S.T.A.T. Year Two Mid-Year Evaluation
April 21, 2016
Dr. Steven M. Ross
Dr. Jennifer R. Morrison
S.T.A.T. Evaluation Model

Professional Development
- Administrators
- S.T.A.T. Teachers
- Classroom Teachers

Measurable Outcomes
- Year 1+
  - Classroom Environment
  - Teacher Practice
  - Digital Content
- Year 1+
  - Student Engagement
- Year 2+
  - P21 Skills

Goals
- Years 3/4+
  - Student Achievement
    - MAP
  - Graduate Globally Competitive Students
    - PARCC

4/21/2016
Mid-Year Report

Professional Development
- Administrators
- S.T.A.T. Teachers
- Classroom Teachers

Measurable Outcomes
- Classroom Environment
- Teacher Practice
- Digital Content
- Student Engagement
- P21 Skills

Goals
- Student Achievement
- MAP
- PARCC
- Graduate Globally Competitive Students

4/21/2016
Data Sources

• Classroom observations in Lighthouse Elementary Schools (10), Phase 2 Elementary Schools (10), and Lighthouse Middle Schools (7) (OASIS-21 Instrument)

• S.T.A.T. Teacher Program Survey (BCPS survey)

• Digital content usage (BCPS One)
S.T.A.T. Evaluation Model

Professional Development
- Administrators
- S.T.A.T. Teachers
- Classroom Teachers

Measurable Outcomes
- Classroom Environment
- Teacher Practice
- Digital Content
- Student Engagement
- P21 Skills

Goals
- Student Achievement
  - MAP
- PARCC
  - Graduate Globally Competitive Students

Student Engagement
P21 Skills
Digital Content
Classroom Environment
Teacher Practice

4/21/2016
Survey: PD Participation

- **Large Group**
  - LH Grades 1-3: 92.96%
  - LH Grades K, 4, 5: 86.54%
  - LH Grade 6: 95.24%
  - Non-LH Grades 1-3: 97.18%
  - Non-LH Grades K, 4, 5: 98.08%
  - Non-LH Grade 6: 92.86%

- **Small Group**
  - LH Grades 1-3: 88.73%
  - LH Grades K, 4, 5: 88.46%
  - LH Grade 6: 80.95%
  - Non-LH Grades 1-3: 67.61%
  - Non-LH Grades K, 4, 5: 67.31%
  - Non-LH Grade 6: 54.76%

- **Individual Support**
  - LH Grades 1-3: 67.31%
  - LH Grades K, 4, 5: 67.31%
  - LH Grade 6: 54.76%

- **Independent Learning**
  - LH Grades 1-3: 67.31%
  - LH Grades K, 4, 5: 67.31%
  - LH Grade 6: 54.76%

4/21/2016
S.T.A.T. Teacher Program

• Classroom teachers highly positive towards the S.T.A.T. teacher
  – Support offered
  – Professional development

• Clear definition S.T.A.T. teacher roles and responsibilities needed

• Increased time in schools
S.T.A.T. Evaluation Model

Professional Development
- Administrators
- S.T.A.T. Teachers
- Classroom Teachers

Measurable Outcomes
- Classroom Environment
- Teacher Practice
- Digital Content
- Student Engagement
- P21 Skills

Goals
- Student Achievement
  - MAP
- PARCC
  - Graduate Globally Competitive Students
Observation Rating Scales

• Not observed: Not observed in class
• Rarely: Received little emphasis/time in class
• Somewhat/Occasionally: Receives modest emphasis/time in class
• Frequently: Receives substantial emphasis/time in class
• Extensive(ly): Highly prevalent in class
Impact on Classroom Environment

• Majority of classrooms reflected an environment consistent with S.T.A.T.
  – Display of information/resources

• Less frequent use of different workspaces, independent acquisition of materials and resources
### Impact on Teacher Practices

#### Lighthouse elementary (Gr. 1-3):
**Communication is initiated by students**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014*</th>
<th>Spring 2015</th>
<th>Fall 2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td>12.5%</td>
<td>21.9%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Rarely</td>
<td>47.5%</td>
<td>57.5%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Somewhat/Occasionally</td>
<td>35%</td>
<td>30.0%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Frequently</td>
<td></td>
<td></td>
<td>25.0%</td>
</tr>
<tr>
<td>Extensively</td>
<td>+ ++</td>
<td></td>
<td>6.3%</td>
</tr>
</tbody>
</table>

* $p < 0.17$
+ $< 5$

4/21/2016
Digital Content Usage

S.T.A.T. Schools

Semester 1, 2014

- Link tiles: 90.7%
- File tiles: 5.5%
- Repository content tiles: 3.8%
- Assignment tiles: 0.8%

Semester 1, 2015

- Link tiles: 51.8%
- File tiles: 25.9%
- Repository content tiles: 17.1%
- Assessment tiles: 4.2%
- Instruction tiles: 1.8%
S.T.A.T. Evaluation Model

**Professional Development**
- Administrators
- S.T.A.T. Teachers
- Classroom Teachers

**Measurable Outcomes**
- Classroom Environment
- Teacher Practice
- Digital Content
- Student Engagement
- P21 Skills

**Goals**
- Student Achievement
- MAP
- PARCC
- Graduate Globally Competitive Students

4/21/2016
Impact on Student Engagement

Lighthouse elementary Gr. 1-3:
Collaborative learning

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td>57.5%</td>
<td>55.0%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td>22.5%</td>
<td>12.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Somewhat/Occasionally</td>
<td>7.5%</td>
<td>12.5%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Frequently</td>
<td>12.5%</td>
<td>12.5%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Extensively</td>
<td>12.5%</td>
<td>7.5%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

* $p < 0.17$  
+ $< 5\%$  

4/21/2016
Impact on P21 Skills

Lighthouse elementary Grades 1-3: Problem solving

<table>
<thead>
<tr>
<th>Period</th>
<th>Not Observed</th>
<th>Rarely</th>
<th>Somewhat/Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>90.0%</td>
<td></td>
<td></td>
<td></td>
<td>7.5% +</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>75.0%</td>
<td>5.0%</td>
<td>5.0%</td>
<td>7.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Fall 2015*</td>
<td>59.4%</td>
<td>6.3%</td>
<td>15.6%</td>
<td>9.4%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

*p = 0.3
+ < 5%

4/21/2016
Recommendations

• Professional development
  – Desirable though less-practiced teaching and learning activities

• S.T.A.T. Teacher roles and responsibilities
Conclusion

• Impact of professional development on logic model components to various degrees
  – Notably on teacher practices

• S.T.A.T. Teacher Program is viewed by teachers as highly beneficial, valuable asset

• Observational data indicates growth across time for Grades 1-3 in Lighthouse and Phase 2 schools