S.T.A.T. Year Three Evaluation

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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
- Graduate Globally Competitive Students
  - PARCC
S.T.A.T. Experience

2014-2015

Cohort 1:
LH Grades 1-3

2015-2016

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

2016-2017

Cohort 3:
Ph 2 Grades K, 4, 5
Ph 2 Grade 6
LH Grade 7
LH Grades 9-12
### Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>African American %</th>
<th>White %</th>
<th>Hispanic/Latino %</th>
<th>Other %</th>
<th>Free and Reduced Price Meals (FARMS) %</th>
<th>LEP %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BCPS</strong></td>
<td>109,830</td>
<td>38.8</td>
<td>42.1</td>
<td>7.7</td>
<td>11.4</td>
<td>47.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>81,379</td>
<td>20.6</td>
<td>55.4</td>
<td>13.7</td>
<td>9.9</td>
<td>33.5</td>
<td>4.9</td>
</tr>
<tr>
<td>Montgomery</td>
<td>154,434</td>
<td>21.5</td>
<td>31.1</td>
<td>28.4</td>
<td>19.1</td>
<td>35.0</td>
<td>14.2</td>
</tr>
<tr>
<td>Prince George’s</td>
<td>127,576</td>
<td>62.6</td>
<td>4.5</td>
<td>27.9</td>
<td>5.0</td>
<td>64.8</td>
<td>15.1</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>874,505</td>
<td>34.6</td>
<td>39.9</td>
<td>14.7</td>
<td>10.8</td>
<td>45.0</td>
<td>6.9</td>
</tr>
</tbody>
</table>
Overview

• Began either year one (Grade 3) or pre-program year (Grades 4-5) below the state in both subjects

• By 2016-2017, have either substantially closed the gap with the State or exceeded the State
Student Achievement: Mathematics

PARCC Mathematics Proficiency Change
2014-2015 to 2016-2017

Grade 3
-1.9%
Lighthouse Schools: 15.4%
District A: 6.8%
District B: 6.6%
District C: 11.5%
State: 11.5%

Grade 4
16.9%
Lighthouse Schools: 11.5%
District A: 1.9%
District B: 5.5%
District C: 6.8%
State: 11.5%

Grade 5
11.5%
Lighthouse Schools: 8.9%
District A: 0.7%
District B: 0.6%
State: 5.6%
Student Achievement: Mathematics

• Grades 3 exhibited growth from Year 1 to Year 3 of S.T.A.T. implementation

• Grade 4 exhibited an increase from the pre-program year through the second year of implementation

• Grade 5 exhibited an increase from the pre-program year to the first year, then a slight decline from year one to year two
Student Achievement: ELA

PARCC English/Language Arts Proficiency Change
2014-2015 to 2016-2017

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighthouse Schools</td>
<td>District A</td>
<td>District B</td>
</tr>
<tr>
<td>6.9%</td>
<td>6.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>4.2%</td>
<td>0.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>5.3%</td>
<td>0.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>4.4%</td>
<td>3.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>-1.3%</td>
<td>-0.1%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Proficiency Change
Student Achievement: ELA

• Grades 3 exhibited growth from Year 1 to Year 3 of S.T.A.T. implementation

• Grade 4 exhibited an increase from the pre-program year through the second year of implementation

• Grade 5 exhibited an increase from the pre-program year through the second year of implementation
Conclusion

• Results consistent with logic model

• Though began year one or pre-program year below the state, by 2016-2017 have either substantially closed the gap with the State or exceeded the State

• Proportion of students at least meeting expectations has increased across years at a greater rate than comparison districts and state