# ESC 18-TxCEE
# Middle School Collaborative Language Acquisition Strategies for Success (MS CLASS) Project

## Education Innovation and Research Proposal
## CDFA #84.411B
## July 12, 2023

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**Education Innovation and Research (EIR)—Mid Phase**

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## A. Significance

### Identified Needs

EBs face the dual challenge of becoming literate in academic language while simultaneously developing English proficiency (hereafter Emergent Bilinguals [EBs]; García, 2009). Emergent literacy is a key predictor of academic success (Hammer et al., 2014). However, NAEP reading proficiency scores show that most EBs are unable to read at grade level, and EBs' overall academic performance continues to be significantly lower than their non-EB peers in Texas and nationally (Texas Education Agency [TEA], 2022a; U.S. Department of Education [ED], 2019). Furthermore, a growing number are considered "long-term" EBs, with 67% of Texas EB students in 2014–15 retaining this classification for greater than five years, putting them at greater risk for adverse academic outcomes (Cashiola & Potter, 2021). COVID-19 has exacerbated these challenges, and a recent ED (2021) report found that long-term middle school EBs face challenges including "reduced access to grade level content, social stigma, and limited use of their home language" (pp. 18-19). With approximately 1.2 million EBs in Texas schools (TEA, 2022a), there is an urgent need to provide support to teachers of EBs.

Finding, placing, and retaining effective teachers in every classroom is more challenging than ever (Garcia & Weiss, 2019; Horn et al., 2021; TEA, 2023). Moreover, Darling-Hammond and colleagues (2017) report that beginning teachers who lack mentoring and induction leave the profession at about twice the rate of those who receive the highest-quality support. Additionally, teachers must often overcome language or cultural barriers to engage parents of EBs (Howard et al., 2018; Noel et al., 2015). Further, stress and burnout from COVID-19 has increased Texas' teacher shortages in critical areas, such as English as a Second Language ([ESL], Lopez, 2022).

**Proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.**

To mitigate these challenges, the Texas Center for Educator Excellence housed at Region 18 Education Service Center (ESC 18-TxCEE), proposes to address two Absolute Priorities: **(1) Moderate Evidence**, and **(5) Field-Initiated Innovations--Promoting Equity in Student Access to Educational Resources and Opportunities: Educator Recruitment and Retention.** The Middle School Collaborative Language Acquisition Strategies for Success (MS CLASS) Project seeks to improve instruction for EBs across 5 pilot campuses and 25 treatment campuses serving Grades 6–8 through evidence-based professional learning (PL). The following goals guide the project: 1) Increase teacher learning opportunities for EB strategies, 2) Increase teacher retention, and 3) Improve linguistic and academic outcomes for EBs. The MS CLASS field-initiated innovations reflect insights gained from ESC 18-TxCEE's implementation of collaborative learning communities (CLCs), beginning teacher mentoring, and student growth measures (SGMs) in several Texas districts. The project also integrates evidence-based EB instructional strategies, which is more complex than "just good teaching" (de Jong & Harper, 2005; Goldenberg, 2020). Successful EB instruction values and nurtures students' and their families' linguistic and cultural assets (August & Shanahan, 2006; National Academy of Sciences, Engineering, and Medicine [National Academy], 2017). Therefore, PL through the MS CLASS Project is designed to create a school climate of success for second language learners and their families (Gay, 2018; Scanlan et al., 2016).

A key component of the MS CLASS project is implementing CLCs to provide a systematic structure for delivering quality PL and transforming practice, allowing teachers to be empowered in their learning and growth (Fullan & Hargreaves, 2016). Teachers are provided

opportunities to reflect on instructional practices, learn and embed strategies into instruction, and monitor student progress, leading to greater academic gains for students (Ruebel, 2011). As a part of the EIR grant, ESC 18-TxCEE 's CLC structure will build upon PL strategies (Baker et al., 2014) and mentoring systems (Young et al., 2017) showing **strong and moderate evidence of effectiveness** to implement evidence-based instruction for EBs. Furthermore, CLCs will bridge teaching and learning across three tiers of support (all teachers, beginning teachers, and teacher leaders), promoting alignment and continuity through instructional pathways. Additionally, equipping effective teachers to perform additional leadership responsibilities can positively impact students, teachers, and school leaders (Matlach, 2015). Therefore, ESC 18-TxCEE will leverage our previous experiences in supporting teacher leaders, such as Collaborative Learning Leaders (CLLs) that facilitate CLCs and Mentor Teachers (MTs) for beginning teachers, to help guide and sustain this work across each campus.

ESC 18-TxCEE will work with partner districts to identify root causes of low EB student achievement and engagement, which has been amplified by the COVID-19 pandemic as educators and students face academic and social emotional challenges. CLCs provide the vehicle to collaboratively test, reflect, and refine innovative approaches to student learning that address identified inequities. The PL content implemented through CLCs is designed to promote self-awareness, empathy for EBs, teaching self-efficacy, school-family relationships, and shared responsibility for EBs' academic success across instructional areas (Fenner, 2014).

CLLs will incorporate research-based PL into CLCs where teachers review data to identify needs, learn new strategies, and reflect on application individually and with the CLC team through analysis of student work in 3–6 week cycles. Using data to set goals for student growth leads to greater academic performance by students (Lachlan-Hache, 2012), and utilizing

both state assessments as well as teacher-driven assessment processes can more accurately represent student learning (Opper, 2019). Specifically, a SGM process may include identifying needs, aligning objectives to state standards, selecting pre-post teacher assessments, setting growth targets, implementing short cycles of instruction, and measuring progress (Lachlan-Haché et al., 2012). Through the MS CLASS CLCs, ESC 18-TxCEE will guide educators in examining individual and team SGM data to identify trends and adjust instruction as necessary.

ESC 18-TxCEE will partner with American Institutes for Research (AIR) to conduct a rigorous evaluation that will produce evidence about the project's effectiveness that can meet the **What Works Clearinghouse (WWC) standards without reservations**. AIR will support ESC 18-TxCEE in refining MS CLASS during the 2024–25 school year with approximately 250 total teachers across 5 pilot schools, and then conduct a robust evaluation using a randomized control trial (RCT) that will include 300 reading and math teachers (2,500 total teachers) across 25 treatment schools over two cohorts. Middle school teachers, especially those who are new to the profession, will be served by the project given challenges in teacher retention and low academic performance for EBs. All Texas middle schools with at least 20% EBs, equivalent to the state average (TEA, 2022a), will be eligible to participate in the project. Teachers in comparison group schools during the evaluation will be offered the PL and support in the year after their evaluation window. In addition to producing research findings, the evaluation will provide rich information to enhance knowledge regarding the contexts under which CLCs based on short cycles of inquiry promote positive outcomes for EBs in Grades 6–8.

## B. Strategy to Scale

**B.1 The extent to which the applicant identifies a specific strategy or strategies that address a particular barrier or barriers that prevented the applicant, in the past, from reaching the**

**level of scale that is proposed in the application.**

MS CLASS was designed to address the barriers teachers with EB students face and to provide tiers of instructional support for all teachers, beginning teachers, and teacher leaders. The tiered approach parallels the multi-tiered systems of support that many schools provide to students based on degrees of identified academic needs, but with a focus instead on adult learners and their unique instructional needs. MS CLASS is designed to provide designated times of support for targeted needs, as well as time for integration of new learning. Below is a description of barriers to scaling evidence-based practices and proposed strategies to overcome each barrier.

**Barrier 1:** Research suggests that teachers may not have the knowledge and skills to address the needs of their EB students (de Jong & Harper, 2005; National Academy, 2017). In particular, middle school teachers have limited research-based strategies and tools to differentiate for EBs, especially in schools with large numbers of novice teachers or teachers not certified in ESL/bilingual (Walker et al., 2004; O'Hara et al., 2020). Moreover, often teacher preparation programs for secondary teachers focus more on content knowledge than pedagogy (August & Shanahan, 2006; Rubinstein-Avila & Lee, 2014), leaving teachers to learn how to work with EB students on their own. For example, despite the importance of using small groups to scaffold new learning, this concept is typically only embraced as an elementary school strategy.

***Strategy to Address Barrier: All Teacher CLCs (Tier 1).*** To support a culture of rigorous, high-quality instruction for EBs, all teachers on partner campuses will participate in weekly CLCs to guide integration and reflection on new learning in the classroom. The MS CLASS CLC model incorporates research-based content, aligns with adult learning theory, uses models and modeling of effective practice, and is of sustained duration (Darling-Hammond et al., 2017). All CLCs will incorporate PL refined with key stakeholders and aligned with evidence-

based practices for EBs, including WWC strategies with **strong and moderate evidence of effectiveness** for improving literacy across the curriculum (Baker et al., 2014). One such strategy includes small group instruction to integrate daily writing, reading, and speaking practice; determine effective group compositions to engage students while also facilitating greater depth of learning; create group activities that align with specific student needs; and use instructional tools to guide the process. By providing teachers with specific EB content in learning modules to be used in the CLC meetings, teachers can implement effective strategies for EBs and their families that will expand their pedagogical practice and improve outcomes for all students.

During CLCs teachers review multiple forms of data to identify needs, learn new strategies, and reflect and refine on application individually and with their grade level or department team through analysis of student work in 3-6 week cycles. Providing guided learning modules through job-embedded weekly CLC meetings allows teachers access to impactful strategies and facilitates more seamless implementation without increasing their workload.

[redacted]

Moreover, the MS CLASS Project

integrates strategies from ESC 18-TxCEE 's previous models for collaborating with educators on decisions around key project components. In this way, evidence-based project activities are tailored to meet specific educator and student needs while ensuring educator support and feasibility of implementation.

**Barrier 2**: Surveys from novice teachers in Texas indicate that the majority do not feel well-prepared to work with EBs (TEA, 2019). Therefore, novice teachers need support to accelerate their practice. However, the staff who provide mentoring to novice teachers also need guidance and support from campus administrators to effectively support their mentees (Kardos & Johnson, 2010; DeCesare et al., 2016).

***Strategy to Address Barrier: Beginning Teacher Mentoring (Tier 2).*** MS CLASS provides high-quality coaching to maximize support through the first two years of teaching. The key mentoring strategies in MS CLASS are aligned with the New Teacher Center's beginning teacher mentoring components showing **moderate evidence of effectiveness**, such as one-on-one weekly mentoring that focuses on instruction, formative self-assessments, coaching and reflection tools and logs, and monthly MT professional learning through virtual CLCs (Young et al., 2017). MTs are a guide by their side during CLCs, which allows for additional planning time and support to incorporate new learning. Collectively this approach allows for differentiated, sustained learning, especially when provided with greater frequency and length of contact (Humphrey et al., 2011). Since financial and staffing resources often limit campuses from hiring mentors outside of the classroom, ESC 18-TxCEE will provide administrator training to prioritize the time commitments necessary to ensure frequent and quality interactions.

To enhance the mentoring program and support to districts, ESC 18-TxCEE proposes to address **Competitive Preference Priority 1: Promoting Equity in Student Access to**

**Educational Resources and Opportunities: Implementers and Partners** by partnering with the University of Texas Permian Basin (UTPB), a Hispanic Serving Institution, to collaborate on novice teacher needs and strategies for support. During quarterly meetings, ESC 18-TxCEE and UTPB will examine and connect trends to novice teacher practice based on needs. This partnership will provide invaluable information to improve not only the MS CLASS mentoring supports, but also curriculum and authentic practices for the Educator Preparation Program.

**Barrier 3**: Teacher leaders can positively impact teacher and student outcomes (Matlach, 2015; Young et al., 2017), though high-need schools may not have teachers who are adequately prepared due to challenges in recruiting, training, and retaining effective educators (Mizrav & Lachlan-Haché, 2019). Additionally, several large-scale evidence-based mentoring and professional learning programs require full-time positions outside of the classroom. Through previous projects, we have found that externally funded full-time teacher leader positions pose sustainability challenges, especially when districts are already struggling to fill vacancies.

***Strategy to Address Barrier: Teacher Leader Support (Tier 3).*** MS CLASS will provide two leadership opportunities for classroom teachers to guide their peers in integrating evidence-based strategies and model effective practices. CLLs will provide coaching and support to all teachers through job-embedded weekly CLCs. MTs will attend CLCs with their novice teacher once a month and provide guided mentoring on goal setting, collegiality, student centered coaching, and problem solving. Through collaboration, structured learning opportunities, and reflection, these roles provide opportunities for improving both the teacher leaders' and classroom teachers' practices and job satisfaction. Additionally, ESC 18-TxCEE will work with principals on effectively implementing career pathways, such as building release time into the master schedule, aligning conference periods for support, and meeting regularly with teacher

leaders to identify needs and adjust accordingly.

Teacher leaders will receive support from ESC 18-TxCEE staff that models the support they provide to others based on specific needs throughout the year, such as communication, analyzing student work, differentiation, and self-care (see excerpt in Appendix J, Exhibit J.9.). Additionally, CLLs and MTs will participate in a summer institute designed to build their knowledge and skills to support teachers in applying effective EB instructional and family engagement practices. Building on the summer institute learning, monthly CLL trainings and MT virtual CLCs will extend learning and support. ESC 18-TxCEE will focus on strengthening CLL and MT capacity by promoting sustainability in rigorous and high-quality EB education.

**B.2 The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

The management plan (Appendix J, Exhibit J.2.) demonstrates how all planning, design, and study activities will be executed on time, within budget, and with high quality per the expertise of the key personnel (see Appendix B for resumes and the organizational chart). Exhibit 2 provides a brief overview of the project activities by year.

**Exhibit 2. Overview of the MS CLASS Project Milestones and Timeline of Activities**

| Activities | Milestones | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Sp 24 | F 24 | Sp 25 | F 25 | Sp 26 | F 26 | Sp 27 | F 27 | Sp 28 | F 28 |
| Recruit MS campuses and refine PL with ISD staff | PL content and support is refined based on feedback | X | | | | | | | | | |
| Pilot PL in a subset of 5 campuses | PL modules aligned with research and identified needs | | X | X | | | | | | | |
| Implement MS CLASS in 25 treatment campuses (2 cohorts) | CLCs occur with fidelity; novice teachers feel supported | | | | X | X | X | X | | | |
| Collect and analyze teacher surveys | Formative data used as a basis for ongoing program improvements. | | | | | X | | X | | | |
| Collect and analyze TELPAS and STAAR® student-level data | EB students experience improved learning and growth. | | | | | X | | X | X | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Delayed implementation in 25 comparison campuses (2 cohorts) | Train and support campuses on PL approach | | | | | | X | X | X | X | |
| Conduct impact analysis | Impact data used to assess program effectiveness | | | | | | | | X | X | |
| Report and disseminate findings | Disseminate findings with stakeholders and publicly | | | | | X | | X | X | X | X |

ESC 18-TxCEE has engaged stakeholders in developing tailored systems of support across three federal TIF grants, a TSL grant, an EIR grant, an NPD grant, as well as partnering with Texas LEAs to facilitate collaborative discussions that guide policy and implementation decisions. To meet the MS CLASS project goals, ESC 18-TxCEE will utilize spring of Year 1 as a planning and design period to recruit campuses to participate in the project and engage educators in refining PL content for Grades 6–8 EBs. Letters of interest (Appendix C) have been supplied by two midsize, two small, and four charter districts, and ESC 18-TxCEE will continue fostering connections to ensure an adequate number of implementation schools for the planned evaluation. ESC 18-TxCEE will also lead an annual Advisory Committee meeting composed of educators to review data, provide input into the PL topics and scope and sequence, and adjust PL or other project strategies based on feedback and formative assessments. To ensure the PL is guided by educators who best understand EB student needs, Advisory Committee members will be selected based on their background, experience, and knowledge of effective EB strategies.

During the 2024–25 school year, ESC 18-TxCEE will refine PL content and support as necessary. Through continuous progress monitoring, ESC 18-TxCEE will examine feedback on the project's implementation, educator and student perceptions of and experiences with the project, and relevant data to analyze progress toward achieving the identified goals. During this time, LEAs will also identify CLLs and MTs who will receive a stipend for taking on additional responsibilities by supporting teachers in developing skills and knowledge to support EBs (see Appendix B for qualifications). CLLs will be selected based on their knowledge of and skills in

implementing effective EB instructional strategies and working with adult learners. MTs have at least three years of teaching experience and demonstrated effective classroom practices for EBs, as well as having strong interpersonal skills and experience working with adult learners. ESC 18-TxCEE will provide a summer institute for CLLs and MTs designed to build the requisite skills for these roles. Throughout the school year, ESC 18-TxCEE will facilitate monthly virtual CLCs for CLLs and MTs to integrate new learning and coaching strategies.

During the 2025–26 and 2026-27 school years, MS CLASS will include 25 treatment campuses. ESC 18-TxCEE will coordinate with campuses in spring/summer 2025/2026 to select and train CLLs and MTs based on lessons drawn from the pilot. ESC 18-TxCEE will provide face to face and virtual support throughout the implementation period. The aim is to develop LEA sustainability in increasing teachers' knowledge and use of effective strategies for EBs and all students. Control campuses will implement the program in the year following the treatment intervention (2026-2027 and 2027-2028).

ESC 18-TxCEE will capitalize on an existing online platform, the Texas Educator Excellence Management System (TEEMS), to manage CLCs and SGMs and collect the necessary records for meeting attendance, agendas, and online discussions. The CLC modules will be housed as a library in TEEMS; the modules contain agendas with identified focus areas and evidence-based content for each meeting (see sample module in Appendix J, Exhibit J.8.).

**B.3 Capacity (personnel, financial resources, management capacity) to bring the proposed project to scale on a national or regional level working directly, or through partners, during the grant period**

ESC 18-TxCEE and AIR bring experience and capacity to this project through managing statewide initiatives and federal grants in several rural, suburban, and urban Texas districts

serving high percentages of low income and EB populations. ESC 18-TxCEE collaborated with 2017 TSL partner districts to implement similar PL and mentoring structures, which showed statistically significant outcomes for student achievement and teacher retention (Garcia-Piriz et al., 2023). Additionally, ESC 18-TxCEE serves as a part of the regional ESC network and a statewide technical assistance provider for Texas's Mentor Program Allotment, Teacher Incentive Allotment, and Strategic Staffing initiatives. AIR manages the Regional Educational Laboratory Southwest which includes supporting districts on collaboratively engaging researchers and practitioners on data use and incorporating evidence-based practices. These experiences combined with our expertise in providing high quality PL and conducting rigorous evaluations to inform practice provides us with the capability to bring this project to scale on a regional level with districts from across the state of Texas (see Appendix B for resumes).

All documentation will be maintained according to state and federal records retention requirements. CLC implementation quality is measured through the meeting effectiveness rubric (Appendix J.10.), which was developed and refined with teacher leaders and administrators across ESC 18-TxCEE's five-year TSL grant (2017). ESC 18-TxCEE staff will also support districts in identifying additional funding streams to aid with sustainability efforts.

**The qualifications, including relevant training and experience of key project personnel.**

[redacted], EIR Project Director and Chief TxCEE Officer at ESC 18, will be responsible for overseeing the direction, monitoring, and evaluation of the project. [redacted] has extensive experience in managing large-scale initiatives, including serving as the Project Director of ESC 18-TxCEE's federal EIR, NPD, and TSL Incentive grants, as well as Austin ISD's TIF grant. [redacted] also managed the development and implementation of the teacher professional development units (PDU) process used in Austin ISD's Professional Pathways for

Teachers. [redacted] will also manage MS CLASS project staff (Appendix B).

ESC 18-TxCEE staff have a sound knowledge base of effective EB practices and experience training and supporting educators in high-needs schools. MS CLASS will provide two positions for instructional training and coaching. The vacant EB Instructional Training and Support FTEs will be selected through a rigorous process, encouraging applications from traditionally underrepresented groups, to ensure high-quality EB instruction and coaching practices (see Appendix B for job description).

In addition, [redacted], ESC 18-TxCEE's Director of Partnerships, will oversee business operations, including stipend reimbursements and contracts, and coordinate the development of partnerships with districts. [redacted] will also coordinate with AIR on the evaluation and monitor implementation fidelity. She has more than 15 years managing large-scale initiatives, including previously serving as the TIF 3 Project Director, as well as extensive experience in managing contracts and budgets and coordinating district reimbursements.

[redacted]**, PhD**, senior economist at AIR, will lead the external evaluation, overseeing research design, management, and reporting. She has more than 15 years of experience in quantitative analysis, with expertise in impact evaluation studies, experimental and quasi-experimental methods, and research project management. She is currently project director of a 3-year randomized controlled trial of Reading Apprenticeship funded by a Supporting Effective Educator Development (SEED) grant and led implementation and impact evaluations in a previous SEED-funded study of Reading Apprenticeship. [redacted] holds a PhD in economics from the University of Pennsylvania.

[redacted]**, PhD,** is a principal researcher at AIR with extensive experience leading teacher professional learning (PL) evaluation studies. She has led two meta-analyses examining

how PL programs are associated with effects on instruction and student achievement (Garrett et al., 2019; Garrett et al., 2021a) and has published studies on measuring instruction through observation (Garrett & Steinberg, 2015; Steinberg & Garrett, 2016). [redacted] served as the principal investigator (PI) for a rigorous pilot study of a teacher PL program (Garrett et al., 2021b) and, due to the positive findings, currently serves as the PI for an Institute of Education Sciences–funded initial efficacy study of the program. She is currently the evaluation PI leading two Early-Phase EIR studies to conduct randomized field studies of teacher PL. She received her PhD in public policy from the University of Chicago.

[redacted]**, PhD,** is a senior researcher in the Learning Supports program at AIR. Her primary responsibilities include implementation research within experimental, quasi-experimental, and developmental evaluations related to language and literacy development. This research involves a mixed methods approach to measuring fidelity of implementation as well as a nuanced description of variation in program implementation contexts. [redacted] is a resident expert on qualitative methods and educational linguistics. She has extensive experience related to English language development, dual language education, and instructional coaching. [redacted] holds a PhD in educational linguistics and an MA in education (TESOL) from California State University, Los Angeles.

**B.4 Mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication**

As part of our dissemination activities for the MS CLASS project and to support further development or replication, ESC 18-TxCEE developed a three-pronged approach for sharing results. The proposed dissemination plan is organized by key target audiences to ensure that activities and communication channels are tailored to and more likely to reach critical audiences.

**Approach 1: Local/Partner Dissemination**. The first approach involves sharing information internally—particularly among our partner districts—with the goal of improving the implementation fidelity of grant components. Data collected via several sources inform internal continuous improvement efforts: (1) Implementation fidelity as measured by data collected via campus visits and coaching/mentoring logs; (2) CLC progress as measured by data entered into TEEMS for weekly meetings; and (3) Perceptual data captured via surveys, interviews, and focus groups. These efforts will occur on an ongoing basis via quarterly check-in meetings as well as during project-wide events such as summer institutes. At the conclusion of the project, AIR will produce a summative final report on the entirety of the program for dissemination.

**Approach 2: Statewide and National Dissemination for Practitioners.** This approach involves providing training and resources on grant components for educators across Texas and the country. These resources cover MS CLASS components that have consistently been implemented with fidelity and have been well-received by participants, such as CLC processes, mentoring strategies, and the TEEMS data system. Information guiding other districts on implementing these components will be disseminated via webinars, online and in-person training sessions, and conferences such as the Texas Association of School Administrators and Learning Forward's National Conference. Dissemination efforts will include a practitioner "toolkit" to guide district and campus-level educators in the implementation of activities implemented under the MS CLASS project among other high-quality offerings.

**Approach 3: National Dissemination for Research Audiences**. The third approach is driven by anticipated evaluation efforts. These findings will assist other districts in identifying outcomes they may expect to see if they chose to implement MS CLASS components as ESC 18-TxCEE's partner districts have done. The audience for these efforts may be many, but the

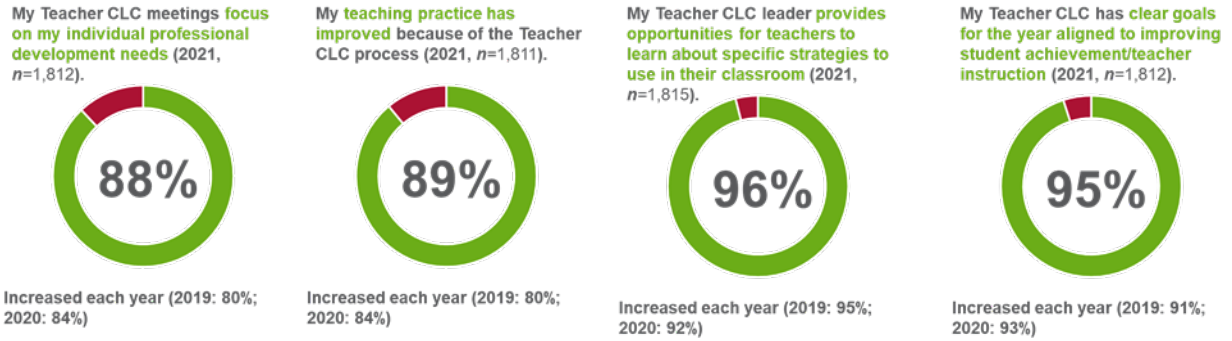
primary audience will be educational researchers and the primary venues will be large national conferences (e.g., the American Educational Research Association) and peer-reviewed journals.

To help ensure a broad, national reach for these dissemination efforts, ESC 18-TxCEE will partner closely with AIR resources and networks. ESC 18-TxCEE and AIR will use its social media presence, electronic newsletters, and websites to share key findings, results in brief, and infographics to its tens of thousands of social media followers and newsletter subscribers.

**B.5 Likely utility of the products (information, materials, processes, techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

ESC 18-TxCEE has worked with rural, suburban, and urban districts in Texas to implement CLCs, and MS CLASS will provide PL modules that educators will be able to utilize across LEAs. Not only do the modules provide research-based content from the WWC, they also provide a robust and reliable structure that engages teachers in a cycle of inquiry. Additionally, data from the TSL external evaluation conducted by AIR illustrates the extent of positive teacher perceptions about the impact of CLCs for educators and students (Exhibit 3).

**Exhibit 3. Teacher Perceptions of CLCs and CLC Leaders (i.e., CLLs)**




*Note.* From *2020–21 TSL survey findings*, by AIR, 2021 (PowerPoint presentation)

In collaboration with AIR, ESC-18 TxCEE will create materials for practitioners including short briefs with findings, a final research publication, and a practitioner toolkit that

will all be available on the TxCEE website. In addition to these tools and resources that will allow districts and practitioners to replicate successful results, ESC 18-TxCEE will provide the following resources/products to support MS CLASS for dissemination and replication:

- List of modules from the WWC practice guides will be available on our website and districts will be able to request access to the materials.
- The TEEMS data management system contains a PL module, which supports planning and implementing CLCs and will be adapted to include the professional learning library of modules and interactive discussion boards.
- We will develop training materials (e.g., guidebooks/presentations) and provide dissemination opportunities (e.g., webinars) on MS CLASS.
- We will adapt and refine a CLC progress monitoring rubric (Appendix J.10.) that was developed in our 2017 TSL grant that can help districts ensure quality of implementation for CLCs and outcomes as well as success criteria for CLLs and Mentor teachers.

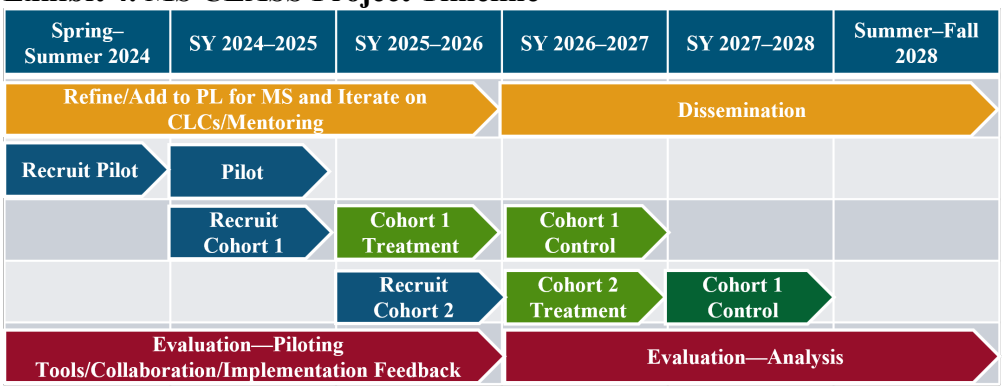
## C. Quality of the Project Design

### C.1 Conceptual Framework underlying the proposed research or demonstration of activities and the quality of that framework

Given the challenges that educators and EB students face, ESC 18-TxCEE will work with partner LEAs and the evaluation team to address gaps in services; engage EBs; and provide opportunities for attracting, equipping, and retaining effective educators. The five-year project will begin with an initial design phase, followed by a pilot, two one-year RCT cohorts of full-scale implementation, and then a rigorous Evaluation phase to determine the effect of the PL on selected outcome measures, and will culminate in the dissemination of findings to internal and external stakeholders (Exhibit 4). ESC 18-TxCEE will facilitate MS CLASS as a local education

agency (LEA; see Appendix F) who will work with partner districts and the evaluation team to (a) refine high-quality PL content to increase EB learning opportunities; (b) implement, monitor, and adjust instructional strategies through CLCs; and (c) capitalize on ESC 18-TxCEE's existing education technology platform (TEEMS) to manage CLCs and SGMs, if needed.

**Exhibit 4. MS CLASS Project Timeline**

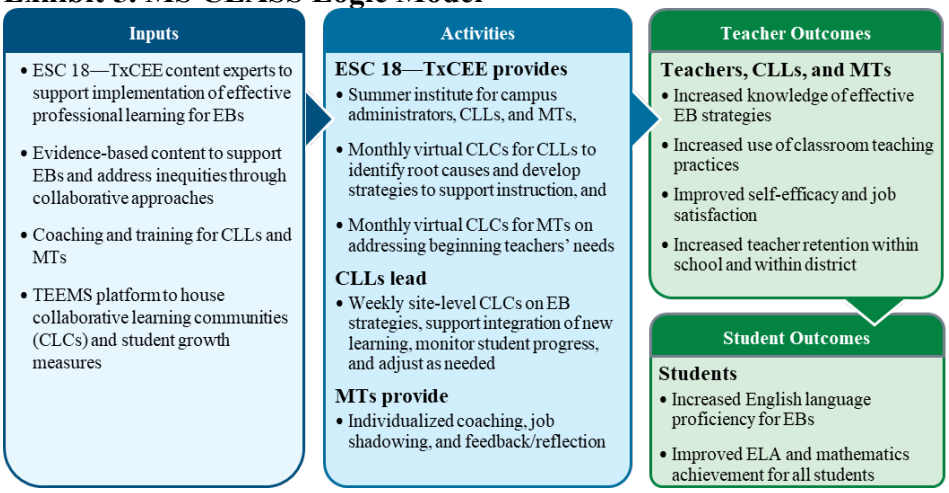



The pilot will take place over the 2024–25 school year and will aim to revise PL content and adjust PL implementation and support. To do this, we will gather feedback and input from campus staff to inform project components in response to their needs. This approach will allow us to focus on refinement of key components to improve the MS CLASS Project while attending to usability, feasibility, and usefulness.

To address **Absolute Priorities (1) Moderate Evidence** and **(5) Field-Initiated Innovations--Promoting Equity in Student Access to Educational Resources and Opportunities: Educator Recruitment and Retention** the project is guided by the conceptual framework, as illustrated in the logic model (Exhibit 5; Appendix G) specifying the inputs, key program activities, and outputs that lead to the improved outcomes for teachers and students. The logic model is supported by rigorous research demonstrating the potential for PL and mentoring to improve academic and linguistic achievement of EBs (Baker et al., 2014; Young et al., 2017). MS CLASS will create the conditions for effective PL by coaching teacher leaders to identify

needs and develop, test, and refine strategies; providing tiered CLCs across all content areas; and leveraging TEEMS to document SGMs and CLCs. Additionally, ESC 18-TxCEE will facilitate a summer institute and ongoing support for campus administrators and teacher leaders.

**Exhibit 5. MS CLASS Logic Model**




## C.2 Clearly specified and measurable goals, objectives, and outcomes

The MS CLASS goals are to: 1) Increase teacher learning opportunities for EB strategies, 2) Increase teacher retention, and 3) Improve linguistic and academic outcomes for EBs. All educators in partner LEAs will receive support that builds on ESC 18-TxCEE's experience supporting high-need districts in Texas as well as a broad research field on improving practices to support the needs of EBs. Specifically, MS CLASS integrates components from our previous models for CLCs, educator mentoring, and SGMs based on efficacy of implementation and approaches for sustaining effective practices. Exhibit 6 provides an abbreviated overview of the Management Plan (Appendix J) with clearly specified and measurable objectives and outcomes.

**Exhibit 6. Overview of Strategies, Outcomes, and Measures for Project Objectives**

| Strategies | Outcomes | Measures |
|---|---|---|
| **Project Objective 1. Refine relevant, evidence-based, and replicable PL strategies to support EBs (Year 1)** | | |
| Strategy 1.a. Engage stakeholders in refining PL content aligned with evidence-based practices for EBs.<br>Strategy 1.b. Implement MS CLASS | Refine project activities based on feedback. | Measure 1.a. At least 80% of the Advisory Committee members agree that PL will meet the needs of teachers of EBs. |

| | | |
|---|---|---|
| in five pilot schools. | | |
| **Project Objective 2. Increase teacher knowledge of effective strategies for EBs (Years 2−4)** | | |
| Strategy 2.a. Implement two cohorts of MS CLASS in schools selected to receive treatment.<br>Strategy 2.b. Implement two cohorts of MS CLASS in schools selected for delayed implementation. | Integration of EB strategies in instruction and reflection on implementation of strategies. | Measure 2.a. 80% of teachers report improved knowledge and use of effective EB strategies.<br>Measure 2.b. 80% of teachers report perceptions of self-efficacy and job satisfaction.<br>Measure 2.c. Teacher retention increases by 1% by the end of implementation. |
| **Project Objective 3. Improve linguistic outcomes for EBs (Years 2−4)** | | |
| Strategy 3.a. Implement CLC content and review formative and summative assessment data<br>Strategy 3.b. Monthly support for CLCs and data review | Teachers will improve their knowledge of EB students to improve learning and growth. | Measures 3.a./3.b. The number of treatment/high-need students targeted annually by project and the number actually served. (GPRA)<br>Measure 3.c. The cost per student actually served by the grant. (GPRA)<br>Measure 3.d. The percent of EB students attaining at least one level of linguistic growth on TELPAS will increase by 2% |
| **Project Objective 4. Conduct a rigorous evaluation of the MS CLASS Project and disseminate findings to interested stakeholders (Years 2−5)** | | |
| Strategy 4.a. Recruit and randomly assign 26 schools (Cohort 1) to treatment and control groups.<br>Strategy 4.b. Recruit and randomly assign 24 schools (Cohort 2) to treatment and control groups.<br>Strategy 4.c. AIR conducts an implementation study to assess fidelity and quality.<br>Strategy 4.d. AIR conducts an impact study to assess teacher and student outcomes<br>Strategy 4.e. Publicly disseminate findings about impacts and implications for practice. | AIR reports findings from analyses to demonstrate baseline equivalence.<br><br>Implementation data is used as a basis for ongoing program improvements.<br><br>Publish at least two blog posts and submit two conference proposals by the project end. | Measure 4.a. AIR reports findings from all planned implementation analyses, including progress toward the goal of acceptable levels of fidelity for all schools at least once per year.<br>Measure 4.b. AIR publicly reports findings on impacts that meet What Works Clearinghouse (WWC) standards without reservations at least once (Year 5). |

*Note.* TELPAS = Texas English Language Proficiency Assessment System; STAAR® = State of Texas Assessments of Academic Readiness.

## C.3 Design is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Based on lessons learned from similar EB instructional and PL models, as well as from our own experiences in supporting educators, we recognize the need to engage key stakeholders to aid in meeting the project goals and objectives and guiding refinement of evidence-based strategies. The MS CLASS Project will facilitate collaborative planning to identify student and educator needs, refine relevant PL, and improve progress monitoring. Additionally, an Advisory

Committee composed of teachers, administrators, and partner organizations including AIR and UTPB will assist in refining teacher PL content to support EBs. Meaningful stakeholder engagement provides consistency, guides a deeper understanding of the PL that can be shared with their colleagues, and ensures the project fits the needs of educators and students.

***Equitable Educational Opportunities***

The MS CLASS Project's CLCs are designed to address the specific challenges faced by schools with high populations of EBs consistent with research-based educational theories regarding best practices for culturally and linguistically diverse students (Darling-Hammond, 2013; Woodland & Mazur, 2015). It will provide educators with high quality and relevant PL on effective practices for EBs and engaging families to better meet their children's needs. These learning communities will provide an opportunity to examine problems of practice and encourage authentic discussions, collaborative planning, engagement, and reflection (Croft et al., 2010; Dufour et al., 2010; Greatbatch & Tate, 2019).

To build teachers' knowledge and support the application of evidence-based practices to improve instruction for EBs, ESC 18-TxCEE will compile a library of PL modules organized by topics to support specific content and focus areas that include a scope and sequence with research-based learning and activities on a particular topic of EB education, such as literacy and biliteracy instruction, sound second language acquisition practices, equitable educational outcomes through hands-on learning, and family engagement outreach such as supporting two-way communication that aligns with parents' schedules and facilitating a strong learning environment at home (Wang & Sheikh-Khalil, 2014). Each CLC session provides a "bite-sized" learning component designed to be implemented before the next CLC. Through CLCs and other campus systems, educators will collaborate to analyze student data and utilize research-based

strategies to understand the appropriate levels of intellectual, social, and emotional development of their students and differentiate their instruction accordingly (Archer & Hughes, 2011).

CLCs provide a structure for scaffolding new learning in response to identified learning gaps and inequities, as well as facilitating opportunities to share, model, and reflect on evidence-based strategies. Engaging both Bilingual/ESL teachers and general education teachers in CLCs facilitates shared responsibility to improve education for EBs (Fenner, 2014). In this way, CLCs foster a collaborative approach to reflect on beliefs and practices, embed evidence-based strategies, and create equitable learning opportunities for all students.

## D. Quality of the Project Evaluation

AIR will conduct an independent evaluation of the impact and implementation of the MS CLASS program in middle grade (6–8) English language arts (ELA) and math classes to provide (a) evidence of program effectiveness that meets WWC standards without reservations and (b) formative feedback on implementation for continuous improvement. Exhibit 7 summarizes the research questions (RQs) and their data sources and samples.

**Exhibit 7. Evaluation Research Questions, Data Sources, and Samples**

| Research questions | Data sources | Sample |
|---|---|---|
| **RQ 1:** What is the impact of the MS CLASS program on student **achievement in ELA and math**? | State of Texas Assessments of Academic Readiness (STAAR®) (2025–26 and 2026–27) | Students in Grades 6–8 ($N$ = 15,000) |
| **RQ 2:** What is the impact of the MS CLASS program on emergent bilinguals' (EBs) **English language proficiency**? | Texas English Language Proficiency Assessment System (TELPAS) (2025–26 and 2026–27) | EBs in Grades 6–8 ($N$ = 3,000) |
| **RQ 3:** What is the impact of the MS CLASS program on teacher **knowledge of strategies for EBs, use of classroom practices, self-efficacy, and job satisfaction**? | Teacher pre- and postsurvey (2025–26 and 2026–27) | Teachers ($N$ = 300) |
| **RQ 4:** What is the impact of the MS CLASS program on within school and within district teacher **retention**? | Administrative data on teacher characteristics and employment | Teachers ($N$ = 300) |

| Research questions | Data sources | Sample |
|---|---|---|
| **RQ 5:** Do program impacts on student and teacher outcomes **vary by groups of students and teachers** with different characteristics (e.g., EB status, grade, teacher tenure, subject, teacher leader status)? | All data for RQs 1–4 | |
| **RQ 6:** To what extent is the impact of MS CLASS on **student outcomes mediated** by teacher outcomes? | All data for RQs 1–4 | |
| **RQ 7:** What are **educators' perceptions of and experiences with** the MS CLASS program? | Teacher postsurvey (2025–26 and 2026–27) | Teachers ($N$ = 150) |
| **RQ 8:** To what extent are key components of the MS CLASS program **implemented with fidelity**? | Participation documentation and administrative data (ongoing) | School district, ESC 18–TxCEE |
| **RQ 9:** What are the **barriers and facilitators associated with the implementation** of the MS CLASS program? | CLL and MT focus group (spring in 2025, 2026, and 2027) | 16–24 CLLs, 8–12 MTs |

*Note.* All secondary data sources for the impact evaluation will be accessed through The University of Texas at Austin Education Research Center (Texas ERC). The Texas ERC houses a longitudinal data system for a broad range of student-, teacher-, and school-level data for all Texas public P–12 schools, including TELPAS and STAAR® data. CLL = Collaborative Learning Leader; MT = Mentoring Teacher.

## D1. Methods to Generate Evidence That Meets WWC Standards Without Reservations

**Design.** To examine the effects of MS CLASS on student and teacher outcomes, as shown in the logic model (Exhibit 5), AIR will use a blocked cluster randomized controlled trial (RCT). Data will be collected from two consecutive cohorts of middle schools during SY 2025–26 (Cohort 1) and SY 2026–27 (Cohort 2). For each cohort, within district blocks, schools will be randomly assigned with equal probability to the treatment condition (MS CLASS) or the control condition before the summer. Schools in the treatment group will implement the intervention with all ELA and math teachers in Grades 6–8 for 1 school year. In the control group, ELA and math teachers in Grades 6–8 will continue their current practices (business as usual) and will have access to MS CLASS the year following their respective data collection year (2026–27 for Cohort 1 and 2027–28 for Cohort 2). The impact evaluation is designed to meet WWC standards without reservations—with procedures in place to minimize attrition—and

use reliable and valid outcome measures that are not overaligned with the intervention and are collected in the same manner for both intervention and control groups.

**Sample and Statistical Power.** ESC 18–TxCEE will recruit 26 middle schools for Cohort 1 and 24 middle schools for Cohort 2 from diverse districts (e.g., urban, suburban, rural) in Texas. Only schools serving at least 20% EBs will be recruited. Using a two-cohort design to roll out the intervention will enable us to maintain sufficient power by increasing recruitment targets in a later cohort if recruitment is below target in the first cohort. All ELA and math teachers and teacher leaders in Grades 6–8 will be invited to participate in the study, for a total of 300 teachers. The student sample will include all students enrolled in Grades 6–8, for a total of 15,000 students, including 3,000 EBs. The confirmatory analysis of program impacts on students' ELA and math achievement is powered to detect an MDES of 0.159, which falls in the range of practically meaningful effect sizes based on prior meta-analyses focused on teacher coaching, which found an average effect of 0.18 standard deviations on student achievement (Kraft et al., 2018). The exploratory analysis of program impacts is powered to detect an MDES of 0.170 on EBs' English language proficiency, an MDES of 0.347 on teacher survey-based outcomes, and an MDES of 0.328 on teacher retention (see Appendix J.4).

**Attrition.** In accordance with WWC standards 5.0, AIR will collect teacher rosters prior to random assignment and student rosters at the start of the school year to define the intent-to-treat (ITT) samples and track their overall and differential attrition throughout the study. AIR will minimize the risk of attrition bias in the following ways: (1) we will keep in close contact with treatment and control schools to address any issues that might arise; (2) we will offer data collection incentives to treatment and control teachers to encourage continued participation; (3) the impact study will span 1 year to minimize the study time commitment and risk of study

fatigue and participant disengagement; and (4) the RCT will balance attrition propensity for students, teachers, and schools. Since the likelihood of students and teachers leaving schools because of treatment status is implausible based on our prior experience with school-level randomized studies, we expect minimal school-level attrition over the 1-year intervention.

**Baseline Equivalence**. Although we expect attrition to be low, AIR will assess baseline equivalence of schools, teachers, and students based on demographic characteristics and pretreatment measures of the outcomes. Even if attrition is high, we will still be able to conduct analyses controlling for these baseline covariates if the standardized mean differences for the baseline outcomes are less than 0.25.

**Impact Analysis**. AIR will conduct an ITT analysis using a two-level model for student and teacher outcomes that accounts for nesting of students or teachers within schools. A two-level model is sufficient given that random assignment and intervention implementation are at the school level. Estimating impact models with and without accounting for student clustering within classroom yields nearly identical results (Zhu et al., 2012). We will add district fixed effects and control for student- or teacher-level and school-level characteristics as well as baseline student and teacher outcome measures to improve the precision of the estimates. A school-level treatment indicator will denote whether the school participated in the MS CLASS program. We will explore whether the intervention has different effects for different groups of students (e.g., EB status), teachers (e.g., ELA versus math) or schools (e.g., rural versus urban). See Appendix J.5 for full analytic details.

### D2. Guidance About Effective Strategies Suitable for Replication or Testing

The proposed evaluation will generate useful guidance about effective strategies for implementing and scaling MS CLASS in diverse settings by (1) including a large sample

representing diverse schools settings; (2) deliberately assessing whether the effects of MS CLASS differ for different types of students, teachers, and schools; (3) collecting and analyzing rich data on program implementation from multiple sources; and (4) including a cost analysis to provide valuable information about the cost effectiveness of the program.

**Diverse Settings.** The commitment to this project of partner LEAs across Texas[1] will allow us to evaluate how MS CLASS was implemented across many economically disadvantaged schools in urban, suburban, and rural settings. We will strategically recruit schools representing diverse settings and conduct interviews with school administrators to document the context of implementation and supportive structures and environments, such as district priorities, school support for and cultures of data use, and teacher collaboration. Participant survey items will also ask about site level supports for implementation. A descriptive analysis of these qualitative and quantitative data from this diverse study sample will provide valuable guidance for future replications of MS CLASS in a variety of settings.

**Differential Impact Analyses.** The evaluation will include differential impact analyses (RQ 5) to assess the extent to which the effects of MS CLASS are moderated by the characteristics of students, teachers, and schools (see Exhibit 8). Results from these exploratory analyses will be crucial in guiding future efforts to scale MS CLASS, as they may identify settings and populations where the program is particularly effective or not well-suited.

**Exhibit 8. Potential Moderators at the Student, Teacher/Classroom, and School Levels**

| Student level | Teacher/classroom level | School/district level |
|---|---|---|
| EB status, grade, race/ethnicity, eligibility for free or reduced-priced lunch, prior ELA/math achievement and prior ELP | Percentage of EBs, teacher leader status, years of teaching experience, years teaching middle grade ELA/ math, subject, class size, classroom average prior ELA/ math achievement | Percentage of EBs, locale (urban/suburban/rural), school size, school average prior ELA/ math achievement, and percentage of students eligible for free or reduced-priced lunch |

[1] To date, TxCEE has letters of interest from eight small and medium-sized school districts across the state (Appendix C).

**Analyses of Implementation Data From Multiple Sources.** To determine how the program's key components are implemented and to provide lessons learned for future replications or testing of MS CLASS in other settings, the evaluation team will collect and analyze rich implementation data from multiple sources. Implementation data will be collected in all treatment schools during the intervention year. These data include artifacts (e.g., attendance records, agendas, handouts) from teacher CLC meetings and teacher leader virtual CLC meetings to determine participation and coverage of topics as planned; data from MS CLASS on the number and types of PL modules and implementation resources used and downloaded (e.g., lesson guides, videos of case studies, short videos); and teacher logins and postings to the TEEMS online platform. In addition, we will invite treatment teachers to answer a set of survey questions on their experience with the intervention, and we will conduct a more detailed analysis of how teachers used the MS CLASS PL modules and the resources they accessed to support implementation. Using these data sources, we will examine the fidelity of implementation (RQ 7) for both the MS CLASS PL modules and the implementation supports and identify factors associated with poor or strong implementation of the scaling strategy and the program (RQ 8).

**Cost Effectiveness.** To provide cost information for replicating MS CLASS and determine whether it is cost effective, the evaluation includes a cost analysis based on the Resource Cost Model (RCM) (Levin et al., 2018). Our analyses will identify the costs associated with implementing each program component, distinguish start-up costs from ongoing costs, and convert total costs to per student costs. We will then combine the cost information and effect size estimates to describe the impact of MS CLASS on a per dollar basis (see Appendix J.6).

## D3. Clear Articulation of Components, Mediators, Outcomes, and Measurable Threshold

The design of the proposed evaluation is informed by clearly articulated key components, mediators, and outcomes of MS CLASS as depicted in the program logic model (Exhibit 5). The key components of MS CLASS include PL for teacher leaders (CLLs and MTs) about evidence-based strategies for EBs, which they in turn use to deliver PL through CLCs with teachers. MS CLASS teachers also receive coaching from teacher leaders on evidence-based instructional strategies for EBs to implement in their classrooms. Together, these components are designed to improve teacher outcomes, which in turn, **mediate** the MS CLASS program's impact on students' ELA and math achievement and on EBs' English language proficiency. AIR will test the mediating relationships using structural equation modeling (RQ 6; see Appendix J.6).

**Key Components and Measurable Implementation Thresholds.** To determine the extent to which MS CLASS is implemented with fidelity, AIR will use quantifiable implementation indicators for the key activities in the logic model (e.g., CLL and MT participation in PL) and apply thresholds for acceptable implementation (see Exhibit 9). Fidelity markers will be finalized with ESC 18–TxCEE based on lessons learned during the refining work in Years 1-2 while testing strategies to enhance adoption, use, and sustainability of MS CLASS.

**Exhibit 9. Key Program Components, Fidelity Indicators, and Data Sources**

| Program component | Fidelity indicator | Data source |
|---|---|---|
| Summer institute | Campus administrators, CLLs, and MTs complete summer institute | Program attendance records |
| Monthly virtual CLCs (Tier 3) | CLLs complete at least 6 monthly CLCs | Teacher surveys, fidelity of implementation checklist, session agendas, and program attendance records |
| Monthly virtual CLCs (Tier 3) | MTs complete at least 6 monthly virtual CLCs | |
| Weekly site-level CLCs (Tier 1) | CLLs lead at least 24 weekly CLCs per year and teachers attend at least 20 weekly CLCs | |
| Individualized coaching, job shadowing, and feedback/reflection for teachers in their first 2 years of teaching (Tier 2) | MTs complete at least 24 weekly sessions per year with their mentee | |

AIR will assess the level of implementation for each indicator at the school level and describe the extent to which expected program activities are implemented at each school and variations in implementation across schools. Based on prior research on fidelity in RCTs (Durlak & DuPre, 2008; Hill & Erickson, 2019), we propose the following initial implementation fidelity thresholds for each key program component: low fidelity (less than 60% of study teachers in treatment schools participate/complete/use the program component at or above the fidelity marker), moderate fidelity (60% to 80%), and high fidelity (above 80%).

**Outcomes.** AIR will examine several policy-relevant student and teacher outcomes which are aligned with the MS CLASS program's objectives and are reviewable under WWC 5.0 using valid and reliable measures. Student outcomes include ***Grades 6–8 ELA and math achievement***, measured with the Texas statewide STAAR® literacy and math assessments (RQ 1) and EB student ***English language proficiency***, measured by the statewide TELPAS English language proficiency assessment (RQ 2).

Teacher outcomes include survey-based outcome measures (RQ 3) collected online in the beginning and at the end of the school year and retention outcomes (RQ 4) that are measured with information from administrative records. ***Self-efficacy*** will be measured using the Teachers' Sense of Efficacy Scale, a measure of teacher's beliefs in their ability to perform teaching-related tasks (12 items, $\alpha = 0.90$) (Tschannen-Moran & Hoy, 2001). ***Job satisfaction*** will be measured using items from the Teachers' Job Satisfaction scale (Martin et al., 2020), a measure of perceived job satisfaction by teachers (5 items, $\alpha = 0.90$). See Appendix Exhibit J.6.4. for complete survey outcome information. ***Retention rates*** will be calculated in the fall of the following school year to capture retention after 1 year of implementation.

## D4. Procedures for Ensuring Feedback and Periodic Assessment of Progress

AIR will provide robust performance feedback about MS CLASS and periodic assessment of progress toward the program's intended outcomes by (a) conducting an in-depth, mixed-methods implementation study and (b) leveraging the multiyear design to assess progress.

**Mixed Methods Implementation Study.** AIR will analyze quantitative and qualitative implementation data to generate a deep understanding of ongoing implementation that will continuously inform program improvements. Survey data collected from treatment teachers will inform teacher program experiences (RQ 7) by asking about the MS CLASS features they found most useful and any challenges they faced during implementation. This information will help ESC 18–TxCEE support implementation and inform refinement of the program model. To examine implementation fidelity (RQ 8), we also will analyze program data—including training attendance records at summer institutes and digital user data from TEEMS—to document CLC participation and engagement. These data will be compared against specific fidelity thresholds for acceptable implementation levels (see Section D3). To provide further performance feedback to ESC 18–TxCEE, AIR will convene two 90-minute virtual focus groups of MTs and CLLs in each district toward the end of the implementation year to gather teacher leader perspectives on MS CLASS and implementation successes and challenges based on the local context (RQ 9).

**Progress Toward Intended Outcomes.** AIR will monitor implementation progress and report on implementation fidelity in monthly check-in meetings with ESC 18–TxCEE. In addition, we will prepare a summary memo after each round of surveys and focus groups. This will allow ESC 18–TxCEE to make rapid adjustments where needed to ensure fidelity and support ongoing understanding of progress toward program completion as intended.