



**Project ExcEL
(Excellence for English Learners)**

Year 1 Evaluation Report

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EXECUTIVE SUMMARY

Project ExcEL (Excellence for English Learners) is a new intervention developed to support the academic achievement and post-secondary success of students who are learning English as a new language (ELs). In New York State, students whose families speak a language other than English in their homes are eligible for English as New Language (ENL) supports until they are able to demonstrate proficiency in the English language. Project ExcEL focuses on current ELs as well as students who have demonstrated proficiency but were classified in the past.

Project ExcEL is developing and implementing an enhanced, comprehensive design that will address the unique and urgent needs of low-incidence EL population school districts – districts that are struggling to provide a comprehensive, rigorous education for the newest members of their communities. The project employs a data-driven, tiered approach to instruction that builds on community partnerships to create personalized, expanded learning opportunities for students. Project ExcEL developers designed the intervention to impact, via direct inclusion in the treatment group and bleed-over to the broader school community, all middle and high school students within the project schools who do not speak English as their first language.

Project ExcEL intends to ensure that all ELs stay in school and graduate. The core philosophy is one of enriched activities and wrap around supports focused on success, college/career readiness and high school completion. Individualized, personalized learning plans and a tiered system of interventions will be used to track and adjust student activities.

External evaluators are conducting ongoing impact and implementation studies to ascertain the potential outcomes of the project and gauge the fidelity of implementation of the project. While impact results are forthcoming (project school year one data serves as a baseline), implementation study results from the first year indicate that the project is being implemented with fidelity. Project findings and recommendations also include:

- All four project schools have identified teacher teams of 4-6 staff members serving ELs and general education students who meet regularly as a professional learning community to examine student progress and implement tiered interventions. Teams also focus on embedded professional development and action research using student data to guide classroom pedagogy.
- Project staff, partners, and participants indicated that enhanced communications would lead to enhanced collaboration. School staff would like to work even more collaboratively with their peers across school and district lines. Community partners would like to seek mutually beneficial solutions to reach their shared objectives to support EL students and families.

1 PROJECT EXCEL EVALUATION BACKGROUND

1.1 PROJECT EXCEL KEY COMPONENTS

The University of California at Los Angeles' Center X applied for and received funding for Project ExcEL (Excellence for English Learners) via an Investing in Innovation (i3) Development Grant in 2013. Project ExcEL is a school-wide initiative that features three key components:

- School climate and structures to support college and career readiness;
- Teacher and staff training and technical assistance; and
- Data-driven systematic coaching.

These complimentary components are designed to improve the college readiness rates and overall student outcomes of ELs. The college readiness rates of ELs are low when compared to the general population. ELs also lag behind academically resulting in significant achievement gaps. To better support EL students and their families, as they prepare to graduate from high school and enter college, Project ExcEL is developing a school-wide initiative.

School climate and structures to support college and career readiness

Each school participating in Project ExcEL will be assigned a school coach who will help to provide leadership and guidance on creating a school-wide college-ready culture. Potential topics of the coaching sessions include scheduling for teacher development, planning time, and advisory teams, as well as parent engagement and reducing the achievement gaps with additional supports. Project ExcEL developers have also assembled a partnership consisting of community organizations positioned to provide additional supports, such as tutoring, financial aid and college application assistance, and parent/family supports and training. These partners are focused on providing wrap-around supports to EL students and their families to further ensure that these students are college-ready.

Teacher and staff training and technical assistance

Project ExcEL provides teachers and other school staff with specific training, including topics like the Sheltered Instruction Observation Protocol (SIOP) and Response to Intervention (RtI). These trainings have been tailored to teaching and meeting the learning needs of EL students.

Data-driven systematic coaching

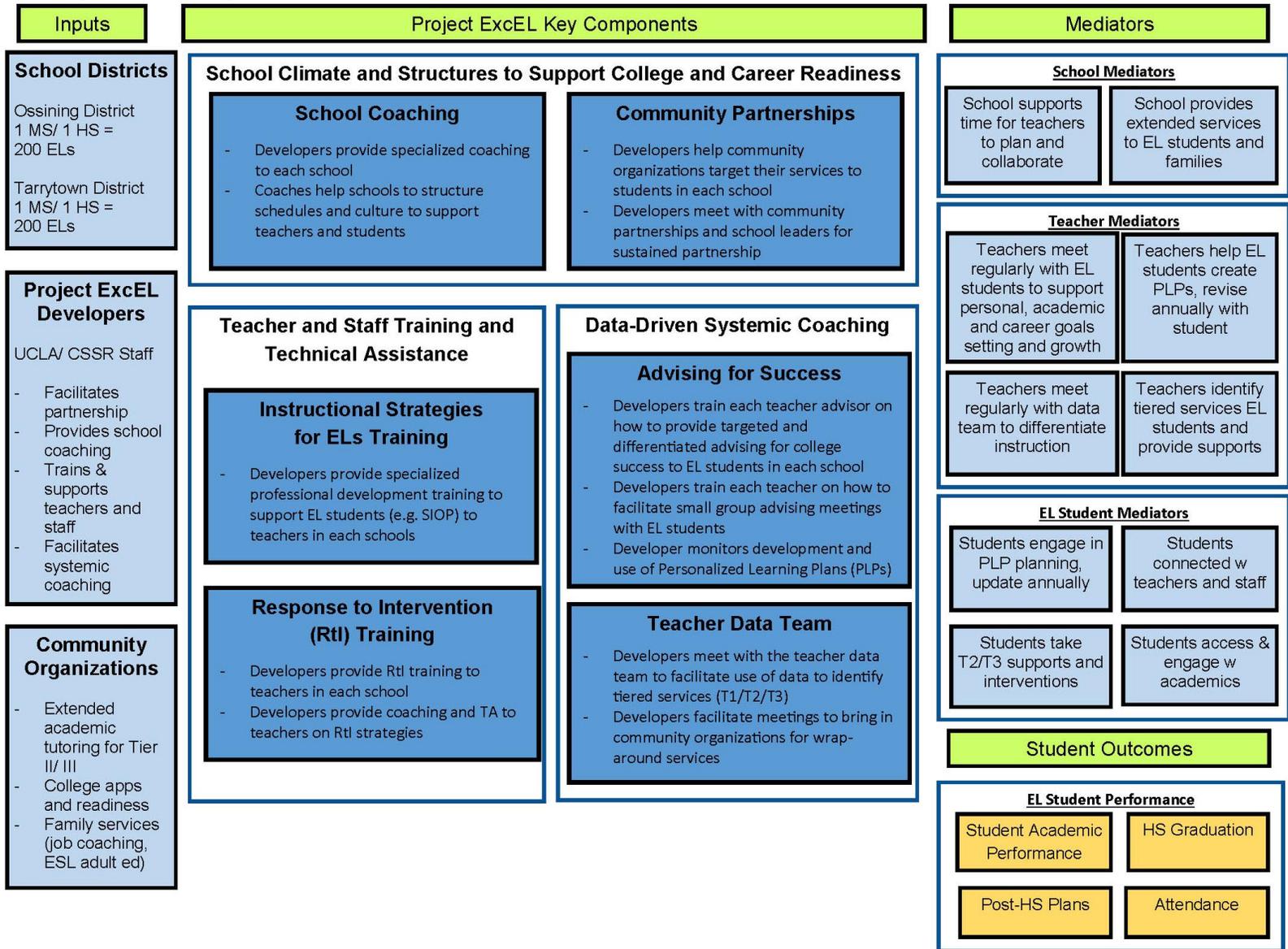
Project ExcEL works with teachers and school staff grouped in Professional Learning Communities (PLCs) to review EL student data and provide more direct one-on-one supports to EL students. PLCs meet regularly to discuss each student and identify areas of additional support needed. As the project is implemented, students will also be assigned an advisor. Each advisor will work with a small group of students to establish a personalized, goal-directed pathway through high school and the college planning process. Advisors will participate in the teacher data team meetings as well.

1.2 PROJECT EXCEL LOGIC MODEL

The evaluation team worked with the developer and the evaluation technical assistance provider to refine and further develop the project logic model contained in the grant application. The resulting logic model codifies the project and is available in Figure 1 below.

- Project *Inputs* are listed in the left column of the logic model and include resources, staff, and partners necessary to implement the project.
- The center column features the *Project ExcEL Key Components* or core features of Project ExcEL. Key components are the ideas and concepts at the heart of ExcEL that are intended to affect educational practice at the school level. Each key component was used to develop fidelity of implementation indicators and definitions of these indicators (see Appendix A).
- The right column, *Mediators*, lists the conduits or pathways that practices are expected to follow to ultimately manifest as *Student Outcomes*. The evaluation team used the student outcomes to discern which data would prove relevant to estimating the impact of Project ExcEL over the life of the project.

Figure 1: Project ExcEL Logic Model



1.3 EVALUATION OVERVIEW

Impact Study

Project ExcEL is a school-level intervention focused on teacher training and development, school cultural changes, and teacher data teams. These key components are hypothesized to directly impact students who are learning English as a new language (ELs) as they prepare for college and indirectly impact all students in the schools. Four schools (2 middle schools and 2 high schools from two Westchester County, New York school districts) are implementing the treatment.

The impact study features a quasi-experimental design (QED), wherein we will statistically match schools to be comparison group schools (Shadish, Cook, & Campbell, 2002) (see Appendix A for details). Therefore, we have four treatment schools, with a carefully matched comparison group of 16 schools (Becker, 2002; Dehejia & Wahba, 2002; Rosembaum, 1984). We compare the school outcomes of the four treatment schools to the 16 comparison schools on the following outcomes:

1. Math achievement for EL students in the schools,
2. Reading/ English achievement for EL students in the schools,
3. Overall school attendance.

To estimate the impacts, we first identified the comparison schools through propensity score matching techniques (See Appendix B for details). Then we conducted baseline equivalence testing to ensure that the treatment and comparison schools are similar on key outcomes one-year prior to the intervention. Our analytic approach is a short interrupted time series with a comparison group (C-ITS) design (Bloom, 2003).

For the purpose of this project school year one report, we report only the methods for identifying the comparison schools and establishing baseline equivalence between the four treatment schools and the 16 comparison schools.

Implementation Study

Plus Alpha worked with the project developer to design an implementation study that allows the flexibility needed for a development grant while ensuring that fidelity to the key project components is defined and assessed across the treatment group (Nelson et al, 2012). Measuring Project ExcEL fidelity began with refining the project logic model provided in the original grantee application. This logic model was then used to guide the implementation study design.

The logic model aligns with the management plan created by the developer and approved by the US Department of Education (ED) Program Officer. Each key component consists of indicators of implementation, as can be seen in Appendix A in the Fidelity Matrices for each key

component. We have provided the operational definition for each indicator as well. Protocols have been created (see Appendix C); each protocol item aligns with an indicator of implementation and therefore a key component. Each protocol item is designed to be scored either yes or no (0 or 1). Scores roll up to the school level and to the full sample. We will use the Fidelity Matrix to measure and assess fidelity for all components and indicators for each of the three years of implementation.

Implementation questions (IQ) guided the assessment of fidelity as follows:

- *IQ 1* Have the key components of Project ExcEL been implemented with fidelity?
- *IQ 2* How has implementation varied across the treatment schools in terms of the key project components:
 - School climate and structures to support college and career readiness,
 - Teacher and staff training and technical assistance, and
 - Data-driven systemic coaching.

To guide data gathering in response to the implementation questions, a series of aligning documents were created to map from the project logic model to the project management plan objectives, strategies, and actions. A fidelity matrix has been designed to measure fidelity based on tangible developer-dependent activities and roles and score fidelity at both the school and treatment group levels (see Appendix A: Evaluation Methodology). Instruments and protocols have been created to obtain data annually from relevant project participants (see Appendix C: Implementation Study Protocols). Fidelity scoring and content analysis will be used to measure the fidelity of implementation. Measuring fidelity is important, since it helps to better define and ascertain what implementing Project ExcEL with high fidelity entails.

2 FINDINGS

2.1 IMPACT STUDY

The first project school year, 2014-2015, offers a baseline for the impact study of Project ExcEL. At the time of this report, data from the 2014-2015 school year was not publicly available. As such, no analysis resulting in substantive impact findings is possible at this time beyond the comparison school matches conducted using the school data from the 2013-2014 school year, as detailed in Appendix A. Impact findings will be available at the end of the second year of Project ExcEL (i.e., August/September 2016).

2.2 IMPLEMENTATION STUDY

Based on the data collected, as outlined in Appendix A, Project ExcEL has been implemented with fidelity at the sample level (i.e., considering all four schools as a group) and at each school. Fidelity indicators are based on developer-dependent roles and responsibilities, so a finding of implemented with fidelity indicates that the developer has implemented strategies and activities as outlined in the annual project management plan for project year one.

Figure 2: Project ExcEL Year 1 Fidelity

Key Components on Logic Model	Definitions		Findings	
	Definition of high implementation	Definition of “implementation with fidelity” at program level	2014-15 School Year	
			Score as defined in the fidelity matrix (based on data collection during school yr)	“Implementation with fidelity” for year (calculated based on score in definition)
School climate and structures to support college and career readiness	Evidence of operational definitions as defined in the fidelity matrix	A score of 4	4	Yes
Teacher and staff training and technical assistance	Evidence of operational definition as defined in the fidelity matrix	A score of 1	1	Yes
Data-driven systemic coaching	Evidence of operational definitions as defined in the fidelity matrix	A score of 1	1	Yes
Fidelity scores available for reporting (Month, Project Year)			August, 2015	

In addition to the fidelity of implementation findings above, data collection activities also garnered significant information regarding implementation details from each school, each partner, each school coach, and the developer. Based on these data collection activities, the evaluation team was able to discern the core Project ExcEL structures (Figure 3).

Figure 3: Core Project ExcEL Structures



Based on the school administrator/project team school lead, coach, and developer interviews, an online needs assessment survey was administered by the developer in May 2014 at the individual school team member level. The assessment asked about each team member's comfort level with EL support practices and on what topics and practices team members felt that they needed assistance. The need for more (EL student) Constructive Classroom Conversations¹ came out of the assessment. The survey had an 80% completion rate. The survey also contained the invitation to the summer 2014 training event. There were 39 responses to the needs assessment survey, and 35 school and district staff attended the summer training (not including UCLA and partners). In total, 50 team members (i.e., community partner representatives, district staffers, UCLA staff, and CSSR staff) and school staff attended the Summer Training.

¹ Based on the work by Stanford Professors Kenji Hakuta, Jeff Zwiers, and Sara Ruthorford-Quach: <http://online.stanford.edu/course/classroom-conversations-fall-2013> , <http://online.stanford.edu/course/common-core-language-secondary-w14> , and <http://online.stanford.edu/course/constructive-classroom-conversations-mastering-language-college-and-career-readiness>

School coaching began at the project schools in September of 2014. Initially, topics from the Summer Training and needs assessment survey provided the substance of the coaching sessions. In the Fall of 2014, CSSR coaches conducted student shadowing activities that involved 10-14 team members and school staff at each school for a full day. Teachers shadowed general education students as well as EL students; each team debriefed at the end of each day to identify eye-opening lessons learned while shadowing students. The coaches (both UCLA and CSSR staff) worked with the project school teams at least monthly throughout the remainder of project school year. Concomitantly, the community partnership and management team meetings were taking place quarterly.

The community partner and management team meetings serve as quarterly project update and planning sessions. During the community partner meetings, resources and supports needed by the project schools are discussed, and the group collaboratively works to meet these needs while also connecting Project ExcEL to events, resources, and the needs of the broader community beyond the school campuses.

3 CONCLUSIONS

3.1 IMPACT STUDY

The first project school year, 2014-2015, offers a baseline for the impact study of Project ExcEL. As such, substantive conclusions cannot be drawn at this time. Impact conclusions will be available beginning in the second year of Project ExcEL.

3.2 IMPLEMENTATION STUDY

Schools

Based on the school administrator/project team school lead, coach, and developer interviews and the school coaching activity form, it is evident that the schools are all in roughly similar states of project implementation.

- All four schools have selected project teams composed of 4-6 members per team, but two project teams were reconstituted in project school year one in order to ensure greater buy in and commitment to the project. Teams typically include ENL teachers, a guidance counselor, core content teachers, and an administrator.
- All four schools have project teams meeting on a regular basis. However, there is variation among the schools in terms of the frequency of team meetings. One school project team met every other week in year one, while another school's project team met every six weeks.
- All four schools participated in the summer training conducted by UCLA staff and three schools participated in the student shadowing activities as conducted by CSSR staff. One school indicated that it had already participated in student shadowing activities and chose to use the shadowing activity guides and materials as discussion materials.
- All four schools have leveraged resources from community partners, and all four schools have participated in project-related activities.
- Representatives from both districts and all four schools have participated in the quarterly management team meetings. A leadership change occurred at one school district at the end of project school year one.

- School administrators indicated that project team members are sharing ExcEL instructional strategies, lesson plans, and pedagogical methods with other school staff as well.
- School staff indicated that the sub-award or contracting process with UCLA was slow and limited activities during the first half of year one.
- School leaders and community partners indicated that student field trips (i.e., college and community-related visits and sessions) had been successful and highly beneficial to students.
- One school leader indicated that a bank of extant student and staff-appropriate, psychometrically-validated questions and instruments² has been used by the project team to develop brief instruments to gain insight into practices and attitudes at the school level. The developer also indicated that the school-generated instruments are being shared across the project schools for internal action research by the school project teams.

Community Partners

Insights into the community partners were provided by the school administrator/project team school lead, coach, and developer interviews and the community partnership form. Based on the data collected using these protocols, it is clear that there is great variation between community partner engagement.

- All community partners have had a representative at community partnership meetings throughout year one.
- All community partners have been involved in the project, though there has been variation in the level of engagement of partner.
- Resources provided by partners have included services (informational sessions, clinics, and trainings to students, parents, and teachers), materials and tangible resources (shirts and posters for motivational purposes and meeting spaces), and extended learning opportunities (i.e., scheduled tutoring sessions, mentoring, camps, and institutes serving students, parents, and school staff).
- Staffing for tutoring sessions proved challenging throughout project school year one; as such, the developer has made substantive adjustments for project school year two.

School Coaches

Data regarding school coaching activities was gathered using the school administrator/project team school lead, coach, and developer interviews and the school coaching activity form.

- A total of four school coaches (including the developer) worked with the project schools in year one. These four coaches facilitated the bulk of the coaching sessions. These coaches included staff from UCLA's Center X and CSSR.
- School coaches far exceeded the requisite number of coaching sessions (a minimum of five sessions) provided to each project school. Coaches conducted 65 coaching sessions at the project schools. The number of coaching sessions varied between schools from as many as 27 to as few as 10. The variation in frequency between schools depended on a number of factors, including school team meeting frequency and the number of additional coaching sessions requested by the school teams.

² Provided by the evaluation team as a resource at the request of the developer.

- Coaching sessions were attended by school administrators, teachers, guidance counselors, district leaders, and, in one instance, students.
- School coaches work with schools in pairs—two coaches typically attend each coaching session.
- Coaching sessions were also provided to district staff both prior to the project start and during project school year one.
- Coaching sessions occurred before, during, and after school as needed and requested by school project teams.
- A wide range of coaching session topics were addressed based on the needs of the school teams and the needs-sensing of the coaches. These topics all focused on EL student needs and included: teacher instructional practice, student college and career readiness, tiering services based on student needs, Personal Learning Plans (PLPs), school scheduling, Smaller Learning Communities (SLCs), teacher teaming, conducting effective team meetings, student advisories, debriefing professional development, and using SIOP.

Project ExcEL Developer

The Project ExcEL developer's roles, responsibilities, and leadership were addressed in every data collection protocol, including the community partnership forms, the community partner interviews, the developer interview, the school administrator/project team school lead interviews, the school coach interviews, the school coaching activity forms, the miscellaneous event protocol, and the quarterly management team activity form.

- The project developer worked with the school districts early on, beginning with prior working relationships which led to the treatment group sample selection.
- The developer involved and engaged the school district leaders in authoring the i3 development grant proposal. These early project conversations included informal needs-sensing. Community partners and future management team members were also engaged prior to the grant award.
- Upon receipt of notification of the grant award, the developer began a series of in-depth planning and needs-sensing conversations with the district leaders. Discussions with school administrators followed the district-level discussions.
- The needs assessment survey conducted with project participants also served as the invitation to the summer training. Summer training topics were chosen based on district and school administrator feedback gathered by the developer.
- The developer evaluated the summer training using a survey of participants. The results of this survey informed the coaching sessions.
- The developer worked with CSSR staff to implement the student shadowing activity that acted as a catalyst to school teams.
- Web-based dissemination efforts coordinated by the developer involving coaching staff and community partners has included a project blog for sharing project news and lesson plans and Facebook and Twitter accounts to share project news and events.
- The developer has also presented on Project ExcEL with school and project staff at the New York State Teachers of English to Speakers of other Languages (NYSTESOL) conference, the Association for Supervision and Curriculum Development (ASCD) National conference, and as part of the Jacob Burns Film Center's *I Learn America* film screenings.

4 RECOMMENDATIONS

4.1 IMPACT STUDY

As noted above, the first project school year, 2014-2015, offers a baseline for the impact study of Project ExcEL. As such, substantive recommendations cannot be drawn at this time. Impact recommendations will be available beginning in the second year of Project ExcEL.

4.2 IMPLEMENTATION STUDY

During data collection activities, a wide range of recommendations were collected from project participants and staff. As such, the bulk of the following recommendations are derived from this feedback.

Schools

School administrators / project team school leaders, coaches, and the developer, all provided relevant, useful, project feedback that may prove useful moving into project school year two.

- According to school administrators, vocal, public, sustained support for the project from district leaders is crucial to the success of the project.
- School leaders indicated that cross-school and cross-district sharing of strategies and methods have been valuable ExcEL activities. In response, the summer 2015 training session provided additional time for sharing. School staff also welcome the forthcoming Project ExcEL newsletter as a way to share project news.
- School structural supports, such as PLPs and student advisories, were both reported to be in early stages by multiple project participants working at multiple schools. As core project components, the growth and expansion of these programs may need to expand, as planned, going into project school year two.
- The student shadowing activity was reported by two school staff as being an “eye-opening experience”. New team members, additional school and district staff, and community members might benefit from taking part in student shadowing activities as appropriate and applicable.
- School staff indicated that they would like more training on using student data. Specifically, the focus in project school year one has been on tiering students based on current performance; deeper data-based insights based on student needs would be also helpful.
- Additional, specific strategies for sharing ExcEL solutions, methods, and supports may be necessary to ensure that ExcEL project impacts are spread throughout the schools.
- School staff indicated that a journal template or a meeting notes form would help to record meeting notes and also act as a feedback mechanism and would aid reflection on the project.
- School staff and coaches indicated that changes to NYSED regulations (Part 154) highlight the need for and importance of quality ENL co-teaching. Project ExcEL’s intent and methods are complementary to this and continue to include efforts in support of Part 154 in terms of best practices and professional development.

- Scheduling project team meeting time continues to present a challenge to both the middle schools and the high schools. Additional work to grow support for scheduling changes at the district and school level may need to continue.
- School staff stated that services catering to EL parents are not always as successful as they would like, in terms of engagement. Growing and tailoring these programs is topic of interest to the schools. Further community partner collaboration might help expand the reach and effectiveness of these programs and services—for both schools and partners.

Community Partners

- A community partner indicated that a frequently updated, broader understanding of both the scope and breadth of ExcEL would be helpful. This information could include the number of students and families impacted, a timeline of activities, and all the accomplishments of the project heretofore. The proposed project newsletter might satiate this need.
- Since the majority of tutors were to be provided by one community partner, when these tutors were not made available in project school year one, there were delays in meeting students needs related to tutoring. The developer, coaches, and other community partners came together to identify stop-gap measures. Continued collaboration and multi-channel sourcing of necessary resources going forward may help to avoid a similar situation in the future of the project.
- Several community partners noted that their organizations run lean—in terms of staffing and budgets. The paperwork required for Project ExcEL adds significantly to workloads. If any processes or paperwork can be streamlined, waived, or serve multiple purposes, this would alleviate a large burden that is less impactful than the core of the work.
- A community partner stated that a catalog of community partner offerings would help the partners aid both the project’s and other partner’s objectives, allowing collaborators to identify and create mutually beneficial solutions. The need for a “catalog” is therefore more of an indicator of a need for a regularly updated list of resources and services available from partners than for a physical, traditional, static catalog.

School Coaches

- School and partner staff members indicated that the strong support, coordination, and accountability efforts of the developer have been a core part of Project ExcEL. Continuity in these efforts appears critical to the project.
- Project staff indicated that, while early district outreach was successful, the need to ensure strong district-to-school and strong project staff-to-school communications regarding the project were under-estimated early on in the project. Continually ensuring district-and-school and project-and-school communications may reduce potential communications gaps. Similarly, guidance counselors need to be regularly involved in project planning.
- One coach noted that the external evaluator should have contact with the project teachers directly. A site visit is planned for fall 2015.

- One coach would like to conduct informal classroom visits to see how strategies presented during summer training are working for teachers in their classrooms.
- Project staff also stated that a more formal process of feedback and planning may be needed to strengthen and hone school coaching as the project moves forward. This data might also be useful to the evaluator.
- Project staff noted that the ED Program Officer suggested that the external evaluator may need to meet with students as part of the evaluation activities. A site visit is planned for fall 2015.
- A coach recommended that a formal sign-in sheet for teachers at coaching sessions would help to aid accountability and that project and school staff may need to publicize these dates by sending additional meeting reminder notices and / or phone calls.

Project ExcEL Developer

- The developer stated that there will be a push by project staff going forward to ensure that school team meetings become more efficient. A standard format might include an hour to an hour and a half long blocked out for the meeting, 20 minutes for tiering and revisiting tiered student data, 30 minutes for Professional Development (e.g., a book study, action research, etc.), and team member led and facilitated. This plan should build buy-in, engagement, accountability, and ownership of the project—thereby resulting in deeper implementation to support students.
- Leadership transitions, both those that have occurred heretofore and those sure to occur over the life of the project, may be aided by demonstrable student, teacher, school leader, and parent buy-in. Project artifacts and records can help to remind participants of project strides and rally support in times of need. The communications-related requests from participants, by both staff and partners, can serve this dual purpose while meeting the collaborative needs of project participants.

APPENDICES

APPENDIX A: EVALUATION METHODOLOGY

Impact Study Methodology

Project ExcEL is a school-wide intervention designed to train teachers and counselors, facilitate teacher data teams, and provide school coaches. The intent of the project is to improve school supports and instruction to ultimately improve EL student outcomes. Because of the school-wide nature of the intervention, all teachers, counselors, and principals will eventually receive the treatment, and, in turn, all EL students will receive improved instruction and supports over the life of the project. Hence, the unit of intervention is the school.

The evaluation is a quasi-experimental design (QED), where the unit of analysis is the school-level. All data are collected from annual school report cards, where key outcomes include two domains: 1) achievement (math and ELA school performance), and 2) behavior (attendance, high school diploma, post-secondary plans). The developer identified the treatment schools (N = 4), and the evaluation team selected the comparison schools. There are no confounds. The treatment and comparison schools are from multiple districts, with multiple schools within the treatment and comparison conditions. Characteristics of the treatment and comparison schools are similar, except for the use of Project ExcEL in the treatment condition. Time is not a confound since all pre- and post-test data are collected from school report cards from the same years for the treatment and comparison schools.

As indicated in Exhibit 1, school level data will be obtained for the years 2007 through 2017. School assessment scores, as well as school demographic information, are all publicly available through the school report cards as part of the New York State Education Department's (NYSED's) annual public reporting. In our review of the data, we have discerned that we will be able to obtain data from as early as the 1998-1999 school year. This data is consistent, in terms of reporting key school demographic information and assessment scores, starting in the 2006-2007 school year. Therefore, our pre-intervention data will begin in 2006-2007. Exhibit 1 indicates the years that are pre-treatment and treatment years for the treatment schools.

Given the multiple years of school-level data, starting with the 2006-2007 school year through the 2016-2017 school year (11 years of data), our analytic approach is a short interrupted time series with a comparison group (C-ITS) design (Bloom, 2003).

Exhibit 1: Treatment Years and Pre-treatment Years for Student Outcomes of Treatment and Comparison Schools

Type of School (Treatment or Comparison)	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Number of Schools

Treatment	x	x	x	x	x	x	x	x	T	T	T	4
Comparison	x	x	x	x	x	x	x	x	c	c	c	16
Total												20

All achievement scores come from assessments administered in the spring of each school year

“x”: indicates a pre-treatment year when a school outcome score will be obtained

“T”: For Treatment schools

“c”: For Comparison schools.

Treatment Schools: Identification, Selection, and Assignment

The developer identified the treatment schools and recruited the schools during the proposal phase. In the proposal, there were three districts as part of the treatment—Ossining Union Free School District, Tarrytown Union Free School District, and White Plains Public Schools. The developer has had long-standing partnerships with these districts and the superintendent from each district for many years. Upon award, White Plains school district withdrew from the project prior to the start of the study with the approval of the US Department of Education. Therefore, across two school districts (Ossining and Tarrytown), there are four schools in the treatment condition. Both districts, as is the case in many of the districts in Westchester County, have one middle school and one high school. Therefore, the four treatment schools include the sole middle school and high school in their respective districts.

Comparison Schools: Identification, Selection, and Assignment

Across two districts in Westchester County, the developers are working with two middle (grades 6-8) schools and two high (grades 9-12) schools. The evaluators identified comparison schools for this study by conducting propensity score matching to identify schools and by conducting baseline equivalence testing to ensure the schools are similar in observed characteristics to the treatment schools prior to the intervention.

The comparison schools serve as “business as usual” conditions. The comparison schools will not have Project ExcEL in their schools during the duration of the study. There will be variation across the comparison schools in curriculum and instruction, professional development, and college-readiness efforts targeted at EL students. However, under the NYSED, curriculum and instruction across the state follow the New York State Learning Standards. To graduate from high school, all New York students must have a minimum of 22 specific high school credits and pass five Regents examinations.

Our identification process included a series of methods and analyses to ensure baseline equivalence, see Appendix B for details. We identified and selected 16 comparison schools, or a balance of 1:4 treatment to comparison schools. To identify and select the 16 comparison schools, we first identified the matching variables across two domains—achievement and behavior. Second, we conducted propensity score matching for each domain separately; meaning, we selected different samples of comparison schools for the achievement domain and

another sample of comparison schools for the behavior domain. Third, we calculated effect sizes for the baseline equivalence tests for the achievement and behavior domains. Because our confirmatory impact analyses are for all four treatment schools, our primary goal was to ensure baseline equivalence, at a minimum, of the confirmatory analytic sample of twenty schools (4 treatment and 16 comparison schools).³

Impact Study Data Sources

We will collect all school-level data from school report cards, as published by the NYSED each summer. We will download school report cards from the NYSED website annually. NYSED makes this data publicly available via Access databases. We will convert the Access databases into a SAS database for analysis.

We grouped outcome measures into two domains: 1) Achievement, and 2) Behavior. We describe the outcome measures in more detail below.

Domain 1: Achievement

For middle school students, the achievement measure is the state math and reading assessments administered each spring. For high school students, the math achievement measure is the Regents Integrated Algebra exam administered each spring, and the reading achievement measure is the Regents Comprehensive English exam administered each spring. These state-wide assessments are not over-aligned with the intervention. The school scores will be the average scaled scores for the school and the average scaled scores for all EL students in the school. These measures are consistently collected using the same procedures and rules in both treatment and comparison conditions.

We will z-score the achievement data. We will convert each school's achievement data by grade and by school year, utilizing the standard deviation for the students in that grade, in that given school year. The standard deviation will reflect the state-wide student population.⁴ For example, a z-score will be calculated for 6th grade EL students for each school in the 2006-2007 school year, using the EL population mean and EL population standard deviation provided in the technical report of the 2006-2007 school year, denoted in the formula below:

³ We conduct separate analyses to select comparison schools for middle and high schools separately and conduct baseline equivalence testing. Our sample was small, with two middle schools matched with eight comparison middle schools and two high schools matched with eight comparison high schools. Due to the small sample size, we were unable to achieve baseline equivalence that meets WWC standards for schools disaggregated by grade level.

⁴ The state-wide student population standard deviation is made publicly available through annual technical reports. The standard deviations are reported by content/assessment by grade. Technical reports are available here: <http://www.p12.nysed.gov/assessment/reports/>

$$Z = \frac{x - \mu}{\sigma}$$

Where:

x is the school-level mean from the annual school report cards. For example, this will be the school-level average of 6th grade EL student mean score.

μ is the mean of the population taken from the annual technical report. For example, this will be the population 6th grade EL student mean score.

σ is the standard deviation of the population taken from the annual technical report. For example, this will be the population 6th grade EL student standard deviation.

To create a middle school score, we will first create z-scores for the 6th, 7th, and 8th grades for each given year and for each school in the analytic sample. We will then create a single score by averaging across the z-scores for each grade. As such, each school will have grade-specific z-scores, as well as an average z-score across grades for each year of data. While we assume that the number of students within each grade is comparable, we will create a weighted average if the number of students within each grade level varies greatly (i.e., > 25%). For the high school score, students take the Regents Integrated Algebra assessment and the Regents Comprehensive English assessment. Students do not take the same Algebra or reading assessment every year (e.g. 9th, 10th, 11th, and 12th grades) but rather once during their high school experience. Therefore, we will create a z-score of the math and reading outcomes to reflect the high school scores of all EL students who took the test that school year.

To create an overall math achievement outcome, we will create an average score from the 6th, 7th, and 8th grade z-scores and from the Regents Integrated Algebra z-scores. Similarly, to create an overall reading achievement outcome, we will create an average score from the 6th, 7th, and 8th grade z-scores and from the Regents Comprehensive English z-scores. To estimate the impact of Project ExcEL across education levels, middle and high schools will be analyzed together using the averaged z-scores as the outcome. The math and reading outcomes will be on a common metric for all grades and are interpreted as performance relative to the reference population of the EL students in the state of New York in any given year.

Domain 2: Behavior

The behavior domain represents student attendance. For high schools, the behavior domain also includes college-readiness behaviors such as high school graduation (Regents diploma) and post-secondary plans.

For middle and high schools, attendance will be the school attendance rate. Through the school report cards, we are only able to obtain the attendance rate of the whole school. School report cards report attendance for the whole school, the general education students, and special

education students. The school report cards do not report attendance by subgroups, such as ELs. Therefore, we will use the attendance rate of the whole school. Attendance rates are not over-aligned with the intervention. These measures are consistently collected using the same procedures and rules in both conditions.

As part of the NYSED reporting requirements, schools are required to report their annual graduation rates and students' post-graduation plans⁵. In schools, guidance counselors ask high school graduating seniors about their post-high school plans to:

- Attend a 4-year college/university (in-state or out-of-state);
- Attend a 2-year college (in-state or out-of-state);
- Attend other post-secondary institutions (in-state or out-of-state);
- Enlist in the military;
- Enroll in adult services;
- Pursue employment.

As part of the annual reporting by the NYSED, the school report card includes: 1) the percent of all high school graduates who plan to enroll in a four-year college in NYS, 2) the percent of all high school graduates who plan to enroll in a four-year college out-of-state, 3) the percent of all high school graduates who plan to enroll in a two-year college in NYS, and 4) the percent of all high school graduates who plan to enroll in a two-year college out-of-state. The evaluators will create a variable for the percent of high school graduates who plan to attend a four-year college and a variable for the percent of high school graduates who plan to attend a two-year college for each school in our analytic sample. Post-secondary plans are not over-aligned with the intervention. These measures are consistently collected using the same procedures and rules in both conditions and are standard educational measures in the state of New York.

In New York, the high school diploma is called a Regents Diploma. Students can earn a Regents Diploma or a Regents Diploma with Advanced Designation. Students earning Advanced Designation diplomas have passed a larger number of New York State assessments, thereby meeting a higher academic standard, ostensibly indicating preparedness for post-secondary education opportunities. Specifically, students who earn a Regents Diploma with Advanced Designation are students who should not need remediation in a post-secondary institution. The school report card includes the percent of students who earned both types of diplomas. The school report card reports the diplomas earned by the whole school population and not by subgroups such as EL. Therefore, the outcome will represent the percent of all students who earned a diploma for each school. The Regents diplomas have the same definition and requirements across all schools in New York state. These variables are not over-aligned with the

⁵ The NYSED guide for schools on reporting the annual graduation and post-graduation plans are available here: http://www.p12.nysed.gov/irs/level2reports/SIRS_308-Annual_Graduation_and_PostGraduationPlans.pdf

intervention. These measures are consistently collected using the same procedures and rules in both conditions. We will also obtain from the school report cards the percent of LEP students in the school to use as a covariate. Given that Project ExcEL focuses on students who are learning English as a new language (ELs), we believe that this is an important covariate to include in the model.

Impact Study Data Analysis

We have two confirmatory research questions: 1) The impact of Project ExcEL on math achievement for middle and high schools offered Project ExcEL for 3 years as compared to middle and high schools in the business as usual condition, and 2) The impact of Project ExcEL on ELA achievement for middle and high schools offered Project ExcEL for 3 years as compared to middle and high schools in the business as usual condition.

Domain 1: Achievement

The table below shows the confirmatory contrasts for the achievement domain. The confirmatory contrast will be used to estimate the impact on school math and reading performance for middle and high schools offered Project ExcEL for three years as compared to middle and high schools in the business as usual condition.

Exploratory or Confirmatory	Grade level / Outcome	Contrasts	Analysis
Confirmatory	Middle/ High school: 6-12 th grade math (state math and Regents Integrated Algebra)	ELL school average in treatment schools (4 schools) versus comparison schools (16 schools)	C-ITS with comparison group design
Confirmatory	Middle/ High school: 6-12 th grade math (state ELA and Regents Comprehensive English)	ELL school average in treatment schools (4 schools) versus comparison schools (16 schools)	C-ITS with comparison group design

Domains 2: Behavior

The table below shows the exploratory contrasts for the behavior domain. The school report card only reports school-wide attendance rates and does not report out attendance rates for subgroups such as EL students. The contrasts in this domain are all exploratory and focus on estimating the impact on school attendance rates for middle and high schools with Project ExcEL for three years as compared to middle and high schools in the business as usual condition.

Exploratory or Confirmatory	Grade level / Outcome	Contrasts	Analysis
Exploratory	Middle/ High school: Attendance rate	Whole school average in treatment schools (4 schools) versus comparison schools (16 schools)	C-ITS with comparison group design

In addition to the analysis of attendance, we will explore high school-specific outcomes within this domain, including Regents diploma, Regents diploma with Advanced Designation, two-year post-secondary plans, and four-year secondary plans. The analytic sample for these outcomes will include two



treatment high schools and eight comparison high schools. It is important to note, however, that the grade-specific analytic sample did not meet WWC standards for baseline equivalence.

Implementation Study

Plus Alpha worked with the project developer to design an implementation study that allows the flexibility needed for a development grant while ensuring that fidelity to the key project components is defined and assessed across the treatment group (Nelson et al, 2012). Measuring Project ExcEL fidelity began with refining the project logic model provided in the original grantee application. The evaluation team worked closely with the intervention developer and the evaluation technical assistance provider to develop the logic model on page 4. This logic model was then used to guide the implementation study design.

The logic model aligns with the management plan created by the developer and approved by the USED Program Officer. Each key component consists of indicators of implementation, as can be seen in the Fidelity Matrices for each key component (see Appendix A). We have provided the operational definition for each indicator as well. Protocols have been created (see Appendix C); each protocol item aligns with an indicator of implementation and therefore a key component. Each protocol item is designed to be scored either yes or no (0 or 1). Scores roll up to the school level and to the full sample. We will use the Fidelity Matrix to measure and assess fidelity for all components and indicators for each of the three years of implementation.

Exhibit 5: Fidelity Matrix Key Component 1. School climate and structures to support college and career readiness

Indicator	Operational Definition	Data Sources	School Fidelity	Full Sample Fidelity
School coach conducts needs assessment	School coach conducts one needs assessment at each school	Evaluator interview with school coach using check list protocol School Coaching Form created by the evaluator completed by school coaches after each session	0 = Annual needs assessment not conducted 1 = Annual needs assessment conducted	0 = Less than 100% of schools meet school-level threshold 1 = 100% of schools meet school-level threshold
School coach provides coaching sessions to the school	Five (5) coaching sessions are provided at each school per year	Evaluator interview with school coach using checklist protocol School Coaching Form created by the evaluator completed by school coaches after each session	0 = <3 planned coaching sessions provided to the school 1 = ≥3 planned coaching sessions provided to the school	0 = Less than 100% of schools meet school-level threshold 1 = 100% of schools meet school-level threshold
Community partnership meetings	Developer meets quarterly with the community partnership with district and school representatives present	Evaluator interview with community partner organizations using check list protocol Meeting Form created by the evaluator and completed by partnering organizations and competed after each meeting	0 = A school representative does not attend each quarterly community partnership meeting 1 = A school representative attends each quarterly community partnership meeting	0 = Less than 100% of schools meet school-level threshold 1 = 100% of schools meet school-level threshold
Community partnership service coordination	Developer coordinates community partnership services each semester at each school	Evaluator interview with community partner organizations using check list protocol Meeting Form created by the evaluator and completed by partnering organizations and competed after each meeting	0 = Developer does not coordinate community partnership services at each school (less than 100% of the checklist items confirmed during interview) 1 = Developer coordinates community partnership services at each school (100% of the checklist items confirmed during interview)	0 = Less than 100% of schools meet school-level threshold 1 = 100% of schools meet school-level threshold
Key Component Fidelity Range				0-4
Key Component Fidelity Threshold				4

Exhibit 6: Fidelity Matrix Key Component 2. Teacher and staff training and technical assistance

Indicator	Operational Definition	Data Sources	School Fidelity	Full Sample Fidelity
Developers provide training on best instructional practice for ELs to school-based teams	Twenty (20) hours of instructional practice training are provided to each school-based team per year	Evaluator interview with developer and professional development provider using checklist protocol Professional development attendance lists collected from the developer Professional development debrief form created by the evaluator completed by the developer after each PD session	0 = <15 hours of instructional practice training are provided to each school per year 1 = ≥16 hours of instructional practice training are provided to each school per year	0 = Less than 100% of schools meet school-level threshold 1 = 100% of schools meet school-level threshold
Key Component Fidelity Range				0-1
Key Component Fidelity Threshold				1

Exhibit 7: Fidelity Matrix Key Component 3. Data-driven systematic coaching

Indicator	Operational Definition	Data Sources	School Fidelity	Full Sample Fidelity
School based teams receive training on establishing Professional Learning Communities focused on student data.	Five (5) teacher training sessions on Professional Learning Communities are provided at each school	Evaluator interview with developer using check list protocol Team meeting attendance lists collected from the developer Team meeting debrief form created by the evaluator completed by the developer after each PD session.	0 = <3 planned trainings conducted at each school 1 = ≥3 planned trainings conducted at each school	0 = Less than 100% of schools meet school-level threshold 1 = 100% of schools meet school-level threshold
Key Component Fidelity Range				0-1
Key Component Fidelity Threshold				1

Implementation questions (IQ) guided the assessment of fidelity as follows:

- *IQ 1* Have the key components of Project ExcEL been implemented with fidelity?
- *IQ 2* How has implementation varied across the treatment schools in terms of the key project components:
 - School climate and structures to support college and career readiness,
 - Teacher and staff training and technical assistance, and
 - Data-driven systemic coaching.

To guide data gathering in response to the implementation questions, a series of aligning documents were created to map from the project logic model to the project management plan objectives, strategies, and actions. A fidelity matrix and fidelity indicators were designed and aligned with the management plan as well. For the purposes of this development grant implementation study, only the project activities within the control of the developer were measured, in order to better define and ascertain what implementing Project ExcEL with high fidelity entails.

The implementation study began with the development of protocols aligned with the project management plan, logic model, and evaluation plan. A community partnership form was designed to be completed by a community partner member following each community partnership meeting. The first of 13 year 1 forms was completed August 25, 2014. The community partner interview protocol was developed, and the first of two year one community partner interviews occurred May 29, 2015. The developer interview took place June 11, 2015. The first of four year one school administrator / team leader interviews took place June 1, 2015. The first of three year one school coach interviews took place June 9, 2015. The school coaching activity form was designed to record school coach activities and impressions of on-going school coaching throughout the project school year, as completed by school coaches. Sixty-five (65) school coaching forms were completed in project year one, with the first being completed September 2, 2014. The miscellaneous event protocol was designed to be used by evaluation team members attending non-recurring, unplanned, or unscheduled project activities. The first of two Miscellaneous Event Forms completed in year one was completed December 15, 2014 after attending a Department of Education-sponsored screening of the *I Learn America* film that includes Project ExcEL student stories. The final protocol, the quarterly management team activity form, was designed to collect information on the quarterly project ExcEL management team meetings. The first of six year one forms was completed December 5, 2014.

Project protocols align with the Project Management Plan submitted annually to the Department of Education. The Project ExcEL management plan focuses on four core objectives also found in the logic model and the implementation study fidelity matrix. Each objective is further composed of strategies, and each strategy is composed of activities. For example, “Objective 1. Improve the



capacity of educators to effectively educate ELs within a framework of tiered interventions” is supported by four distinct strategies as outlined in the plan, (e.g., “Strategy #1.1: Participants on school-based teams participate in training and coaching focused on best instructional practices for ELs and effectively incorporate these practices into classroom instruction (instructional practices training)”. Strategy 1 is then comprised of eight activities (e.g., “Activity 1.1.1 Identify participating schools and educator teams). Following this overarching objective, strategy, and activity structure, each study protocol question or item maps back the management plan. The following exhibits detail the alignment of the protocols and the management plan objectives (Exhibit 8-10).

Exhibit 8: Management Plan Objective 1 Instrument / Protocol Alignment

Objective 1. Improve the capacity of educators to effectively educate ELs within a framework of tiered interventions.

Instrument / Protocol	Strategy #1.1: Participants on school-based teams participate in training and coaching focused on best instructional practices for ELs and effectively incorporate these practices into classroom instruction (instructional practices training)	Strategy #1.2: Participants on school-based teams participate in training and coaching focused on using data to personalize instruction and intervention (tiered intervention training)	Strategy #1.3: School based teams meet 4 times per year for coaching and data team discussion in order to ensure student progress is regularly monitored and data is used to provide students with appropriate supports and interventions (data team meetings)	Strategy #1.4: School based teams participate in a year-end data fair designed to promote the sharing of best practices and lessons learned (dissemination)
Community Partnership Form				
Community Partner Interview				
Developer Interview	✓	✓	✓	✓
School Admin. / Team Leader Interview	✓	✓	✓	✓
School Coach Interview	✓	✓	✓	✓
School Coaching Activity Form	✓	✓	✓	✓
Miscellaneous Event Protocol	✓	✓	✓	✓
Quarterly Management Team Activity Form				

Exhibit 9: Management Plan Objective 2 Instrument / Protocol Alignment

Objective 2. Structural elements of each school will ensure EL students are part of a smaller learning community with a common team of teachers and personalization supports.

Instrument / Protocol	Strategy #2.1: School based teams are formed that include core content area teachers, ESL, guidance, social worker and administrative support. Each team works with a common set of EL students assigned to their team. Teams are inclusive of mainstream and special needs students, and are the same teams identified for professional development under Obj. #1.	Strategy #2.2: School-based teams meet together and focus on student progress during regularly scheduled common planning time.	Strategy #2.3: A regular time and process for individualized student advising (career, academic and personal) is structured and implemented.	Strategy #2.4: A process for Personal Learning Plan (PLP) development and regular use by EL students is developed and implemented. A critical feature of this PLP will be the incorporation of student-led conferencing. The use of digital portfolios will be explored as an adjunct use of technology.
Community Partnership Form				
Community Partner Interview				
Developer Interview	✓	✓	✓	✓
School Admin. / Team Leader Interview	✓	✓	✓	✓
School Coach Interview	✓	✓	✓	✓
School Coaching Activity Form	✓	✓	✓	✓
Miscellaneous Event Protocol	✓	✓	✓	✓
Quarterly Management Team Activity Form				

Exhibit 10: Management Plan Objectives 3 and 4 Instrument / Protocol Alignment

	Objective 3. An interagency, inter-district team will be formed to leverage and share resources and provide support for at-risk EL students and their families.		Objective 4. An objective evaluation process will be integrated into project activities to document and improve process and outcome.
Instrument / Protocol	Strategy #3.1: An inter-agency, inter-district team will be formed (Project ExcEL Team) to leverage resources and provide wrap around supports for at-risk EL students and their families.	Strategy #3.2: Interagency partners will host community meetings to engage families (topics may include: immigration law, assistance with FAFSA, college applications, etc.).	Strategy #4.1: An outside, objective evaluator is engaged in partnership with program staff, providing on-going data collection and feedback. Outside evaluator will share findings with the core management team. Core management team will be charged with further disseminating information to entire project members and outside organizations.
Community Partnership Form	✓	✓	✓
Community Partner Interview	✓	✓	✓
Developer Interview	✓	✓	✓
School Admin. / Team Leader Interview	✓	✓	✓
School Coach Interview			✓
School Coaching Activity Form	✓	✓	✓
Miscellaneous Event Protocol	✓	✓	✓
Quarterly Management Team Activity Form	✓		✓



Exhibit 11 below shows the key components of the fidelity study cross-walked (i.e., aligned) with the fidelity indicators and definitions and the PARC-developed evaluation protocols.

Exhibit 11: Implementation Fidelity Matrix Key Components Instrument / Protocol Alignment

	Component 1: School climate and structures to support college and career readiness				Component 2. Teacher and staff training and technical assistance	Component 3. Data-driven systematic coaching
Fidelity Indicators	School coach conducts needs assessment	School coach provides coaching sessions to the school	Community partnership meetings	Community partnership service coordination	Developers provide training on best instructional practice for ELs to school-based teams	School based teams receive training on establishing Professional Learning Communities focused on student data
Fidelity Definitions	School coach conducts one needs assessment at each school	Five (5) coaching sessions are provided at each school per year	Developer meets quarterly with the community partnership with district and school representatives present	Developer coordinates community partnership services each semester at each school	Twenty (20) hours of instructional practice training are provided to each school-based team per year	Five (5) teacher training sessions on Professional Learning Communities are provided at each school
Instruments / Protocols						
Community Partnership Form			✓	✓		
Community Partner Interview			✓	✓		
Developer Interview	✓	✓	✓	✓	✓	✓
School Admin. / Team Leader Interview	✓	✓			✓	✓
School Coach Interview	✓	✓				
School Coaching Activity Form	✓	✓			✓	✓
Miscellaneous Event Protocol	✓	✓	✓	✓	✓	✓
Quarterly Management Team Activity Form			✓	✓		

Implementation Study Data Analysis

We administer the community partner interview check list protocol once per school year, and the check list sum is tallied. The community partnership activity form is completed during each community partnership activity during each of three implementation years and the resulting data has been analyzed for content. We administer the developer interview check list protocol once per school year, and the check list sum is tallied. The school coaching form is completed following each school coaching session during each of three implementation years, and the resulting data is analyzed for content. We administer the school coach interview check list protocol once per school year, and the check list sum is tallied. The school meeting form is completed during each school team meeting session during each of three implementation years, and resulting data is analyzed for content.

Content analysis involved coding the open ended responses using extant codes based on Project ExcEL key components with developer feedback. Emergent codes were also used during the coding process to provide additional formative feedback to the developer. Two coders coded all qualitative data, and a third coder helped to reconcile any coding differences to reach 100% agreement in the application of codes.

See the fidelity matrices provided above in Exhibits 5-7 (pp.25-26). The School Fidelity and Full Sample Fidelity (right) columns and the Key Component Fidelity Range and Key Component Fidelity Threshold rows (bottom) detail the fidelity score calculation at the key component level. We calculate fidelity based on data collected using protocols that we developed (see Appendix C). Each protocol item aligns with an indicator, and each indicator aligns with a key component. For example, for Project ExcEL *Key Component 2 Teacher and staff training and technical assistance* to be implemented with fidelity at the school level, 16 or more hours of instructional practice training must be provided to the school each year. We conducted interviews with the developer, the school coaches, and the school administrators/team leaders using checklist protocols aligned with the management plan activities and professional development debrief forms created by the evaluator and completed by the developer after each professional development session. These protocols and procedures have been used to determine whether or not the key component fidelity threshold is reached each year.

APPENDIX B: DETAILED PROCESS FOR IDENTIFYING AND SELECTING COMPARISON SCHOOLS

Our identification process included a series of methods and analyses to ensure baseline equivalence between four treatment schools and 16 comparison schools. To select 16 comparison schools, we followed three steps: 1) Identify matching variables, 2) Conduct propensity score matching, and 3) Select a pool of comparison schools by conducting baseline equivalence testing to meet WWC standards. Because our confirmatory impact analyses are for all four treatment schools, our primary goal was to ensure baseline equivalence, at a minimum, of the confirmatory analytic sample.

Step 1: Identifying Matching Variables

We created two domains aligned with the logic model: 1) Achievement, and 2) Behavior. The set of observed characteristics, organized by domain, included:

- Achievement Domain
 - Prior achievement in Math
 - Prior achievement in ELA
 - % Limited English Proficient
- Behavior Domain
 - % Attendance
 - % Limited English Proficient

In the behavior domain, we removed Regents and college plans in order to create domains that are reflected in both middle and high schools. Meaning, we selected only the outcomes within each domain that are available for both middle and high schools. Also, we included LEP in both domains so that we match schools based not only on outcomes, but also on key demographic characteristic of the school pertinent to our study.

Step 2: Conducting Propensity Score Matching

We employed propensity score matching techniques (PSM) to identify a group of potential comparison schools. In this step, we created propensity scores for each school in our sample (treatment and comparison). We selected 6-7 comparison schools per treatment school via distance matching. To obtain our four comparison schools per treatment school, we then used school outcomes such as achievement, attendance, and percent LEP to select the final group of comparison schools. This step used three different samples of schools. We conducted PSM and identified comparison schools within Westchester county, within four contiguous counties surrounding Westchester county and New York City (Nassau, Putnam, Suffolk, and Rockland), and state-wide.

Step 3: Selecting a Pool of Comparison Schools

We used baseline equivalence standards outlined in the *What Works Clearinghouse Standards and Procedures Handbook Version 3*. For the confirmatory analysis the target size for the analytic sample was 20 schools, wherein 4 will be treatment schools and 16 will be comparison

schools (8 middle schools and 8 high schools). The baseline equivalence testing involved creating an effect size measure for each matching variable. For continuous variables, such as school performance in math and ELA, we calculated the effect size based on Hedges' *g*. For dichotomous variables, such as school attendance rate, we used the Cox's Index Ratio for Hedge's *g*. Our threshold for acceptable baseline equivalence, regardless of significance, was $ES = .25$ following the WWC standards⁶. Exhibit B.1 shows the results of our baseline equivalence testing for the confirmatory sample. As seen in the Effect Size column, each domain meets WWC standards of $<.25$. Our baseline equivalence is based on our matches from the state-wide sample.

Exhibit B.1: Baseline Equivalence Results By Domain

Middle and High School Matching Summary					
Variable	Control Before Matching	Control After Matching	Treatment	Effect Size	P-Value
N	1333	16	2		
Achievement Domain					
LEP	7.00	10.25	11.25	-0.20	0.44
Prior Achievement Math	0.00	0.35	0.16	-0.19	0.43
Prior Achievement ELA	0.00	0.21	0.07	-0.12	0.63
Behavior Domain					
LEP	7.00	19.38	11.25	-0.20	0.44
Attendance	91.38	95.75	96.25	0.00	0.99

It is important to note that by conducting baseline equivalence separately for each domain, we have two separate analytic samples. Exhibit B.2 displays a map of New York that shows the analytic sample of the achievement domain. As the map shows, while most of the schools are clustered around the New York City area, there are a few comparison schools in the northern part of the state near other metropolitan areas (e.g. Albany, Syracuse, and Rochester).

⁶ http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf

Exhibit B.2: Map of Analytic Sample for the Achievement Domain

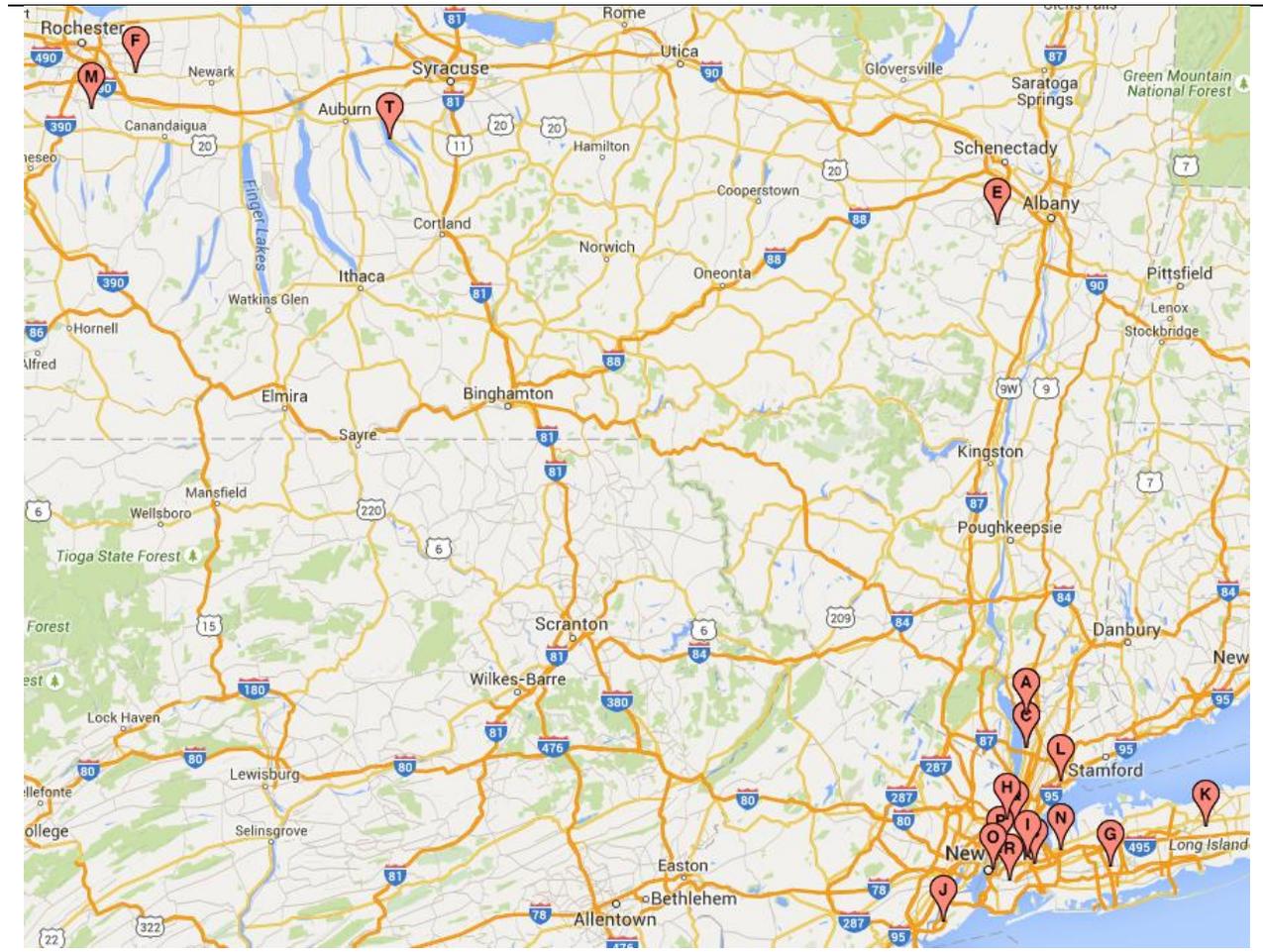


Exhibit B.3 shows the descriptive statistics of the treatment and comparison schools in the 2013-2014 school year or one year prior to the Project ExcEL intervention for the achievement domain.

Exhibit B.3: Descriptive Statistics of Treatment and Comparison Schools - Achievement Domain

Variable	Treatment (N = 4)	Comparison (N = 16)	Total (N = 20)
LEP	11.25 (3.86)	10.25 (14.54)	10.45 (13.02)
Prior Achievement Math	4.36 (1.94)	4.94 (3.05)	4.83 (2.83)
Prior Achievement ELA	2.57 (0.57)	2.65 (0.69)	2.63 (0.65)
Attendance	96.25 (0.96)	93.69 (4.25)	94.20 (3.94)
Free and Reduced Lunch	33.00 (10.42)	24.31 (25.16)	26.05 (23.01)
Special Education	14.50 (1.29)	12.69 (5.00)	13.05 (4.54)
African American/ Black	10.75 (4.99)	9.56 (12.51)	9.80 (11.30)
Hispanic	52.25 (6.02)	26.38 (29.85)	31.55 (28.67)
White	33.00 (2.83)	51.19 (38.36)	47.55 (34.91)
Other race	4.00 (1.15)	12.88 (14.52)	11.10 (13.41)

For the behavior domain, B.4 displays a map of New York of the analytic sample across the state. Similar to the achievement domain, most of the schools are clustered around the New York City area, with a couple of comparison schools in other metropolitan areas in the northern part of the state (e.g. Rochester and Saratoga Springs).

Exhibit B.4: Map of Analytic Sample for the Behavior Domain

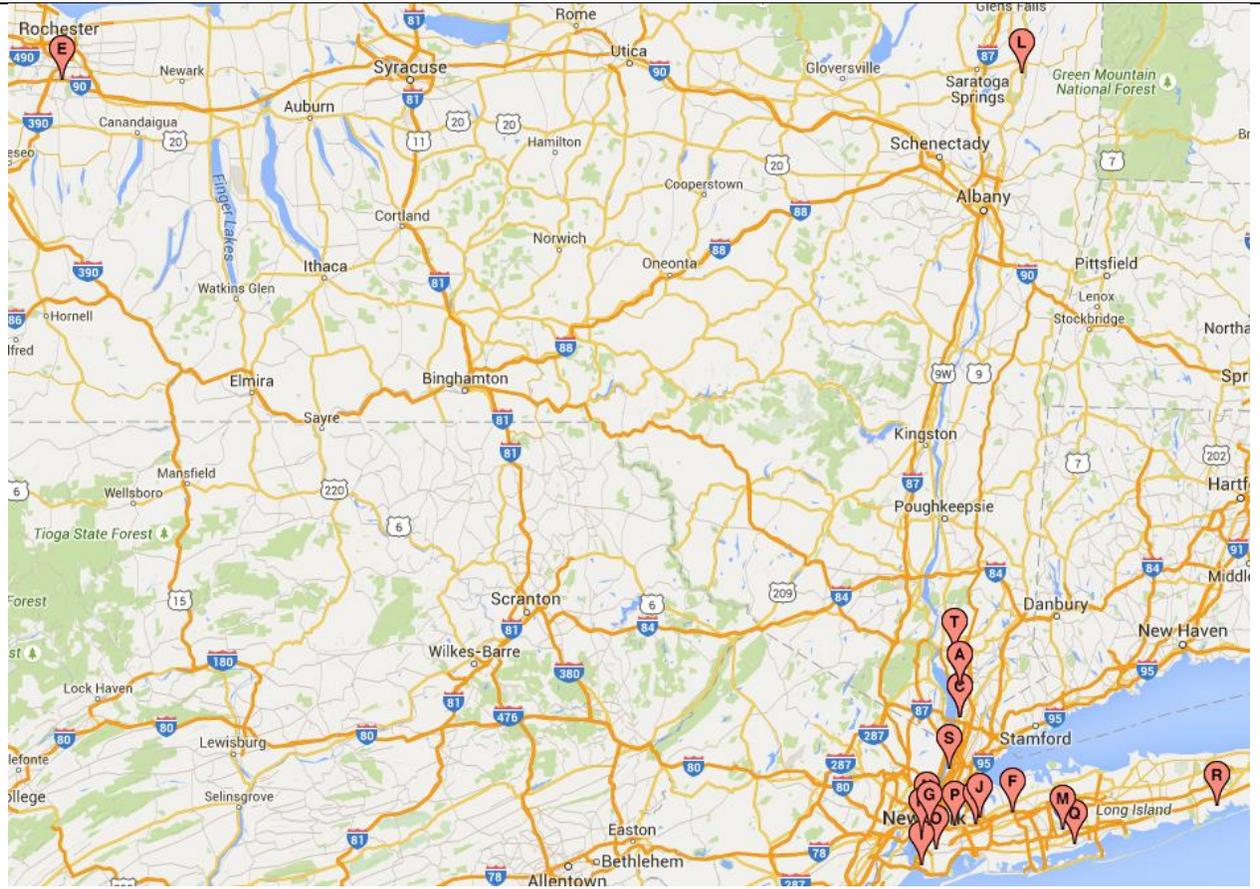


Exhibit B.5 shows the descriptive statistics of the treatment and comparison schools in the 2013-2014 school year, or one year prior to the Project ExcEL intervention for the behavior domain.

Exhibit B.5: Descriptive Statistics of Treatment and Comparison Schools - Behavior Domain

Variable	Treatment (N = 4)	Comparison (N = 16)	Total (N = 20)
LEP	11.25 (3.86)	19.38 (32.94)	17.75 (29.50)
Prior Achievement Math	4.36 (1.94)	6.53 (4.27)	6.10 (3.97)
Prior Achievement ELA	2.57 (0.57)	2.70 (0.47)	2.68 (0.48)
Attendance	96.25 (0.96)	95.75 (2.59)	95.85 (2.34)
Free and Reduced Lunch	33.00 (10.42)	40.62 (27.80)	39.10 (25.24)
Special Education	14.5 (1.29)	10.69 (5.15)	11.45 (4.86)
African American/ Black	10.75 (4.99)	7.38 (7.49)	8.05 (7.08)
Hispanic	52.25 (6.02)	26.38 (30.26)	31.55 (29.01)
White	33.00 (2.83)	43.44 (31.91)	41.35 (28.69)
Other Race	4.00 (1.15)	22.81 (23.84)	19.05 (22.55)



APPENDIX C: IMPLEMENTATION STUDY PROTOCOLS

Community Partnership Activity Form

Project ExcEL Community Partnership Activity Form	1) <i>Location of Activity:</i> _____ _____	2) <i>Activity Host:</i> _____ _____
3) <i>Length of Activity:</i> _____	4) <i>Activity Date:</i> _____	5) <i>Activity Time:</i> _____
6) <i>When did this group last meet, or when did this activity last occur?</i> _____	7) <i>When will this group next meet, or when will this activity occur again?</i> _____	8) <i>This activity occurred:</i> <input type="checkbox"/> In person <input type="checkbox"/> By Phone <input type="checkbox"/> Via Webinar <input type="checkbox"/> As part of another event
9) <i>Activity Participants (Please list name, role, and affiliation):</i> _____ _____ _____		
10) <i>Activity Topic(s) (Please check all that apply and describe briefly below):</i> <input type="checkbox"/> Academic Tutoring <input type="checkbox"/> Adult English language instruction <input type="checkbox"/> Assisting with college applications <input type="checkbox"/> Assisting with FAFSA completion <input type="checkbox"/> Assisting with immigration law <input type="checkbox"/> Career awareness <input type="checkbox"/> College awareness <input type="checkbox"/> Field trip <input type="checkbox"/> Job shadowing <input type="checkbox"/> Life skills training <input type="checkbox"/> Meeting <input type="checkbox"/> Mentoring _____ _____ _____		
11) <i>Briefly outline the community partnership activity. Please list activities, topics, and approximate time spent on each. Feel free to share an agenda, notes, minutes, or supporting materials:</i> _____ _____ _____		
12) <i>Activity Goal(s):</i> _____ _____ _____		
13) <i>Activity Outcome(s):</i> _____ _____ _____		
14) <i>Question(s) / Concern(s):</i> _____ _____ _____		
15) <i>Rate the effectiveness of the Activity (group consensus):</i> _____ 1 = Little or no learning/effectiveness _____ 2 = Partial learning or effectiveness _____ 3 = Adequate group learning or effectiveness		



Community Partner Interview Check List Protocol

Introduction and Purpose

Plus Alpha Research & Consulting, LLC (Plus Alpha) is completing this interview as part of the implementation study of UCLA’s Center X i3 development grant in support of Project ExcEL. Your responses will help us understand: whether or not the key components of Project ExcEL have been implemented with fidelity and how the implementation has varied across the treatment schools in terms of the key project components, such as school climate and structures to support college and career readiness, teacher and staff training and technical assistance, and data-driven systemic coaching. Your participation is voluntary. You can stop the interview at any time. You will not be individually identified in resulting reports. Project ExcEL evaluation activities have been reviewed and approved by UCLA’s Institutional Review Board (IRB). For additional IRB information, please contact Laureen Avery, avery@gseis.ucla.edu. The interview will last approximately 60 minutes.

Participants

Project ExcEL community partners selected by the development team.

Method

Interviews are being conducted either in person as part of other project meetings or over the phone. Plus Alpha staff will take notes during the interview and will not audio record the interview. Analysts will synthesize notes from each interview and include the findings in project reports. The protocol below will be completed by the interviewer during the interview.

Please feel free to provide supporting documents or related resources to Adam Hall: ahall@plusalpharesearch.com

Plus Alpha Staff Member(s) Conducting the Interview:

Date of the interview:

This interview was conducted: In person (list location/event): _____ or Over the phone

Start Time: _____ *End Time:* _____

Interview Participant(s) (affiliation, role):

Project Fidelity⁷ Measures

Indicator:	Definition:	Interviewee Involvement and Support(s):
Community partnership meetings	<input type="checkbox"/> Developer meets quarterly with the community partnership with district and school representatives present	<input type="checkbox"/> Academic tutoring <input type="checkbox"/> Adult English language instruction <input type="checkbox"/> Assisting with college applications <input type="checkbox"/> Assisting with FAFSA completion <input type="checkbox"/> Assisting with immigration law

⁷ Taken from the *Study Design Summary* submitted to the US Department of Education as part of the national evaluation of the i3 program. These measures are part of project *Component 1. School climate and structures to support college and career readiness.*

Indicator:	Definition:	Interviewee Involvement and Support(s):
Community partnership service coordination	<input type="checkbox"/> Developer coordinates community partnership services each semester at each school	<input type="checkbox"/> Career awareness <input type="checkbox"/> College awareness <input type="checkbox"/> Field trip(s) (list purpose and location below) <input type="checkbox"/> Job shadowing <input type="checkbox"/> Life skills training <input type="checkbox"/> Meeting (list type and purpose below) <input type="checkbox"/> Mentoring (for whom, how) <input type="checkbox"/> Observing a classroom <input type="checkbox"/> Observing a presentation

Discussion Notes:

*Project Activities*⁸

Strategy #3.1: An inter-agency, inter-district team will be formed (Project ExcEL Team) to leverage resources and provide wrap around supports for at-risk EL students and their families.

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 3.1.1</i> Catalog of available resources and supports developed	
<input type="checkbox"/> <i>Activity 3.1.2</i> Project ExcEL team is formed and meets quarterly to purposefully match students with services	
<input type="checkbox"/> <i>Activity 3.1.3</i> EL students identified as at-risk are offered identified services (i.e., tutoring, summer boot camps, family ESL classes)	
<input type="checkbox"/> <i>Activity 3.1.4</i> Participation and outcomes for all services are monitored	
<input type="checkbox"/> <i>Activity 3.1.5</i> Evaluate effectiveness of community support programs	

Strategy #3.2: Interagency partners will host community meetings to engage families (topics may include: immigration law, assistance with FAFSA, college applications, etc.).

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 3.2.1</i> Catalog of available	

⁸ Taken from the annual *Project Management Plan* submitted to the i3 grant funder, the US Department of Education.



*Project Activities*⁸

topics, dates and sites developed

Additional Discussion Points and Notes:

Thank you for your time and your efforts on Project ExcEL. If you have any project-related questions, please do not hesitate to contact Laureen Avery: avery@gseis.ucla.edu or 203-365-8914. If you have any evaluation-related questions, please do not hesitate to contact Adam Hall: ahall@plusalpharesearch.com or 803-924-2300.



Developer Interview Check List Protocol

Introduction and Purpose

Plus Alpha Research & Consulting, LLC (Plus Alpha) is completing this interview as part of the implementation study of UCLA’s Center X i3 development grant in support of Project ExcEL. Your responses will help us understand: whether or not the key components of Project ExcEL have been implemented with fidelity and how the implementation has varied across the treatment schools in terms of the key project components, such as school climate and structures to support college and career readiness, teacher and staff training and technical assistance, and data-driven systemic coaching. Your participation is voluntary. You can stop the interview at any time. You will not be individually identified in resulting reports. Project ExcEL evaluation activities have been reviewed and approved by UCLA’s Institutional Review Board (IRB). For additional IRB information, please contact Laureen Avery, avery@gseis.ucla.edu. The interview will last approximately 60 minutes.

Participants

Project ExcEL project development staff.

Method

Interviews are being conducted either in person as part of other project meetings or over the phone. Plus Alpha staff will take notes during the interview and will not audio record the interview. Analysts will synthesize notes from each interview and include the findings in project reports. The protocol below will be completed by the interviewer during the interview.

Please feel free to provide supporting documents or related resources to Adam Hall: ahall@plusalpharesearch.com

Plus Alpha Staff Member(s) Conducting the Interview:

Date of the interview:

This interview was conducted: In person (list location/event): _____ or Over the phone

Start Time: _____ *End Time:* _____

Interview Participant(s) (affiliation, role):

Project Fidelity⁹ Measures

Indicator:	Definition:	Notes:
Developers provide training on best instructional practice for ELs to school-based teams ¹⁰ .	<input type="checkbox"/> Twenty (20) hours of instructional practice training are provided to each school-based team per year	

⁹ Taken from the *Study Design Summary* submitted to the US Department of Education as part of the national evaluation of the i3 program.

¹⁰ This measure is part of *Component 2. Teacher and staff training and technical assistance*.

Indicator:	Definition:	Notes:
School based teams receive training on establishing Professional Learning Communities focused on student data ¹¹ .	<input type="checkbox"/> Five (5) teacher training sessions on Professional Learning Communities are provided at each school	

Discussion Notes:

Project Activities¹²

Strategy #1.1: Participants on school-based teams participate in training and coaching focused on best instructional practices for ELs and effectively incorporate these practices into classroom instruction (instructional practices training)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.1.1</i> Identify participating schools and educator teams	
<input type="checkbox"/> <i>Activity 1.1.2</i> Role out project at participating schools	
<input type="checkbox"/> <i>Activity 1.1.3</i> Conduct a readiness assessment for educators to determine state of current knowledge and practice	
<input type="checkbox"/> <i>Activity 1.1.4</i> Create a plan for training that includes content and logistics	
<input type="checkbox"/> <i>Activity 1.1.5</i> Conduct training	
<input type="checkbox"/> <i>Activity 1.1.6</i> Conduct site-based coaching 4 times per year	
<input type="checkbox"/> <i>Activity 1.1.7</i> Evaluate usefulness and impact of summer training	
<input type="checkbox"/> <i>Activity 1.1.8</i> Evaluate usefulness and impact of coaching	

Strategy #1.2: Participants on school-based teams participate in training and coaching focused on using data to personalize instruction and intervention (tiered intervention training)

Activities:	Discussion Notes:

¹¹ This measure is part of *Component 3. Data-driven systematic coaching*.

¹² Taken from the annual *Project Management Plan* submitted to the i3 grant funder, the US Department of Education.

*Project Activities*¹²

<input type="checkbox"/> <i>Activity 1.2.1</i> Conduct a readiness assessment for educators to determine state of current knowledge and practice (done in conjunction with Activity 1.1.3)	
<input type="checkbox"/> <i>Activity 1.2.2</i> Create a plan for training that includes content and logistics	
<input type="checkbox"/> <i>Activity 1.2.3</i> Conduct training	
<input type="checkbox"/> <i>Activity 1.2.4</i> Conduct site-based data team meetings 4 times per year	
<input type="checkbox"/> <i>Activity 1.2.5</i> Evaluate usefulness and impact of summer training	
<input type="checkbox"/> <i>Activity 1.2.6</i> Evaluate usefulness and impact of data team meetings	
Strategy #1.3: School based teams meet 4 times per year for coaching and data team discussion in order to ensure student progress is regularly monitored and data is used to provide students with appropriate supports and interventions (data team meetings)	
Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.3.1</i> Create a schedule that allows site based teams to meet 4 times per year for at least 90 minutes per meeting	
<input type="checkbox"/> <i>Activity 1.3.2</i> Create a protocol that allows site based teams to effectively and efficiently use student data to identify student progress and create appropriate interventions	
<input type="checkbox"/> <i>Activity 1.3.3</i> Conduct site-based team meetings	
Strategy #1.4: School based teams participate in a year-end data fair designed to promote the sharing of best practices and lessons learned (dissemination)	
Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.4.1</i> Create a plan for a year end data fair that includes logistics that allows all teams to participate	
<input type="checkbox"/> <i>Activity 1.4.2</i> Create a protocol that allows site based teams to share their lessons learned	
<input type="checkbox"/> <i>Activity 1.4.3</i> Conduct the year end data fair	
<input type="checkbox"/> <i>Activity 1.4.4</i> Develop an electronic platform that will store and facilitate sharing of best practices, lessons and lessons learned	

*Project Activities*¹²

<input type="checkbox"/> <i>Activity 1.4.5</i> Populate electronic platform with materials developed by site-based teams	
<input type="checkbox"/> <i>Activity 1.4.6</i> Create a strategy for widely sharing and promoting the use of the electronic platform materials	
<input type="checkbox"/> <i>Activity 1.4.7</i> Disseminate lessons learned	

Strategy #2.1: School based teams are formed that include core content area teachers, ESL, guidance, social worker, and administrative support. Each team works with a common set of EL students assigned to their team. Teams are inclusive of mainstream and special needs students, and are the same teams identified for professional development under Objective #1.

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.1.1</i> Plan for a school readiness assessment	
<input type="checkbox"/> <i>Activity 2.1.2</i> Conduct school readiness assessment	
<input type="checkbox"/> <i>Activity 2.1.3</i> EL students are scheduled and assigned to teams	
<input type="checkbox"/> <i>Activity 2.1.4</i> Evaluate the ability to create effective teams	

Strategy #2.2: School-based teams meet together and focus on student progress during regularly scheduled common planning time

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.2.1</i> Coaches meet with administrators, school leadership teams and others to review the schedule and revise as necessary.	
<input type="checkbox"/> <i>Activity 2.2.2</i> Evaluate the implementation and impact of common planning time	

Strategy #2.3: A regular time and process for individualized student advising (career, academic and personal) is structured and implemented

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.3.1</i> Coaches meet with administrators, school leadership teams and others to develop needed structures and processes	
<input type="checkbox"/> <i>Activity 2.3.2</i> Evaluate the development of a student advisory model	

Project Activities¹²

Strategy #2.4: A process for Personal Learning Plan (PLP) development and regular use by EL students is developed and implemented. A critical feature of this PLP will be the incorporation of student-led conferencing. The use of digital portfolios will be explored as an adjunct use of technology

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.4.1</i> Coaches meet with administrators, school leadership teams and others to develop needed structures and processes	
<input type="checkbox"/> <i>Activity 2.4.2</i> Evaluate the development of a PLP model	

Strategy #3.1: An inter-agency, inter-district team will be formed (Project ExcEL Team) to leverage resources and provide wrap around supports for at-risk EL students and their families

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 3.1.1</i> Catalog of available resources and supports developed	
<input type="checkbox"/> <i>Activity 3.1.2</i> Project ExcEL team is formed and meets quarterly to purposefully match students with services	
<input type="checkbox"/> <i>Activity 3.1.3</i> EL students identified as at-risk are offered identified services (i.e., tutoring, summer boot camps, family ESL classes)	
<input type="checkbox"/> <i>Activity 3.1.4</i> Participation and outcomes for all services are monitored	
<input type="checkbox"/> <i>Activity 3.1.5</i> Evaluate effectiveness of community support programs	

Strategy #3.2: Interagency partners will host community meetings to engage families (topics may include: immigration law, assistance with FAFSA, college applications, etc.).

<input type="checkbox"/> <i>Activity 3.2.1</i> Catalog of available topics, dates, and sites developed.	
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Additional Discussion Points and Notes:

Thank you for your time and your efforts on Project ExcEL. If you have any project-related questions, please do not hesitate to contact Lauren Avery: avery@gseis.ucla.edu or 203-365-8914. If you have any evaluation-related questions, please do not hesitate to contact Adam Hall: ahall@plusalpharesearch.com or 803-924-2300.



Project School Administrator or School Data Team Lead Check List Protocol

Introduction and Purpose

Plus Alpha Research & Consulting, LLC (Plus Alpha) is completing this interview as part of the implementation study of UCLA’s Center X i3 development grant in support of Project ExcEL. Your responses will help us understand: whether or not the key components of Project ExcEL have been implemented with fidelity and how the implementation has varied across the treatment schools in terms of the key project components, such as school climate and structures to support college and career readiness, teacher and staff training and technical assistance, and data-driven systemic coaching. Your participation is voluntary. You can stop the interview at any time. You will not be individually identified in resulting reports. Project ExcEL evaluation activities have been reviewed and approved by UCLA’s Institutional Review Board (IRB). For additional IRB information, please contact Lauren Avery, avery@gseis.ucla.edu. The interview will last approximately 60 minutes.

Participants

Project ExcEL school administrator or data team lead.

Method

Interviews are being conducted either in person as part of other project meetings or over the phone. Plus Alpha staff will take notes during the interview and will not audio record the interview. Analysts will synthesize notes from each interview and include the findings in project reports. The protocol below will be completed by the interviewer during the interview.

Please feel free to provide supporting documents or related resources to Adam Hall: ahall@plusalpharesearch.com

Plus Alpha Staff Member(s) Conducting the Interview:

Date of the interview:

This interview was conducted: In person (list location/event): _____ or Over the phone

Start Time: _____ ***End Time:*** _____

Interview Participant(s) (affiliation, role):

Project Fidelity¹³ Measures

Indicator:	Definition:	Notes:
School based teams receive training on establishing Professional Learning Communities focused on student data.	<input type="checkbox"/> Five (5) teacher training sessions on Professional Learning Communities are provided at each school	

¹³ Taken from the *Study Design Summary* submitted to the US Department of Education as part of the national evaluation of the i3 program. This measure is part of *Component 3. Data-driven systematic coaching.*

Indicator:	Definition:	Notes:

Discussion Notes:

*Project Activities*¹⁴

Strategy #1.1: Participants on school-based teams participate in training and coaching focused on best instructional practices for ELs and effectively incorporate these practices into classroom instruction (instructional practices training)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.1.1</i> Identify participating schools and educator teams	
<input type="checkbox"/> <i>Activity 1.1.2</i> Role out project at participating schools	
<input type="checkbox"/> <i>Activity 1.1.3</i> Conduct a readiness assessment for educators to determine state of current knowledge and practice	
<input type="checkbox"/> <i>Activity 1.1.6</i> Conduct site-based coaching 4 times per year	
<input type="checkbox"/> <i>Activity 1.1.7</i> Evaluate usefulness and impact of summer training	
<input type="checkbox"/> <i>Activity 1.1.8</i> Evaluate usefulness and impact of coaching	

Strategy #1.2: Participants on school-based teams participate in training and coaching focused on using data to personalize instruction and intervention (tiered intervention training)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.2.1</i> Conduct a readiness assessment for educators to determine state of current knowledge and practice (done in conjunction with Activity 1.1.3)	R
<input type="checkbox"/> <i>Activity 1.2.4</i> Conduct site-based data team meetings 4 times per year	
<input type="checkbox"/> <i>Activity 1.2.5</i> Evaluate usefulness and impact of summer training	R
<input type="checkbox"/> <i>Activity 1.2.6</i> Evaluate usefulness and impact of data team meetings	

Strategy #1.3: School based teams meet 4 times per year for coaching and data team discussion in order to ensure student progress is regularly monitored and data is used to provide students with appropriate supports and interventions (data team meetings)

¹⁴ Taken from the annual *Project Management Plan* submitted to the i3 grant funder, the US Department of Education.

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.3.1</i> Create a schedule that allows site based teams to meet 4 times per year for at least 90 minutes per meeting	
<input type="checkbox"/> <i>Activity 1.3.2</i> Create a protocol that allows site based teams to effectively and efficiently use student data to identify student progress and create appropriate interventions	
<input type="checkbox"/> <i>Activity 1.3.3</i> Conduct site-based team meetings	R

Strategy #1.4: School based teams participate in a year-end data fair designed to promote the sharing of best practices and lessons learned (dissemination)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.4.1</i> Create a plan for a year end data fair that includes logistics that allows all teams to participate	
<input type="checkbox"/> <i>Activity 1.4.2</i> Create a protocol that allows site based teams to share their lessons learned	
<input type="checkbox"/> <i>Activity 1.4.3</i> Conduct the year end data fair	
<input type="checkbox"/> <i>Activity 1.4.4</i> Develop an electronic platform that will store and facilitate sharing of best practices, lessons and lessons learned	
<input type="checkbox"/> <i>Activity 1.4.5</i> Populate electronic platform with materials developed by site-based teams	
<input type="checkbox"/> <i>Activity 1.4.6</i> Create a strategy for widely sharing and promoting the use of the electronic platform materials	
<input type="checkbox"/> <i>Activity 1.4.7</i> Disseminate lessons learned	

Strategy #2.1: School based teams are formed that include core content area teachers, ESL, guidance, social worker, and administrative support. Each team works with a common set of EL students assigned to their team. Teams are inclusive of mainstream and special needs students, and are the same teams identified for professional development under Objective #1.

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.1.1</i> Plan for a school readiness assessment	
<input type="checkbox"/> <i>Activity 2.1.2</i> Conduct school readiness assessment	

*Project Activities*¹⁴

<input type="checkbox"/> <i>Activity 2.1.3</i> EL students are scheduled and assigned to teams	
<input type="checkbox"/> <i>Activity 2.1.4</i> Evaluate the ability to create effective teams	
Strategy #2.2: School-based teams meet together and focus on student progress during regularly scheduled common planning time	
Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.2.1</i> Coaches meet with administrators, school leadership teams and others to review the schedule and revise as necessary.	
<input type="checkbox"/> <i>Activity 2.2.2</i> Evaluate the implementation and impact of common planning time	
Strategy #2.3: A regular time and process for individualized student advising (career, academic and personal) is structured and implemented	
Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.3.1</i> Coaches meet with administrators, school leadership teams and others to develop needed structures and processes	
<input type="checkbox"/> <i>Activity 2.3.2</i> Evaluate the development of a student advisory model	
Strategy #2.4: A process for Personal Learning Plan (PLP) development and regular use by EL students is developed and implemented. A critical feature of this PLP will be the incorporation of student-led conferencing. The use of digital portfolios will be explored as an adjunct use of technology	
Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.4.1</i> Coaches meet with administrators, school leadership teams and others to develop needed structures and processes	
<input type="checkbox"/> <i>Activity 2.4.2</i> Evaluate the development of a PLP model	
Strategy #3.1: An inter-agency, inter-district team will be formed (Project ExcEL Team) to leverage resources and provide wrap around supports for at-risk EL students and their families	
Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 3.1.1</i> Catalog of available resources and supports developed	
<input type="checkbox"/> <i>Activity 3.1.2</i> Project ExcEL team is formed and meets quarterly to purposefully match students with services	



Project Activities¹⁴

<input type="checkbox"/> <i>Activity 3.1.3</i> EL students identified as at-risk are offered identified services (i.e., tutoring, summer boot camps, family ESL classes)	
<input type="checkbox"/> <i>Activity 3.1.4</i> Participation and outcomes for all services are monitored	
<input type="checkbox"/> <i>Activity 3.1.5</i> Evaluate effectiveness of community support programs	
Strategy #3.2: Interagency partners will host community meetings to engage families (topics may include: immigration law, assistance with FAFSA, college applications, etc.).	
<input type="checkbox"/> <i>Activity 3.2.1</i> Catalog of available topics, dates, and sites developed.	

Additional Discussion Points and Notes:

Thank you for your time and your efforts on Project ExcEL. If you have any project-related questions, please do not hesitate to contact Lauren Avery: avery@gseis.ucla.edu or 203-365-8914. If you have any evaluation-related questions, please do not hesitate to contact Adam Hall: ahall@plusalpharesearch.com or 803-924-2300.



School Coach Interview Check List Protocol

Introduction and Purpose

Plus Alpha Research & Consulting, LLC (Plus Alpha) is completing this interview as part of the implementation study of UCLA’s Center X i3 development grant in support of Project ExcEL. Your responses will help us understand: whether or not the key components of Project ExcEL have been implemented with fidelity and how the implementation has varied across the treatment schools in terms of the key project components, such as school climate and structures to support college and career readiness, teacher and staff training and technical assistance, and data-driven systemic coaching. Your participation is voluntary. You can stop the interview at any time. You will not be individually identified in resulting reports. Project ExcEL evaluation activities have been reviewed and approved by UCLA’s Institutional Review Board (IRB). For additional IRB information, please contact Lauren Avery, avery@gseis.ucla.edu. The interview will last approximately 60 minutes.

Participants

Project ExcEL school coaching staff.

Method

Interviews are being conducted either in person as part of other project meetings or over the phone. Plus Alpha staff will take notes during the interview and will not audio record the interview. Analysts will synthesize notes from each interview and include the findings in project reports. The protocol below will be completed by the interviewer during the interview.

Please feel free to provide supporting documents or related resources to Adam Hall: ahall@plusalpharesearch.com

Plus Alpha Staff Member(s) Conducting the Interview:

Date of the interview:

This interview was conducted: In person (list location/event): _____ or Over the phone

Start Time: _____ **End Time:** _____

Interview Participant(s) (affiliation, role):

Project Fidelity¹⁵ Measures

Indicator:	Definition:	Notes:
School coach conducts needs assessment	<input type="checkbox"/> School coach conducts one needs assessment at each school	
School coach provides coaching	<input type="checkbox"/> Five (5) coaching sessions are provided at each school per year	

¹⁵Taken from the *Study Design Summary* submitted to the US Department of Education as part of the national evaluation of the i3 program. These measures are part of project *Component 1. School climate and structures to support college and career readiness.*

Indicator:	Definition:	Notes:
sessions to the school		

Discussion Notes:

*Project Activities*¹⁶

Strategy #1.1: Participants on school-based teams participate in training and coaching focused on best instructional practices for ELs and effectively incorporate these practices into classroom instruction (instructional practices training)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.1.1</i> Identify participating schools and educator teams	
<input type="checkbox"/> <i>Activity 1.1.2</i> Role out project at participating schools	
<input type="checkbox"/> <i>Activity 1.1.3</i> Conduct a readiness assessment for educators to determine state of current knowledge and practice	
<input type="checkbox"/> <i>Activity 1.1.4</i> Create a plan for training that includes content and logistics	
<input type="checkbox"/> <i>Activity 1.1.5</i> Conduct training	
<input type="checkbox"/> <i>Activity 1.1.6</i> Conduct site-based coaching 4 times per year	
<input type="checkbox"/> <i>Activity 1.1.7</i> Evaluate usefulness and impact of summer training	
<input type="checkbox"/> <i>Activity 1.1.8</i> Evaluate usefulness and impact of coaching	

Strategy #1.2: Participants on school-based teams participate in training and coaching focused on using data to personalize instruction and intervention (tiered intervention training)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.2.1</i> Conduct a readiness assessment for educators to determine state of current knowledge and practice (done in conjunction with Activity 1.1.3)	
<input type="checkbox"/> <i>Activity 1.2.2</i> Create a plan for training that includes content and logistics	
<input type="checkbox"/> <i>Activity 1.2.3</i> Conduct training	

¹⁶ Taken from the annual *Project Management Plan* submitted to the i3 grant funder, the US Department of Education.

*Project Activities*¹⁶

<input type="checkbox"/> <i>Activity 1.2.4</i> Conduct site-based data team meetings 4 times per year	
<input type="checkbox"/> <i>Activity 1.2.5</i> Evaluate usefulness and impact of summer training	
<input type="checkbox"/> <i>Activity 1.2.6</i> Evaluate usefulness and impact of data team meetings	

Strategy #1.3: School based teams meet 4 times per year for coaching and data team discussion in order to ensure student progress is regularly monitored and data is used to provide students with appropriate supports and interventions (data team meetings)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.3.1</i> Create a schedule that allows site based teams to meet 4 times per year for at least 90 minutes per meeting	
<input type="checkbox"/> <i>Activity 1.3.2</i> Create a protocol that allows site based teams to effectively and efficiently use student data to identify student progress and create appropriate interventions	
<input type="checkbox"/> <i>Activity 1.3.3</i> Conduct site-based team meetings	

Strategy #1.4: School based teams participate in a year-end data fair designed to promote the sharing of best practices and lessons learned (dissemination)

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 1.4.1</i> Create a plan for a year end data fair that includes logistics that allows all teams to participate	
<input type="checkbox"/> <i>Activity 1.4.2</i> Create a protocol that allows site based teams to share their lessons learned	
<input type="checkbox"/> <i>Activity 1.4.3</i> Conduct the year end data fair	
<input type="checkbox"/> <i>Activity 1.4.4</i> Develop an electronic platform that will store and facilitate sharing of best practices, lessons and lessons learned	
<input type="checkbox"/> <i>Activity 1.4.5</i> Populate electronic platform with materials developed by site-based teams	
<input type="checkbox"/> <i>Activity 1.4.6</i> Create a strategy for widely sharing and promoting the use of the electronic platform materials	

*Project Activities*¹⁶

<input type="checkbox"/> <i>Activity 1.4.7</i> Disseminate lessons learned	
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Strategy #2.1: School based teams are formed that include core content area teachers, ESL, guidance, social worker, and administrative support. Each team works with a common set of EL students assigned to their team. Teams are inclusive of mainstream and special needs students, and are the same teams identified for professional development under Objective #1.

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.1.1</i> Plan for a school readiness assessment	
<input type="checkbox"/> <i>Activity 2.1.2</i> Conduct school readiness assessment	
<input type="checkbox"/> <i>Activity 2.1.3</i> EL students are scheduled and assigned to teams	
<input type="checkbox"/> <i>Activity 2.1.4</i> Evaluate the ability to create effective teams	

Strategy #2.2: School-based teams meet together and focus on student progress during regularly scheduled common planning time

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.2.1</i> Coaches meet with administrators, school leadership teams and others to review the schedule and revise as necessary.	
<input type="checkbox"/> <i>Activity 2.2.2</i> Evaluate the implementation and impact of common planning time	

Strategy #2.3: A regular time and process for individualized student advising (career, academic and personal) is structured and implemented

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.3.1</i> Coaches meet with administrators, school leadership teams and others to develop needed structures and processes	
<input type="checkbox"/> <i>Activity 2.3.2</i> Evaluate the development of a student advisory model	

Strategy #2.4: A process for Personal Learning Plan (PLP) development and regular use by EL students is developed and implemented. A critical feature of this PLP will be the incorporation of student-led conferencing. The use of digital portfolios will be explored as an adjunct use of technology

Activities:	Discussion Notes:
<input type="checkbox"/> <i>Activity 2.4.1</i> Coaches meet with administrators, school leadership teams and others to develop needed structures and processes	



*Project Activities*¹⁶

<input type="checkbox"/> <i>Activity 2.4.2</i> Evaluate the development of a PLP model	
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Additional Discussion Points and Notes:

Thank you for your time and your efforts on Project ExcEL. If you have any project-related questions, please do not hesitate to contact Lauren Avery: avery@gseis.ucla.edu or 203-365-8914. If you have any evaluation-related questions, please do not hesitate to contact Adam Hall: ahall@plusalpharesearch.com or 803-924-2300.

School Coaching Activity Form

Project ExcEL School Coaching Form		1) School: _____	2) Length of Coaching Session: _____
3) Coach: _____		4) Coach's Affiliation: _____	5) Date: _____
6) Participants in Coaching Session (list staff member names and roles): _____ _____			
7) Coaching Topic(s) (check all that apply): <input type="checkbox"/> Advising for Success: <input type="checkbox"/> Individual Student Focus <input type="checkbox"/> Small Group Focus <input type="checkbox"/> Personalized Learning Plans (PLPs) <input type="checkbox"/> Response to Intervention (RtI) <input type="checkbox"/> School schedule <input type="checkbox"/> Sheltered Instruction Observation Protocol (SIOP) <input type="checkbox"/> Supporting EL students <input type="checkbox"/> Teacher Data Team <input type="checkbox"/> Other (describe): _____		8) Coaching Session Frequency (with this specific individual or group): <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Each Semester <input type="checkbox"/> Annually <input type="checkbox"/> Other (describe): _____ _____ 9) When did your last coaching session with this individual or group occur? _____	10) This coaching session occurred (check all that apply): <input type="checkbox"/> In person / face-to-face <input type="checkbox"/> Over the phone / via conference call <input type="checkbox"/> Virtually—via a webinars, etc. <input type="checkbox"/> In conjunction with another event (i.e. a conference, another meeting, etc.) <input type="checkbox"/> Other (describe): _____ 11) When is your next coaching session scheduled to occur with this individual or group? _____
12) Briefly outline the coaching session (list activities, topics, and approximate time spent on each): _____ _____ _____			
13) Coaching Session Goal(s): _____ _____			
14) Coaching Session Outcome(s): _____ _____			
15) Question(s) / Concern(s): _____ _____			
16) Rate the effectiveness of the coaching session (group consensus): _____ 1 = Little or no learning/effectiveness _____ 2 = Partial learning or effectiveness _____ 3 = Adequate group learning or effectiveness			



Miscellaneous Project Event Protocol

This protocol is a catch all for activities and events not already covered by other project protocols or data collection efforts. As such, this protocol **should not** be used to record the proceedings of a Community Partnership Activity (this data is collected by the developer using the Community Partnership Activity form), School Coaching, (this data is collected by the coaches using the School Coaching form), School (Team) Meetings (this data is collected by the school team using the Scholl Meeting form), or a Quarterly Project Partnership Activity (this data is collected by partners using the Quarterly Activity Summary Report). This protocol **should be** used to record school observations, impromptu conversations, impromptu project events, etc.

Please attach or include supporting documents or related resources when sending this completed protocol back to Adam Hall: ahall@plusalpharesearch.com

Role of the person completing this form:

- Evaluation Team Member
- Development Team Member
- Other role, briefly describe:

Date of the activity:

How did you attend this event? In person, By phone, Via Webinar, As part of another event

Location of the Activity, briefly describe:

Start Time: ***End Time:***

Event Frequency: Recurring Event or One-Time Event

Activity Participants (Please list name, role, and affiliation):

Activity Topic(s) (Please check all that apply and describe briefly below):

- | | |
|--|---|
| <input type="checkbox"/> Academic Tutoring | <input type="checkbox"/> Adult English language instruction |
| <input type="checkbox"/> Assisting with college applications | <input type="checkbox"/> Assisting with FAFSA completion |
| <input type="checkbox"/> Assisting with immigration law | <input type="checkbox"/> Career awareness |
| <input type="checkbox"/> College awareness | <input type="checkbox"/> Field trip |
| <input type="checkbox"/> Job shadowing | <input type="checkbox"/> Life skills training |
| <input type="checkbox"/> Meeting | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Observing a classroom | <input type="checkbox"/> Observing a presentation |

Activity Description (a brief paragraph):

Activity Goals and Outcomes (if applicable):



Quarterly Management Team Activity Form

School or Partner Name: _____

Date	Activity	Summary Sheet Attached?	Value/Action
		<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ <input type="checkbox"/> Paid <input type="checkbox"/> To be invoiced <input type="checkbox"/> In Kind
		<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ <input type="checkbox"/> Paid <input type="checkbox"/> To be invoiced <input type="checkbox"/> In Kind
		<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ <input type="checkbox"/> Paid <input type="checkbox"/> To be invoiced <input type="checkbox"/> In Kind
		<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ <input type="checkbox"/> Paid <input type="checkbox"/> To be invoiced <input type="checkbox"/> In Kind
		<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ <input type="checkbox"/> Paid <input type="checkbox"/> To be invoiced <input type="checkbox"/> In Kind
		<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ <input type="checkbox"/> Paid <input type="checkbox"/> To be invoiced <input type="checkbox"/> In Kind
<p><i>Briefly summarize the activities for the period covered and why you believe they were successful:</i> _____</p> <p>_____</p>			
<p><i>Briefly summarize any challenges or barriers you encountered, including suggestions for mitigation:</i> _____</p> <p>_____</p>			
<p><i>Other comments or suggestions:</i> _____</p> <p>_____</p>			

Thank you for your time and your efforts on Project ExcEL. If you have any project-related questions, please do not hesitate to contact Laureen Avery: avery@gseis.ucla.edu or 203-365-8914. If you have any evaluation-related questions, please do not hesitate to contact Adam Hall: ahall@plusalpharesearch.com or 803-924-2300.

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