

**Schultz Center Outcomes Research Project
and
Standards-Based Literacy Impact Study Year IV
(2007-2008)**

Executive Summary

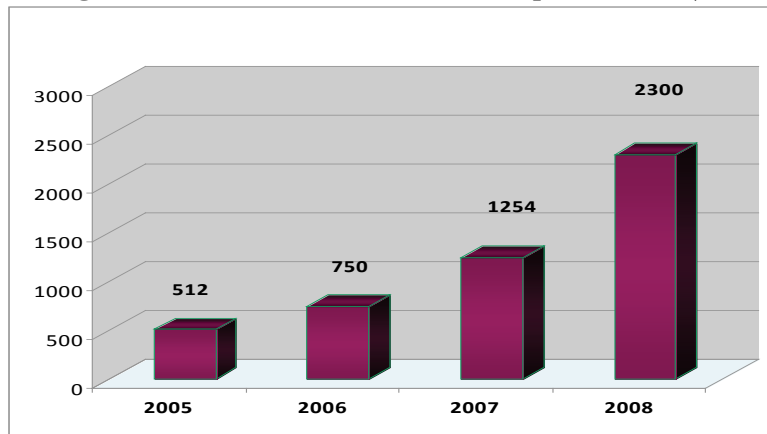
What is the Outcomes Research Project?

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 was endorsed for continuation by the Schultz Center for Teaching and Leadership and the Duval County School Board. At the same time, a system for planning and design of professional development at the Schultz Center was developed to provide the capacity for doing this work on an ongoing basis. Based on positive early results, the Florida Legislature further funded this work in a joint award to the Schultz Center with the University of North Florida.

Who was involved in the study?

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 below illustrates the increase in scope of the impact work:

Increasing Involvement of Teachers in Impact Work (2007-2008)

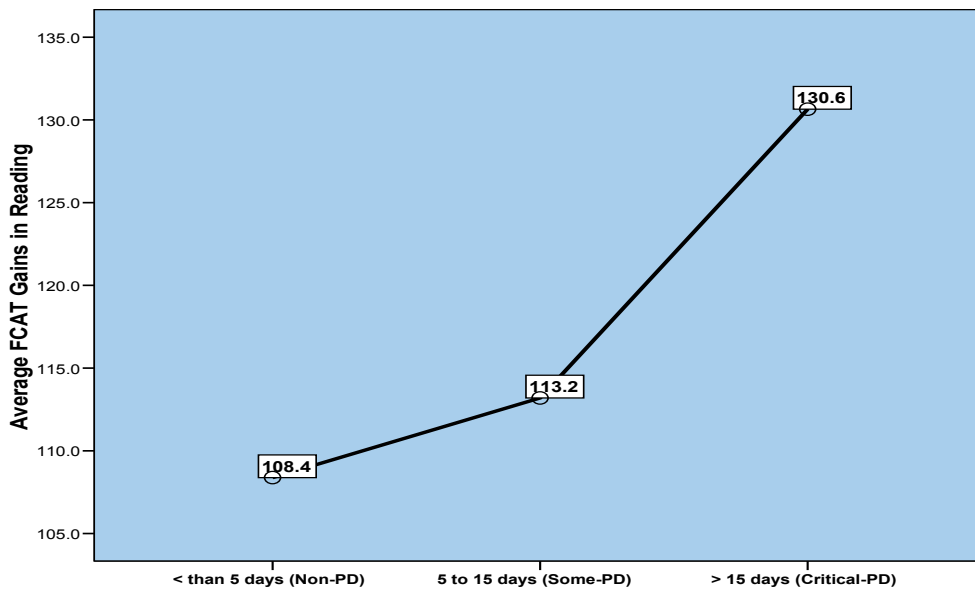


What did we study?

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.*

How successful was the work?

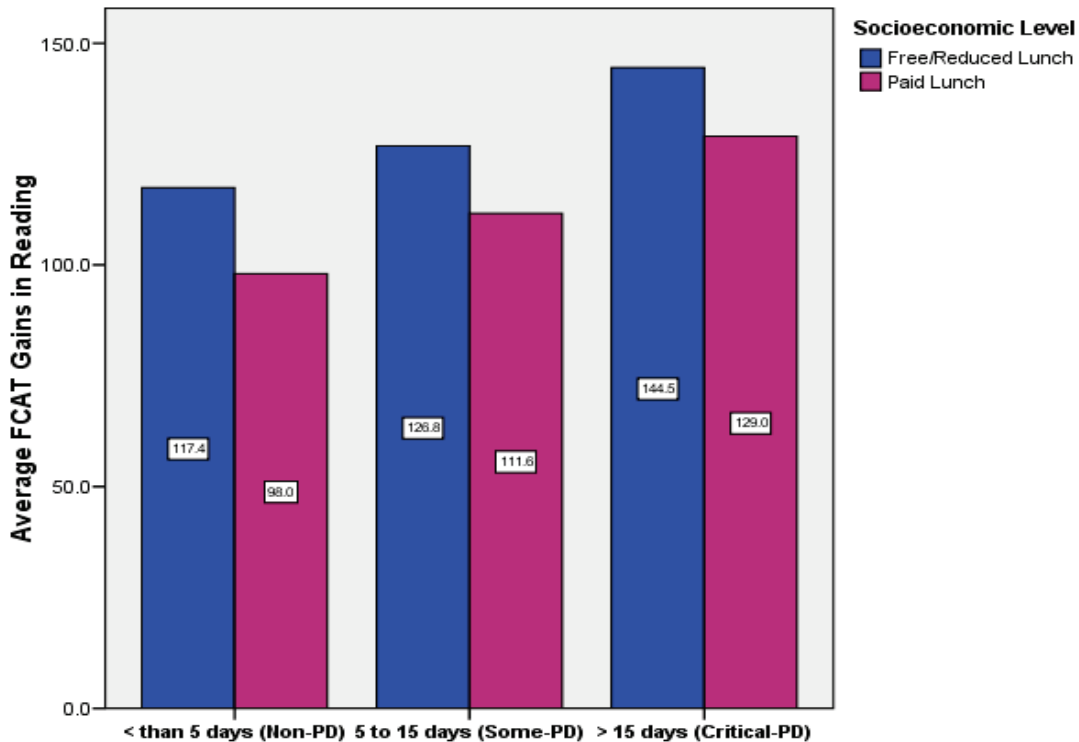
The results in 2007-2008 were in line with previous years' results, and with audit results obtained last year from the *Community Technical Assistance Center* (CTAC's) professional development audit commissioned by the Schultz Center in 2006-2007. The results indicated that literacy training could be 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:



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%**

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 below 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.



This year's study also included a similar analysis for other at-risk student groups, and the same positive trends were noted. This kind of focus on

analyzing the impact of promising practices with specific groups of students meets both the intent and language of NCLB. But more importantly, this kind of unflinching self-examination of professional development programs, as well as other instructional strategies, is what will be necessary if we are ever to minimize, and eventually, eliminate longstanding achievement gaps. The work continues in Year V to improve methods for data collection and manipulation of data from a variety of sources that are needed to successfully carry out the ongoing work of the Schultz Center to design, carry out, and evaluate high quality professional development.

For more information or questions, please contact:

Katherine P. Divine, Ph.D.
Executive Director for Research Design and Evaluation
Schultz Center for Teaching and Leadership
4019 Boulevard Center Drive
Jacksonville, FL 32207