2 displays TALA regional trainers' prior training and leadership roles they have had in the past. Just over half of the respondents (53%) identified themselves as being TALA regional trainers in the past, 96% had been a professional development facilitator, and 95% had content area leadership or curriculum development experiences.

Table D-2. TALA Regional Trainers' Previous Training and Leadership Roles

Roles	%
Prior experience as a TALA trainer	53%
Prior experience as a professional development facilitator	96%
Prior experience as a content area leader or curriculum developer/specialist	95%

Source: TALA Trainer Survey, 2009 (n=190)

B. TALA Teacher Participant Demographics

TALA Academies were conducted during the summer and fall in both 2008 and 2009 for Grade 6, 7, and 8 teachers. In 2008, only Grade 6 teachers participated in the ELA and Content Area Academies, but in 2009, these offerings were expanded to Grades 7 and 8 teachers as well. This section examines the characteristics of 2009 TALA attendees in the following areas:

Primary Assignment
Years of Experience as a Classroom Teacher
    o Years of experience as a 6th, 7th, and/or 8th grade classroom teacher
Grade Levels Taught
    o Current grade levels taught
    o Previous grade levels taught
Subject Areas Taught
    o Current subject areas taught
    o Previous subject areas taught
Teaching Certification
    o Current teaching certificate
    o Certification route

Primary Assignment

Participants in the TALA ELA and Content Area Academies were asked a series of questions about their current primary jobs and their teaching backgrounds.

Of the TALA Grade 6 teachers who provided survey responses, 83% reported that their primary job was as a classroom teacher, followed by 11% of respondents who were special education teachers or specialists. Similarly, 83% of Grade 7 and 8 respondents indicated that their current primary job was as a classroom teacher, with the second most commonly selected position being that of a special education teacher or specialist (10%). The distribution of teachers across other positions is listed in Table D-3.

Table D-3. Current Primary Assignment of TALA Participants

Job Title	Grade 6 Teachers Percent (N)	Grade 7 and 8 Teachers Percent (N)
Campus Administrator	<1% (1)	<1% (4)
Campus-based Content Area Specialist (e.g., Science, Math)	1% (6)	2% (56)
Campus-based Reading / ELA Specialist	2% (11)	3% (89)
Classroom Teacher	83% (419)	83% (2,708)
District Administrator	0% (0)	<1% (1)
District-based Content Area Specialist (e.g., Science, Math)	<1% (1)	<1% (7)
District-based Reading / ELA Specialist	<1% (1)	<1% (6)
Regional Education Service Center Staff Member	<1% (1)	0% (0)
Special Education Teacher / Specialist	11% (55)	10% (327)
Other	2% (11)	2% (61)
Total	100% (507)	100% (3,259)

Sources: TALA Grade 6 Teacher Participant Survey, 2009; TALA Grade 7 and 8 Teacher Participant Survey, 2009

Years of Experience as a Classroom Teacher

Table D-4 depicts the number of years of experience as a classroom teacher and as a Grade 6 teacher, as reported by Grade 6 TALA ELA Academy and Content Area Academy attendees who completed the Teacher Participant Survey. The pattern of results is consistent across both types of academy participants.

Table D-4 shows that 75% of TALA Grade 6 respondents have been classroom teachers for 4 years or longer, and 41% have taught at Grade 6 for 4 or more years. Of the Grade 6 ELA Academy respondents, 77% have been teaching for 4 years or longer, while only 43% have taught Grade 6 for 4 years or longer. Among the Grade 6 Content Area Academy respondents, 72% have been a classroom teacher for 4 years or longer, and 39% have taught as a Grade 6 teacher for 4 years or longer.

Table D-4. Classroom Experience of TALA Grade 6 Participants

Item	Grade 6 TALA Respondents	Zero Years	Less than 1 Year	1-3 Years	4-10 Years	More than 10 years	TOTAL
How many years of experience have you EVER had as a classroom teacher?	All teachers	1% (6)	2% (12)	22% (109)	31% (159)	44% (221)	100% (507)
	ELA Academy	1% (4)	3% (7)	19% (57)	30% (90)	47% (141)	100% (299)
	Content Area Academy	1% (2)	2% (5)	25% (52)	33% (69)	39% (80)	100% (208)
How many years of experience have you EVER had as a SIXTH grade teacher?	All teachers	13% (64)	10% (50)	36% (186)	28% (143)	13% (64)	100% (507)
	ELA Academy	9% (28)	11% (34)	37% (110)	29% (85)	14% (42)	100% (299)
	Content Area Academy	17% (36)	8% (16)	36% (76)	28% (58)	11% (22)	100% (208)

Source: TALA Grade 6 Teacher Participant Survey, 2009

Table D-5 depicts the number of years of experience as a classroom teacher and as a Grade 7 or 8 teacher, as reported by Grade 7 and 8 TALA ELA Academy and Content Area Academy attendees who completed the Teacher Participant Survey. The pattern of results is consistent across both types of academy participants.

Eighty-one percent of TALA Grade 7 and 8 respondents have been classroom teachers for 4 years or longer, and 73% have taught at Grade 7 or 8 for 4 or more years. Of the Grade 7 and 8 ELA Academy respondents, 82% have been teaching for 4 years or longer, while 74% have taught Grade 7 or 8 for 4 years or longer. Among the Grade 7 and 8 Content Area Academy respondents, 78% have been a classroom teacher for 4 years or longer, and 70% have taught as a Grade 7 or 8 teacher for 4 years or longer.

Table D-5. Classroom Experience of TALA Grade 7 and 8 Participants

Item	Grade 7 and 8 TALA Respondents	Zero Years	Less than 1 Year	1-3 Years	4-10 Years	More than 10 years	TOTAL
How many years of experience have you EVER had as a classroom teacher?	All teachers	<1% (8)	1% (33)	17% (560)	33% (1,083)	48% (1,576)	100% (3,260)
	ELA Academy	<1% (6)	1% (22)	16% (329)	32% (676)	50% (1,052)	100% (2,085)
	Content Area Academy	<1% (2)	1% (11)	20% (231)	34% (407)	44% (524)	100% (1,175)
How many years of experience have you EVER had as a SEVENTH/EIGHTH grade teacher?	All teachers	<1% (14)	2% (75)	24% (787)	39% (1,261)	34% (1,123)	100% (3,260)
	ELA Academy	1% (11)	2% (45)	23% (476)	39% (821)	35% (732)	100% (2,085)
	Content Area Academy	<1% (3)	3% (30)	26% (311)	37% (440)	33% (391)	100% (1,175)

Source: TALA Grade 7 and 8 Teacher Participant Survey, 2009

Grade Levels Taught

Grade 6 TALA participants were asked what current grade level they teach; nearly all who responded to the Teacher Participant Survey (99%), across both types of TALA academies, are currently teaching grades 6-8. In addition, TALA Grade 6 participants were asked to indicate which grade levels they had ever taught. As illustrated by Table D-6, 92% of both ELA and Content Area Academy respondents had previously taught grades 6 through 8.

Table D-6. Grade Levels Taught by TALA Grade 6 Participants

Item	Grade 6 TALA Respondents	PK-K	1-3	4-5	6-8	9-12
Which of these grade levels do you CURRENTLY teach?	All teachers	<1% (2)	3% (14)	9% (47)	99% (500)	2% (10)
	ELA Academy	<1% (1)	4% (12)	12% (37)	99% (296)	3% (8)
	Content Area Academy	<1% (1)	1% (2)	5% (10)	98% (204)	1% (2)
Which of these grade levels have you EVER taught?	All teachers	10% (51)	32% (161)	41% (207)	92% (467)	21% (105)
	ELA Academy	13% (38)	39% (117)	45% (135)	92% (275)	18% (53)
	Content Area Academy	6% (13)	21% (44)	35% (72)	92% (192)	25% (52)

Source: TALA Grade 6 Teacher Participant Survey, 2009. Multiple responses (i.e., "Select all that apply") were allowed for these items.

Grade 7 and 8 TALA participants were asked what current grade level they teach; nearly all who responded to the Teacher Participant Survey (98-99%), across both types of TALA academies, are currently teaching grades 6-8. In addition, TALA Grade 7 and 8 respondents were asked to indicate which grade levels they had ever taught. As illustrated by Table D-7, 95% of ELA, and 96% of Content Area Academy respondents had previously taught Grades 6 through 8.

Table D-7. Grade Levels Taught by TALA Grade 7 and 8 Participants

Item	Grade 7 and 8 Respondents	PK-K	1-3	4-5	6-8	9-12
Which of these grade levels do you CURRENTLY teach?	All teachers	<1% (10)	1% (21)	2% (53)	98% (3,207)	4% (128)
	ELA Academy	<1% (6)	1% (14)	2% (32)	98% (2,045)	4% (80)
	Content Area Academy	<1% (4)	1% (7)	2% (21)	99% (1,162)	4% (48)
Which of these grade levels have you EVER taught?	All teachers	9% (277)	21% (672)	26% (849)	96% (3,120)	30% (972)
	ELA Academy	9% (197)	24% (494)	28% (573)	95% (1,989)	31% (645)
	Content Area Academy	7% (80)	15% (178)	24% (276)	96% (1,131)	28% (327)

Source: TALA Grade 7 and 8 Teacher Participant Survey, 2009. Multiple responses (i.e., "Select all that apply") were allowed for these items.

Subject Areas Taught

Teachers were asked to report which subject areas they are currently teaching, and which subject areas they had ever taught.

Forty-nine percent of all Grade 6 TALA participants who responded to the Teacher Participant Survey currently taught Language Arts, with 37% reporting that they taught Reading. When survey responses are examined across Academy participants, 73% of ELA Academy respondents currently taught Language Arts, and 56% taught Reading; in contrast, the majority (51%) of Content Area Academy respondents taught Math, while 27% currently taught Science and 26% taught Social Studies.

As demonstrated in Table D-8, large percentages of TALA Grade 6 respondents had experience teaching in multiple content areas. The majority of ELA Academy respondents had taught Language Arts (88%) and Reading (75%), while more than half of Content Area Academy respondents had previously taught Mathematics (66%) and Science (54%).

Table D-8. Subject Areas Taught by TALA Grade 6 Participants

Item	Grade 6 TALA Respondents	Language Arts	Math	Reading	Science	Social Studies
Which of these subject areas do you CURRENTLY teach?	All teacher participants	49% (248)	30% (152)	37% (189)	17% (86)	21% (104)
	ELA Academy participants	73% (219)	15% (46)	56% (167)	10% (29)	17% (51)
	Content Area Academy participants	14% (29)	51% (106)	11% (22)	27% (57)	26% (53)
Which of these subject areas have you EVER taught?	All teacher participants	68% (346)	57% (290)	59% (297)	49% (250)	52% (264)
	ELA Academy participants	88% (262)	51% (153)	75% (223)	46% (138)	55% (164)
	Content Area Academy participants	40% (84)	66% (137)	36% (74)	54% (112)	48% (100)

Source: TALA Grade 6 Teacher Participant Survey, 2009. Multiple responses (i.e., "Select all that apply") were allowed for these items.

The results for the Grade 7 and 8 TALA participants were similar to the Grade 6 findings. Forty nine percent of all Grade 7 and 8 TALA participants who responded to the Teacher Participant Survey currently taught Language Arts, with 36% reporting that they taught Reading. When survey responses are examined across Academy participants, 71% of ELA Academy respondents currently taught Language Arts, and 53% taught Reading; in contrast, the majority (41%) of Content Area Academy respondents taught Math, while 32% currently taught Science and 26% taught Social Studies.

As demonstrated in Table D-9, large percentages of TALA Grade 7 and 8 respondents had experience teaching in multiple content areas. The majority of ELA Academy respondents had taught Language Arts (87%) and Reading (73%), while more than half of Content Area Academy respondents had previously taught Mathematics (56%) and nearly half had taught Science (49%).

Table D-9. Subject Areas Taught by TALA Grade 7 and 8 Participants

Item	Grade 7 and 8 TALA Respondents	Language Arts	Math	Reading	Science	Social Studies	Other
Which of these subject areas do you CURRENTLY teach?	All teacher participants	49% (1,587)	20% (656)	36% (1,184)	15% (494)	14% (468)	1% (24)
	ELA Academy participants	71% (1,489)	8% (171)	53% (1,104)	6% (117)	8% (159)	1% (13)
	Content Area Academy participants	8% (99)	41% (485)	7% (80)	32% (377)	26% (309)	1% (11)
Which of these subject areas have you EVER taught?	All teacher participants	67% (2,169)	40% (1,317)	57% (1,842)	35% (1,138)	39% (1,257)	17% (556)
	ELA Academy participant	87% (1,806)	32% (661)	73% (1,511)	27% (558)	35% (735)	19% (395)
	Content Area Academy participants	31% (363)	56% (656)	28% (331)	49% (580)	44% (522)	14% (161)

Source: TALA Grade 7 and 8 Teacher Participant Survey, 2009. Multiple responses (i.e., "Select all that apply") were allowed for these items.

Teaching Certification

When asked about the status and type of certification they had, almost all TALA Grade 6 participants reported that they are currently certified to teach in Texas (98% of all respondents; 97% of ELA Academy, and 99% of Content Area Academy respondents).

As highlighted in Table D-10, TALA participant responses indicated that college/university undergraduate certification programs (50%) and alternative certification programs (31%) are more commonly used than college/university post-bachelor certification programs for becoming certified to teach in Texas. More than half of ELA Academy respondents either obtained their Texas certification, or are in the process of obtaining it, through college/ university undergraduate certification programs, and 27% used alternative certification programs. Similarly, 45% of Content Area Academy respondents used college / university undergraduate program and 38% used an alternative certification program, while only 17% used a post-bachelor certification program.

Table D-10. Teaching Certification for TALA Grade 6 Participants

Item	Grade 6 TALA Respondents	Currently certified to teach in Texas	Currently certified to teach in another state	Working to obtain Texas teaching certification
What is your current teaching certification?	All teachers	98% (496)	5% (27)	2% (12)
	ELA Academy	97% (291)	7% (20)	3% (8)
	Content Area Academy	99% (205)	3% (7)	1% (4)

Item	Grade 6 TALA Respondents	College/university undergraduate certification program	Alternative certification program	College/university post-bachelor certification program

Item	Grade 6 TALA Respondents	Currently certified to teach in Texas	Currently certified to teach in another state	Working to obtain Texas teaching certification
If you are currently certified to teach, or working towards getting certified to teach in Texas, what was/is your certification route?	All teachers	50% (251)	31% (160)	19% (96)
	ELA Academy	53% (158)	27% (81)	20% (60
	Content Area Academy	45% (93)	38% (79)	17% (36)

Source: TALA Grade 6 Teacher Participant Survey, 2009. Multiple responses (i.e., "Select all that apply") were allowed for the "What is your current teaching certification?" item.

Similar to their Grade 6 counterparts, almost all TALA Grade 7 and 8 teacher respondents (99%) reported that they are currently certified to teach in Texas (99% of the ELA Academy respondents and 99% of the Content Area Academy respondents).

Slightly more than half of the overall teachers (51%) are working on or completed a college/university undergraduate certification program. Among the three types of certification programs listed, college/university undergraduate certification programs (53%) and alternative certification programs (27%) were the most commonly selected by the ELA teachers, as well as for content area teachers (49% and 35%, respectively).

Table D-11. Teaching Certification for TALA Grade 7 and 8 Participants

Item	Grade 7 and 8 TALA Respondents	Currently certified to teach in Texas	Currently certified to teach in another state	Working to obtain Texas teaching certification	Not Certified
What is your current teaching certification?	All teachers	99% (3,230)	5% (170)	1% (35)	<1% (2)
	ELA Academy	99% (2,063)	5% (110)	1% (27)	<1% (1)
	Content Area Academy	99% (1,167)	5% (60)	1% (8)	<1% (1)

Item	Grade 7 and 8 TALA Respondents	College/University undergraduate certification program	Alternative certification program	College/university post-bachelor certification program
If you are currently certified to teach, or working towards getting certified to teach in Texas, what was/is your certification route?	All teachers	51% (1,675)	30% (988)	18% (595)
	ELA Academy	53% (1,106)	27% (572)	20% (406)
	Content Area Academy	49% (569)	35% (416)	16% (189)

Source: TALA Grade 7 and 8 Teacher Participant Survey, 2009. Multiple responses (i.e., "Select all that apply") were allowed for the "What is your current teaching certification?" item.

C. TALA Administrator Survey Participants' Demographics

Administrators were asked a series of questions about their personal backgrounds, including in what capacity they served their districts and for how long, as well as the backgrounds of the schools they served and the programs being implemented.

Table D-12 indicates that of all administrators surveyed, more than two-thirds were principals (77%), with curriculum / instructional specialists (11%) being the second most commonly held position. Among those who participated in the TALA Administrator Overview Training, 49% were principals and 28% were curriculum/ instructional specialists.

Table D-12. Types of Jobs Held by Administrators

Item	Respondents	Principal	Assistant Principal	Curriculum / Instructional Specialist	Grant Coordinator	Other	Total
What is your job title?	All Administrators	77% (225)	5% (16)	11% (33)	<1% (2)	6% (18)	100% (294)
	Administrators Who Attended Training	49% (47)	10% (10)	28% (27)	2% (2)	11% (11)	100% (97)
	Administrators Who Did Not Attend Training	90% (178)	3% (6)	3% (6)	0% (0)	4% (7)	100% (197)

Source: TALA Administrator Survey, 2009

As demonstrated in Table D-13, the percentage of administrators who had been in their position for one to three years (43%) was on par with that of administrators who had been in their position for four or more years (45%). This distribution of administrators was reflected even when the group was divided by those who had attended the TALA training and those who had not.

Table D-13. Overall Years of Experience of Administrators

Item	Respondents	Less than 1 year	1-3 years	4-10 years	More than 10 years	Total
How long have you been in this position at the campus(es) to which you are assigned?	All Administrators	12% (39)	43% (125)	34% (99)	11% (31)	100% (294)
	Administrators Who Attended Training	9% (8)	46% (45)	31% (30)	14% (14)	100% (97)
	Administrators Who Did Not Attend Training	16% (31)	41% (80)	35% (69)	8% (17)	100% (197)

Source: TALA Administrator Survey, 2009

Appendix E: Online Follow-Up Tables

TALA Online Follow-Up by ELA Teacher Participants

Table E-1. ESC Where TALA ELA Teacher Participants Who Completed Online Training Teach

ESC	Percentage of Grade 6 ELA Teachers (n=548)	Percentage of Grade 7 and 8 ELA Teachers (n=3,721)
ESC 1	7%	8%
ESC 2	<1%	1%
ESC 3	2%	2%
ESC 4	12%	14%
ESC 5	1%	1%
ESC 6	1%	2%
ESC 7	4%	4%
ESC 8	3%	3%
ESC 9	2%	1%
ESC 10	17%	22%
ESC 11	9%	10%
ESC 12	7%	3%
ESC 13	10%	4%
ESC 14	2%	2%
ESC 15	1%	1%
ESC 16	5%	3%
ESC 17	1%	3%
ESC 18	<1%	1%
ESC 19	9%	9%
ESC 20	6%	6%
Total	**100%**	**100%**

Source: Online Follow-Up Training Database about Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies, 2009, as Merged with PEIMS 2007-08 (Grade 6 N=548, Grade 7 and 8 N=3,721)

Table E-2. Subject of the Class in Which TALA ELA Teacher Participants Implemented TALA by Tiers and the TMSFA

Course Subject	Grade 6: Tier I (n=548)	Grade 6: Tiers II/III (n=425)	Grade 6: TMSFA (n=117)	Grade 7 and 8: Tier I (n=3,708)	Grade 7 and 8: Tiers II/III (n=2,725)	Grade 7 and 8: TMSFA (n=974)
English language arts	54%	53%	51%	61%	59%	51%
Reading	29%	33%	35%	26%	28%	39%
ESL	5%	6%	4%	5%	6%	3%
Special Education	7%	8%	10%	6%	7%	7%
Mathematics	1%	---	---	<1%	---	---
Science	1%	---	---	<1%	---	---
Social Studies	3%	---	---	<1%	---	---

Source: Online Follow-Up Training Database, 2009

Table E-3. Grade Level of the Students Enrolled in the Class in Which TALA ELA Teacher Participants Implemented TALA by Tiers and the TMSFA

Grade Level	Grade 6: Tier I (n=548)	Grade 6: Tiers II/III (n=425)	Grade 6: TMSFA (n=117)	Grade 7 and 8: Tier I (n=3708)	Grade 7 and 8: Tiers II/III (n=2725)	Grade 7 and 8: TMSFA (n=974)
Grade 6	84%	83%	70%	---	1%	---
Grade 7	---	---	---	45%	41%	62%
Grade 8	---	---	---	36%	40%	18%
Combination of Grades 6-8	16%	17%	30%	19%	18%	20%

Source: Online Follow-Up Training Database, 2009

Table E-4. Number of Students Who Were in the Class in Which TALA ELA Teacher Participants Implemented TALA by Tiers and the TMSFA

Number of Students	Grade 6: Tier I (n=548)	Grade 6: Tiers II/III (n=425)	Grade 6: TMSFA (n=117)	Grade 7 and 8: Tier I (n=3708)	Grade 7 and 8: Tiers II/III (n=2725)	Grades 7 and 8: TMSFA (n=974)
1-10 students	18%	21%	37%	16%	19%	40%
11-20 students	31%	32%	25%	36%	36%	29%
21-30 students	42%	40%	20%	39%	38%	16%
31-40 students	2%	2%	3%	4%	3%	4%
More than 40 students	7%	5%	15%	5%	4%	11%

Source: Online Follow-Up Training Database, 2009

Table E-5. Length of Time TALA ELA Teacher Participants Spent Planning the Lesson in Which the Instructional Routine was Implemented by Tiers and the TMSFA

Time	Grade 6: Tier I (n=548)	Grade 6: Tiers II/III (n=425)	Grade 6: TMSFA (n=117)	Grade 7 and 8: Tier I (n=3708)	Grade 7 and 8: Tiers II/III (n=2725)	Grade 7 and 8: TMSFA (n=974)
10 minutes	2%	1%	0%	2%	2%	2%
15 minutes	9%	5%	5%	7%	7%	3%
20 minutes	13%	15%	6%	17%	15%	6%
30 minutes	32%	28%	19%	29%	29%	14%
45 minutes	22%	24%	8%	22%	22%	11%
1 hour	12%	14%	8%	12%	13%	11%
Over 1 hour	10%	13%	54%	11%	12%	53%

Source: Online Follow-Up Training Database, 2009

Table E-6. Sample Open-Ended Responses from Participating TALA ELA Teachers Explaining Why They Selected to Implement Each Instructional Tier I Routine for Online Follow-Up Activity

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"I chose to implement this particular routine because my students need vocabulary building to increase both reading and writing success. The Frayer Model is very comprehensive, providing the term, definition, characteristics, and examples and nonexamples. This helps to build the students' prior knowledge background and contextual application, which is a very crucial component of vocabulary acquisition."	"I chose this routine to help students gain a greater understanding of the vocabulary that they are learning. The students had to use higher order thinking skills to find characteristics, examples, and nonexamples of the words. The modeling of the Frayer Model helped them with the various vocabulary concepts. The students also enjoyed sharing their ideas about the various examples and nonexamples."
Pronouncing and Defining Words	"I chose to implement this particular routine because I have seen that my students are good at spelling words when given the opportunity to study lists but they do not know what the words mean. I am no longer interested in my students just knowing how to spell. I want each of them to be able to recall the meaning of each of the new words in their vocabulary. It has been fun watching them grow and how they light up when they know the meaning."	"It is overwhelming for students to learn new words and their definitions when the definitions are hard for them to understand. If the definition is stated in their own words, they tend to remember it because they understand the concept. Otherwise, it is strictly memorization. Breaking words into parts helped my students learn to pronounce their vocabulary words correctly and feel more comfortable using them in conversation because they are confident they are saying them correctly."
Partner Reading & Active Involvement	"I have students who read and comprehend at different levels, this activity allowed them to assist each other and see things from other person's point of view. The activity was very successful as each student argued his point and they came to agree on the questions asked. I was amazed at how well they were at explaining motives, summaries, etc to each other."	"I liked this routine because the lower-level reader is more comfortable reading aloud to just one person, as opposed to the entire class. The higher-level student also provides good modeling of reading and their input into the lower-level students reading can be seen as less threatening since it was between the two of them and not an entire classroom of people. This also created a structured timeline for the students of when they had to be done with the individual chapters."
Using Anticipation-Reaction Guides	"I chose to use the anticipation reaction guides to give my students a purpose for reading, to see if they could find text evidence to support their opinions, and to analyze text to see if it changed their opinions in any way. We had some great discussion!"	"I teach different levels of English as a Second Language Learners. This instructional routine is very effective for me because it encourages my students to critically think and set a purpose before reading, and it will guide them through to validate their responses during reading, and evaluate or form decisions after reading. I love this routine, and I use it every day."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Composing Main Idea Statements (*Notes Log*)	"Main idea can be a very hard concept for students to grasp, and I think that using the Notes Log truly helps keep them focused on what they are trying to accomplish. I like the idea of breaking a reading assignment into sections and taking notes on it before coming up with the main idea."	"Main idea is one of the most important reading skills that we teach. Using a notes log provided the structure that we needed and was beneficial to all my students' various learning abilities."
Composing Summaries (*Notes Log*)	"I chose this particular routine because students had just learned about "main ideas" in their reading classes. I knew the summary strategy builds upon this, so I figured it would reinforce the main idea concept, as well as introduce to them another concept that will appear on their reading TAKS test. It is a routine that they will be able to apply not only to their reading and English classes, but to all of their classes."	"My students have continuously lacked in the ability to create summaries that are both logical and thorough. The specific steps provided in this routine are easy to implement and the students love the structure provided within this procedure that allows for "I Do," "We Do," and "You Do" steps. No one feels as if they are being singled out."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=548, Grade 7 and 8 N=3,708)

Table E-7. Sample Open-Ended Responses from Participating TALA ELA Teachers Explaining Why They Selected to Implement Each Instructional Tiers II/III Routine for Online Follow-Up Activity

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Level 1 Questions	"Students are always being asked questions. I felt that if they were taught how questions were created and could create their own, then they would have a better understanding of what they were being asked when given an assessment over a reading selection."	"Learning to question text to gain deeper meaning of the text is a crucial skill for all students to have. If they can begin to ask basic questions, it will lead them to asking deeper, more meaningful questions and gaining comprehension of what they are reading."
Building Fluency with Partner Reading	"One of our TEKS is to build fluency and I thought this routine would be an excellent way to build this skill. The students are responsible for monitoring one another, and this helps them remain actively engaged. It is also a good way to address the issue of multiple reading levels."	"When students worked together, they wanted to do better in their reading skills. Partner reading showed to be a creative way to make my students responsible for trying harder and improving their reading levels."

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Identifying Syllable Types	"This instructional routine was chosen to help my students improve the ability to recognize, decode, read, and comprehend the meanings of difficult and challenging words in a reading assignment. This routine was also implemented to help students learn and analyze words by identifying common syllable patterns."	"I chose this routine to reinforce the vocabulary growth of my students in their writing. They need to understand how to pronounce the word if they are going to use it, so I believed this routine to be essential to their ability to learn new words."
Morphemic Analysis	"Students are more likely to understand what they are reading if they have more immediate access to the meaning of a word. Morphemic analysis allows them to decode the word quickly and continue reading; it helps their fluency increase."	"I have many kids who speak other languages. Many of them struggle with vocabulary development and give up without even trying. I knew that they knew more about word parts than they realized, so my goal was for them to access that knowledge. In accessing that knowledge, they have become more confident and are expanding their vocabulary."
Generating Level 3 Questions	"I chose level 3 questioning because it highly engages students. First of all, you find out what they already know about the subject matter. Then, students make connections to the text. This helps them further explain their ideas and to think critically. It fosters independent thinking and challenges the student to learn more."	"Students continually struggle with comprehension and expository text. This strategy was utilized to empower students to teach themselves how to unravel text for better comprehension. Students were surprised to learn that they do have the skills to help themselves become better readers. I chose to implement this particular routine to encourage my students to look deeper than the surface for comprehension. I want them to find relationships between what they are learning and who they are."
Generating Level 2 Questions	"Generating questions fosters students' meta-cognition and a deeper level of understanding the material we are reading. It sets a purpose for the reading rather than simply answering pre-generated questions."	"My students are easily able to answer Level 1 questions, but have difficulty with answering higher-level questions. I wanted to expose them to more difficult questions to help them develop higher-level skills later in the year."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=425, Grade 7 and 8 N=2,725)

Table E-8. Sample Open-Ended Responses from Participating TALA ELA Teachers Explaining Why They Selected to Implement Each Portion of the TMSFA for Online Follow-Up Activity

TALA TMSFA Portion	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Both Passage Reading and Word Reading Subtests	"The TMSFA is similar to other assessments I have given because the students had to read for one minute and I documented the errors made by the student. It was different in the fact that I was able to know if they needed help in decoding, fluency, or comprehension. I have also never used a word list to determine need of fluency in any other test I have given."	"The TMSFA is a great tool to be able to determine the individual needs of students. It is more structured than most assessments and provides direct information about decoding, fluency, and comprehension needs."
Passage Reading Fluency Subtest	"It is different in the sense that I can hear the study read aloud individually and I can clearly see their mistakes. I can pinpoint where their problems are in more detailed areas, not just in objectives. With the TMSFA, I can see why they struggle in a certain objective, not just which objective they tend to struggle."	"It really helps me to monitor my ESL students with their growth. Over time I am able to see the fluency begin to build and them use strategies that have been thought in order to pronounce unfamiliar words instead of substituting them for other words."
Word Reading Fluency Subtest	"I felt very comfortable using the TMSFA with my students because it is very similar to the DSTR assessment used by the Creative Education Institute (CEI) reading program. For that reason, I had no problems implementing the test."	"TMSFA is different than other assessments because you have the option to concentrate on the fluency instead of comprehension of the passage which is very important especially with your English Language Learners and struggling readers."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=117, Grade 7 and 8 N=974)

Table E-9. Sample Open-Ended Responses from Participating TALA ELA Teachers Providing a General Outline of Their Lesson Plan for Each Instructional Tier I Routine

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"1. I previewed the reading material and selected five challenging words. 2. I Do phase- I modeled one of the words using the Frayer model. I showed how each of the squares was filled in using the dictionary and context clues found in the passage. 3. We DO Phase- We did another challenging word together and filled in the squares.	1. "The teacher reads the words (to exemplify correct pronunciation) and students repeat after her. 2. Students take turns reading the dictionary definitions and examples of the words used in context. 3. To further deepen the understanding of the new vocabulary, I show them how to find examples, and nonexamples for the words.

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	4. You Do Phase-I reviewed pronunciation and definitions of each of the remaining words and assigned the students to choose two words and follow the Frayer model to create a deep understanding of the word. 5. When everyone was finished, we shared our models."	4. Then, we do some examples and nonexamples together. 5. Finally, they find examples and nonexamples on independently, and I offer them my assistance when needed."
Partner Reading & Active Involvement	"Match up students and tell them whether they will be reader 1 or 2. Reader 1 takes the first paragraph and the reader 2 follows. Reader 2 then reads the second paragraph and reader 1 follows. Both partners stop and talk about what they just read and summarize what they just read. I modeled with another student they steps to partner reading routine. I had the students practice the steps before letting them loose. Once they felt comfortable, I walked around and also monitored that all were doing well. I worked with individual pairs as well."	1. "Students test data used to rank by performance. 2. Partners assigned using rank method described in Module. 3. Adjusted partner assignments to prevent behavioral difficulties. 4. Allowed students to partner read (a chapter from the novel we are reading) as described in Module. 5. Required each student partner group to give the class chapter synopsis notes (ordinarily a teacher-directed 'we do' activity)."
Pronouncing and Defining Words	"1) I wrote the word 'viscosity' on the board and introduced it before the reading of the text. 2) We divided the word into parts together. 3) We pronounced each part, checking to make sure we had one vowel sound in each part. 4) We said the parts together quickly. 5) We made it a real word. 6) I used the word in context in a sentence on the board, and the class repeated the sentence orally. 7) We read the paragraph from the text that included the word, which included a simple definition of the word. We noted how that definition was clued within the context. 8) I had the students offer definitions in their own language. 9) I had some students invent ways to act out the word. 10) We repeated the word and its simple definition."	"While reading the novel, The Outsiders, students identified words in each chapter that they did not understand or that they could not pronounce. First, students went through text and marked words that they could not pronounce or did not understand. Then students compiled a class list. We went through list as a class looking at one word at a time. The word was then placed on the whiteboard, and as a class we divided the word into parts and pronounced it together. Finally, students copied down the word in their student made dictionary. We developed a class definition of the word to put in their dictionary and students wrote down their own association, example, or sketch."
Composing Main Idea Statements (*Notes Log*)	"Students read the passage "Man of the Woods" silently. We then discussed our objective - to learn a strategy for determining main idea. We went over the Get the Gist strategy and began reading the passage one paragraph at a time. I modeled the first and second paragraphs using think aloud. We did the third paragraph together. Students did the fourth paragraph in their table groups. We then came back	"I explained the objective to the students and told them I have a better way to teach how to identify main idea. I discussed the vocabulary words in a student friendly form, introduced the title, and went through the entire lesson thinking aloud and explaining how I would handle it if I were a student. I then identified the main idea of each paragraph, stressed the importance of understanding what one read, explained

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	together and discussed it and made any necessary changes. In one class, we did an extra paragraph in groups before discussing and then for their assignment, they continued working together and did the last two paragraphs. We did I Do, We Do and a modified We Do. Because it was their first time, I felt that many were not ready to do You Do, however I plan to do it again and then they will have the chance."	that we would work with one paragraph at a time, and also explained that we would use Get the Gist routine to identify the main idea of each paragraph. Finally, I explained and modeled the three steps of Get the Gist, naming the 'who' or 'what' of each paragraph, discussed the most important information about it, and stated and wrote it in 10 words or less. I stressed that the main idea statement had to be a complete sentence. Before students actually started, I had them review the steps several times."
Using Anticipation-Reaction Guides	"I formulated questions that pertained to a fictional novel and typed the question using the same format as introduced during TALA. I instructed students on what the objectives were for the day and stated that they would be looking over and answering questions to an Anticipation guide before reading, during reading, and after reading. I modeled question one for the students, we did one together, and lastly they completed the before read section independently. We discussed their answers before we began reading the novel."	"We were reading a personal narrative about a flood that destroys a ranch housing thousands of wild animals. The owners decide to release the animals from their cages so they have a chance to survive. An example of one of my anticipation guide statements was 'Wild animals would cause chaos if let free'. Most of my students agreed to the statement, but changed their opinion after reading to disagree. I allowed 10 minutes of debate time before reading the story. I wanted my students to be able to express their thoughts about each statement and listen to opposing viewpoints. After reading, students were able to give lots of textual evidence that the wild animals did not cause chaos after being released."

Composing Summaries (*Notes Log*)	"Using short paragraphs, the students were given a highlighter and as a class we first read the paragraph and then decided what the gist was. After locating the main idea, the students then used the highlighters to highlight the details that support the main idea. I then introduced the notes log and we transferred the information highlighted onto the notes log, combining sentences when we could."	1. "Students read aloud in pairs, alternating one paragraph at a time.
		2. Teacher models "I Do" by summarizing the 1st paragraph by:
		   a. listing the main idea,
		   b. underlining terms or phrases that contain the most important information,
		   c. combining any ideas that go together,
		   d. numbering the ideas in a logical sequence, and
		   e. editing the summary.
		3. Class follows the "We Do" by summarizing the 2nd paragraph using the 6 steps above.
		4. Six groups of two students are assigned a specific paragraph in which to summarize using the Notes Log

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
		form. 5. Students take turns coming up to the overhead and presenting their summaries (in order of article chronology) to the rest of the class. 6. Students complete the last paragraph summarization on their own."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=548, Grade 7 and 8 N=3,708)

Table E-10. Sample Open-Ended Responses from Participating TALA ELA Teachers Providing a General Outline of Their Lesson Plan for Each Instructional Tiers II/III Routine

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Level 1 Questions	"My students read a passage from a text about how to become a good decision maker in order to make wise choices. After reading the text silently, the class discussed the "most important word" in each section of the passage. I modeled writing a Level 1 question from the passage and discussed the characteristics of a Level 1 question (questions that can be found in one place, word-for-word, in the text. Questions that can be answered in one word or one sentence.) The students then wrote their own Level 1 question. We discussed the questions afterwards."	"The activity we were doing in class asked for a few students to do a presentation on a topic while the other students observed. The observers were then asked to come up with questions (level 1) questions to help them better know the content. We have gone through procedures in the past to create questions (Level 1, 2, and 3) and students used level 1 questions for this presentation."
Building Fluency with Partner Reading	"I provided students with a short story except from my book Real Life Rescue Stories titled: J.J. The Whale. I explained to students the fact that good readers stop and think about words that they don't know when they come across them in their reading. I modeled for them the Partner Reading Process by reading a section from the story, thinking out loud whenever I came across a word that I was unfamiliar with. I underlined the words. After I completely read the passage, I looked the words up in a dictionary, and applied the definition of the word to the context of the sentence to make sure it makes sense. I then paired students up with their Reading	1. "Students are paired up according to a school wide test that tests the students vocabulary skills the test is used for our library it's called the STAR test and is used to produce Accelerated Reader goals. 2. Students are given passages. 3. Student one reads to student two as student two documents errors. 4. Student two reads to student one as student one checks for errors. 5. Students talk to each other about mispronounced words. 6. Students write the words down on a list and as a class

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	Partners, and had them finish reading the same passage I had started, following the same steps. Lastly, I provided students with a new and different passage for them to apply the reading strategy on their own."	we review all the words that were missed from each pair of students, in an effort to familiarize students with more words."
Identifying Syllable Types	"I used words from the story *Matthew Henson at the Top of the World* by Jim Haskins. The lesson was done one on one and focused on the closed syllable. The student and I sat at a table and I had 8 words on index cards separated by each closed syllable. I placed the syllable 'ten' out on the table and asked was it a closed syllable. The student responded, "Yes." I asked how did they know and they told me because the vowel was closed by a consonant. I then placed the syllable 'ant' on the table and we repeated the above questions and answers. I then placed the 2 cards together and asked the student what the word was and they pronounced 'tenant.' We did this for the remaining words in our deck. The other words were: vessel, insist, handling, except, remnant, and sextant."	"I began by teaching each syllable pattern by itself, one at a time. I gave the students a handout with the distinguishing features of that certain syllable pattern. I showed examples words on the board that contained the certain pattern, and then had the students come up and write their own suggestions. I took the lists provided in the TALA binder and put the words on index cards and working in pairs, the students decided if that particular word on the card contained the syllable pattern we were studying. If it did, they would copy the word down and circle the distinguishing factor. Once they were comfortable with a few different patterns, I gave them a practice worksheet where they indentified the underlined syllable in multi-syllabic words."
Morphemic Analysis	"Students were given posters containing word parts on them. In groups, they were to generate as many words as they knew that contained that word part. A timer was set and after a set time, the students rotated the posters and added words that the previous group may have missed. The conversation about the different words and their validity was priceless! After the posters made it totally around the room, as a class we discussed and compared the words to the word list that was to be displayed in their writing folders and in the room."	"We made 5 cards with examples of morphemes. I had the students write on a card the morpheme and showed how to distinguish between prefix, suffix, and roots in writing them. Then we talked about words that contain the morpheme. They wrote these on the cards. I asked them to guess what the morpheme means. Then they wrote the meaning on the card. Lastly, they drew a picture to illustrate their understanding of the meaning of the morpheme on the card."
Generating Level 3 Questions	"First I had students generate questions that could be found in the text. Then they had to generate questions using why do you think, comparison/contrast question and what would happen if? The groups had to write the answer to their own questions first and then give their questions to another group for them to answer. Each group then had the opportunity to present one of their inferential questions to the class. The groups also had to come up with at least one "making some connection" question."	"I implemented the Level 3 student generated questions after we had a chance to construct Level 1 and 2 questions. I demonstrated two level 3 questions from the story of Cinderella and then went back to the novel we were reading and constructed two more. Then, I had students construct their own level 3 question with a partner, switch with another partner set and agree or disagree with the level 3 questions the other partner set created. Finally, the students answered one of three student generated questions that were chosen

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
		by the teacher and turned it in."
Generating Level 2 Questions	"1. We discussed the three levels of questions and I gave them examples. 2. We created questions for each level together, focusing on Level 2 3. In groups the students wrote Level 2 questions. 4. As a large group, we held a discussion using the questions. 5. During the discussion, the students used textual evidence to prove their answers."	"I actually used the 'Poisons on our Planet' article for this lesson, since it was also the first time I had taught it. I had the routine posted in the front for all to refer to as we completed this lesson. I explained the objectives of the lesson, then introduced the Level 2 question type, then passed out the article. I read the passage aloud, discussed the article, modeled on the Elmo how to combine the facts to make a question and then show how to answer it. I showed correct and incorrect examples of questions and talked about why the incorrect ones were not Level 2 questions. They had a sheet with a list of 10 different questions pertaining to the article. They had to tell whether they were a correct or incorrect type Level 2 question. We discussed their answers after and corrected any that were wrong. That was all we did on that day because of time constraints."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=425, Grade 7 and 8 N=2,725)

Table E-11. Sample Open-Ended Responses from Participating TALA ELA Teachers Providing a General Outline of Their Lesson Plan for Each Instructional TMSFA Routine

TALA TMSFA Portion	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Both Passage Reading and Word Reading Subtests	"I reviewed the manual to make sure I understood what sequence to administer the test, and how to score. I had packets ready for each student so that I could mark the errors as the student read the passage or word list. I had my class working on independent assignments and would call each student to a work area in the classroom to be tested. The transition from student to student, and from reading fluency to word fluency subtests went smoothly. If a student read over 80 words, he or she returned to his or her seat. If less than 80 words were read, the student remained to begin the word fluency	"I had two notebooks. One for the students which had all of the stories in sheet protectors and dividers for easy transition between stories and tests, and one for myself with all of the appropriate sheets for each student arranged alphabetically and paper clipped together for easy referencing. I printed a copy of all of my students' TAKS scores and determined which students had to be tested and which ones I thought would benefit from the test. Since everything was organized the transitions were very easy and took no time at all."

TALA TMSFA Portion	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	subtest."	
Passage Reading Fluency Subtest	"I was able to use the TMSFA guidelines by repeatedly observing and testing the fluency of the readers in my class. I used a variety of texts to see how my well my students read in the allotted one minute time period. I noticed that the majority of my students had troubles with comprehension of the text. I had the kids to reread the text after they were finished and they seemed to flow through the passage easier."	"During silent reading time, I pulled students to the hallway to test them. I had two desks set up with the materials ready for the student. I explained what they would do, and we began. When I called a student out to the hallway, I told the class who would be next so that that student could come out as soon as I was finished with the previous student to keep the testing running smoothly and quickly."
Word Reading Fluency Subtest	"I studied the information from TALA, prepared the materials, and practiced with a timer. Then I consulted with classroom teachers about scheduling. I tested in an empty room and allowed plenty of time between students so that I and the students would not be stressed."	"Students were prepared by whole class instruction on the basics of visiting stations of learning. I created specific learning groups for working independently without an instructor. During these stations, I worked one-on-one with a student in fluency subtests. Students keep track of their own progress with a WPM graph. After the initial round of subtests, students and I discussed as a large group the idea of working on Fluency. We discussed questions like 'Why do I seem to read so slowly, and then not remember what I have read?' and 'Can I improve my understanding of the text if my reading is more smooth and flows well?'"

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=117, Grade 7 and 8 N=974)

Table E-12. Sample Open-Ended Responses from Participating TALA ELA Teachers Describing Students' Performance with Each Instructional Tier I Routine

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"Well, they loved folding their papers to make the diamond in the middle. They seemed to enjoy the challenge of nonexamples. Today, we had 'im-' as in 'imprison.' They thought the nonexample "imp-" was funny because, if you treated 'im-' in 'imp-' as a prefix, the root word was 'p.' The process seemed to give them a sense of ownership of these words – they really understood the morphology."	"During the two classes that these words were taught, I had no indication that the students were learning the words any more concretely than any other method. However, when we were reading another story a couple of weeks later, 2 out of 5 of my classes used words learned from the earlier Frayer model assignment to help define new words."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Partner Reading & Active Involvement	"The students performed well and encouraged each other in their reading fluency. I think the distractions/disruptions that were caused by having a high level reader read with a low level reader, as I used to pair them, were eliminated by the students being closer to each other in ability. The discussions that took place after the reading helped my English language learners process what they had read. The stronger student was also fully engaged due to the discussion component."	"They really enjoyed the activity much more than just reading and answering questions. They were interactive with each other. They stayed on task more than usual. After all the activities they tested much better on the story."
Pronouncing and Defining Words	"The students seem to have a greater understanding of the story and feel more confident when reading aloud. Vocabulary and phonics is what I stress in this class, so this has helped me to give them tools to use when sounding out a word and trying to come up with a definition. Students are feeling successful and raising their hand to participate."	"They were very excited to be able to take what they called a 'long word' and break it down so that they understood the pronunciation as well as the definition. Realizing that they are capable of doing that gave them a sense of independence which was a positive boost."
Composing Main Idea Statements (*Notes Log*)	"The students were very actively engaged in the lesson. They were excited to work together and gave each other suggestions. They came up with better main ideas as a result of putting their ideas together. They found the explicit strategy for finding a main idea very helpful in reaching an accurate main idea statement."	"Even though not all of my students got every main idea correct, I was pleased with their performance. All of them produced an idea which is a step in the right direction. It is not unusual for ESL students to not complete an assignment because they have no idea how to go about it. Since that lesson, we have done the 3-step process many times. My students are getting better and know to follow the steps without hesitation. They are also developing more confidence in their ability to determine the main idea on TAKS formatted questions."
Using Anticipation-Reaction Guides	"The students did an excellent job during this lesson. I was impressed at the way they began to interact with the text and remember what they were reading. The students had a voice in what they were reading in a different way than just deciding on the selection. They were engaged in the reading; they wanted to talk to each other about their experiences based on the opinions and were interested in each others' choices. They wanted to read on and prove why they agreed or disagreed and although they struggled as a reader, that difficulty was not a roadblock	"It was great because they actually talked and voiced strong opinions about the subject before reading, and were able to share their personal views on the subject based on some of the statements that got the others thinking and sharing as well."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	to them reading and comprehending."	
Composing Summaries (*Notes Log*)	"The students were very active participants. Even those who want to get off task were involved, and their questions were great and on topic. Now, when we use the five questions to summarize, it is like they are the detectives of the book we are reading. I am very pleased. I had a student come to me to say that she is using a book log to summarize the chapters in her library book, and it is helping!"	"I felt that the students were very frustrated at the beginning of the lesson when they realized we were working on summarizing. However, as I modeled and also as we worked together as a class they seemed to gain confidence and took more chances when they were answering."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=548, Grade 7 and 8 N=3,708)

Table E-13. Sample Open-Ended Responses from Participating TALA ELA Teachers Describing Students' Performance with Each Instructional Tiers II/III Routine

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Level 1 Questions	"My students did very well on this activity, most likely because they had had so much practice (with me) before I let them try it with their partner. Comprehension of the text was outstanding. I will continue to use this strategy and build upon it with level 2 questions."	"Many students who are not always willing to participate did with this because I think they felt like they were being the teacher by getting to create the questions themselves! They were very engaged and on-task."
Generating Level 2 Questions	"They did a great job! They really understood how to write Level 2 questions. They also seemed to understand why we write them. This really helped with finding proof of answers in the text. It really strengthened their ability to make connections."	"Students had a hard time writing the questions at first. I occasionally had to stop and explain the difference between level 1 and level 2 questions. Once they began writing them, they enjoyed writing more difficult questions to share with other groups."
Generating Level 3 Questions	"Students did a great job with this lesson. They understood that a level 3 question was not a "fill in the blank" or "choose the right answer" kind of question. They enjoyed exchanging papers and answering questions that a peer created."	"Students were very confused at first. It took a lot of modeling and scaffolding before they caught on to the lesson. However, students were excited once they caught on. They were eager to participate in more activities once they became more comfortable."
Building Fluency with Partner Reading	"The students really enjoyed seeing their reading fluency rates and scores go up. The success was immediate. They felt more confident in reading and reading aloud and on their own at home."	"They loved it! They are very competitive and like to compare themselves to others. It's a race to see who has the highest fluency for the session and overall. The instructions are easy, so they caught on quick."
Identifying Syllable	"Students read with better fluency and ease after learning	"This gives my students confidence. They are able to take

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Types	the patterns. Students were secure in their reading, not worrying about reading the words incorrectly or stumbling over the words they were reading."	apart each word that is new and unusual to them and figure them out independently more often."
Morphemic Analysis	"The students performed well. I think that they enjoyed the activity because it seemed more like a game to them then true 'work'. The students were engaged in the lesson and I think that talking about the prefixes, base words, and definitions helped them."	"The kids really jumped on board with this lesson. They loved discussing the meanings of the various prefixes and suffixes. They were able to apply their prior background knowledge and offer examples of how to use and remember the affixes."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=425, Grade 7 and 8 N=2,725)

Table E-14. Sample Open-Ended Responses from Participating TALA ELA Teachers Describing Students' Performance during the Implementation of the TMSFA and Any Changes to Classroom Instruction as a Result of the TMSFA

TALA TMSFA Portion	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Both Passage Reading and Word Reading Subtests	"The students were very receptive to the TMSFA. They had questions such as: is this for a grade or how is this going to affect me in class. After the TMSFA, we read more aloud in class and listen to audio books. The students work on a reading log at home in which they document their reading for 20 minutes every night. The students do a progress monitoring passage once a week and chart their progress to see how they are doing."	"Many students who were identified to take the test were concerned with whether or not it counted for a test grade and why they had to take it while some other students did not have to take it. Once I realized how many students needed fluency and comprehension I changed my instruction by emphasizing higher order thinking questions that aide in comprehension. I also incorporated activities such as readers' theatre to help with fluency. Modeling and think-alouds also were and are currently being used to help students become stronger in the areas of fluency and comprehension."
Passage Reading Fluency Subtest	"Students responded positively and I think felt comfortable reading for me. I have been meeting more individually with these students. During class, I make sure I ask many comprehension questions to them specifically. We discuss as a class how and why we came to certain conclusions. I've started breaking down our comprehension questions into more detailed questions to help bring us to a final one answer conclusion."	"My students responded very well. They read through the passages and gave very good responses on the main idea. I will pull the individual students in for tutorials before and after school to give them the extra individualized instruction they will need to improve their scores."
Word Reading Fluency Subtest	"My students are already used to testing to DSTR. Thus, they were very compliant. I did make changes to my	"The students had no trouble with the explanations or testing. The results allowed me to adjust the words I chose

TALA TMSFA Portion	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	instruction. I have had to modify the readings. My sixth graders cannot read the grade level novels in the textbook. I have checked out easy reads from the library in order to have my students read."	to introduce in class for stories, spelling, comprehension, etc."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=117, Grade 7 and 8 N=974)

Table E-15. Sample Open-Ended Responses from Participating TALA ELA Teachers Providing Suggestions for Other Teachers Implementing Each Instructional Tier I Routine

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"The most important aspect of this lesson is to make sure the students choose examples and nonexamples that are closely related in topic to the vocabulary word. They tend to want to be a little far-fetched at times, which can cause the lesson to be ineffective if not corrected."	"I think it is critical to pick appropriate words to use. Even at the "I Do" phase of instruction, if the examples and nonexamples generated are too general or too complex, the students really have little more understanding than before the word was introduced. If this is the case, they are really just copying and regurgitating, but not learning."
Partner Reading & Active Involvement	"Teachers interested in implementing the instructional routine would just need to take the time to obtain the information to create the groups and be prepared to spend some extra time modeling the expectation. This routine does take extra class time to incorporate. For example, many of the students would have been able to read the novel silently and independently much faster than they were able to complete it as a partnered pair, however I do not believe that they would have comprehended the material as well."	"They would need to know that when you divide students into their pairs they need to look at the list. Don't just put the "A" students with the "D" students. They have to look at the students and make sure that those students will be able to successfully work together without incident, and stay on track without continued refocusing from the teacher."
Pronouncing and Defining Words	"I'd encourage the other teachers to have specific words in mind to use and model (based on the needs of the students) and to choose words for decoding that use parts that students will have some background knowledge of and will encounter in the texts they read."	"In order to allow students to truly grasp the meanings and pronunciation of words, time has to be allotted and several opportunities need to be given for students to be successful in learning new vocabulary and have even greater success in reading comprehension."
Composing Main Idea Statements (*Notes Log*)	"If other teachers in my subject area were interested in implementing this instructional routine, they would need to know that main idea is a difficult skill for students to	"I would recommend creating Get the Gist cards that are laminated and passing those out for the students to use as a reference."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	understand. What is important to one student in a paragraph may not actually be a part of the main idea. This is where the notes page came in handy."	
Using Anticipation-Reaction Guides	"If you plan the lesson well, this can be an excellent teaching tool. Make sure the statements are well thought out and allow time for class discussion. The students learn from one another. This activity is also great for increasing comprehension and incorporating higher order thinking skills into your curriculum."	"It works best to use the anticipation guide with general statements, NOT true/false because you don't want students guessing. Also, keep the guides so you can use them during and after reading and discuss how/why the students opinions changed."
Composing Summaries (*Notes Log*)	"The instructional process will vary by class. One of my classes understood it after I modeled one time, and another class needed to see me model every step several times. It is not a quick process to introduce if you want the kids to understand and remember it. I took almost an entire week teaching it, but knew the payoff would be very great, considering it is useful in all classes. It works best if you coordinate with other reading teachers and begin teaching the process after students have a solid understanding of the main idea. That way you won't have to re-teach main idea first."	"Be sure that all the students have mastered the concept before moving to Independent Practice or else some of the students will feel overwhelmed and lost. Also, be sure to check the main idea statements before having them share with the class or else you may end up with incorrect summaries."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=548, Grade 7 and 8 N=3,708)

Table E-16. Sample Open-Ended Responses from Participating TALA ELA Teachers Providing Suggestions for Other Teachers Implementing Each Instructional Tiers II/III Routine

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Level 1 Questions	"Teachers would need to be clear on the idea that the answers have to be one word and a few word answers so as not to provide open ended questions or answers that use different parts of the text or connecting outside experiences. It's important to not expand on the questioning types right away so as to make this concept clearly understood by the students. Once the students completely understand this questioning method, then teachers should introduce the other types of questions	"Teachers would have to know what the three levels of questions are and to make sure not to cross over. When you are working in Level I, you have to make sure that you don't take the students too fast until they are ready for Level II and the same thing for going to Level III. They would have to know what makes up a Level I question, how to locate the facts, how to turn it into a question and then find it in the story in only one place."

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	but I would first master this procedure first. I found students naturally wanted to ask other questions but for the purpose of being able to differentiate this type of questioning procedure, I had to keep them focused on the types of questions we were going for. This made it a lot easier when I introduced 'putting it together' questions."	
Generating Level 2 Questions	"Others need to know that they must be patient. They need to know also that they will have to model the routine several times. They also need to know that it is important to begin with the teacher giving text with the underlined facts. Then they will be able to wean away and let the students find their own facts."	"It seemed to make a huge difference in their understanding when I asked them to essentially summarize the passages and wrote their responses on the board. They were then able to see how to turn those facts and events into questions. I had to continue to repeat a couple phrases such as 'What question can we ask that is related to this event?', and 'Can we come up with a question that this statement will answer?'"
Generating Level 3 Questions	"They would need to know that Level 3 questioning is very important. Level 3 questions help students make connections between themselves and the book. We do not want our students to just read a book and regenerate information; we want them to connect with the author/character/theme. This process is far more valuable than anything else."	"I think other teachers would need to go through the process of creating level 1, 2, and 3 questions themselves first. I would also inform teachers that I think starting with a picture and then moving to a text helps. The picture seemed less threatening to students, especially those who struggle with reading."
Building Fluency with Partner Reading	"Teachers need to know the behavior and personalities of their students. Not only do you have to take in to consideration their reading levels and fluency rates, but you must also think about what type of behavior issues you might have when pairing students."	"They need to know how to choose the groups/pairs. Information must be gathered on a starting point (frustration, independent, and instructional) for reading levels. The teacher must demonstrate the process of marking the passage as each student reads and the students must be taught how to record information while their partner is reading. Last but not least the students must be taught how to calculate scores/levels."
Identifying Syllable Types	"They would need a good foundation of syllabication. I think that they also need to feel that playing with words can be fun. They would need to know some of the patterns of the language in case children ask why words are divided as such."	"A wealth of material is provided in the TALA workbook and could be studied by teachers wishing to implement this into their classroom. They could also sit in a classroom where it is being used and observe how students use it during their reading time. Working one

TALA Tiers II/III Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
		on one with a student familiar with the method might also shed light on the process."
Morphemic Analysis	"If they want to have the students determine the definition of the morphemes, it is important to make sure that they are at least slightly familiar with the words. If I had done this after reading the chapter, we could have used more context clues to help determine meaning and the students wouldn't have been so stumped with propulsion."	"I would recommend that the students be given the lists of prefixes, suffixes, and root word lists that are given with the TALA materials."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=425, Grade 7 and 8 N=2,725)

Table E-17. Sample Open-Ended Responses from Participating TALA ELA Teachers Providing Suggestions for Other Teachers Implementing the TMSFA

TALA TMSFA Portion	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Both Passage Reading and Word Reading Subtests	"Be prepared. Go over the materials MANY times. Practice testing on another teacher or a friend. Get used to the timer and how to use it. Memorize the incorrect responses. You are going to be doing several things at once and it is difficult at first."	"Training is absolutely crucial to be able to correctly conduct the assessment and to correctly tabulate the results."
Passage Reading Fluency Subtest	"Teachers need to have instruction or be shown examples of how to deliver this test. It helps to see someone else do it and then try it yourself before actually administering it to a student. The videos during the TALA workshop were very helpful."	"That the work is not in preparing for the testing, but taking the test results and actually utilizing them for intervention and instruction. It is not beneficial to collect this data and then not actively incorporate it into an intervention to help the student."
Word Reading Fluency Subtest	"Other teachers interested in using the TMSFA would first have to register for the TALA training. That is all they have to do. The manual is great and to the point. I had no problems following the manual when administering the TMSFA."	"This test accurately predicts and diagnoses students that are struggling in the area of comprehension and fluency. Organization and another teacher's assistance are helpful in completing the entire process of the assessment."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=117, Grade 7 and 8 N=974)

TALA Online Follow-Up with Content Area Teacher Participants

Table E-18. ESC Where TALA Content Area Teacher Participants Who Completed Online Training Teach

ESC	Percentage of Grade 6 Content Area Teachers (n=303)	Percentage of Grade 7 and 8 Content Area Teachers (n=2,253)
ESC 1	2%	9%
ESC 2	3%	2%
ESC 3	2%	1%
ESC 4	20%	14%
ESC 5	<1%	1%
ESC 6	<1%	1%
ESC 7	3%	3%
ESC 8	3%	4%
ESC 9	1%	1%
ESC 10	22%	23%
ESC 11	11%	8%
ESC 12	3%	3%
ESC 13	8%	4%
ESC 14	2%	1%
ESC 15	1%	1%
ESC 16	5%	3%
ESC 17	5%	2%
ESC 18	<1%	2%
ESC 19	5%	12%
ESC 20	5%	4%
Total	**100%**	**100%**

Source: Online Follow-Up Training Database about Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies as Merged with PEIMS 2007-08 (N=303)

Table E-19. Subject of the Course in Which TALA Content Area Teacher Participants Implemented TALA - Tier I Strategies

Course Subject	Grade 6: Tier I (n=303)	Grade 7 and 8: Tier I (n=2,253)
Mathematics	42%	38%
Science	29%	29%
Social Studies	22%	27%
Special Education	3%	3%
English language arts	2%	2%
Reading	2%	1%
ESL	0%	0%

Source: Online Follow-Up Training Database, 2009

Table E-20. Grade Level of Students Enrolled in the Class in Which TALA Content Area Teacher Participants Implemented TALA - Tier I Strategies

Grade Level	Grade 6: Tier I (n=303)	Grade 7 and 8: Tier I (n=2,253)
Grade 6	89%	---
Grade 7	---	42%
Grade 8	---	45%
Combination of Grades 6-8	11%	13%

Source: Online Follow-Up Training Database, 2009

Table E-21. Number of Students Who Were in the Class in Which TALA Content Area Teacher Participants Implemented TALA - Tier I Strategies

Number of Students	Grade 6: Tier I (n=303)	Grade 7 and 8: Tier I (n=2,253)
1-10 students	8%	8%
11-20 students	34%	33%
21-30 students	43%	47%
31-40 students	4%	4%
More than 40 students	11%	8%

Source: Online Follow-Up Training Database, 2009

Table E-22. Length of Time TALA Content Area Teacher Participants Spent Planning the Lesson in Which the Instructional Routine Was Implemented in Tier I

Time	Grade 6: Tier I (n=303)	Grade 7 and 8: Tier I (n=2,253)
10 minutes	3%	3%
15 minutes	8%	9%
20 minutes	17%	19%
30 minutes	36%	30%
45 minutes	19%	19%
1 hour	9%	11%
Over 1 hour	8%	9%

Source: Online Follow-Up Training Database, 2009

Table E-23. Sample Open-Ended Responses from Participating TALA Grade 6 Content Area Teachers Explaining Why They Selected to Implement Each Instructional Tier I Routine for Online Follow-Up Activity

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"I decided to use the Frayer Model because it was a great way to teach divisibility rules. Through the Frayer Model, the students were able to define the divisibility rule for each number and then, most importantly, they were able to give me an example and a nonexample for each rule. This allowed the students to see how the rule works for each number and why it doesn't work with other numbers."	"I used the *Frayer Model* to introduce chemical and physical changes. It's a great way for the students to grasp the idea of the difference between a physical change and a chemical change. They understand the definition, but when applied to examples, they struggled. The examples/ nonexamples really helped them retain the information and give their own examples of the differences."
Partner Reading & Active Involvement	"Partner reading is particularly beneficial with passive, disconnected students. As they read to each other, they have to be responsible to the other person to listen and provide feedback about the information they are reading. This interaction between partners increases participation and accountability while practicing reading fluency. Partner reading also promotes retention of information longer than traditional round robin reading."	"We have a wide range in achievement levels, and some of the lower level students do not want to give an answer to the whole class. Using this technique it gives them a chance work with another student who they have confidence in and in return they can hopefully gain that confidence in themselves."
Pronouncing and Defining Words	"Social Studies terminology can be very confusing. Many of the students have difficulty understanding how to pronounce words such as "cartographer", much less what it means. I discovered many years ago that a few minutes spent with vocabulary would help increase the students understanding of a specific area of study. The knowledge I gained in this particular model was a different and valuable way to help children learn vocabulary."	"I believe that it is so critical to all second language learners to be able to decode the words properly or understand the syllabication of each word so that they may build better fluency at this grade level."
Composing Main Idea Statements (*Notes Log*)	"We do a lot reading from the textbook and I have struggling readers. I usually stop after reading several paragraphs and discuss what was read. Then, the students answer questions. I decided to use the Notes Log because it is important to know the main idea and important details to support it. We are learning about Ancient Greece and by using the Notes Log, the students are able to sort important information that makes understanding how the achievements of Ancient	"I chose to implement this routine because it allowed the students to pull out the most important information in the chapter. My students had a hard time deciphering between important details and extra information. This notes log sheet allowed them to focus on the key concepts in the chapter."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	Rome continue to influence our world today. They understand the concepts better by using the Notes Log instead of the way I was doing it."	
Using Anticipation-Reaction Guides	"The students really are captivated by drawing on prior knowledge and the real anticipation of finding and backing up their opinions."	"Reading in Social Studies can become overwhelming, even if you are a strong reader. I wanted to help my students learn how to recognize important content and ideas in textbooks. By letting the students break into groups all of my students share in the success of accomplishment, even my weaker readers. Everyone has to participate in order for the routine to be successful. There is also some comfort in knowing that every opinion, given with evidence, is correct."
Composing Summaries (*Notes Log*)	"I feel that it is very important as students move up in grade level to learn how to take good notes. They need to take notes that have meaning for them so that later on, they can go back to their notes for help on problems and/or to study for tests."	"This process allows students to work with seemingly large amounts of info and break it down into manageable and understandable pieces. It teaches the student to work a passage one piece at a time to prevent them from being overwhelmed and narrowing their search for the main ideas. This process increases their comprehension of important ideas."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=303, Grade 7 and 8 N=2,253)

Table E-24. Sample Open-Ended Responses from Participating TALA Grade 6 Content Area Teachers Providing a General Outline of Their Lesson Plan for Each Instructional Tier I Routine

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"I took the vocabulary from our Essential Information of the Is it hot in here lab, and chose several new vocabulary words that are highlighted in the text. I then made an example using a word everyone would know, like "structure" from a previous unit and showed the kids how the Frayer Model would look for "structure". Then I had the kids work in their groups to create a Frayer Model for "Function", another known vocabulary word. The kids finished this and we shared	"Students needed to know the names of scientific tools used in measurement and what these tools measured. Presented class with list of tools they needed to know and blank copies of the Frayer Model. For I DO: I picked the triple balance beam. Drew an image of the tool, gave a simple definition, and listed some examples it could be used to measure and some it could not be used to measure. For WE DO: I selected a graduated cylinder. Then assisted the

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	the Models they came up with. Then we started to make Frayer models for a couple of words from the current lesson together."	students in coming up with answers to complete the model. In YOU DO: I gave them 4 more tools to define using the Frayer model. While the students were completing the models, I moved around the room and assisted the students if help was needed. Finally, I had some of the students present their models to the class and ended with a discussion of the activity. I collected the 4 Frayer Models used in the You Do section and gave the students a grade for completing it in a satisfactory manner."
Partner Reading & Active Involvement	"Students keep a math journal in the classroom. They are provided with the notes taking template by TALA and assigned a lesson or group of lessons from the textbook to read and discuss with a partner. After time has been allotted for reading and discussion they are than asked to transfer what they have been discussing into notes for their journal. Students actively fill out the notes template together still discussing what they read and referring back to the text for clarification. The teacher is monitoring the class for discussion content and answering any questions that arise."	"Students were given a handout of a story that outlined a "day in the life" of a character. Within the story were numerous examples of physical and chemical changes that occurred. The students were to read the story and underline the physical changes in red and the chemical changes in blue. They were to find a minimum of 4 of each type of change. The students were paired for this activity. I read the first paragraph from start to finish and then reviewed the paragraph pointing out the examples of physical and chemical changes. I then read the second paragraph and gave the students one minute and to discuss with their partner the changes that occurred in that paragraph. I randomly called on students to identify a change and then had their partner explain why it was physical or chemical. I had "student one" of each pair read the next paragraph to their partner. "Student two" then identified any physical or chemical changes. I then had the student switch roles to do the final paragraph."
Pronouncing and Defining Words	"Each student was given a 'white board' with marker and eraser. I told them today we will be learning a new word. The word is 'equivalent'. I wrote the word on the board and then pronounced it. I had each student say the word and write it on their white board. I then modeled for the students how to break the word	"We were beginning our unit over organisms "reacting to their environment to maintain homeostasis". I began by finding academic and content words that students might struggle with (ELL as well as "regular" students). We had 3 articles dealing with hibernation, estivation, and torpor. I had students go through the

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	into syllables. Each student broke the word into syllables using their white-boards. I said the different parts of the word slowly, then pronounced the word quickly. I had each student pronounce the word 'equivalent'. I also asked the students if they had heard of this word. I pointed out the word contains the word 'equil' which most students recognized as looking like equal. We discussed how this word has a similar meaning to equal. Together we developed a classroom definition for this word 'equal in value'."	articles and highlight any words that they either didn't know how to pronounce or didn't understand their meaning. We went through the I Do, We Do, and You Do steps for the given words. I modeled at least 2 words from the first article, then we did 2 together. Students followed the routine either with a partner or alone (it was up to them) for the remainder of the words. Some of the words included: hibernation, estivation, torpor, metabolism, evolved, adaptation, suspended, and animation."
Composing Main Idea Statements (*Notes Log*)	"The Notes Log Template - a great tool for my students to begin preparing for a new lesson. Following are the steps: 1. Independent reading about the country/continent 2. Student fills out Topic/Title 3. Main Ideas and list any key words, vocabulary or phrases in the notes section. 4. Re-visit the main idea and complete Main Idea of Section 5. Using notes write a summary of the passage."	"I had them turn to the "Genetics" section of the TAKS review book and handed out a "Notes Log" to each student. I demonstrated how to do the first paragraph, including giving them the topic sentence and the facts that I deemed important. I also did the second paragraph on the board, but on that one I solicited ideas from the students for the main idea and the supporting facts. Then, I had them do the rest of the paragraphs during class. I walked around the room and helped the struggling students. They worked on this for about 40 minutes, and most of them finished with no problem."
Using Anticipation-Reaction Guides	"I decorated our class wall as a rice stalk and served all the students a bowl of cooked rice. As we ate the rice, I shared some things I knew about rice. Then, I asked the students to share things they knew about rice as I recorded thoughts on a sheet of chart paper. I prompted students to say there were many different kinds of rice. Then I guided students to ask questions about the different types of rice, and how they grew, etc. I then told them that today we were going to explore different rice grains, but before, we were going to read about rice to gain a better understanding of rice before we explored it. Then, I had my students complete an anticipation reaction guide relative to an article we were about to read on rice. I modeled	"We began the class with a thinking map that generalized the prior knowledge of the students in the class. I then introduced the learning goal for the upcoming weeks and passed out the Anticipation-Reaction Guide with statements already included. I asked the students to take a few minutes to read each statement and check whether they agreed or disagreed. I asked them to be watching the video and completing the Anticipation-Reaction guide during the video, writing justifications for their final reactions to the statements. After completion of the video, I gave them a few minutes to complete their thoughts. The students then got into pairs to share their justifications and reactions. We came back whole group and

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
	completing one statement, then they completed the remaining on their own (how rice grows, the dependence on rice worldwide, etc). Afterwards, they shared and discussed with a peer. Then students did a pair-share read and we resumed as a whole class discussing our initial response."	completed a class Anticipation-Reaction guide."
Composing Summaries (*Notes Log*)	"I implemented the notes log for a lesson on factors, common factors, and greatest common factor. In the main idea section, the students named and defined each term. In the notes section, in more detail, we did several examples on how to find factors, common factors, and finally, the greatest common factor. We also described prime and composite factors. Finally, we came up with a summary for our notes."	"Summarize 2 letters from the Texas Revolution. Davy Crockett's letter to his children and William Travis' letter to the 1836 Convention. *Discuss the importance of being able to understand and summarize original documents with class. *Write the steps on the board. Describe the steps of summarization. *Using the notes graphic organizer follow the 6 steps *Use Davy Crockett's letter to his family to model the routine. *Have students work in pairs to follow the steps and summarize William Travis' letter. *Have students read summaries to class. *Discuss."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=303, Grade 7 and 8 N=2,253)

Table E-25. Sample Open-Ended Responses from Participating TALA Grade 6 Content Area Teachers Describing Students' Performance with Each Instructional Tier I Routine

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"Students understood the concept much better by using the Frayer model. They showed a much greater understanding by having to use not only the terminology but examples of what it was and what it wasn't and to be able to compare the two."	"The students did extremely well with this model. The format of it helped the students to better grasp the content being taught. I feel like the model also works well for group work. It is very user-friendly and the students follow it well without much teacher guidance. The students were able to work easily together from example to nonexample of each concept. I believe this allowed for better test performance."
Partner Reading & Active	"I feel all of my students felt successful. I am one who	"Students' performance increased. The modeling the

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Involvement	has been using round robin reading, because I feel that students should read orally. This activity let the students feel more comfortable reading to just one person, instead of an entire classroom."	higher level readers did gave the lower readers strategies to implement as they read. Behavior also changed because more students stayed on task; it was not one-sided reading where one student does all the work."
Pronouncing and Defining Words	"My students read the passage out loud with their partners, and the first thing I noticed is that all of my students started reading without having to be prompted. I think just telling them that it is okay to not know how to pronounce a word, and then giving them a tool to solve this dilemma was a huge success with my students. I had a few students ask me about how to pronounce words while they were reading and I referred back to the routine and had them complete the routine with their partner. My students also had a higher comprehension rate of the passage when I discussed the meanings of the "new words" before they started reading."	"I feel the students responded very well to this instructional process and I have continued to implement it. The retention in word meaning seems to be much better (less re-teaching of vocabulary) and the students seem to have more confidence when attempting to read and decode math word problems."
Composing Main Idea Statements (*Notes Log*)	"Students were very grateful to learn this helpful strategy. At first, they had a hard time identifying the main ideas. Later they got much better and had a better understanding of the text. The commented that it was great to learn an organized and easy way of taking meaningful notes, rather than just copying certain sentences and forgetting about them later, not wanting to read pages of text they wrote."	"They did very well! I have always struggled to get the kids to remember the process for setting up a proportion and solving it. But when the next class day came, almost all of the kids were still able to tell me how to identify units, set up, and solve a proportion. I was impressed!"
Using Anticipation-Reaction Guides	"They did an excellent job! They were very engaged, with lots of questions! They had so much to share when we first discussed [the topic] and our experiences. This was my first time using the guide and I loved it. I think using the lesson routine really led to a sense of ownership for my students as they really directed the lesson sharing what they knew, and it felt really personal because it either confirmed their thoughts/knowledge about [the topic] or refuted their misconceptions!"	"The students did well with the activity. During the first class that I used the lesson, I realized that we needed to take 5-10 minutes to complete a thinking map to bring out prior knowledge before beginning the guide and the video. The guide gave them a purpose for really listening to the information in the video, and the students remembered the information for a greater period of time after completion of the lesson."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Composing Summaries (*Notes Log*)	"The students did well in this lesson. When it came time to practicing problems, they would come up to me with questions about what prime or composite meant or about how to find a factor and I was able to redirect them to look at their notes log and look to see if that would answer their question. Most of the time, looking back at their notes log helped them figure out the answer on their own."	"The students did very well and appreciated having a tool to decipher and break down the complicated task of interpreting an original document. They felt very successful when the summaries they wrote were cohesive and were easy for the rest of the class to understand."

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=303, Grade 7 and 8 N=2,253)

Table E-26. Sample Open-Ended Responses from Participating TALA Grade 6 Content Area Teachers Providing Suggestions for Other Teachers Implementing Each Instructional Tier I Routine

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Generating Examples and Nonexamples (*Frayer Model*)	"Teachers should be willing to spend time on this routine. Carefully choose the words that most need in depth exploration. Be willing to allow students to think outside of the box for examples and nonexamples while still keeping them relevant to the words. If they go off topic, then as teacher you can redirect. Exploring it fully will help them better understand."	"Make sure you do a good job of giving your students the proper prior knowledge or relate it to something today so they can understand history. Most of the terms in history are no longer used so the more you can relate it to things they know today the better chance there is for student success.
Partner Reading & Active Involvement	"They need to know their students and not just the high and lows but how well they interact with each other outside of class. This method takes a lot of practice before you get comfortable with it. I would start out with a very simple activity and move up when the students get use to it."	"Each student should have a task to complete when having students work in small groups. If may be more effective to have students work only in pairs to make sure that each student actively participates. Even if one student contributes all the information, the other student can present the information to the class. This guarantees that both students understand the concept."
Pronouncing and Defining Words	"Although there were many words in unit one, it is important to implement only a few new words at a time and go at a slow pace to be sure all students understand the routine before doing this with too many words."	"Teachers in my subject area would need to know the correct pronunciation for the Spanish words used and be willing to slow down their instruction to make time for the instructional routine. Teachers need to be familiar with the textbooks and chapters to know which words would need to be included in the routine."

TALA Tier I Instructional Routine	Grade 6 Sample Open-Ended Response	Grade 7 and 8 Sample Open-Ended Response
Composing Main Idea Statements (*Notes Log*)	"For me, it was harder to grade the first time I tried the Get the Gist Routine. Most students did not write down any information because they were so caught up in the discussions, after reading the article give the students a minute to decide them an idea for themselves, then open the floor but be VERY brief because some students would rather talk. Make sure you give everyone a minute to write it down and move on. Another way is to use highlighters on printed out copies and then have the students go back and write in on the notes log. ALWAYS keep a clip board on you for participation grades and/or for a quick assessment of the class."	"I thought that working with a partner was key to success in this lesson. The students were able to help one another with comprehension and also with using the Notes Log. I was glad to see how quickly the students moved from teacher-led instruction to partner-based learning and then on to individualized comprehension -- the classic I Do, We Do, You Do model."
Using Anticipation-Reaction Guides	"Definitely do not rush the lesson! Take time because you need to allow for all students to share their thoughts and adequately discuss as many misconceptions can and will be addressed!"	"They would need to know how to develop good opinion statements for the Anticipation-Reaction guide. They would also need to know the amount of planning time involved. They would also need to know to realize that the students need a fair amount of guidance in the beginning. However, it is well worth the investment."
Composing Summaries (*Notes Log*)	"Make sure to have enough time to do the whole process. Going back through the unit and finding the main ideas and then trying to put those ideas into single sentences can be hard for 6th graders."	"Model, model, model the routine until students feel comfortable writing a summary on their own. Remind students of the six-step process of constructing a summary frequently. In Math I especially pay attention that they have their ideas in logical order. This has been a very useful tool!"

Source: Online Follow-Up Training Database, 2009 (Grade 6 N=303, Grade 7 and 8 N=2,253)

Appendix F: Classroom Implementation of TALA - Supporting Tables

Table F-1. General Instructional Strategies Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

General Instructional Strategies	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the teacher adapt instruction during the lesson?	19	68%		
2. Did the teacher foster student engagement?	27	96%		
3. Did the teacher provide explicit instruction?	27	96%		
g. Did the teacher model the behavior?			12	44%
h. Did the teacher perform a think aloud?			18	67%
i. Were students guided by the teacher as they completed the task?			26	96%
j. Did students complete the task in small steps at the same time as the teacher?			10	37%
k. Did pairs of students practice small steps of the task and provide feedback to each other?			12	44%
l. Did students complete the task individually, in pairs, or in small groups?			22	81%
4. Did the teacher provide feedback to the students?	27	96%		
d. Did the teacher provide corrective feedback?			25	93%
e. Did the teacher provide positive feedback?			24	89%
f. Did the teacher provide negative feedback?			0	0%
5. Did the students work in groups?	16	59%		
f. Did the teacher ask the students to "Think-Pair-Share?"			5	31%
g. Did the teacher ask the students to "Tell-Help-Check?"			2	13%
h. Did the teacher ask the students to "Generate-Share?"			9	56%
i. Did the teacher ask the students to do "Partner Reading?"			4	25%
j. Did the teacher ask the students to do any other group work?			9	56%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main questions (1-5) are out of the 28 observed Grades 6-8 ELA classrooms. Therefore, the percentages for the main questions (1-5) do not have to add to 100%. If the observer responded "yes" to the main question, then the sub-items under that main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-2. Vocabulary Instructional Routines Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

Vocabulary Instructional Routines	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include vocabulary instruction?	16	57%		
a. Did the teacher pre-teach vocabulary words?			9	56%
b. Did the teacher teach <u>academic</u> vocabulary words?			15	94%
c. Did the teacher teach <u>content-specific</u> vocabulary words?			7	44%
d. Did the teacher teach the vocabulary words by <u>pronouncing words</u>?			16	100%
e. Did the teacher teach the vocabulary words by <u>defining words</u>?			14	88%
f. Did the teacher teach the vocabulary words by <u>identifying characteristics of the words</u>?			6	38%
g. Did the teacher teach the vocabulary words by <u>generating examples of the words</u>?			12	75%
h. Did the teacher teach the vocabulary words by <u>generating non-examples of the words</u>?			4	25%
i. Did the teacher use everyday language to explain the meaning of vocabulary words?			14	88%
j. Did the teacher use the *Frayer Model* to teach vocabulary?			8	50%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)
NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 28 observed Grades 6-8 ELA classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-3. Comprehension Instructional Routines Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

Comprehension Instructional Routines	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include comprehension instruction?	12	43%		
a. Did the teacher build upon the students' background knowledge prior to reading the text?			8	67%
b. Did the teacher use *Anticipation-Reaction Guides*?			1	8%
c. Did the teacher instruct the students to identify the main ideas of the text?			8	67%
d. Did the teacher state the primary focus of the text?			5	42%
e. Did the teacher connect the text to prior learning?			8	67%
f. Did the teacher identify the main ideas of each paragraph?			3	25%
g. Did the teacher record important details related to the main ideas?			2	17%
h. Did the teacher compose a main idea of the section statement?			1	8%
i. Did the teacher use the *Notes Log* when teaching about main ideas?			1	8%
j. Did the teacher use the *Get the Gist* routine to find the main ideas of the paragraph?			6	50%
k. Did the teacher instruct the students to summarize the text?			5	42%
l. Did the teacher use the *Notes Log* when teaching about writing summaries?			1	8%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 28 observed Grades 6-8 ELA classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-4. Word Study (Syllable Patterns) Instructional Routines Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

Word Study (Syllable Patterns) Instructional Routines	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include word study where the teacher instructed students to recognize syllable patterns?	1	4%		
a. Did the teacher teach <u>closed</u> syllable patterns?			1	100%
b. Did the teacher teach <u>open</u> syllable patterns?			1	100%
c. Did the teacher teach <u>vowel-consonant-e</u> (silent *e*) syllable patterns?			1	100%
d. Did the teacher teach <u>vowel-*r*</u> syllable patterns?			0	0%
e. Did the teacher teach <u>vowel pair</u> syllable patterns?			0	0%
f. Did the teacher teach <u>consonant-*le*</u> syllable patterns?			0	0%
g. Did the teacher teach about <u>irregular words</u>?			0	0%
h. Did the teacher use <u>direct instruction to teach the syllable patterns</u>?			0	0%
i. Did the teacher <u>discuss the distinguishing feature of each syllable type</u> to teach syllable patterns?			0	0%
j. Did the teacher <u>discuss the effect of the syllabic pattern on the vowel sound</u> to teach syllable patterns?			0	0%
k. Did the teacher <u>practice the types of syllables (identifying/sounding out)</u> to teach syllable patterns?			1	100%
l. Did the teacher <u>generalize the syllable patterns to new words</u> to teach syllable patterns?			0	0%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)
NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 28 observed Grades 6-8 ELA classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-5. Word Study (Morphemes) Instructional Routines Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

Word Study (Morphemes) Instructional Routines	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	**%**	**N**	**%**
1. Did the lesson include word study where the teacher instructed students to recognize morphemes?	3	11%		
a. Did the teacher instruct students to recognize morphemes by <u>using direct instruction of roots and affixes</u>?			1	33%
b. Did the teacher instruct students to recognize morphemes by <u>generating examples of the morphemes</u>?			1	33%
c. Did the teacher instruct students to recognize morphemes by <u>generating non-examples of the morphemes</u>?			1	33%
d. Did the teacher instruct students to recognize morphemes by <u>generalizing the morphemes to new words</u>?			0	0%
e. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>finding the root of the word</u>?			2	67%
f. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>thinking about what the root means</u>?			3	100%
g. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>finding the prefixes and suffixes</u>?			3	100%
h. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>thinking about what the prefixes and suffixes mean</u>?			3	100%
i. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>combining the meaning of the word parts</u>?			2	67%
j. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>trying the possible meaning in a sentence</u>?			1	33%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)
NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 28 observed Grades 6-8 ELA classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-6. Fluency Instructional Routines Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

Fluency Instructional Routines	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include fluency instruction where the teacher read the passage aloud?	2	7%		
d. Did students <u>follow along and underline words to review</u> while the teacher read the passage aloud?			1	50%
e. Did the teacher and students <u>repeat any underlined words</u> while the teacher read the passage aloud?			1	50%
f. Did the students <u>provide the main idea of the passage</u> after the teacher read the passage aloud?			2	100%
g. Did the lesson include fluency instruction where the students engaged in partner reading?			1	50%
h. Did the student partner <u>read a passage for one minute</u>?			1	50%
i. Did the student partner <u>follow along and underline errors or skipped words</u> during partner reading?			1	50%
j. Did the student partner <u>circle the last word read</u> during partner reading?			1	50%
k. Did the student partner <u>conduct the error correction procedure</u> during partner reading?			1	50%
l. Did the student partner <u>calculate words correct per minute</u> after partner reading?			1	50%
m. Did the students <u>switch duties</u> during partner reading?			1	50%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)
NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 28 observed Grades 6-8 ELA classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-7. Inferential Comprehension Instructional Routines Observed in Classrooms of TALA ELA Teacher Participants (Grade 6 through 8)

Inferential Comprehension Instructional Routines	Observed ELA Classrooms (N=28)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include monitoring comprehension?	2	7%		
a. Did the teacher <u>explain the purpose for generating questions</u> while reading?			0	0%
b. Did the teacher <u>show students how to generate questions</u> while reading?			0	0%
c. Did the teacher instruct students to generate questions by <u>reading the passage aloud</u>?			0	0%
d. Did the teacher instruct students to generate questions by <u>discussing what the passage was about</u>?			0	0%
e. Did the teacher instruct students to generate questions by <u>identifying a fact in the passage that was a who, what where, when, why, or how</u>?			0	0%
f. Did the teacher instruct students to generate questions by <u>modeling how to turn a fact into a question</u>?			0	0%
g. Did the teacher instruct students to generate questions by <u>checking the answer in the passage</u>?			0	0%
h. Did the teacher instruct students to generate questions by <u>locating related facts from at least two different places in the text</u>?			0	0%
i. Did the teacher instruct students to generate questions by <u>combining facts to make a question</u>?			0	0%
j. Did the teacher instruct students to generate questions by <u>showing how to put information together to answer the question</u>?			0	0%
k. Did the teacher instruct students to generate questions by <u>relating something in the passage to something the class studied, read, or experienced</u>?			2	100%
l. Did the teacher instruct students to generate questions by <u>using stems to generate a question</u>?			0	0%
m. Did the teacher instruct students to generate questions by <u>modeling how to combine information in the passage with the prior knowledge to answer the question</u>?			0	0%
n. Did students work as partners to generate questions?			2	100%
o. Did students discuss questions and answers <u>as partners</u>?			2	100%
p. Did students discuss questions and answers <u>with the whole class</u> to generate questions?			2	100%
q. Did the students use question cards?			2	100%
r. Did the students use question cards <u>with the whole class</u>?			2	100%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 ELA Academies (N=28)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 28 observed Grades 6-8 ELA classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-8. General Instructional Strategies Observed in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

General Instructional Strategies	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the teacher adapt instruction during the lesson?	20	69%		
2. Did the teacher foster student engagement?	28	97%		
3. Did the teacher provide explicit instruction?	28	97%		
a. Did the teacher model the behavior?			20	71%
b. Did the teacher perform a think aloud?			16	57%
c. Were students guided by the teacher as they completed the task?			26	93%
d. Did students complete the task in small steps at the same time as the teacher?			10	36%
e. Did pairs of students practice small steps of the task and provide feedback to each other?			16	57%
f. Did students complete the task individually, in pairs, or in small groups?			24	86%
4. Did the teacher provide feedback to the students?	27	93%		
a. Did the teacher provide corrective feedback?			26	96%
b. Did the teacher provide positive feedback?			26	96%
c. Did the teacher provide negative feedback?			0	0%
5. Did the students work in groups?	18	62%		
a. Did the teacher ask the students to "Think-Pair-Share?"			7	39%
b. Did the teacher ask the students to "Tell-Help-Check?"			3	17%
c. Did the teacher ask the students to "Generate-Share?"			3	17%
d. Did the teacher ask the students to do "Partner Reading?"			2	11%
e. Did the teacher ask the students to do any other group work?			10	56%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main questions (1-5) are out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-9. Vocabulary Instructional Routines in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

Vocabulary Instructional Routines	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	**%**	**N**	**%**
1. Did the lesson include vocabulary instruction?	15	52%		
a. Did the teacher pre-teach vocabulary words?			4	27%
b. Did the teacher teach <u>academic</u> vocabulary words?			12	80%
c. Did the teacher teach <u>content-specific</u> vocabulary words?			14	93%
d. Did the teacher teach the vocabulary words by <u>pronouncing words</u>?			12	80%
e. Did the teacher teach the vocabulary words by <u>defining words</u>?			13	87%
f. Did the teacher teach the vocabulary words by <u>identifying characteristics of the words</u>?			11	73%
g. Did the teacher teach the vocabulary words by <u>generating examples of the words</u>?			14	93%
h. Did the teacher teach the vocabulary words by <u>generating non-examples of the words</u>?			9	60%
i. Did the teacher use everyday language to explain the meaning of vocabulary words?			13	87%
j. Did the teacher use the *Frayer Model* to teach vocabulary?			11	73%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-10. Comprehension Instructional Routines Observed in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

Comprehension Instructional Routines	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include comprehension instruction?	8	28%		
a. Did the teacher build upon the students' background knowledge prior to reading the text?			3	38%
b. Did the teacher use *Anticipation-Reaction Guides*?			2	25%
c. Did the teacher instruct the students to identify the main ideas of the text?			5	63%
d. Did the teacher state the primary focus of the text?			3	38%
e. Did the teacher connect the text to prior learning?			2	25%
f. Did the teacher identify the main ideas of each paragraph?			4	50%
g. Did the teacher record important details related to the main ideas?			3	38%
h. Did the teacher compose a main idea of the section statement?			2	25%
i. Did the teacher use the *Notes Log* when teaching about main ideas?			2	25%
j. Did the teacher use the *Get the Gist* routine to find the main ideas of the paragraph?			1	13%
k. Did the teacher instruct the students to summarize the text?			2	25%
l. Did the teacher use the *Notes Log* when teaching about writing summaries?			2	25%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-11. Word Study (Syllable Patterns) Instructional Routines Observed in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

Word Study (Syllable Patterns) Instructional Routines	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include word study where the teacher instructed students to recognize syllable patterns?	0	0%		
a. Did the teacher teach <u>closed</u> syllable patterns?			N/A	N/A
b. Did the teacher teach <u>open</u> syllable patterns?			N/A	N/A
c. Did the teacher teach <u>vowel-consonant-e</u> (silent *e*) syllable patterns?			N/A	N/A
d. Did the teacher teach <u>vowel-r</u> syllable patterns?			N/A	N/A
e. Did the teacher teach <u>vowel pair</u> syllable patterns?			N/A	N/A
f. Did the teacher teach <u>consonant-le</u> syllable patterns?			N/A	N/A
g. Did the teacher teach about <u>irregular words</u>?			N/A	N/A
h. Did the teacher use <u>direct instruction to teach the syllable patterns</u>?			N/A	N/A
i. Did the teacher <u>discuss the distinguishing feature of each syllable type</u> to teach syllable patterns?			N/A	N/A
j. Did the teacher <u>discuss the effect of the syllabic pattern on the vowel sound</u> to teach syllable patterns?			N/A	N/A
k. Did the teacher <u>practice the types of syllables (identifying/sounding out)</u> to teach syllable patterns?			N/A	N/A
l. Did the teacher <u>generalize the syllable patterns to new words</u> to teach syllable patterns?			N/A	N/A

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-12. Word Study (Morphemes) Instructional Routines Observed in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

Word Study (Morphemes) Instructional Routines	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include word study where the teacher instructed students to recognize morphemes?	1	3%		
a. Did the teacher instruct students to recognize morphemes by <u>using direct instruction of roots and affixes</u>?			0	0%
b. Did the teacher instruct students to recognize morphemes by <u>generating examples of the morphemes</u>?			0	0%
c. Did the teacher instruct students to recognize morphemes by <u>generating non-examples of the morphemes</u>?			0	0%
d. Did the teacher instruct students to recognize morphemes by <u>generalizing the morphemes to new words</u>?			0	0%
e. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>finding the root of the word</u>?			0	0%
f. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>thinking about what the root means</u>?			0	0%
g. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>finding the prefixes and suffixes</u>?			1	100%
h. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>thinking about what the prefixes and suffixes mean</u>?			1	100%
i. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>combining the meaning of the word parts</u>?			0	0%
j. Did the teacher instruct students to use the morphemic analysis routine to determine the meaning of words by <u>trying the possible meaning in a sentence</u>?			0	0%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-13. Fluency Instructional Routines Observed in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

Fluency Instructional Routines	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	%	N	%
1. Did the lesson include fluency instruction where the teacher read the passage aloud?	1	3%		
a. Did students <u>follow along and underline words to review</u> while the teacher read the passage aloud?			0	0%
b. Did the teacher and students <u>repeat any underlined words</u> while the teacher read the passage aloud?			0	0%
c. Did the students <u>provide the main idea of the passage</u> after the teacher read the passage aloud?			1	100%
d. Did the lesson include fluency instruction where the students engaged in partner reading?			0	0%
e. Did the student partner <u>read a passage for one minute</u>?			0	0%
f. Did the student partner <u>follow along and underline errors or skipped words</u> during partner reading?			0	0%
g. Did the student partner <u>circle the last word read</u> during partner reading?			0	0%
h. Did the student partner <u>conduct the error correction procedure</u> during partner reading?			0	0%
i. Did the student partner <u>calculate words correct per minute</u> after partner reading?			0	0%
j. Did the students <u>switch duties</u> during partner reading?			0	0%

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Table F-14. Inferential Comprehension Instructional Routines Observed in Classrooms of TALA Content Area Teacher Participants (Grade 6 through 8)

Inferential Comprehension Instructional Routines	Observed Content Area Classrooms (N=29)		If "Yes" to the Main Question (N=# responding "yes" to the corresponding main question)	
	N	**%**	**N**	**%**
1. Did the lesson include monitoring comprehension?	0	0%		
a. Did the teacher <u>explain the purpose for generating questions</u> while reading?			N/A	N/A
b. Did the teacher <u>show students how to generate questions</u> while reading?			N/A	N/A
c. Did the teacher instruct students to generate questions by <u>reading the passage aloud</u>?			N/A	N/A
d. Did the teacher instruct students to generate questions by <u>discussing what the passage was about</u>?			N/A	N/A
e. Did the teacher instruct students to generate questions by <u>identifying a fact in the passage that was a who, what where, when, why, or how</u>?			N/A	N/A
f. Did the teacher instruct students to generate questions by <u>modeling how to turn a fact into a question</u>?			N/A	N/A
g. Did the teacher instruct students to generate questions by <u>checking the answer in the passage</u>?			N/A	N/A
h. Did the teacher instruct students to generate questions by <u>locating related facts from at least two different places in the text</u>?			N/A	N/A
i. Did the teacher instruct students to generate questions by <u>combining facts to make a question</u>?			N/A	N/A
j. Did the teacher instruct students to generate questions by <u>showing how to put information together to answer the question</u>?			N/A	N/A
k. Did the teacher instruct students to generate questions by <u>relating something in the passage to something the class studied, read, or experienced</u>?			N/A	N/A
l. Did the teacher instruct students to generate questions by <u>using stems to generate a question</u>?			N/A	N/A
m. Did the teacher instruct students to generate questions by <u>modeling how to combine information in the passage with the prior knowledge to answer the question</u>?			N/A	N/A
n. Did students work as partners to generate questions?			N/A	N/A
o. Did students discuss questions and answers <u>as partners</u>?			N/A	N/A
p. Did students discuss questions and answers <u>with the whole class</u> to generate questions?			N/A	N/A
q. Did the students use question cards?			N/A	N/A
r. Did the students use question cards <u>with the whole class</u>?			N/A	N/A

Source: Classroom Observations of Teachers Who Participated in TALA Grade 6 and Grades 7-8 Content Area Academies (N=29)

NOTE: Classroom observers were instructed to respond to each of the questions, and the reported N and % for the main question is out of the 29 observed Grades 6-8 content area classrooms. If the observer responded "yes" to the main question, then the sub-items under the main question were also answered. Observers were to "select all that apply" to all sub-items, and these percentages do not have to add to 100%.

Appendix G: Barriers and Facilitators to TALA Implementation

Barriers to TALA Implementation: ELA Teachers

Grade 6

Grade 6 ELA teachers who participated in the TALA ELA Academy were asked if they have faced any barriers while implementing TALA strategies and practices in instruction. While more than one-third responded that they faced no barriers (34%), others cited time as an obstacle to implementation (25%). Some felt that with the abundance of other responsibilities, there was not adequate time to incorporate TALA. One participant stated, "The main barrier is time. When you have so many TEKS to cover, it feels like a race just to get through the material."

In addition, respondents cited the application of strategies (6%) such as the students "getting over their shyness and do partner reading." One participant stated, "I have had difficulties incorporating/checking fluency on a regular basis." Some participants felt that getting the students to buy-in (5%) to TALA and be engaged in the classroom were major barriers. One participant stated, "With most struggling readers, their attitude by 6th grade is somewhat negative. I try to find short text that is interesting and from a variety of genres." Participants also felt that 'multiple factors' (5%) which include two or more of the common themes listed were major barriers when implementing TALA. One participant stated, "Breaking old teaching patterns and experimenting with new strategies requires getting out of comfort zones, spending more time planning, and even more time evaluating the effectiveness of the new strategies."

While some teachers had cited difficulty with time, the application of strategies and getting the students to buy-in, some respondents felt that the level of language proficiency of the students (4%), the competing curricula (4%), and the application of instructional routines (4%) in the classroom as major barriers. One participant felt that the level of language proficiency was a barrier because, "my students have a difficult time reading words that are above their reading level due to their language development." One participant who felt that the competing curriculum was a barrier because, "I am in a new program that is already designed to be implemented in a specific way, which leaves me little wiggle room." ELA teachers also felt that, "It is hard to find examples and non-examples for math words."

Some respondents pointed to classroom structural factors that rendered the implementation of TALA as more difficult, such as the size of their classes (2%), the TALA strategies not being applicable (2%), and a lack of recollection of the training (1%) that did not necessarily facilitate TALA implementation. One participant stated, "Some routines work best in small-group settings." Another participant felt that it was difficult to make TALA applicable in the classroom because they are, "teaching a different content area and there is not involvement with reading instruction." While another participant felt that "the TALA training was very overwhelming. I try to use as much as I can--trying to remember everything is a challenge."

Grade 7 and 8

ELA teachers who participated in the TALA ELA Academy were asked if they had faced any barriers while implementing TALA strategies and practices in instruction. While more than one-fourth responded that they faced no barriers (26%), others cited time as an obstacle to implementation (24%). One teacher expressed that the barrier "has been finding time in the day to help my struggling readers more," whereas another survey participant noted that teachers "have absolutely no time to look at and incorporate new techniques." The perceived shortage of time was also attributed to "requirements to focus on other programs" that made it difficult to fully implement strategies and routines.

In addition, respondents cited the applicability of strategies (8%) as a barrier, given specific classroom contexts such as students' absence of comfort with assigned reading partners or student behaviors that rendered partner reading activities impossible. Other conditions that made it difficult to apply the strategies included "finding available rooms to test" and "consistently testing fluency." Student behaviors and demographics cited as barriers to the incorporation of TALA were underscored by the percentage of responses that spoke to the difficulty of obtaining student buy-in.

8% of ELA teachers reported that student buy-in, or the lack thereof, made it difficult to utilize strategies such as partner reading. One participant noted that "sometimes students that are not struggling with reading can become tired and frustrated with struggling readers," whereas others simply indicated that there was a "lack of student effort" or a "lack of team effort among students." The absence of team effort was echoed by responses discussing students' unwillingness to work with their reading partners and in some instances, student mockery of others.

Difficulties caused by the applicability of strategies and the absence of student buy-in were related to the wide variation of student levels of language and educational development cited by teachers (7%). One teacher noted that "[t]here are so many varied levels of readers and ELLs in my classroom that I'm not sure which level to base most of my instruction - the top, bottom, or middle," a sentiment echoed by many others who also pointed to some students' illiteracy or lack of prior knowledge that hindered activities. The presence of multiple English as Second Language (ESL) students and ELLs was often listed as a barrier to the successful implementation of reading strategies.

Included in the 'other' category (6%) were barriers related to an absence of supplies, the "lack of practice and confidence," "lack of experience," or changes in teaching positions or classes that made it difficult to implement strategies on a consistent basis. Other barriers that impeded TALA implementation included the application of instructional routines (4%), the presence of competing curricula (3%), TALA strategies and practices that were not applicable (3%), class size (2%), a lack of recollection of the training (2%), and a combination of these factors (multiple factors – 2%).

Barriers to TALA Implementation: Content Area Teachers

Grade 6

Grade 6 content area teachers who participated in the TALA Content Area Academy were asked if they have faced any barriers while implementing TALA strategies and practices in instruction. While one-third of participants responded that they faced no barriers (33%), others cited time as an obstacle to implementation (23%). Some felt that with the abundance of other responsibilities, there was not adequate time to incorporate TALA.

In addition, content teachers felt that the TALA strategies and practices were not applicable (8%) to their instruction. One participant stated, "It is difficult to teach reading skills in a science classroom because we have to teach the required science TEKS by the end of the year." Additionally, another participant stated, "It is very hard to incorporate a lot of these strategies into math." Participants who had difficulty implementing TALA due to their student's level of language proficiency (8%) stated that there are an "extreme range of learners in my classroom." Other respondents cited the application of strategies (8%) as a barrier that prevented the implementation of TALA. One participant stated, "[The] 'I Do, We Do, You Do' [activity] is time consuming for everything so I can't do it as often as I would like." Another participant stated, "I don't remember the specific steps when doing the different strategies."

Some participants felt that getting the students to buy-in (6%) to TALA and be engaged in the classroom with the new strategies and practices being implemented was a major barrier. One participant stated, "I had trouble getting students to overcome shyness and working independently so the partner reading was difficult."

While some teachers had cited difficulty with only strategies or felt that TALA methods were not always applicable to their classroom setting, some respondents felt that the application of instructional routines (5%) as a major barrier. One participant felt that the instructional routines were a barrier because, "students do not like to take notes!" Other participants felt that multiple factors (4%), a combination of at least two of the common themes listed were barriers faced when implementing TALA.

Some respondents pointed to classroom structural factors that rendered the implementation of TALA as more difficult, such as the array of additional curricula already in place at campuses (2%), the size of their classes (2%), and a lack of recollection of the training (1%) that did not necessarily facilitate TALA implementation. One participant felt that a major barrier was that they already have "an overcrowded curriculum." Another participant stated, "I work with small groups, therefore am not able to implement some of the strategies. I would love to be able to implement some of the reading strategies that required that I have a larger group of students."

Of the 'other' barriers discussed which comprised 7%, responses included being creative with what was learned, a need for more opportunities to practice, and others being of a wide variety of responses.

Grade 7 and 8

Grade 7 and 8 teachers who participated in the TALA Content Area Academy were asked if they have faced any barriers while implementing TALA strategies and practices in instruction. While 27% of participants responded that they faced no barriers, others cited time as an obstacle to implementation (23%), as they felt that the abundance of other responsibilities left them an insufficient amount of time to incorporate TALA.

In addition, other content teachers felt that it was difficult to get the students to buy-in to the TALA strategies and practices (9%). One participant stated, "Some students didn't want to adjust to the new strategies being implemented at first, but then they got used to it because I was not going to give up. Also the student's progress shows that these strategies do work."

Some participants felt that the TALA strategies and practices were not applicable (7%) to their instruction. One participant stated, "The difficulty lies in not how, but when to implement because TALA does not apply to my subject area very well." Additionally, another participant stated, "I'm not currently teaching language arts, so I have to incorporate the strategies into the content areas." Other respondents cited the application of strategies (7%) as a barrier that has prevented the implementation of TALA. One participant stated, "TMSFA required a lot of time and I don't really understand how to make use of the results other than noting problem areas which are already evident to me as a teacher."

Participants who had difficulty implementing TALA due to divergent levels of language/educational development (6%) stated that there are students of a "wide range of language development." One participant stated, "The biggest barrier I've found are the very low readers mixed with the high readers within one class period."

While some teachers had cited difficulty with only strategies or felt that TALA methods were not always applicable to their classroom setting, some respondents felt that the application of instructional routines (4%) was a major barrier. One participant felt that the instructional routines were a barrier, explaining that "I don't like the Frayer Model because of the non-examples - so using other graphic organizers for Vocabulary has helped."

Some respondents pointed to classroom structural factors that rendered the implementation of TALA more difficult, such as the array of additional curricula already in place at campuses (3%), the size of their classes (2%), and a lack of recollection of the training (2%) that did not necessarily facilitate TALA implementation. One participant felt that a major barrier was "curriculum restrictions." Another participant stated, "I have very large classes so I cannot use the oral reading as much as I would like." Lastly, one participant stated, "I haven't implemented any of the strategies; I need to review what they are--don't remember many." Other participants felt that multiple factors (1%), a combination of at least two of the common themes listed were barriers faced when implementing TALA. Of the 'other' barriers discussed, which comprised 4%, responses included having the appropriate materials and a need for more opportunities to practice.

Facilitators to TALA Implementation: ELA Teachers

Grade 6

Grade 6 ELA teachers who participated in the TALA ELA Academy were asked about the factors that have helped facilitate the implementation of TALA strategies and practices into their instruction. Among those cited by teachers, the most common factors that have helped the facilitation of TALA are the resources provided (19%), the helpful strategies (14%), the goodness of fit (10%), the overall training (10%), the support from other teachers (9%), and the helpful instructional routines (7%).

The resources provided include the materials, binders, videos, and posters. When referring to the resources provided, one participant stated, "The workshop was great, but it was also so helpful to have the binders available to go back to refresh my learning and to actually implement the techniques in my classroom." Another participant stated, "The notebooks are great… I use them often! The handouts in the back of the notebooks have been great!" One participant felt that they have a "freedom to work with my students to incorporate these strategies," while another participant stated, "just being will to use new strategies has helped me and my students." The goodness of fit refers to how the content of TALA and the strategies/instructional routines have aligned with what is expected of the teachers to teach at their campus. One participant stated, "Knowing how to use the strategies and practices correctly and effectively and interpret the date I gain from them." Another participant stated, "I already had a good base of active reading strategies and higher order thinking activities, so the TALA strategies fell right into the way I like to teach." The training, which comprised of 10%, refers to the overall content of the training provided at the academies to be conducive in helping implement the strategies and practices as a teacher on their own in a classroom. One participant stated, "The training was presented in away to fire me up about teaching again. I used to do a lot of this stuff when I was fresh out of college but, as time has passed and new ideas and strategies have been presented I would try those things. TALA works!" Support from other teachers, especially those who attended TALA training, factored into the facilitation of implementing the practices and strategies into instruction. One participant stated, "Most teachers at my school are trained in TALA. I can ask for help with things I don't understand." Additionally, instructional routines have helped with "specific methods of introducing vocabulary and pronunciation of unfamiliar vocabulary." Another participant felt that the instructional routines were helpful because, "the instructional techniques taught to me helped me adjust with my style of teaching."

Support for other curricula (4%) refers to the content learned at the TALA training as being supportive to the curriculum that is already being used on campus. One participant stated, "The strategies that work well with any curriculum (not as replacements) fit in well. There are some really great strategies in the TALA workshop for ELA." The administrator support (4%) seen at participants' campus has helped with the facilitation of the TALA practices and strategies. One participant felt the, "flexibility of staff and administration to implement new ideas that meet TEKS," has facilitated implementation.

Grade 7 and 8

Grade 7 and 8 ELA teachers who participated in the TALA ELA Academy were asked about the factors that have helped facilitate the implementation of TALA strategies and practices into their instruction. Among those cited by teachers, the most common factors that have helped the facilitation of TALA are the resources provided (20%), helpful strategies (12%), the overall training (9%), and the support from other teachers (9%). 22% of teachers either reported no facilitators (15%) or did not respond (7%) with what helped with TALA implementation in instruction.

Resources provided included the materials, binders, videos, and posters, and were the most commonly cited facilitator for TALA implementation at 20%. According to one participant, "having resources available at my fingertips is most helpful. If I come across an issue the kids are dealing with, I can look and see what routine might be helpful." Other responses echoing the utility of resources pinpointed the organization of the binder distributed at the training that allowed teachers to reference quickly strategies and routines, the information available on the CD, individuals like instructional specialists who could provide additional guidance, and videos demonstrating how strategies and routines would be instituted. Another teacher expressed, "I love the training manuals we received because I can refresh those skills and look back to see what I might have forgotten that would be good to use."

The TALA strategies themselves were perceived as facilitators to implementation (12%), as they "seem to spark the students' interests because some of them are different from what has been implemented in the past." Others reported that the strategies were helpful as they "do not require specific stories [and] they don't take several days in a row to implement," and "can be adapted well to fit student needs." A number of teachers specified that the scaffolding strategy was particularly helpful and students seemed to respond well to it, along with partner reading. One teacher noted, "When I see that some students become more engaged in classroom activities and are able to open up and come out of their shyness and actually participate in the classroom functions. This keeps me motivated to continue to facilitate these strategies."

The TALA training lent itself to guiding teachers through the process of implementing TALA through opportunities to "practice every strategy" and the provision of "a clear set of examples of strategies and graphic organizers that have facilitated implementation." One teacher reported that the training gave more of an "understanding of how to implement the strategies" for ESL and Special Education (SPED) students.

Survey participants indicated that support provided by other teachers on staff helped facilitate the incorporation of TALA strategies and routines into everyday instruction (9%). Teachers explained that having others on staff who had attended the TALA training was helpful, as it "has helped to have someone on campus to collaborate and discuss results with." Additionally, as another teacher noted, the attendance of multiple teachers "has allowed for cross-curricular assignments, as well as an understanding of student ability and strategies. These allow us as a team of teachers to tackle the situation as a whole and make sure the students are successful. Implementing [strategies and routines] across the board has helped."

Additional facilitators included goodness of fit (8%), helpful instructional routines (7%), support from administrators (5%), and support from other curricula (1%). Survey participants referenced the demographics of their students and class sizes, their own willingness and desire to help

students succeed, and the practicality as factors that pointed to the goodness of fit of TALA for their classrooms. Instructional routines that fostered a growth in vocabulary and used the Frayer model helped teachers weave more TALA approaches into their everyday teaching practices. Administrative support ranged from district openness to new methodologies to flexibility and freedom afforded to teachers that "allows [teachers] to support all programs within the school" and campus-wide adoption that "reinforces the strategies learned." Existing curricula served as a foundation for teachers to build their TALA strategies and routines onto, as illustrated by one teacher's belief that "[the fact] that the strategies are aligned with our district's curriculum and our literacy commitments has been a huge benefit."

Facilitators to TALA Implementation: Content Area Teachers

Grade 6

Grade 6 content area teachers who participated in the TALA Content Area Academy were asked about the factors that have helped facilitate the implementation of TALA strategies and practices into their instruction. The most common factors cited by the content area teachers that have helped the facilitation of TALA are the resources provided (16%), the goodness of fit (15%), the helpful strategies (11%), the helpful instructional routines (9%), the support from other teachers (8%) and the overall training (9%).

The resources provided include the materials, binders, videos, and posters. When referring to the resources provided, one participant stated, "The ease of using my handouts and notebook as reference material when I need a refresher or idea to work with has been helpful." Another participant stated, "Having all of the strategies well organized in the binder gives a practical support tool." The goodness of fit refers to how the content of TALA, the student engagement with TALA, the prior knowledge/experience with TALA strategies/instructional routines have aligned with what is expected of the teachers at their campus. One participant stated, "Making the students apart of the teaching by having them work together," has helped facilitate the implementation of TALA. Helpful strategies, such as "anticipation reaction guides, have really helped the students." Another participant stated that, "Having my students paired up in teams at their table so we can always use TALA strategies with their work has been helpful." One participant stated, "I feel the students understand the difference between examples and non-examples," because of the helpful instructional routines taught at the TALA Content Area Academy. Additionally, one participant felt that "allowing students to hear each other read instructions and lessons, and then having the opportunity to discuss," has been a beneficial instructional routine to the implementation of TALA.

The training, which comprised 9% of all facilitators cited by teachers, refers to the overall content of the training provided at the academies to be conducive in helping implement the strategies and practices as a teacher on their own in a classroom. One participant felt that, "the presentation was very good and it helped that I have the notes." Support from other teachers (9%), especially those who attended TALA training, factored into the facilitation of implementing the practices and strategies into instruction. One participant stated that, "working as a team with other teachers in implementing the strategies," has been useful with TALA implementation. Another participant stated, "Other teachers from my school attended which enabled us to collaborate and share strategies." The administrator support (4%) seen at participants' campus has helped with the facilitation of the TALA practices and strategies. One participant felt, "Support and encouragement by administration and staff when incorporating these practices,"

has facilitated implementation. Support for other curricula (4%) refers to the content learned at the TALA training as being supportive to the curriculum that is already being used on campus. One participant stated that, "Many strategies are already built into our curriculum through CSCOPE."

Grade 7 and 8

Grade 7 and 8 content area teachers who participated in the TALA Content Area Academy were asked about the factors that have helped facilitate the implementation of TALA strategies and practices into their instruction. Among those cited by teachers, the most common factors that have helped the facilitation of TALA are resources provided (13%), helpful strategies (12%), helpful instructional routines (10%), the training itself (10%), support from other teachers (9%), and the goodness of fit (8%).

The resources provided include the materials, binders, videos, and posters. When referring to the resources provided, one participant stated, "The notebooks were put together in a way that was easy to follow." Another participant stated, "Having the resources available at my fingertips is most helpful. If I come across an issue the kids are dealing with, I can look and see what routine might be helpful." Lastly, one participant stated, "The information is very detailed in the binder and that helps to refresh what was covered."

Helpful strategies, such as "anticipation reaction guides, have really helped the students." One participant stated, "Incorporating some of the strategies is simple and easy to place within a basic assignment." Another participant stated, "I do see value in some of the strategies and practices we were taught, so I try to implement something new every other month."

One participant stated, "Students better understand syllable structures and pronouncing words," because of the helpful instructional routines taught at the TALA Content Area Academy. Additionally, one participant felt that "Get the Gist is an alternative of note taking and students have responded well."

The training, which comprised 10% of responses, refers to the overall content and the presentation of the training provided at the academies to be conducive in helping implement the strategies and practices as a teacher on their own in a classroom. One participant felt that, "the fact that I was able to participate in most of the strategies first hand gave me a better grasp and made me more confident implementing them into my classroom." Another participant stated, "The training was user friendly and easy to remember."

Support from other teachers (9%), especially those who attended TALA training, factored into the ease of implementing the practices and strategies into instruction. One participant stated that, "Other teachers are using the strategies, too, so they can help with planning or questions I have." Another participant stated, "Collaborating with two other teachers who have received the same training," has been useful with TALA implementation.

The goodness of fit refers to how the content of TALA, the student engagement with TALA, the prior knowledge/experience with TALA, and the TALA strategies/instructional routines have aligned with what is expected of the teachers at their campus. One participant stated, "My willingness to try some new strategies that I learned at TALA and being open-minded," has

been beneficial in the implementation of TALA. Another participant stated, "Some of the strategies were merely an adjustment in presentation and that made them easier to implement."

The administrative support (5%) provided at participants' campuses has helped with the facilitation of the TALA practices and strategies. One participant stated that the "Administration encourages the use of TALA strategies in the classroom & compliments staff on the use of them." Another participant stated, "Administration and the ELA department are a great support for the implementation of TALA strategies in the classroom." Support for other curricula (1%) refers to the content learned at the TALA training as being supportive to the curriculum that is already being used on campus. One participant stated that, "There are similar lessons and goals in CSCOPE, TALA, and the curriculum that I was already teaching, so I just put it all together." Of the 'other' factors discussed (8%), responses included having more practice, consistency, and patience.

Appendix H: Mean Differences in the Percentage of Students Who Met TAKS Standards by Implementation Level

Table H-1: Percentage of Grade 6 Students who Met TAKS Reading Standards by Implementation Level, Cohort A

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	71	90.92	7.31	0.54	0.58
	Medium	75	91.39	6.21		
	High	77	92.05	6.49		
	Total	223	91.47	6.66		
2006-07	Low	76	91.72	6.60	1.17	0.31
	Medium	81	92.51	5.55		
	High	81	90.42	12.37		
	Total	238	91.55	8.75		
2007-08	Low	78	90.81	6.47	0.83	0.44
	Medium	82	89.55	7.13		
	High	85	90.67	6.86		
	Total	245	90.34	6.83		
2008-09	Low	79	91.14	6.60	0.48	0.62
	Medium	88	91.27	5.94		
	High	87	90.10	11.77		
	Total	254	90.83	8.54		
2009-10	Low	76	85.79	9.34	0.62	0.54
	Medium	86	84.81	8.83		
	High	83	84.12	10.19		
	Total	245	84.88	9.45		

Source: TAKS

Table H-2: Percentage of Grade 6 Students who Met TAKS Math Standards by Implementation Level, Cohort A

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	71	79.00	12.00	0.14	0.87
	Medium	75	78.08	12.22		
	High	77	79.08	14.61		
	Total	223	78.72	12.98		
2006-07	Low	76	78.83	13.25	0.10	0.90
	Medium	81	78.67	15.32		
	High	81	77.81	16.83		
	Total	238	78.43	15.18		
2007-08	Low	78	79.28	11.57	0.26	0.77
	Medium	82	77.83	12.89		
	High	85	78.58	13.75		
	Total	245	78.55	12.76		
2008-09	Low	79	79.61	12.24	0.44	0.64
	Medium	88	77.89	11.52		
	High	87	77.91	16.07		
	Total	254	78.43	13.43		
2009-10	Low	76	81.74	12.10	0.19	0.83
	Medium	86	80.57	11.53		
	High	83	81.00	13.09		
	Total	245	81.08	12.21		

Source: TAKS

Table H-3: Percentage of Grade 6 Students who Met TAKS Reading Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	54	89.89	7.26	0.22	0.80
	Medium	40	89.28	12.95		
	High	31	90.77	7.46		
	Total	125	89.91	9.44		
2006-07	Low	54	91.07	6.64	0.13	0.88
	Medium	46	90.00	11.20		
	High	33	91.03	16.94		
	Total	133	90.69	11.41		
2007-08	Low	53	89.92	6.62	1.00	0.37
	Medium	49	85.73	21.17		
	High	33	87.12	14.53		
	Total	135	87.72	15.21		
2008-09	Low	58	89.64	7.58	0.33	0.72
	Medium	47	88.09	14.24		
	High	35	89.83	11.81		
	Total	140	89.16	11.20		
2009-10	Low	62	83.68	8.43	0.68	0.51
	Medium	47	80.15	19.77		
	High	38	80.97	21.38		
	Total	147	81.85	16.47		

Source: TAKS

Table H-4: Percentage of Grade 6 Students who Met TAKS Math Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	54	76.94	15.15	0.43	0.65
	Medium	40	75.95	19.20		
	High	31	79.45	13.19		
	Total	125	77.25	16.06		
2006-07	Low	54	74.24	18.28	0.16	0.86
	Medium	46	76.24	17.69		
	High	33	74.33	22.85		
	Total	133	74.95	19.19		
2007-08	Low	53	76.68	13.32	1.37	0.26
	Medium	49	72.31	22.46		
	High	33	78.30	14.29		
	Total	135	75.49	17.45		
2008-09	Low	58	74.86	14.76	0.64	0.53
	Medium	47	72.62	19.62		
	High	35	76.74	14.64		
	Total	140	74.58	16.48		
2009-10	Low	62	80.45	10.91	2.16	0.12
	Medium	47	75.11	20.27		
	High	38	73.66	22.23		
	Total	147	76.99	17.71		

Source: TAKS

Table H-5: Percentage of Grade 7 Students who Met TAKS Reading Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	106	80.18	11.21	0.15	0.86
	Medium	107	79.74	10.00		
	High	115	80.50	9.48		
	Total	328	80.15	10.21		
2006-07	Low	108	86.07	9.00	0.54	0.58
	Medium	114	84.77	11.77		
	High	117	85.62	7.14		
	Total	339	85.48	9.48		
2007-08	Low	109	85.51	8.68	0.94	0.39
	Medium	115	83.77	12.04		
	High	119	83.93	10.43		
	Total	343	84.38	10.50		
2008-09	Low	115	84.63	10.01	0.19	0.82
	Medium	120	83.79	11.53		
	High	122	84.01	10.68		
	Total	357	84.14	10.74		
2009-10	Low	112	86.76	8.24	0.70	0.50
	Medium	121	85.46	11.39		
	High	121	85.30	10.81		
	Total	354	85.82	10.27		

Source: TAKS

Table H-6: Percentage of Grade 7 Students who Met TAKS Math Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	106	71.70	15.04	0.28	0.75
	Medium	108	71.22	15.30		
	High	115	72.61	11.68		
	Total	329	71.86	14.02		
2006-07	Low	108	77.36	13.12	0.55	0.58
	Medium	114	75.67	15.54		
	High	117	77.19	11.27		
	Total	339	76.73	13.40		
2007-08	Low	109	77.17	14.40	0.19	0.83
	Medium	115	76.02	15.11		
	High	119	76.61	12.42		
	Total	343	76.59	13.97		
2008-09	Low	115	78.54	14.40	0.12	0.88
	Medium	120	78.65	13.87		
	High	122	77.80	14.78		
	Total	357	78.32	14.32		
2009-10	Low	112	81.69	10.63	0.87	0.42
	Medium	121	80.19	13.27		
	High	121	79.63	12.64		
	Total	354	80.47	12.26		

Source: TAKS

Table H-7: Percentage of Grade 8 Students who Met TAKS Reading Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	107	84.53	10.27	0.52	0.60
	Medium	108	85.41	8.52		
	High	114	84.23	7.80		
	Total	329	84.71	8.89		
2006-07	Low	109	89.74	6.80	1.50	0.22
	Medium	114	88.13	10.85		
	High	116	89.77	5.91		
	Total	339	89.21	8.16		
2007-08	Low	109	92.10	5.69	1.54	0.22
	Medium	115	91.65	5.96		
	High	118	90.39	10.28		
	Total	342	91.36	7.67		
2008-09	Low	114	92.26	5.77	0.68	0.51
	Medium	119	92.23	5.67		
	High	122	91.30	9.62		
	Total	355	91.92	7.29		
2009-10	Low	112	90.81	6.22	0.19	0.82
	Medium	121	90.60	6.70		
	High	121	90.29	6.46		
	Total	354	90.56	6.45		

Source: TAKS

Table H-8: Percentage of Grade 8 Students who Met TAKS Math Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	107	68.87	15.79	0.71	0.49
	Medium	108	69.64	15.68		
	High	114	67.28	13.80		
	Total	329	68.57	15.08		
2006-07	Low	109	73.16	14.48	0.20	0.82
	Medium	114	71.96	15.23		
	High	116	72.80	13.60		
	Total	339	72.63	14.41		
2007-08	Low	109	76.54	13.04	1.90	0.15
	Medium	115	74.11	12.76		
	High	118	73.10	14.76		
	Total	342	74.54	13.61		
2008-09	Low	114	78.58	12.97	0.37	0.69
	Medium	119	78.72	11.81		
	High	121	77.49	11.44		
	Total	354	78.25	12.05		
2009-10	Low	112	79.90	13.38	0.53	0.59
	Medium	121	79.07	13.89		
	High	121	78.10	12.87		
	Total	354	79.00	13.37		

Source: TAKS

Table H-9: Percentage of Grade 8 Students who Met TAKS Social Studies Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	107	84.16	10.94	1.77	0.17
	Medium	108	85.28	9.17		
	High	114	82.63	11.29		
	Total	329	84.00	10.55		
2006-07	Low	109	87.95	9.43	1.78	0.17
	Medium	114	85.07	13.36		
	High	116	86.73	11.20		
	Total	339	86.57	11.50		
2007-08	Low	109	86.61	8.10	0.71	0.49
	Medium	115	85.76	8.44		
	High	118	85.19	10.29		
	Total	342	85.83	9.01		
2008-09	Low	114	89.61	8.74	0.59	0.56
	Medium	119	90.61	6.69		
	High	121	90.32	6.00		
	Total	354	90.19	7.20		
2009-10	Low	112	93.68	5.79	0.20	0.82
	Medium	121	93.64	6.38		
	High	121	93.24	5.64		
	Total	354	93.51	5.94		

Source: TAKS

Table H-10: Percentage of Grade 8 Students who Met TAKS Science Standards by Implementation Level, Cohort B

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	107	73.39	15.29	0.35	0.71
	Medium	108	73.76	14.44		
	High	114	72.24	13.14		
	Total	329	73.11	14.26		
2006-07	Low	109	72.50	15.34	1.16	0.31
	Medium	114	69.35	17.04		
	High	116	70.80	13.62		
	Total	339	70.86	15.40		
2007-08	Low	109	69.72	14.87	2.00	0.14
	Medium	115	66.62	15.25		
	High	118	66.01	14.61		
	Total	342	67.40	14.95		
2008-09	Low	114	72.11	15.40	0.11	0.90
	Medium	119	71.40	13.84		
	High	122	71.33	13.77		
	Total	355	71.61	14.30		
2009-10	Low	112	78.10	12.51	0.49	0.61
	Medium	121	76.95	14.54		
	High	121	76.40	12.49		
	Total	354	77.13	13.21		

Source: TAKS

Table H-11: Percentage of Grade 6 Students who Met TAKS Reading Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	209	90.27	7.23	0.36	0.70
	Medium	214	90.38	6.83		
	High	215	89.83	7.48		
	Total	638	90.16	7.18		
2006-07	Low	224	90.70	7.40	0.75	0.47
	Medium	224	91.15	6.41		
	High	227	90.35	7.14		
	Total	675	90.73	6.99		
2007-08	Low	236	89.78	8.75	0.20	0.82
	Medium	234	89.52	6.44		
	High	236	89.36	7.01		
	Total	706	89.55	7.46		
2008-09	Low	237	90.38	6.96	0.25	0.78
	Medium	240	90.42	6.35		
	High	240	90.01	7.28		
	Total	717	90.27	6.87		
2009-10	Low	238	83.33	10.36	0.62	0.54
	Medium	240	84.27	8.41		
	High	239	83.92	9.18		
	Total	717	83.84	9.34		

Source: TAKS

Table H-12: Percentage of Grade 6 Students who Met TAKS Math Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	209	77.55	12.50	0.01	0.99
	Medium	214	77.49	12.66		
	High	215	77.65	13.80		
	Total	638	77.56	12.99		
2006-07	Low	224	76.78	14.28	0.44	0.64
	Medium	224	77.04	13.30		
	High	227	75.84	15.04		
	Total	675	76.55	14.21		
2007-08	Low	236	77.14	12.93	0.19	0.83
	Medium	234	77.56	12.37		
	High	236	77.82	11.55		
	Total	706	77.51	12.28		
2008-09	Low	237	78.95	11.32	0.45	0.64
	Medium	240	77.96	12.17		
	High	240	78.67	11.77		
	Total	717	78.52	11.75		
2009-10	Low	238	79.94	11.72	0.63	0.53
	Medium	240	80.44	11.21		
	High	239	81.08	10.50		
	Total	717	80.49	11.15		

Source: TAKS

Table H-13: Percentage of Grade 7 Students who Met TAKS Reading Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	226	78.41	12.65	0.70	0.50
	Medium	227	79.00	10.88		
	High	214	77.67	11.96		
	Total	667	78.37	11.84		
2006-07	Low	233	84.85	9.21	0.18	0.83
	Medium	232	84.56	9.15		
	High	221	84.32	9.60		
	Total	686	84.58	9.31		
2007-08	Low	241	83.95	9.07	1.31	0.27
	Medium	238	83.87	10.02		
	High	224	82.67	9.33		
	Total	703	83.52	9.49		
2008-09	Low	245	83.49	10.52	1.03	0.36
	Medium	238	83.39	8.99		
	High	226	82.26	11.19		
	Total	709	83.07	10.26		
2009-10	Low	244	85.10	8.85	0.65	0.52
	Medium	238	85.49	8.33		
	High	224	84.55	9.53		
	Total	706	85.06	8.90		

Source: TAKS

Table H-14: Percentage of Grade 7 Students who Met TAKS Math Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	226	70.21	15.17	0.63	0.53
	Medium	227	69.97	14.39		
	High	214	68.71	15.08		
	Total	667	69.65	14.87		
2006-07	Low	233	75.55	12.87	0.57	0.57
	Medium	232	74.94	13.35		
	High	221	74.24	12.93		
	Total	686	74.92	13.04		
2007-08	Low	241	75.56	13.31	0.49	0.61
	Medium	238	74.58	14.14		
	High	224	74.42	13.13		
	Total	703	74.86	13.53		
2008-09	Low	245	77.71	13.06	0.14	0.87
	Medium	238	77.24	12.50		
	High	226	77.83	13.09		
	Total	709	77.59	12.87		
2009-10	Low	244	79.89	11.00	0.27	0.76
	Medium	238	80.61	10.68		
	High	224	80.36	11.05		
	Total	706	80.28	10.90		

Source: TAKS

Table H-15: Percentage of Grade 8 Students who Met TAKS Reading Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	225	83.23	11.05	0.09	0.91
	Medium	227	83.62	9.49		
	High	211	83.29	10.18		
	Total	663	83.38	10.24		
2006-07	Low	233	88.72	7.44	2.91	0.06
	Medium	232	89.47	6.28		
	High	221	87.51	11.59		
	Total	686	88.58	8.71		
2007-08	Low	241	91.04	6.26	0.33	0.72
	Medium	238	90.99	6.63		
	High	224	90.59	6.42		
	Total	703	90.88	6.43		
2008-09	Low	245	92.08	5.41	1.34	0.26
	Medium	237	91.92	5.63		
	High	225	91.27	5.95		
	Total	707	91.77	5.66		
2009-10	Low	245	89.91	6.30	0.26	0.77
	Medium	238	90.14	6.08		
	High	224	89.71	6.80		
	Total	707	89.93	6.38		

Source: TAKS

Table H-16: Percentage of Grade 8 Students who Met TAKS Math Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	225	66.57	15.52	0.51	0.60
	Medium	227	66.86	15.49		
	High	211	65.43	15.69		
	Total	663	66.31	15.55		
2006-07	Low	233	71.24	13.76	0.68	0.51
	Medium	232	71.10	13.30		
	High	221	69.81	16.00		
	Total	686	70.73	14.37		
2007-08	Low	241	74.29	12.65	0.55	0.58
	Medium	238	73.32	13.75		
	High	224	73.12	12.38		
	Total	703	73.59	12.94		
2008-09	Low	245	77.91	11.99	0.19	0.83
	Medium	237	78.54	12.08		
	High	225	78.00	11.66		
	Total	707	78.15	11.91		
2009-10	Low	245	78.89	11.72	0.27	0.76
	Medium	238	79.62	11.97		
	High	224	79.48	10.95		
	Total	707	79.32	11.56		

Source: TAKS

Table H-17: Percentage of Grade 8 Students who Met TAKS Social Studies Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	225	83.00	12.74	0.63	0.53
	Medium	227	83.28	11.39		
	High	211	82.07	10.97		
	Total	663	82.80	11.73		
2006-07	Low	233	87.10	8.80	2.20	0.11
	Medium	232	87.55	8.22		
	High	221	85.70	12.02		
	Total	686	86.80	9.80		
2007-08	Low	241	85.92	8.23	0.54	0.58
	Medium	238	85.33	9.47		
	High	224	85.11	8.30		
	Total	703	85.46	8.68		
2008-09	Low	245	90.26	6.98	1.12	0.33
	Medium	237	90.46	6.21		
	High	225	89.55	7.45		
	Total	707	90.10	6.89		
2009-10	Low	245	93.99	4.77	0.87	0.42
	Medium	238	93.70	4.81		
	High	224	93.40	4.91		
	Total	707	93.70	4.83		

Source: TAKS

Table H-18: Percentage of Grade 8 Students who Met TAKS Science Standards by Implementation Level, Cohort C

Year	Implementation Level	N	Mean	SD	F	p
2005-06	Low	225	71.65	15.22	0.46	0.63
	Medium	227	71.12	15.45		
	High	211	70.26	15.33		
	Total	663	71.03	15.32		
2006-07	Low	233	69.62	16.30	0.83	0.44
	Medium	232	70.38	14.74		
	High	221	68.47	16.67		
	Total	686	69.51	15.91		
2007-08	Low	241	67.15	15.06	0.26	0.77
	Medium	237	66.99	14.06		
	High	224	66.23	14.79		
	Total	702	66.80	14.63		
2008-09	Low	245	70.87	13.88	0.01	0.99
	Medium	237	71.01	13.85		
	High	225	70.98	13.73		
	Total	707	70.95	13.80		
2009-10	Low	245	76.14	12.22	0.22	0.80
	Medium	238	76.83	12.24		
	High	224	76.26	11.76		
	Total	707	76.41	12.07		

Source: TAKS

Appendix I: Two-way Repeated Measures ANOVAs between TALA and Non-TALA Students on TAKS Results

Table I-1: Two-way repeated measures ANOVA between Grade 6 TALA and Non-TALA students on TAKS Reading before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Reading		Between Groups		Adjusted Group Means- % Meeting TAKS Reading		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2006-07	82	78	1.717	.086	80	82	-.674	.501
2007-08	76	75	.226	.821	75	78	-1.208	.227
2008-09	77	80	-1.171	.242	76	83	-2.501	.013
2009-10	76	75	.290	.772	75	77	-1.035	.301

Source: TAKS

Table I-2: Two-way repeated measures ANOVA between Grade 6 TALA and Non-TALA students on TAKS Math before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Math		Between Groups		Adjusted Group Means- % Meeting TAKS Math		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2006-07	78	63	5.657	.000	75	65	3.594	.000
2007-08	83	77	2.559	.011	81	78	1.179	.239
2008-09	81	76	1.907	.057	79	78	.423	.672
2009-10	77	72	1.785	.074	74	73	.442	.659

Source: TAKS

Table I-3: Two-way repeated measures ANOVA between Grade 7 TALA and Non-TALA students on TAKS Reading before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Reading		Between Groups		Adjusted Group Means- % Meeting TAKS Reading		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2005-06	83	78	2.026	.043	82	81	.566	.572
2006-07	75	78	-1.158	.247	74	81	-2.278	.023
2007-08	78	79	-.581	.561	77	82	-1.506	.132
2008-09	85	87	-.739	.460	84	89	-1.873	.061
2009-10	83	81	.408	.683	82	82	.202	.840

Source: TAKS

Table I-4: Two-way repeated measures ANOVA between Grade 7 TALA and Non-TALA students on TAKS Math before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Math		Between Groups		Adjusted Group Means- % Meeting TAKS Math		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2005-06	73	70	1.343	.179	72	71	.483	.629
2006-07	76	74	.614	.539	75	75	-.023	.982
2007-08	79	81	-1.062	.289	78	82	-1.553	.121
2008-09	70	75	-1.953	.051	69	76	-2.592	.010
2009-10	72	75	-1.204	.229	71	75	-1.675	.094

Source: TAKS

Table I-5: Two-way repeated measures ANOVA between Grade 8 TALA and Non-TALA students on TAKS Reading before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Reading		Between Groups		Adjusted Group Means- % Meeting TAKS Reading		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2004-05	81	81	.014	.989	80	84	-1.545	.123
2005-06	70	70	-.024	.981	69	75	-1.911	.056
2006-07	71	75	-1.361	.174	70	79	-3.205	.001
2007-08	83	88	-1.811	.070	83	89	-2.345	.019
2008-09	73	88	-5.266	.000	73	90	-5.961	.000
2009-10	85	88	-1.384	.167	84	89	-1.833	.067

Source: TAKS

Table I-6: Two-way repeated measures ANOVA between Grade 8 TALA and Non-TALA students on TAKS Math before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Math		Between Groups		Adjusted Group Means- % Meeting TAKS Math		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2004-05	72	70	.932	.352	69	71	-.738	.461
2005-06	74	70	1.219	.223	70	72	-.690	.490
2006-07	76	70	2.385	0.17	73	71	.463	.643
2007-08	69	71	-.970	.332	68	72	-1.246	.213
2008-09	70	71	-.087	.931	69	71	-.591	.554
2009-10	75	76	-.103	.918	74	76	-.828	.408

Source: TAKS

Table I-7: Two-way repeated measures ANOVA between Grade 8 TALA and Non-TALA students on TAKS Science and Social Studies before and after Controlling for Student Demographics

	Unadjusted Group Means- % Meeting TAKS Standard		Between Groups		Adjusted Group Means- % Meeting TAKS Standard		Between Groups, controlling for demographics	
	TALA	Non-TALA	t	Sig.	TALA	Non-TALA	t	Sig.
2009-10 Science	65	70	-2.150	.032	65	69	-1.869	.062
2009-10 Social Studies	93	89	2.476	.013	93	89	2.429	.015

Source: TAKS

Appendix J: Characteristics of Samples of At-Risk and Non-At-Risk Students

Grade 6

Table J-1. Original and Analytical Samples of Grade 6 Academically At-risk and Non-Academically At-Risk Students Based on 2009-10 TAKS Demographics for TAKS Reading Analyses

Grade 6 - Reading	Cohort A Original Sample	Cohort A Analysis Sample	Cohort B Original Sample	Cohort B Analysis Sample	Cohort C Original Sample	Cohort C Analysis Sample
Economically Disadvantaged	42,738	36,936	18,526	15,986	102,045	87,578
Non-Economically Disadvantaged	34,649	29,898	12,128	10,359	71,532	61,446
LEP	6,881	5,611	2,871	2,359	9,464	16,097
Non-LEP	70,513	56,015	27,784	21,931	164,090	119,184
Special Education	4,062	3,025	1,616	1,171	19,570	6,874
Non-Special Education	73,332	63,810	29,042	25,174	153,978	142,140

Source: PEIMS, 2009-10

Table J-2. Original and Analytical Samples of Grade 6 Academically At-risk and Non-Academically At-Risk Students Based on 2009-10 TAKS Demographics for TAKS Math Analyses

Grade 6 - Math	Cohort A Original Sample	Cohort A Analysis Sample	Cohort B Original Sample	Cohort B Analysis Sample	Cohort C Original Sample	Cohort C Analysis Sample
Economically Disadvantaged	42,853	38,442	18,579	16,563	102,083	90,986
Non-Economically Disadvantaged	34,579	31,120	12,136	10,751	71,468	63,844
LEP	7,036	5,897	2,923	2,457	19,803	16,723
Non-LEP	70,404	58,207	27,792	22,709	153,719	123,750
Special Education	4,003	2,947	1,649	1,155	9,275	6,529
Non-Special Education	73,434	66,614	29,070	26,159	164,251	148,293

Source: PEIMS, 2009-10

Grade 7

Table J-3. Original and Analytical Samples of Grade 7 Academically At-Risk and Non-Academically At-Risk Students Based on 2009-10 TAKS Demographics for TAKS Reading Analyses

Grade 7 - Reading	Cohort B Original Sample	Cohort B Analysis Sample	Cohort C Original Sample	Cohort C Analysis Sample
Economically Disadvantaged	52,253	45,442	94,903	82,116
Non-Economically Disadvantaged	43,916	37,981	70,166	60,799
LEP	7,108	5,710	14,608	11,710
Non-LEP	89,062	74,117	150,405	122,904
Special Education	5,418	4,076	9,007	6,689
Non-Special Education	90,763	79,354	156,007	136,206

Source: PEIMS, 2009-10

Table J-4. Original and Analytical Samples of Grade 7 Academically At-Risk and Non-Academically At-Risk Students Based on 2009-10 TAKS Demographics for TAKS Math Analyses

Grade 7 - Math	Cohort B Original Sample	Cohort B Analysis Sample	Cohort C Original Sample	Cohort C Analysis Sample
Economically Disadvantaged	51,977	46,619	94,613	84,565
Non-Economically Disadvantaged	43,748	39,064	69,965	62,475
LEP	7,150	5,710	14,771	11,881
Non-LEP	88,576	76,269	149,750	126,627
Special Education	4,933	3,522	8,334	5,840
Non-Special Education	90,804	82,167	156,189	141,181

Source: PEIMS, 2009-10

Grade 8

Table J-5. Original and Analytical Samples of Grade 8 Academically At-Risk and Non-Academically At-Risk Students Based on 2009-10 TAKS Demographics for TAKS Reading Analyses

Grade 8 - Reading	Cohort B Original Sample	Cohort B Analysis Sample	Cohort C Original Sample	Cohort C Analysis Sample
Economically Disadvantaged	49,972	44,285	91,102	80,294
Non-Economically Disadvantaged	44,366	39,680	71,443	64,003
LEP	5,157	3,706	11,357	8,243
Non-LEP	89,182	76,949	151,176	128,783
Special Education	5,457	3,996	9,013	6,283
Non-Special Education	88,885	79,970	153,501	138,001

Source: PEIMS, 2009-10

Table J-6. Original and Analytical Samples of Grade 8 Academically At-Risk and Non Academically At-Risk Students Based on 2009-10 TAKS Demographics for TAKS Math Analyses

Grade 8 - Math	Cohort B Original Sample	Cohort B Analysis Sample	Cohort C Original Sample	Cohort C Analysis Sample
Economically Disadvantaged	49,752	44,224	90,733	80,214
Non-Economically Disadvantaged	44,202	39,613	71,143	63,899
LEP	5,202	3,763	11,441	8,344
Non-LEP	88,753	76,744	149,411	128,483
Special Education	4,992	3,737	8,208	5,832
Non-Special Education	88,966	80,101	153,639	138,270

Source: PEIMS, 2009-10

Appendix K: One-Way Repeated Measures ANOVAs for At-Risk and Non-At-Risk Students on TAKS Results

TAKS Math

Grade 6

Table K-1: One Way Repeated Measures ANOVAs for Grade 6 Economically Disadvantaged and Non-Economically Disadvantaged Students on TAKS Math

School Year	Cohort A		Cohort B		Cohort C	
	Economically Disadvantaged (n=38,442)	Non-Economically Disadvantaged (n=31,120)	Economically Disadvantaged (n=16,563)	Non-Economically Disadvantaged (n=10,751)	Economically Disadvantaged (n=90,986)	Non-Economically Disadvantaged (n=63,844)
2007-08	81%	93%	81%	93%	81%	93%
2008-09	79%***	92%***	78%***	92%***	81%	93%
2009-10	79%	92%	75%***	91%***	77%***	91%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-2: One Way Repeated Measures ANOVAs for Grade 6 Limited English Proficient (LEP) and Non-LEP Students on TAKS Math

School Year	Cohort A		Cohort B		Cohort C	
	LEP (n=5,897)	Non-LEP (n=58,207)	LEP (n=2,457)	Non-LEP (n=22,709)	LEP (n=16,723)	Non-LEP (n=123,750)
2007-08	68%	88%	69%	87%	69%	88%
2008-09	67%	86%***	64%***	85%***	68%	88%
2009-10	71%***	86%	64%	83%***	67%***	85%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-3: One Way Repeated Measures ANOVAs for Grade 6 Special Education and Non-Special Education Students on TAKS Math

School Year	Cohort A		Cohort B		Cohort C	
	Special Ed. (n=2,947)	Non-Special Ed. (n=66,614)	Special Ed. (n=1,155)	Non-Special Ed. (n=26,159)	Special Ed. (n=6,529)	Non-Special Ed. (n=148,293)
2007-08	64%	87%	56%	87%	62%	87%
2008-09	63%	86%***	57%	85%***	64%***	87%
2009-10	64%	86%	54%**	83%***	58%***	84%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

TAKS Math

Grade 7

Table K-4: One Way Repeated Measures ANOVAs for Grade 7 Economically Disadvantaged and Non-Economically Disadvantaged Students on TAKS Math

School Year	Cohort B		Cohort C	
	Economically Disadvantaged (n=46,619)	Non-Economically Disadvantaged (n=39,064)	Economically Disadvantaged (n=84,565)	Non-Economically Disadvantaged (n=62,475)
2007-08	80%	92%	80%	93%
2008-09	78%**	91%***	74%***	90%***
2009-10	77%*	90%***	76%***	91%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-5: One Way Repeated Measures ANOVAs for Grade 7 Limited English Proficient (LEP) and Non-LEP Students on TAKS Math

School Year	Cohort B		Cohort C	
	LEP (n=5,710)	Non-LEP (n=76,269)	LEP (n=11,881)	Non-LEP (n=126,627)
2007-08	61%	87%	61%	88%
2008-09	64%***	85%***	57%***	83%***
2009-10	64%	85%	62%***	84%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-6: One Way Repeated Measures ANOVAs for Grade 7 Special Education and Non-Special Education Students on TAKS Math

School Year	Cohort B		Cohort C	
	Special Ed. (n=3,522)	Non-Special Ed. (n=82,167)	Special Ed. (n=5,840)	Non-Special Ed. (n=141,181)
2007-08	55%	87%	59%	87%
2008-09	55%	85%***	52%***	82%***
2009-10	57%*	84%***	57%***	84%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

TAKS Math

Grade 8

Table K-7: One Way Repeated Measures ANOVAs for Grade 8 Economically Disadvantaged and Non-Economically Disadvantaged Students on TAKS Math

School Year	Cohort B		Cohort C	
	Economically Disadvantaged (n=44,224)	Non-Economically Disadvantaged (n=39,613)	Economically Disadvantaged (n=44,224)	Non-Economically Disadvantaged (n=39,613)
2007-08	79%	91%	75%	89%
2008-09	75%***	89%***	74%***	89%
2009-10	76%***	90%***	76%***	90%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-8: One Way Repeated Measures ANOVAs for Grade 8 Limited English Proficient (LEP) and Non-LEP Students on TAKS Math

School Year	Cohort B		Cohort C	
	LEP (n=3,763)	Non-LEP (n=76,744)	LEP (n=3,763)	Non-LEP (n=76,744)
2007-08	58%	86%	58%	86%
2008-09	52%***	83%***	52%***	83%***
2009-10	57%***	84%***	57%***	84%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-9: One Way Repeated Measures ANOVAs for Grade 8 Special Education and Non-Special Education Students on TAKS Math

School Year	Cohort B		Cohort C	
	Special Ed. (n=3,737)	Non-Special Ed. (n=80,101)	Special Ed. (n=3,737)	Non-Special Ed. (n=80,101)
2007-08	51%	86%	51%	86%
2008-09	48%***	83%***	48%***	83%***
2009-10	53%***	84%***	53%***	84%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

TAKS Reading

Grade 6

Table K-10: One Way Repeated Measures ANOVAs for Grade 6 Economically Disadvantaged and Non-Economically Disadvantaged Students on TAKS Reading

School Year	Cohort A		Cohort B		Cohort C	
	Economically Disadvantaged (n=36,936)	Non-Economically Disadvantaged (n=29,898)	Economically Disadvantaged (n=15,986)	Non-Economically Disadvantaged (n=10,359)	Economically Disadvantaged (n=87,578)	Non-Economically Disadvantaged (n=61,446)
2007-08	78%	92%	78%	93%	77%	93%
2008-09	78%	93%***	77%*	93%	78%***	93%
2009-10	83%***	95%***	80%***	94%***	80%***	94%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-11: One Way Repeated Measures ANOVAs for Grade 6 Limited English Proficient (LEP) and Non-LEP Students on TAKS Reading

School Year	Cohort A		Cohort B		Cohort C	
	LEP (n=5,611)	Non-LEP (n=56,015)	LEP (n=2,359)	Non-LEP (n=21,931)	LEP (n=16,097)	Non-LEP (n=119,184)
2007-08	55%	87%	55%	86%	54%	87%
2008-09	54%	87%	50%***	86%	53%***	88%***
2009-10	63%***	90%***	59%***	88%***	58%***	89%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-12: One Way Repeated Measures ANOVAs for Grade 6 Special Education and Non-Special Education Students on TAKS Reading

School Year	Cohort A		Cohort B		Cohort C	
	Special Ed. (n=3,025)	Non-Special Ed. (n=63,810)	Special Ed. (n=1,171)	Non-Special Ed. (n=25,174)	Special Ed. (n=6,874)	Non-Special Ed. (n=142,140)
2007-08	53%	86%	51%	85%	52%	85%
2008-09	63%***	86%	58%***	85%	64%***	85%
2009-10	64%	89%***	57%	87%***	59%***	87%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

TAKS Reading

Grade 7

Table K-13: One Way Repeated Measures ANOVAs for Grade 7 Economically Disadvantaged and Non-Economically Disadvantaged Students on TAKS Reading

School Year	Cohort B		Cohort C	
	Economically Disadvantaged (n=45,442)	Non-Economically Disadvantaged (n=37,999)	Economically Disadvantaged (n=82,116)	Non-Economically Disadvantaged (n=60,830)
2007-08	79%	92%	79%	93%
2008-09	90%***	97%***	87%***	97%***
2009-10	82%***	94%***	81%***	94%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-14: One Way Repeated Measures ANOVAs for Grade 7 Limited English Proficient (LEP) and Non-LEP Students on TAKS Reading

School Year	Cohort B		Cohort C	
	LEP (n=5,710)	Non-LEP (n=74,117)	LEP (n=11,710)	Non-LEP (n=122,904)
2007-08	51%	88%	50%	88%
2008-09	67%***	95%***	60%***	94%***
2009-10	58%***	90%***	54%***	90%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-15: One Way Repeated Measures ANOVAs for Grade 7 Special Education and Non-Special Education Students on TAKS Reading

School Year	Cohort B		Cohort C	
	Special Ed. (n=4,076)	Non-Special Ed. (n=79,354)	Special Ed. (n=6,689)	Non-Special Ed. (n=136,206)
2007-08	57%	86%	61%	86%
2008-09	75%***	94%***	73%***	92%***
2009-10	59%***	89%***	60%***	88%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

TAKS Reading

Grade 8

Table K-16: One Way Repeated Measures ANOVAs for Grade 8 Economically Disadvantaged and Non-Economically Disadvantaged Students on TAKS Reading

School Year	Cohort B		Cohort C	
	Economically Disadvantaged (n=44,285)	Non-Economically Disadvantaged (n=39,680)	Economically Disadvantaged (n=80,294)	Non-Economically Disadvantaged (n=64,003)
2007-08	90%	97%	88%	96%
2008-09	81%***	94%***	80%***	94%***
2009-10	89%***	96%***	88%***	97%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-17: One Way Repeated Measures ANOVAs for Grade 8 Limited English Proficient (LEP) and Non-LEP Students on TAKS Reading

School Year	Cohort B		Cohort C	
	LEP (n=3,706)	Non-LEP (n=76,949)	LEP (n=8,243)	Non-LEP (n=128,783)
2007-08	61%	95%	55%	94%
2008-09	34%***	90%***	29%***	90%***
2009-10	61%***	94%***	59%***	94%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).

Table K-18: One Way Repeated Measures ANOVAs for Grade 8 Special Education and Non-Special Education Students on TAKS Reading

School Year	Cohort B		Cohort C	
	Special Ed. (n=3,996)	Non-Special Ed. (n=79,970)	Special Ed. (n=6,283)	Non-Special Ed. (n=138,001)
2007-08	69%	94%	69%	93%
2008-09	51%***	89%***	52%***	88%***
2009-10	69%***	94%***	71%***	93%***

Source: PEIMS; TAKS, 2007-08 to 2009-10; *p<.05; **p<.01; ***p<.001 (significant differences reading down the column).