

## Appendix A2: Summary of FY 2010 Performance Evaluations

For a complete list of program evaluations and studies from the Office of Planning, Evaluation and Policy Development, please visit <http://www.ed.gov/about/offices/list/opeed/ppss/reports.html>. For a complete list of evaluation studies of the National Center for Education Evaluation and Regional Assistance, please visit <http://ies.ed.gov/ncee/projects/evaluation/index.asp>.

### Selected Evaluation Reports

#### Policy and Program Studies Service (PPSS)

##### Interim Report on the Evaluation of the Growth Model Pilot Project

The Department initiated the Growth Model Pilot Project (GMPP) in 2005 with the goal of approving up to ten states to incorporate growth models in school adequate yearly progress (AYP) determinations under the *Elementary and Secondary Education Act of 1965 (ESEA)*. After extensive reviews, eight states were fully approved for the pilot project in SY 2006–07: Alaska, Arizona, Arkansas, Delaware, Florida, Iowa, North Carolina, and Tennessee. Based on analyses of data provided by the Department and by pilot grantee states, the report describes the progress states made in implementing the GMPP in SY 2006–07.

The results of this analysis showed that schools serving economically disadvantaged student populations in all pilot states except for Delaware were more likely than more-advantaged schools to make AYP by growth. Across all eight states, the percentage increase in the number of high-poverty schools making AYP as a result of the growth model being available was 8 percent, compared to 3 percent among low-poverty schools. The percentage increases among high-poverty schools in Arkansas, Florida, and Iowa were five to six times greater than those among low-poverty schools.

<http://www2.ed.gov/rschstat/eval/disadv/growth-model-pilot/gmpp.pdf>

##### Evaluation of the Comprehensive School Reform Program Implementation and Outcomes Fifth-Year Report

This Fifth-Year Report from the Evaluation of the Comprehensive School Reform Program Implementation and Outcomes is the final report on the outcomes of the federally funded Comprehensive School Reform (CSR) program. It presents findings about the relationship between participation in the Department's CSR program in 2002 and subsequent student achievement five years later. It is one approach to help low performing K–12 public schools meet state performance standards. The report presents the fifth-year findings of this study, including the value of a robust database to identify potential low performing schools and measure turnarounds, as well as share information when improvements in achievement were observed. After tracking these matched pairs of successful turnaround and comparison schools for several years, further analysis may provide observed trends in practice.

<http://www2.ed.gov/rschstat/eval/other/csrd-outcomes/year5-report.pdf>

## **ESEA Evaluation Brief: The English Language Acquisition, Language Enhancement, and Academic Achievement Act (Series)**

The *Elementary and Secondary Education Act of 1965 (ESEA)*, as reauthorized in 2002, includes provisions to ensure that English Learners (ELs) have access to core academic content and gain the English language skills needed to meet state standards and be successful in school. Title I of *ESEA* requires that states test ELs in academic subjects of reading, mathematics, and science; that districts and schools be held accountable for meeting AYP targets for this subgroup; and that states assess the English language proficiency of all EL students. Title III then specifies requirements regarding the English language proficiency standards, assessments, and accountability measures for districts receiving Title III funds. These briefs focus on state implementation of Title III, describing the title's main provisions, summarizing state actions to date to implement those provisions, and outlining key benefits and challenges that have emerged. The evaluation is ongoing.

Title III Policy: State of the States

<http://www2.ed.gov/rschstat/eval/title-iii/state-of-states.pdf>

Title III Accountability: Behind the Numbers

<http://www2.ed.gov/rschstat/eval/title-iii/behind-numbers.pdf>

Title III Accountability and District Improvement Efforts: A Closer Look

<http://www2.ed.gov/rschstat/eval/title-iii/district-efforts.pdf>

## **Use of Education Data at the Local Level, From Accountability to Instructional Improvement**

The use of student data systems to improve education and help students succeed is a national priority. The *Elementary and Secondary Education Act of 1965*, as reauthorized in 2002, calls for the collection, analysis, and use of student achievement data to improve school outcomes. Data systems are expected to play an integral role in improving educational decision making at all levels—including that of the classroom teacher. The Department has supported improvements in data quality of state systems to enable longitudinal analysis of student data and linkage between student outcomes and other education system variables. Since 2006, the national Study of Education Data Systems and Decision Making, sponsored by the Department's Policy and Program Studies Service, has been examining both the implementation of student data systems and the broader set of practices involving the use of data to improve instruction, regardless of whether or not the data are stored in, and accessed through, an electronic system.

This final report builds on the picture of local practices in implementing data-driven decision making provided in the earlier reports by presenting data from the national district survey as well as from site visits conducted during SY 2007–08 at 36 schools in 12 districts. The majority of districts lack data systems adequate to support routine evaluation of district practices and decisions. An area in which districts are making less rapid progress than they are with interim assessments is in obtaining the capability to combine data from different types of systems in order to link assessment results with instructional resources.

Just 42 percent of districts have systems that can generate reports showing student performance linked to participation in specific instructional programs. Only 27 percent of districts have systems that will support queries linking student performance to school finance data.

<http://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf>

### **Achieving Dramatic School Improvement: An Exploratory Study**

The study examined 11 CSR schools that were initially low-performing and substantially improved student performance at some point between 1999–2000 and 2004–05. Some schools made quick, dramatic improvement, while others progressed at a slow-and-steady pace. The purpose of the study was: to conduct in-depth retrospective case studies of schools nationwide that received CSR grants and that demonstrated significant improvement in student achievement, and to understand the processes and practices in which they engaged to accomplish this improvement. All 11 schools exhibited several common experiences with regard to school leadership, instructional improvement strategies, school climate, and external support. Ten of the 11 schools implemented new reading curricula, used data for school improvement, and focused on student behavior. All but three of the schools had new principals at the start of the improvement period. All 11 schools reported obtaining and using additional resources beyond their CSR grants.

<http://www2.ed.gov/rschstat/eval/other/dramatic-school-improvement/exploratory-study.pdf>

### **National Evaluation of Student Support Services: Examination of Student Outcomes After Six Years Final Report**

Student Support Services (SSS) is one of eight federally funded grant programs that are administered as part of the TRIO programs. The SSS program provides the most services to first-year college students, though it also provides services in later years. The purpose of the study was to estimate the effects of SSS on the outcomes of the student participants. The full report discusses five academic outcomes, including retention in college, transfers from two-year to four-year institutions, and degree completion.

The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes. Participation in SSS was also associated with receiving a higher level of supplemental services, including both those services specifically designed for SSS students and supplemental services in general. A second finding is that supplemental services continued to be important after the freshman year. In fact, the later-year services appear to show a stronger relationship to long-term outcomes than first-year services.

<http://www2.ed.gov/rschstat/eval/highered/student-support/final-report.pdf>

### **National Center for Education Evaluation (NCEE)**

#### **The Enhanced Reading Opportunities Study Final Report: The Impact of Supplemental Literacy Courses for Struggling Ninth Graders**

The Enhanced Reading Opportunities (ERO) demonstration evaluated two supplemental literacy programs—Reading Apprenticeship Academic Literacy (RAAL) and Xtreme

Reading (XR)—targeted to ninth-grade students whose reading skills were at least two years below grade level. Over two years, about 6,000 eligible students in 34 high schools from 10 districts were randomly assigned to enroll in the year-long ERO class or remain in a regularly scheduled elective class (non-ERO group). At the end of 9th grade, both groups were assessed using a standardized, nationally normed reading test, and participated in surveys about their reading activities and behaviors. School records were used to examine the effect of the literacy programs on academic performance during the program year (9th grade) and a year afterwards.

The study found that ERO supplemental literacy programs improved students' reading comprehension skills during the 9th grade. The ERO programs also had a positive impact on students' academic performance in core subject areas, including their grades and credit accumulation. Students in the ERO group scored higher on their states' English/Language Arts and mathematics assessment than did those in the non-ERO group. The ERO program effects did not continue beyond the program year. While there were statistically significant and positive impacts on students' GPA, credit accumulation, and state test scores in 9th grade, the impacts were not significant the following school year. Analyzed separately, the RAAL program significantly improved students' reading comprehension during the 9th grade year while the XR program did not have a statistically significant impact on reading comprehension. Impacts on other outcomes were similar for the two programs.

<http://ies.ed.gov/ncee/pubs/20104021/pdf/20104021.pdf>

### **National Evaluation of the Comprehensive Technical Assistance Centers: Interim Report**

In an evaluation of the Comprehensive Technical Assistance Centers, a sample of Center projects were rated by their clients to be on average 3.94 for relevance and 3.70 for usefulness on a scale of 1 to 5. A panel of experts rated their technical quality to be 3.34, on average. NCEE released an interim report on the congressionally mandated evaluation of the Centers, a federally funded program that provides technical assistance to states to implement provisions of NCLB through 16 Regional Comprehensive Centers (RCCs) and 5 Content Centers (CCs).

The interim report addresses the first of the evaluation's three rounds of data collection pertaining to the Comprehensive Centers' work from July 2006 through June 2007. All Comprehensive Centers reported planning their work in coordination and consultation with their clients, making adjustments in their work plan during the year. More than one third of state administrators reported that the Centers "served the state's purposes completely," with another 52 percent reporting that "it was a good start."

<http://ies.ed.gov/ncee/pubs/20104033/pdf/20104033.pdf>

### **The Evaluation of Charter School Impacts: Final Report**

Adding to the growing debate and evidence based on the effects of charter schools, this evaluation was conducted in 36 charter middle schools in 15 states. It compares the outcomes of 2,330 students who applied to these schools and were randomly assigned by lotteries to be admitted (lottery winners) or not admitted (lottery losers) to the schools. Both sets of students were tracked over two years, and data on student achievement, academic progress, behavior, and attitudes were collected. The study is the first large-scale

randomized trial of the effectiveness of charter schools in varied types of communities and states.

Key findings include:

- On average, charter middle schools that held lotteries were neither more nor less successful than traditional public schools in improving math or reading test scores, attendance, grade promotion, or student conduct within or outside of school. Being admitted to a study charter school did significantly improve both students' and parents' satisfaction with school.
- Charter middle schools' impact on student achievement varied significantly across schools.
- Charter middle schools in urban areas—as well as those serving higher proportions of low-income and low achieving students—were more effective (relative to their nearby traditional public schools) than were other charter schools in improving math test scores. Some operational features of charter middle schools were associated with less negative impacts on achievement. These features include smaller enrollments and the use of ability grouping in math or English classes.

Because the study could only include charter middle schools that held lotteries, the results do not necessarily apply to the full set of charter middle schools in the United States.

<http://ies.ed.gov/ncee/pubs/20104029/index.asp>

### **Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study**

The final report on an impact evaluation of comprehensive induction on beginning teachers compares retention, achievement, and classroom practices of teachers who were offered comprehensive induction services to teachers who were offered the support normally offered by the school. Teachers assigned to receive comprehensive induction for either one or two years were supported by a full-time mentor who received ongoing training and materials to support the teachers' development. The teachers also were offered monthly professional development sessions and opportunities to observe veteran teachers. The teachers were followed for three years.

Key findings include:

- There were no impacts on teacher retention rates after each of the three years of follow-up.
- There were no impacts on teachers' classroom practices, which were measured during teachers' first year in the classroom.
- For teachers offered one year of comprehensive induction, there were no impacts on student achievement in any of the teachers' first three years in the classroom.
- For teachers offered two years of comprehensive induction, there were no impacts on student achievement in either of the first two years. However, in the third year, there were positive impacts on student achievement, based on the sample of teachers whose students had both pre-test and post-test scores. These impacts were equivalent to

moving the average student from the 50th percentile to the 54th percentile in reading and the 58th percentile in math.

<http://ies.ed.gov/ncee/pubs/20104027/index.asp>

### **Accommodations for English Language Learner Students: The Effect of Linguistic Modification of Math Test Item Sets**

The study on middle school math assessment accommodations found that simplifying the language—or linguistic modification—on standardized math test items made it easier for English language learners to focus on and grasp math concepts, and thus was a more accurate assessment of their math skills. The study randomly assigned students to be assigned using two sets of math items—either the originally worded items or those that had been modified. Researchers analyzed results from three subgroups of students—English learners (EL), non-English language arts proficient (NEP), and English language arts proficient (EP) students.

Key results include:

- Linguistically modifying the language of mathematics test items did not change the math knowledge being assessed.
- The effect of linguistic modification on students' math performance varied between the three student subgroups. The results also varied depending on how scores were calculated for each student.
- For each of the four scoring approaches analyzed, the effect of linguistic modification was greatest for EL students, followed by NEP and EP students.

[http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL\\_20094079.pdf](http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_20094079.pdf)

### **Evaluation of the DC Opportunity Scholarship Program: Final Report**

The DC Opportunity Scholarship Program (OSP) is the first federally funded voucher program in the United States, providing scholarships of up to \$7,500 for low-income residents of the District of Columbia to send their children to local participating private schools. The congressionally mandated evaluation of the program compared the outcomes of about 2,300 eligible applicants randomly assigned to receive or not receive an OSP scholarship through a series of lotteries in 2004 and 2005.

This final report finds that the program had mixed longer-term effects on participating students and their parents, including:

- No conclusive evidence that the OSP affected student achievement overall, or for the high-priority group of students who applied from “schools in need of improvement.”
- The program significantly improved students' chances of graduating from high school, according to parent reports. Overall, 82 percent of students offered scholarships received a high school diploma, compared to 70 percent of those who applied but were not offered scholarships. This graduation rate improvement also held for the subgroup of OSP students who came from “schools in need of improvement.”

- Although parents had higher satisfaction and rated schools as safer if their child was offered or used an OSP scholarship, students reported similar ratings for satisfaction and safety regardless of whether they were offered or used a scholarship.

The evaluation also found that the cumulative loss of students between 2004 and 2009 from DC Public Schools (DCPS) to the program was about 3 percent. In contrast, an estimated 20 percent of students annually change schools or leave DCPS.

<http://ies.ed.gov/ncee/pubs/20104018/pdf/20104018.pdf>

### **Compendium of Student, Teacher, and Classroom Measures Used in NCEE Evaluations of Educational Interventions**

This NCEE Reference Report is a resource to help evaluators and researchers select outcome measures for their future studies and also to assist policymakers in understanding the measures used in existing IES studies. The two-volume “Compendium of Student, Teacher, and Classroom Measures Used in NCEE Evaluations of Educational Interventions” provides comparative information about the domain, technical quality, and history of use of outcome measures used in IES-funded evaluations between 2005 and 2008. The Compendium is intended to facilitate the comparisons of results across studies, thus expanding an understanding of these measures within the educational research community.

Focusing exclusively on studies that employed randomized controlled trials or regression discontinuity designs, the Compendium also used outcome measures that were (1) available to other researchers and (2) had information available about psychometric properties. Volume I describes typical or common considerations when selecting measures and the approach used to collect and summarize information on the 94 measures reviewed. Volume II provides detailed descriptions of these measures including source information and references.

<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20104012>

### **Middle School Mathematics Professional Development Impact Study: Findings After the First Year of Implementation**

Results after one year of providing teachers math professional development (PD) indicate no improvement on their students’ math achievement when compared to teachers who did not receive the study-provided PD. The Middle School Mathematics Professional Development Impact Study: Findings After the First Year of Implementation included 77 schools in 12 districts in SY 2007–08. The PD, although purposely designed to be relevant to the curricula that teachers were using in their classrooms, focused primarily on developing teachers’ capability to teach positive rational number topics effectively. America’s Choice and Pearson Achievement Solutions were the two professional development providers, each operating in half the districts. Schools participating in the study were randomly assigned to the treatment group or the control group within each of 12 study districts. Teachers who taught the core 7th grade mathematics class in the study schools received the professional development or not according to their school’s assigned status. Teachers in all of the study schools continued to be eligible for district-provided PD.

Other key findings include:

- The training did have a statistically significant impact on one of three measures of teacher practice—"frequency with which teachers engaged in activities that elicited student thinking."
- The training did not have a statistically significant impact on measured teacher knowledge.
- The study's program was implemented as intended and on average resulted in an additional 55 hours of math professional development during SY 2007–08.

<http://ies.ed.gov/ncee/pubs/20104009/pdf/20104009.pdf>

### **Patterns in the Identification of and Outcomes for Children and Youth With Disabilities**

Reported here are the results of analyses to describe the patterns of identification and academic and developmental outcomes for children with disabilities, conducted as part of the 2004 National Assessment of the implementation of the *Individuals with Disabilities Education Act (IDEA)*. This report provides background context for National Assessment studies on program implementation and effectiveness. It provides a national description of the outcomes of children identified for services under *IDEA* and, as appropriate, in comparison with the outcomes of samples including their nondisabled peers.

<http://ies.ed.gov/ncee/pubs/20104005/index.asp>

### **Reading First Impact Study Final Report**

The results indicate that Reading First produced statistically significant positive impacts on multiple reading practices promoted by the program, such as the amount of instructional time spent on the five essential components of reading instruction and professional development in scientifically based reading instruction. Reading First did not produce a statistically significant impact on student reading comprehension test scores in grades one, two, or three. However, there was a positive and statistically significant impact on first grade students' decoding skills in spring 2007.

<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20094038>

### **Other Evaluation Reports**

<http://ies.ed.gov/ncee/pubs/>

### **Publications by REL or Search for a Specific Publication**

<http://ies.ed.gov/ncee/edlabs/projects/index.asp>