

EVALUATION BRIEF

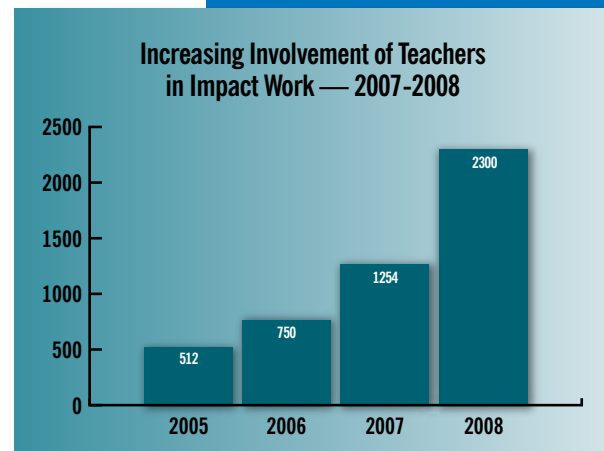
THE OUTCOMES RESEARCH PROJECT AND STANDARDS-BASED LITERACY IMPACT ANALYSIS YEAR IV 2007-2008

“The real purpose of this work, and for providing professional development to teachers, is the belief that this time spent will result in direct benefits to students in the form of improved teaching practice, and ultimately, in student achievement gains.”

SCOPE OF STUDY

This marks the end of the fourth year of work to study the impact of *Standards-Based Literacy Training (SBLT)* for teachers on student achievement. The work began as a pilot project in 2004-2005, and after seeing some promising early results, further work to expand the “outcomes research project” was supported by the partner organizations of the Schultz Center and Duval County School Board. At the same time, a system for planning and developing professional development programs at the Schultz Center was being constructed to give us the capacity to do this work on an ongoing basis for all programs. Based on our positive early results, the Florida Legislature further funded this continuing work in a joint award to the Schultz Center with the University of North Florida.

Each year, larger and more diverse groups of teachers have been involved in the study, including more and more students who are the recipients of benefits to teachers from their enhanced learning and practice. The focus of our work over the past several years has been providing evidence that this positive result can be shown consistently, and predictably. Although 512 teachers actually completed literacy training in 2005, only a small pilot group of teachers were included for the impact analysis. (These were teachers in grades 4 and 5 whose students would have the two years of test data necessary for the analysis.) Beginning in 2005 with a small group of approximately 50 teachers and 792 students, the impact study for the current year has grown to include nearly 2300 teachers and 58,000 students. The chart at right illustrates the increase in scope of the impact work.



2005

50 teachers, 792 students

2008

2300 teachers, 58,000 students

RESEARCH AND CONCLUSIONS

The real purpose of this work, and for providing professional development to teachers, is the belief that this time spent will result in direct benefits to students in the form of improved teaching practice, and ultimately, in student achievement gains. Each year, we have documented the results of analyses on student gains in achievement using results of analyses on FCAT Reading Developmental Scale Scores. The analysis of student data was based on comparisons of the relative size of student gains by categories of accumulated professional development (**Non-PD, Some-PD, and Critical-PD**). The result has been a clear trend toward improved student achievement by increasing numbers of professional development hours completed. **We expect to see increasing student achievement as a function of the increasing amount of time teachers have invested in professional development.**

(Continued)

Non-PD

Less than 5 days of Professional Development

Some-PD

5-15 days of Professional Development

Critical-PD

More than 15 days of Professional Development

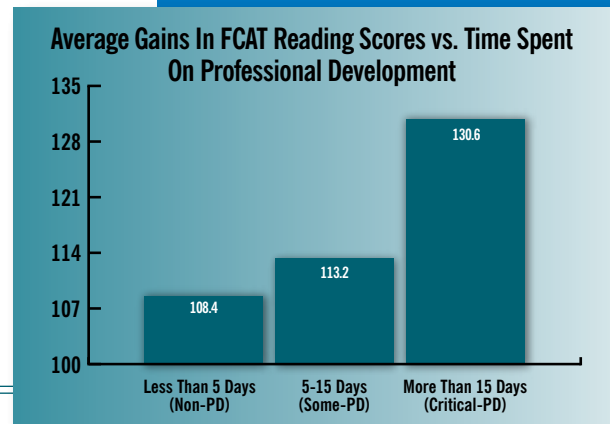


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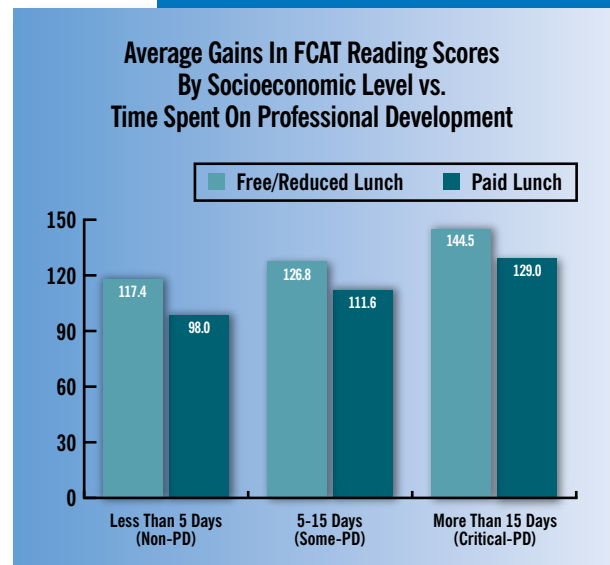
The results in 2007-2008 were in line with previous years' results, and with audit results obtained last year from the *Community Technical Assistance Center (CTAC's)* professional development audit commissioned by the Schultz Center in 2006-2007. The results indicated that literacy training could be shown to have an impact on teachers at all experience levels, and that discernible results on student achievement can be determined for every day of teachers' time spent in literacy training.

In 2007-2008, the pattern of increasing gains by students as categorized by the amount of professional development experienced by their teachers is clear, as indicated by the graph at right.



GAINS BY STUDENT SUBGROUP

In addition, the analyses on student data carried out this year also included a study of the impact of professional development on at-risk subgroups of students (by NCLB classifications). These are issues of special importance as programs and services are considered for the influence they might have on students who have typically not been as successful with traditional teaching methods and materials. Professional development programs, in particular, should be evaluated in terms of their relative impact on total groups, as well as on subgroups of at-risk students. The graph at right illustrates the impact of different levels of professional development on the achievement gains made by students in Free/Reduced Lunch and Paid Lunch students. We were pleased to see that achievement gains for both groups of students increased as time spent in training increased; but of special importance was the fact that students on Free/Reduced Lunch responded with even higher gains.



The full report includes a similar analysis for other at-risk student groups, and the same positive trends were noted. *Student Racial Subgroups* and *Students With and Without Disabilities* demonstrate the same pattern of gains shown in the bar graph to the right. This kind of focus on pairing the most promising practices with specific groups of students meets both the intent and language of NCLB, but more importantly, is what will be necessary if we are to minimize and eliminate long-standing achievement gaps.

IN SUMMARY

- the achievement gains of students whose teachers complete **Some-PD** as compared to **Non-PD** improved by **22%**
- the achievement gains of students whose teachers complete **Critical-PD** as compared to **Non-PD** teachers improved by **78%**
- the achievement gains of students whose teachers complete a level of **Critical-PD** as compared to the district average improve by **63%**



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