S.T.A.T. Year Three Evaluation

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Dr. Steven M. Ross
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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
  - PARCC
    - Graduate Globally Competitive Students
Data Sources

- Interviews and Focus Groups (principals, S.T.A.T. teachers, classroom teachers)
- Classroom Teacher Survey (CRRE survey)
- Classroom observations in schools (OASIS-21 Instrument)
- Student behavioral data
- MAP data (Grades 1-3)
- S.T.A.T.-specific climate survey items (BCPS survey)
Cohort 1:
LH Grades 1-3

Cohort 2:
LH Grades K, 4, 5
Ph 2 Grades 1-3
LH Grade 6

Cohort 3:
Ph 2 Grades K, 4, 5
Ph 2 Grade 6
LH Grade 7
LH Grades 9-12
Research on school-district technology integration initiatives shows¹:
– Higher student engagement
– Increases in student-centered instruction
– Improved student achievement

Third-year results in BCPS show:
– Continued changes from teacher- to student-centered learning
– Shifts to teacher coaching rather than presenting
– Focus on using data to customize instruction
– Strong impact on student engagement

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  - P21 Skills

Goals
- Year 3+
  - Student Achievement
    - MAP
  - Graduate Globally Competitive Students
    - PARCC
Professional Development

- S.T.A.T. teachers continued to be viewed as critical to implementation
- Principals viewed as supportive of teachers’ implementation
- Teacher collaboration and sharing
- Need clearly defined roles of the S.T.A.T. teacher
- Additional PD on using tools and programs, P21 skills
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8/8/2017
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
• Extensively: Highly prevalent in class
Impact on Classroom Environment

**Information and resources that reflect content being taught are visibly displayed**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Not observed</th>
<th>General Subject</th>
<th>Lesson Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>9.4%</td>
<td>40.6%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>+</td>
<td>63.2%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>6.5%</td>
<td>53.2%</td>
<td>40.3%</td>
</tr>
</tbody>
</table>

+ < 5.0%

**Information and communications that support independent thinking are visible**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Not Observed</th>
<th>Somewhat</th>
<th>Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>37.5%</td>
<td>43.8%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>47.1%</td>
<td>38.2%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>53.2%</td>
<td>33.8%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
Summary: Classroom Environment

• Classrooms appear to be consistent with S.T.A.T. goals

• Little change in the physical environment
### Impact on Teacher Practices

#### Teachers acting as coach/facilitator

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Not Observed</th>
<th>Rarely</th>
<th>Somewhat/Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>9.4%</td>
<td>15.6%</td>
<td>28.1%</td>
<td>18.8%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>22.1%</td>
<td>13.2%</td>
<td>23.5%</td>
<td>19.1%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>15.6%</td>
<td>14.3%</td>
<td>24.7%</td>
<td>19.5%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

#### Teacher presentation

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Not Observed</th>
<th>Rarely</th>
<th>Somewhat/Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>28.1%</td>
<td>21.9%</td>
<td>37.5%</td>
<td>6.3% 6.3%</td>
<td></td>
</tr>
<tr>
<td>Cohort 2</td>
<td>30.9%</td>
<td>25.0%</td>
<td>22.1%</td>
<td>13.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>44.2%</td>
<td>19.5%</td>
<td>22.1%</td>
<td>11.7%</td>
<td>+</td>
</tr>
</tbody>
</table>

+ < 5.0%

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8/8/2017
Summary: Teacher Practice

- Teachers favoring coaching and facilitating instruction over presentations

- Increased teacher collaboration, personalizing instruction, interactive learning
## Impact on Digital Content

### Deliver instruction customized to students' needs

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Never</th>
<th>At least once per month</th>
<th>At least once a week</th>
<th>At least once a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>8.0%</td>
<td>30.0%</td>
<td>62.0%</td>
<td>&lt; 5.0%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>15.8%</td>
<td>36.7%</td>
<td>46.0%</td>
<td>&lt; 5.0%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>21.1%</td>
<td>41.6%</td>
<td>32.5%</td>
<td>&lt; 5.0%</td>
</tr>
</tbody>
</table>

### Post homework assignments

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Never</th>
<th>At least once per month</th>
<th>At least once a week</th>
<th>At least once a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>72.0%</td>
<td>8.0%</td>
<td>8.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>59.5%</td>
<td>10.2%</td>
<td>16.3%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>37.3%</td>
<td>22.2%</td>
<td>24.8%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>
Summary: Digital Content

• Successes with using technology:
  – Research, students taking ownership of learning, increased engagement

• Challenges with technology integration:
  – Inappropriate/off-task use
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## Impact on Student Engagement

### Student use of digital tools for learning

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Not Observed</th>
<th>Rarely</th>
<th>Somewhat/Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>28.1%</td>
<td>37.5%</td>
<td>18.8%</td>
<td>15.6%</td>
<td></td>
</tr>
<tr>
<td>Cohort 2</td>
<td>42.6%</td>
<td>29.4%</td>
<td>5.9%</td>
<td>22.1%</td>
<td></td>
</tr>
<tr>
<td>Cohort 3</td>
<td>39.0%</td>
<td>23.4%</td>
<td>15.6%</td>
<td>22.1%</td>
<td></td>
</tr>
</tbody>
</table>

### Independent work

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Not Observed</th>
<th>Rarely</th>
<th>Somewhat/Occasionally</th>
<th>Frequently</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>12.5%</td>
<td>9.4%</td>
<td>15.6%</td>
<td>40.6%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>16.2%</td>
<td>14.7%</td>
<td>23.5%</td>
<td>17.6%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>14.3%</td>
<td>5.2%</td>
<td>19.5%</td>
<td>26.0%</td>
<td>35.1%</td>
</tr>
</tbody>
</table>
Summary: Student Engagement

- Evidence of student engagement in learning task
- Mostly positive regarding student engagement
- Student behavior
  - Mixed views
  - Attendance and office referral rates stable, statistically significant increases in suspension rates
## Impact on P21 Skills

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning incorporates authentic/real world contexts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Observed</td>
<td>90.6%</td>
<td>89.7%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Rarely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat/Occasionally</td>
<td>+ 9.4%</td>
<td>+ 8.8%</td>
<td>+ 5.2%</td>
</tr>
<tr>
<td>Frequently</td>
<td>12.5%</td>
<td>10.3%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Extensively</td>
<td>18.8%</td>
<td>7.4%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

| **Project-based approaches to instruction** |          |          |          |
| Not Observed                    | 90.6%    | 89.7%    | 83.1%    |
| Rarely                          |          |          |          |
| Somewhat/Occasionally           |          | ++ 5.9%  |          |
| Frequently                      |          |          | ++ 11.7% |
| Extensively                     |          |          |          |
Summary: Impact on P21 Skills

• Comparable observation results with baseline and across Cohorts

• Some perceptions of improved P21 skills

• Needed PD
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Student Achievement: Lighthouse

• Mathematics
  – Increases in students meeting growth expectations
  – Upward trend for Grades 1-2 students
  – Grades 1-3 exceeded national average

• Reading/ELA
  – Increases in students meeting growth expectations
  – Upward trend for Grades 1-2 students
  – Grades 1-3 exceeded national average
Student Achievement: Non-Lighthouse

- **Mathematics**
  - Increases in students meeting growth expectations
  - Upward trend for Grades 1-2 students
  - Grade 2 exceeded national average

- **Reading/ELA**
  - Increases in students meeting growth expectations
  - Upward trend for Grades 1-3 students
  - Grades 1-3 exceeded national average
Perceptions of S.T.A.T.

• Principals, S.T.A.T. teachers, classroom teachers:
  – Increases in student engagement, focus on instruction, variety

• Parents and students:
  – Vast majority positive towards teachers’ use of technology
Recommendations

- S.T.A.T. teacher roles and responsibilities
- Teacher instructional support
- Technology policies
- Improved communication
Conclusion

• Highly positive perceptions of S.T.A.T. teachers

• S.T.A.T. valued for increases in student engagement, focus on instruction, support for learning

• S.T.A.T. viewed positively by all stakeholders

• Positive achievement trends on MAP