S.T.A.T. Mid-Year Evaluation

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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
- Year 3+
  - Student Achievement
    - MAP
  - PARCC
    - Graduate Globally Competitive Students
Mid-Year Report

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Data Sources

• Classroom observations in Lighthouse Schools *(OASIS-21 Instrument)*

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

• Digital content usage *(Engrade - BCPS One)*
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Survey: PD Participation

- Large Group: 97.0% (All teachers), 97.1% (Lighthouse teachers), 97.0% (Non-Lighthouse teachers)
- Small Group: 77.1% (All teachers), 90.8% (Lighthouse teachers), 76.3% (Non-Lighthouse teachers)
- Individual/1:1 Support: 64.1% (All teachers), 81.6% (Lighthouse teachers), 63.0% (Non-Lighthouse teachers)
- Independent Learning: 41.8% (All teachers), 62.6% (Lighthouse teachers), 40.5% (Non-Lighthouse teachers)
- None of the above: 3.0% (All teachers), 2.9% (Lighthouse teachers), 3.0% (Non-Lighthouse teachers)
S.T.A.T. Teacher Program

- Classroom teachers highly positive towards the S.T.A.T. teacher
- Desired full-time S.T.A.T. teacher
- Clearly defined roles of the S.T.A.T. teacher
- Increased learning opportunities
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Graduate Globally

Achievement

Digital Content

Teacher Practice

Classroom Environment
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

Based on 40 classroom observations of 20 minutes each

<table>
<thead>
<tr>
<th></th>
<th>Not observed</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student acquisition of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials/resources</td>
<td>52.5</td>
<td>22.5</td>
<td>12.5</td>
<td>7.5</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Student utilization of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work spaces.</td>
<td>40.0</td>
<td>5.0</td>
<td>22.5</td>
<td>25.0</td>
<td>7.5</td>
</tr>
</tbody>
</table>
**Impact on Teacher Practices**

Based on 40 classroom observations of 20 minutes each

<table>
<thead>
<tr>
<th>Area</th>
<th>Not observed</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher as coach/facilitator.</td>
<td>20.0</td>
<td>17.5</td>
<td>30.0</td>
<td>25.0</td>
<td>7.5</td>
</tr>
<tr>
<td>Teacher presentation.</td>
<td>27.5</td>
<td>15.0</td>
<td>27.5</td>
<td>20.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Flexible grouping of students.</td>
<td>62.5</td>
<td></td>
<td>10.0</td>
<td>12.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Higher level questioning.</td>
<td>12.5</td>
<td>17.5</td>
<td>35.0</td>
<td>32.5</td>
<td>*</td>
</tr>
<tr>
<td>Higher-order feedback.</td>
<td>37.5</td>
<td>17.5</td>
<td>32.5</td>
<td>10.0</td>
<td>*</td>
</tr>
<tr>
<td>Student-initiated communication.</td>
<td>12.5</td>
<td>47.5</td>
<td>35.0</td>
<td>*</td>
<td>**</td>
</tr>
</tbody>
</table>

Note: * = < 5%
Digital Content Usage

Instruction tiles
- All schools, all grades: 0.4%
- Lighthouse schools, grades 1-3: 0.6%
- Non-Lighthouse schools, grades 1-3: 0.0%

Repository content tiles
- All schools, all grades: 1.3%
- Lighthouse schools, grades 1-3: 2.4%

Link tiles
- All schools, all grades: 0.8%
- Lighthouse schools, grades 1-3: 0.2%

File tiles
- All schools, all grades: 2.4%
- Lighthouse schools, grades 1-3: 3.0%

Assignment tiles
- All schools, all grades: 48.1%
- Lighthouse schools, grades 1-3: 94.5%
- Non-Lighthouse schools, grades 1-3: 95.9%

Assessment tiles
- All schools, all grades: 0.3%
- Lighthouse schools, grades 1-3: 0.5%
- Non-Lighthouse schools, grades 1-3: 0.2%
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# Impact on Student Engagement

Based on 40 classroom observations of 20 minutes each

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not observed</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students using digital tools for learning.</td>
<td>22.5</td>
<td>12.5</td>
<td>17.5</td>
<td>32.5</td>
<td>15.0</td>
</tr>
<tr>
<td>Independent work.</td>
<td>15.0</td>
<td>32.5</td>
<td>42.5</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>Collaborative learning.</td>
<td>57.5</td>
<td></td>
<td>22.5</td>
<td>7.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Student discussion.</td>
<td>82.5</td>
<td></td>
<td></td>
<td>7.5</td>
<td>7.5 *</td>
</tr>
<tr>
<td>Multiple modes of student responses.</td>
<td>22.5</td>
<td>12.5</td>
<td>35.0</td>
<td>30.0</td>
<td></td>
</tr>
</tbody>
</table>

Note: * = < 5%
Impact on P21 Skills

Based on 40 classroom observations of 20 minutes each

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not observed</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving.</td>
<td>90.0</td>
<td></td>
<td></td>
<td></td>
<td>7.5 *</td>
</tr>
<tr>
<td>Learning incorporates authentic context.</td>
<td>50.0</td>
<td>27.5</td>
<td>20.0</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Project-based approaches.</td>
<td>92.5</td>
<td></td>
<td></td>
<td></td>
<td>* 5.0</td>
</tr>
<tr>
<td>Inquiry-based approaches.</td>
<td>90.0</td>
<td></td>
<td></td>
<td></td>
<td>* * * *</td>
</tr>
</tbody>
</table>

Note: * = < 5%
Conclusion

• Early evidence that classrooms are beginning to reflect S.T.A.T. goals
  – Student-centered learning environment

• S.T.A.T. Teacher Program is viewed as highly beneficial, valuable asset
Summative Evaluation Report

- Impact on the classroom
- Level of access to digital content
- S.T.A.T. Teacher Program perceptions
- Experiences and perceptions of key stakeholders and participants