Program Evaluation
New-York Historical Society Museum & Library’s Social Studies Enrichment Program
Follow Up Analyses & Information

Prepared for
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Education Division

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I. **SSEP EVALUATION: FOLLOW UP ANALYSES**

The following brief analyses were conducted at the request of Ms. Mia Nagawiec, Vice President for Education, of the New-York Historical Society.

**Question #1:**

*How many students progressed from “Beginner” to “Proficient” or “Advanced” skill levels from their Pre-Test to their Post-Test?*

**OVERALL SUMMARY:**

While all groups benefited, the SSEP’s strongest effect on student proficiency appears to occur with 4th graders. Generally speaking, 2nd, 4th, and 7th grade students showed strong proficiency growth from Pre- to Post-test, with 4th graders showing the best overall results, and 2nd graders showing the highest share of “Advanced” level students.

While the 2nd grade had the highest share of “Advanced” level students, it also had the highest share of “Beginner” level students at the end of the year. This suggests that the program strengthened 2nd graders’ proficiency, particularly among the strongest students, but not as much as in the other grades.

**METHODOLOGY:**

New York State utilizes a score of 65 as a passing grade for Regents exams. We chose to use a slightly less rigorous scale to categorize proficiency levels for our elementary and middle school students based on their SSEP Pre- and Post-test scores. We classified students as Beginner if their scores ranged from 0-59; Proficient for scores from 60-69, and Advanced for scores greater than 70.

Below we provide results by each grade.
2\textsuperscript{nd} Grade Students

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>85%</td>
<td>66%</td>
</tr>
<tr>
<td>Proficient</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Advanced</td>
<td>5%</td>
<td>21%</td>
</tr>
</tbody>
</table>

**SUMMARY:** Second grade students developed greater proficiency from Pre- to Post-testing, with over 1/5 of students scoring at an Advanced level. The 21% of Post-test Advanced level students is over four times the percentage of Pre-Test Advanced level students.

In all, 34% of students scored at the Proficient or Advanced Levels in their Post-Tests, up from 16% at Pre-Test. Of the three grades reviewed, 2\textsuperscript{nd} graders had the highest level of Beginner-level students at Post-test (66%). Thus, while the SSEP increased student proficiency, the gains were least for this grade.

4\textsuperscript{th} Grade Students

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>73%</td>
<td>53%</td>
</tr>
<tr>
<td>Proficient</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Advanced</td>
<td>5%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**SUMMARY:** In Post-tests, 47% of students scored at a Proficient or Advanced level, up from 26% in Pre-Test. Over 1/3 of students scored at the Proficient level, the highest share of the 3 grades.
SUMMARY: A little over \( \frac{1}{3} \) (34\%) of students scored at the Proficient or Advanced levels at Post-test, up from 15\% in Pre-test.

Gains were evenly split, with 17\% scoring at Proficient levels and 17\% at Advanced levels Post-test.
Question #2: What are the teacher experience and/or changes in reported skill levels for those schools with significant score growth?

OVERALL SUMMARY:
The SSEP appears to support teacher skill growth among teachers at all ranges of experience. Generally speaking, nearly all new and experienced teachers reported gaining a “level” of skill in various interactive, object-oriented social studies inquiry skills. Newer teachers tended to report being at the “Beginning Application” level after the SSEP, while more experienced teachers reported being at “Advanced Application.” Nonetheless, there were exceptions to this general rule, including a 2nd grade teacher who reported his/her skills increasing from “Knowledge” level to “Advanced Application” level for five different skills.

Experimental and Control group teachers tended to report similar gains in their skills.

METHODOLOGY:
The analysis reviewed changes in teachers’ self-reported skill levels based on their Pre- and Post-Surveys. The Rating Scale was as follows: 1=AWARENESS; 2=KNOWLEDGE; 3=BEGINNING APPLICATION; 4=ADVANCED APPLICATION; 5=MASTERY.

We reviewed Pre- and Post-skill ratings for teachers within those schools for which students’ scores showed the highest gains from Pre- to Post-testing. Due to privacy considerations, we could not directly identify teachers but analyzed the results of a target school’s Experimental and Control teaching corps for a particular grade. The schools’ results, reported in our Final Evaluation Report, are included within the Appendix of this document for reference.

Based on results Pre-test to Post-test, we reviewed teachers’ self-reported experience and skill levels for:
- 2nd grade: two schools that featured the highest growth in both Experimental and Control groups (Appendix Charts A, Schools 2 and 3)
- 4th grade: the one school that showed the highest growth in both Experimental and Control groups (Appendix Charts B, School 2)
- 7th grade: one school that reported the highest growth in Control group classes and 2nd highest in Experimental group classes; and the school reporting the highest growth in Experimental classes (Appendix Charts C, Schools 2 and 3)
2nd Grade

EXPERIMENTAL: Teachers at Two Schools with Highest Student Score Gains
- 2nd grade Experimental teachers reported varying ranges from experience, from 6-8 years to 15+ years.
- 2nd grade Experimental teachers were slightly more experienced than their Control teachers.
- Experimental teachers with 6-8 years of experience tended to rate their Pre-skills at a “Knowledge” level, increasing to an “Advanced” level at the end of the year.
- For their Post- skill assessments, most Experimental teachers showed some growth, with many tending to rate their skills at an “Advanced” level.
- Experimental teachers with the greatest experience tended to rate their Pre-skills at an “Advanced” level moreso than those of 4th and 7th grade teachers.

CONTROL: Teachers at Two Schools with Highest Student Score Gains
- 2nd grade Control teachers reported varying ranges from experience, from 1-2 years to 15+ years.
- For several skills, the teacher with 1-2 years experience tended to rate his/her skills as increasing from “Knowledge” to “Advanced Application” by the end of the year
  - Those skills were “Integrating a variety of primary resources in the classroom, “Applying inquiry-driven instruction,” “Using historical objects to facilitate discussions of how people lived in the past,” “Engaging students in interactive Social Studies lessons,” and “Balancing instruction and participation in Social Studies lessons.”
- Teachers with 9-15 years experience noted gains in their skills as well, and self-rated their skills at either “Beginning Application” or “Advanced Application” by the end of the year.

COMPARED TO OTHER 2nd GRADE SCHOOL
- These schools had similar ranges of experience levels and similar self-ratings to the third 2nd grade school.

4th Grade

EXPERIMENTAL & CONTROL: Teachers at One School with Highest Student Score Gains
- All 4th grade Experimental and Control teachers at the school with the greatest 4th grade growth in scores reported 15+ years experience.
- Experimental teachers tended to rate their skills very similarly to those of Control teachers, with Control teachers rating more of their skills at Advanced Application by the end of the year.
- One Experimental teacher noted, “Most of my students are ESL students who have been in the country less than 2 years. They’re learning a new language and new history of the country.”
COMPARED TO TWO OTHER 4th GRADE SCHOOLS

- The highest-growth school tended to have a more experienced teaching staff than the other two schools, and teachers tended to rate their skills more highly than one of the other two schools and at a similar level to the 3rd school.

7th Grade

EXPERIMENTAL: Teachers at Two Schools with Highest Student Score Gains

- 7th grade Experimental teachers reported varying ranges from experience, from 1-2 years to 15+ years.
- The teacher with 1-2 years experience tended to rate his/her skills lower than the teachers with 15+ years of experience, but generally self-rated his/her skills as growing to “Beginning Application” by the end of the year.
- This teacher reported that his/her students’ skills “Interacting with and identifying historical objects” and “Using historical objects to consider how people lived in the past” had increased from “Not at all Comfortable” to “Very Comfortable.”
- Teachers with 15+ years experience noted gains in their skills as well, and generally self-rated their skills at “Advanced Application” by the end of the year.

CONTROL: Teachers at One School with Highest Student Score Gains

- 7th grade Control teachers reported varying ranges from experience, from 1-2 years to 15+ years.
- However, it should be noted that the teacher with 1-2 years experience also taught a class that received the Experimental (9-session) version of the course, and therefore may have utilized lessons learned in those SSEP sessions with her Control class.
- The teacher with 1-2 years experience tended to rate her skills lower than the teachers with 15+ years of experience, but generally self-rated their skills as growing to Beginning Application by the end of the year.
- Teachers with 15+ years experience noted gains in their skills as well, and self-rated their skills at either Beginning Application, Advanced Application, or Mastery by the end of the year.

COMPARED TO OTHER 7TH GRADE SCHOOLS

- These schools had similar ranges of experience levels to the third 7th grade school; however, the 3rd schools’ teachers had a mix of Post-ratings of their skills, including ratings that were lower than these schools. For example, one 3rd school teacher rated his or her skill as “Knowledge” for “Facilitating student-led inquiry and identification of historical objects.”
Question #3: What were score changes from Pre- to Post-test for schools with high teacher turnover or less experienced teachers?

As previously reported, less experienced teachers tended to report similarly-sized gains as those for more experienced teachers, although more experienced teachers tended to rate their skills as “Advanced Application” after the SSEP, while less-experienced teachers generally rated themselves as “Beginning Application.”

However, some newer teachers identified significant gains in their skills, including one 2nd grade teacher with 1-2 years experience who rated five skills as growing from “Knowledge” to “Advanced Application” by the end of the year.

At the school with lots of turnover among teachers, those teachers, who clearly did not receive the entire program, tended to rate their skills lower (“Knowledge” or “Beginning Application”) after the SSEP.
II. SSEP EVALUATION: NYC IRB SUBMISSION & POTENTIAL PUBLISHING OPPORTUNITIES

On August 9, 2017, the Final SSEP Evaluation was submitted to the New York City Schools Institutional Review Board (IRB), both in email form and, at the IRB’s request, through their internal dashboard system. Additionally, a “Closure” form was filed to indicate the completion of the study.

Per our colleague’s suggestion, we researched potential publishing opportunities with Americans for the Arts and the Arts Education Partnership.

The Research Manager at Americans for the Arts stated that the organization currently does not publish outside research papers.

The Arts Education Partnership offers opportunities to submit research for a peer review and potential inclusion within their database. Part of the peer review process may include access to our data, which I don’t believe would be a privacy issue, but I may need to research further.

To learn more about potential AEP publishing, please see:

http://www.artsedsearch.org/about/submit-a-study
As a reference, the excerpt from the June 30th Final Evaluation Report shows the growth within the schools studied.

A. Did students’ test scores increase from Pre- to Post-testing? Control vs Experimental?

Generally, average scores tended to increase for most Experimental and half of Control classes. Please see the Appendix for detailed information about Grade 2 Special Education, ICT, and ENL classes.

**CHARTS A**

**Summary:** Average scores for most Experimental, and 2 of 3 Control classes, increased. The School 2 Control group teacher had significant teaching experience and reported always utilizing object-oriented learning, and School 3 control teachers had significant teaching experience and rated their object-oriented teaching skills highly.

**CHARTS B**

**Summary:** The average score for all Experimental Classes increased, and decreased for 2 of 3 Control classes. The Control group that gained tended to have teachers with 15+ years of experience who reported frequently or sometimes utilizing interactive object-oriented learning in their lessons.
SUMMARY: The average score for all Classes increased, with the greatest increases within the Experimental classes. The Control group teachers reported frequently utilizing interactive object-oriented learning in their lessons, and one teacher taught both Experimental and Control classes.