

Evaluation of Students and Teachers Accessing Tomorrow (S.T.A.T.) in Baltimore County Public Schools— Year Five (mid-year) Final Report

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Executive Summary: Evaluation of Students and Teachers Accessing Tomorrow in Baltimore County Public Schools Year Five Mid-Year Report

The purpose of the present study is to evaluate the ongoing implementation and outcomes of the Students and Teachers Accessing Tomorrow (S.T.A.T.) initiative in Baltimore County Public Schools (BCPS) that began in the 2014-15 school year. Key components of S.T.A.T., as reflected in the evaluation model (see Figure 1 presented in the main report), include professional development and the resulting impact on measurable outcomes relating to the goals of improving student achievement and preparing globally competitive students. The mid-year evaluation report focused on teacher survey results, classroom observations, and student focus group findings to examine professional development offered by S.T.A.T. teachers and the impact on measurable outcomes. For this study's fifth and final year, the participant group was composed exclusively of Lighthouse elementary, Lighthouse middle, and Lighthouse high schools at the request of the district. This sampling approach intended to better investigate the initiatives' long-range impact on those schools with the most extensive integration of the S.T.A.T. program.

S.T.A.T. Teacher Roles

Classroom teachers' perceptions of their S.T.A.T. teachers continue to be highly positive. Teachers consistently expressed that their S.T.A.T. teachers are highly accessible and useful instructional resources for their schools and believe that they have played an instrumental role in helping them move instruction in a more learner centered direction. Teachers from across the elementary, middle, and high school grade spans were all fervent in the belief that the S.T.A.T. teacher is an invaluable resource.

Moving forward, teachers stressed the importance of protecting the S.T.A.T. teacher's role as an instructional resource, and minimizing the amount of time S.T.A.T. teachers spend in administrative tasks not related specifically to instruction. Teachers also expressed a desire to participate in more training workshops with their S.T.A.T. teachers this year, and many teachers also specifically indicated that they would like to participate in more observation-type trainings. They expressed interest in receiving more training specific to the use of Schoology, and are interested in opportunities to observe the S.T.A.T. teacher model instruction, observe other teachers' classrooms, and participate in learning walks.

Classroom Practices

Based on findings from classroom observations this fall, classroom environments and teacher practices in the district's Lighthouse schools appear to be similar with what has been observed in prior years of this evaluation. Across all grade levels, materials that

reflected the content being taught and materials that promote independent thinking were consistently visible in classrooms. As with previous years, however, students were seldom observed moving around the classrooms to independently gather learning materials, or using different workspaces for different tasks. Overall, classroom teachers made more frequent use of coaching/facilitating than of didactic presentations. Students were observed with moderate frequency initiating academically meaningful communication with the teacher and other students. The use of higher-level questioning, higher-order instructional feedback, and flexible grouping arrangements varied by cohort. Teachers who were part of the more experienced S.T.A.T. cohorts (Cohort 1 and 2) were observed making more extensive use of these strategies as compared to those in the newer cohorts (Cohort 3 and 4). Regardless of cohort, however, activities emphasizing students' development of P21 skills continued to be scarce this fall during observations.

Student Engagement

Classroom observation results for student engagement items were similar this fall with what has been found at previous observation time points. Overall, students were observed using digital tools for learning in a little less than half of the visited classrooms, though the prevalence did vary slightly between cohorts. Multiple modes of student responses were also observed in just under half of classes. Across all grade spans, student independent work was observed with a higher frequency than collaborative learning or student discussion. Activities involving collaborative learning were observed at a more frequent rate in those cohorts most experienced with S.T.A.T. (Cohorts 1 and 2) as compared with those newer to the initiative.

Student Perceptions of S.T.A.T.

Overall, students continue to hold positive opinions concerning the S.T.A.T. initiative and conveyed that it continues to impact their learning experiences in school for the better. Elementary, middle, and high school students all consistently expressed that the personal devices have made learning easier and more fun. Students highlighted the value of the devices as tools for learning and emphasized the utility of the devices in helping them organize coursework, access educational content, and pursue opportunities to demonstrate their learning in new and creative ways, often through programs such as Kahoot and Microsoft PowerPoint. Technical issues that can accompany using the devices continue to be an issue that frustrates students. Though they express positive perceptions of the initiative overall, students across all grade groups indicated that they believe there has been an increase in the prevalence of technical issues this year.

Conclusion

At the mid-point of Year 5, the evaluation results continue to suggest that the S.T.A.T. initiative is being implemented effectively across Lighthouse schools and is making valuable progress in helping improve the perceived quality of instruction in the

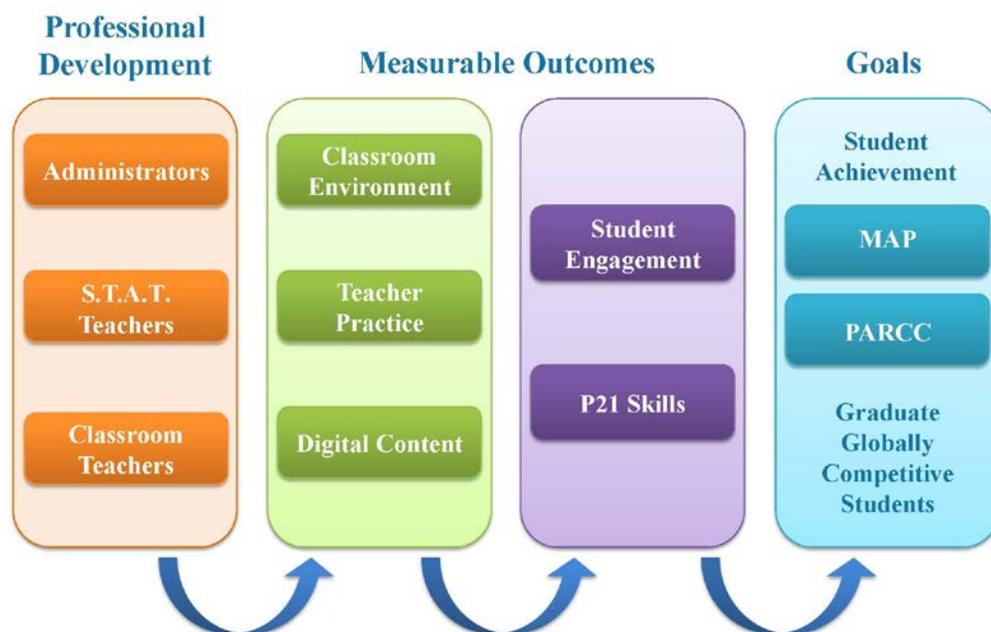
district. Importantly, classroom teachers believe that their S.T.A.T. teachers have played an integral role in helping them move instruction in a more learner-centered direction, and students believe that learning has become both easier and more engaging. Findings from classroom observations this fall, though mostly similar with those from previous time points, demonstrated some modest evidence of instructional changes. Teachers continue to make more extensive use of coaching and facilitating types of instruction than they do of more teacher-centered forms of instruction (i.e., presentations). Furthermore, Cohort 1 and 2 teachers, who make up those most experienced with S.T.A.T., showed visibly more frequent use of collaborative learning activities, higher-level questioning, higher-order instructional feedback, and flexible grouping arrangements, than those from Cohorts 3 and 4. These findings potentially suggest that more widespread implementation of these strategies may occur as teachers gain experience in the initiative.

Technical problems, particularly those related to internet connectivity and slow processing speeds, continue to be the biggest frustration reported by students. These issues, however, do not appear to offset the consensus among students that the laptops are a highly valuable tool for learning. Ultimately, to maintain and improve upon program effectiveness, it is recommended that the district continue demonstrating its full support for the S.T.A.T. initiative. Student achievement trends have been generally positive for S.T.A.T. schools thus far, and will continue to be important to explore as part of this program evaluation moving forward.

Evaluation of Students and Teachers Accessing Tomorrow in Baltimore County Public Schools Year Five Mid-Year Report

The present study reports on the continued implementation of the Students and Teachers Accessing Tomorrow (S.T.A.T.) initiative in Baltimore County Public Schools (BCPS) that began in the fall of the 2014-15 school year. The S.T.A.T. initiative is now in its fifth year of implementation with a focus on personalized learning for every student. The longitudinal evaluation of S.T.A.T. focuses on key S.T.A.T. components and examines aspects of the S.T.A.T. evaluation model (see Figure 1).

Figure 1. S.T.A.T. evaluation model.



Key inputs to the initiative are represented at the left by the professional development provided to administrators, S.T.A.T. teachers, and classroom teachers. A key evaluation question related to professional development examined in the present report was:

1. What are the roles, perceptions, and best practices of S.T.A.T. teachers?

Measurable intermediary outcomes, represented in the middle of the figure, are hypothesized to be reflected in positive changes in classroom environment, teacher practice, access and use of digital content, student engagement, and P21 skills. Evaluation questions addressing the intermediary outcomes include:

1. What is the impact of S.T.A.T. on the classroom environment?
2. To what degree and how do teacher practices change over time?
3. To what degree does student engagement in learning increase over time?

In addition, students' perceptions of the S.T.A.T. initiative were also gathered.

Method

Participants and Design

Throughout the first four years of Johns Hopkins University's evaluation of the BCPS S.T.A.T. initiative, participants included both Lighthouse and non-Lighthouse elementary and middle schools, in addition to Lighthouse high schools. Grades within these schools are in various years of S.T.A.T. implementation (see Table 1).

Table 1. First year of S.T.A.T. implementation within Lighthouse and non-Lighthouse schools.

	Cohort One 2014-15	Cohort Two 2015-16	Cohort Three 2016-17	Cohort Four 2017-18
Lighthouse elementary	Grades 1 – 3	Grades K, 4, and 5		
Non-Lighthouse elementary		Grades 1-3	Grades K, 4, and 5	
Lighthouse middle		Grade 6	Grade 7	Grade 8
Non-Lighthouse middle			Grade 6	Grades 7-8
Lighthouse high ¹			Grades 9 – 12	

In the current year of this evaluation, however, the participant group is limited to Lighthouse elementary, Lighthouse middle, and Lighthouse high schools only. This sampling approach was done at the request of the district to better investigate the initiatives' long-range impact on those schools with the most extensive integration of the S.T.A.T. program. Given that previous years of this evaluation have explored impacts across the entirety of the BCPS district, this narrower focus is intended to complement the comprehensive results discussed in earlier reports, and facilitate capturing more nuanced insights in the evaluation's final year.

Lighthouse elementary schools. Year 5 of the study included the 10 Lighthouse elementary schools (see Table 2) that began implementation of S.T.A.T. in the fall of 2014. Nine of the 10 Lighthouse elementary schools began implementing S.T.A.T. in the fall of 2014 in Grades 1-3, then in Grades K, 4, and 5 in the fall of 2015. Mays Chapel, however,

¹ Non-Lighthouse high schools in the district began participating in the S.T.A.T. initiative in the fall of 2018-19.

began implementing S.T.A.T. in all grades during the fall of 2014.

Table 2. Characteristics of Lighthouse elementary school enrollment for the 2018-2019 school year.

School name	S.T.A.T. Grade s	Total Enrollment	Race/Ethnicity			Free and Reduced Price Meals (FARMS)	English Language Learners (ELL)
			White %	Black %	Other ¹ %		
Chase Elementary	K - 5	404	50.5%	25.7%	23.8%	60.4%	3.0%
Church Lane Elementary	K - 5	386	2.3%	87.3%	10.4%	63.0%	3.4%
Edmondson Heights Elementary	K - 5	540	6.5%	77.2%	16.3%	74.6%	5.7%
Fort Garrison Elementary	K - 5	282	74.5%	15.6%	9.9%	9.9%	2.1%
Halstead Academy	K - 5	480	2.9%	86.7%	10.4%	78.1%	4.2%
Hawthorne Elementary	K - 5	504	26.4%	49.2%	24.4%	67.3%	1.4%
Joppa View Elementary	K - 5	801	44.8%	26.5%	28.7%	34.1%	5.4%
Lansdowne Elementary	K - 5	600	40.0%	21.8%	38.2%	73.5%	11.2%
Mays Chapel Elementary ²	K - 5	747	45.5%	16.2%	38.3%	25.4%	11.5%
Rodgers Forge Elementary	K - 5	446	78.3%	1.6%	20.1%	4.0%	3.4%
All Lighthouse elementary schools		5,190	36.5%	39.2%	24.3%	49.2%	5.8%
All BCPS elementary schools		55,450	37.6%	37.5%	24.9%	50.0%	8.4%

¹ "Other" includes the following race/ethnicity categories: American Indian/Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

²School opened in fall 2014

In the current school year, the 10 Lighthouse elementary schools continue to have similar demographic characteristics as the other elementary schools in the BCPS system. As a whole, the Lighthouse elementary schools have a slightly higher proportion of Black students and a slightly lower proportion of White students as compared to the overall demographic composition of BCPS elementary schools. Overall, the Lighthouse schools have a slightly lower percentage of FARMS eligible students, though six have greater than 60% of students eligible for FARMS.

Lighthouse middle schools. Lighthouse middle schools began implementing S.T.A.T. in Grade 6 during the fall of 2015. Grade 7 began in the fall of 2016, and Grade 8 in the fall of 2017. Demographics for these schools are presented in Table 3.

Table 3. Characteristics of Lighthouse middle school enrollment for the 2017-2018 school year.

School name	S.T.A.T. Grades	Total Enrollment	Race/Ethnicity			Free and Reduced Price Meals (FARMS)	English Language Learners (ELL)
			White %	Black %	Other ¹ %		
Cockeysville Middle	6 – 8	940	43.7%	26.5%	29.8%	36.6%	0.2%
Dumbarton Middle	6 – 8	1,168	62.5%	11.6%	25.9%	21.2%	15.8%
Pikesville Middle	6 – 8	981	20.9%	61.3%	17.8%	54.9%	0.4%

Ridgley Middle	6 – 8	1,165	64.1%	9.8%	26.1%	12.3%	0.1%
Sparrows Point Middle	6 – 8	627	80.1%	9.4%	10.5%	46.3%	0.0%
Stemmers Run Middle	6 – 8	760	49.5%	29.5%	21.0%	68.8%	0.3%
Windsor Mill Middle	6 – 8	593	1.2%	90.4%	8.4%	63.1%	0.7%
All Lighthouse middle schools		6,234	47.8%	30.8%	21.4%	39.5%	3.2%
All BCPS middle schools		25,306	37.5%	40.5%	22.0%	50.5%	3.5%

¹ "Other" includes the following race/ethnicity categories: American Indian/Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

The Lighthouse middle schools have a lower proportion (39.5%) of FARMS eligible students as compared with the broader population of middle schools in the BCPS district (50.5%). Two of the seven Lighthouse schools, though, have over 60% FARMS eligible students. The Lighthouse middle schools have a lower proportion of Black students (30.8%) as compared with the other middle schools in the district (40.5%) and a higher proportion of White students (47.8% compared to 37.5% across BCPS overall).

Lighthouse high schools. The district's three Lighthouse high schools made up the remaining portion of the participant group for Year 5. These schools began implementing S.T.A.T. in the fall of 2016. Demographics for these schools are presented in Table 4.

Table 4. Characteristics of Lighthouse high school enrollment for the 2017-2018 school year.

School name	S.T.A.T. Grades	Total Enrollment	Race/Ethnicity			Free and Reduced Price Meals (FARMS)	English Language Learners (ELL)
			White %	Black %	Other ¹ %		
Chesapeake High	9 - 12	981	28.0%	54.4%	17.6%	69.6%	0.4%
Owings Mills High	9 - 12	1,160	9.5%	54.7%	35.8%	59.9%	31.7%
Pikesville High	9 - 12	905	31.9%	49.8%	18.3%	36.9%	0.6%
All Lighthouse high schools		3,046	22.1%	53.2%	24.7%	56.2%	12.4%
All BCPS high schools		31,699	37.7%	41.1%	21.2%	43.6%	4.5%

¹ "Other" includes the following race/ethnicity categories: American Indian/Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

The demographic characteristics of the Lighthouse high schools differed slightly from the other high schools in the BCPS system. Specifically, these schools have a higher proportion of Black students (53.2%) as compared to BCPS overall (41.1%), a lower proportion of White students (22.1% vs. 37.7%), a higher proportion of FARMS eligible students (56.2% vs. 43.6%), and a higher proportion of English language learners (12.4% vs. 4.5%).

Data Sources and Instruments

The mixed-method design of this study includes classroom observations, surveys, and focus groups, in order to evaluate logic model components and perceptions of the S.T.A.T. program. Measures, data sources, and timing for each are displayed in Table 5.

Table 5. Data source, instrument, and timing.

Logic Model Component	Data Source	Instrument	Timing
Professional Development	Survey	S.T.A.T. Teacher Program Survey	Fall 2015, fall 2016, fall 2017, and fall 2018
Classroom Environment	Classroom observations	Observation of Active Student Instruction in Schools of the 21 st Century (OASIS-21)	Fall and spring 2014-15*, fall and spring 2015-16, fall and spring 2016-17, fall and spring 2017-18, and fall 2018
Teacher Practice	Classroom observations	OASIS-21	Fall and spring 2014-15*, fall and spring 2015-16, fall and spring 2016-17, fall and spring 2017-18, and fall 2018
Student Engagement	Classroom observations	OASIS-21	Fall and spring 2014-15*, fall and spring 2015-16, fall and spring 2016-17, fall and spring 2017-18, and fall 2018
P21 Skills	Classroom observations	OASIS-21	Fall and spring 2014-15*, fall and spring 2015-16, fall and spring 2016-17, fall and spring 2017-18, and fall 2018
Perceptions of S.T.A.T.	Focus group	Student Focus Group Protocol	Fall 2017 and fall 2018

*Note: Time points of classroom observations varied by group.

S.T.A.T. Teacher Program Survey. The S.T.A.T. Teacher Program Survey (see Appendix A), developed by BCPS, consisted of 10 closed-ended items focusing on the accessibility, support, and professional development opportunities provided by the S.T.A.T. teacher. In addition, three open-ended items solicited feedback on the perceived successes and opportunities of the S.T.A.T. Teacher Program. For Year 5, only participants in Lighthouse schools were included in the analysis, however, descriptive statistics for the responses of teachers from across the district are presented in Appendix E. Table 6 presents the response statistics for the survey.

Table 6. Core content-area classroom teacher participation in the S.T.A.T. Teacher Program Survey.

	Fall 2016	Fall 2017	Fall 2018
	<i>n</i>	<i>n</i>	<i>n</i>
Lighthouse elementary Gr. 1-3	89	96	87
Lighthouse elementary Gr. K, 4, 5	74	73	54
Lighthouse middle Gr. 6	97	71	73
Lighthouse middle Gr. 7	92	62	66
Lighthouse middle Gr. 8	82	82	68
Lighthouse high school	112	108	88
Total	2,209	1,798	1,901

Student focus groups. A randomly selected subsample of Lighthouse elementary schools ($n = 5$), as well as all of the Lighthouse middle schools ($n = 7$), and Lighthouse high schools ($n = 3$) participated in student focus groups during the fall of the 2018-19 school year. Between four and six students at each school were randomly selected to participate from those parental consents that were returned. The protocols for the student focus groups (see Appendix B) solicited students' experiences using devices for learning and their perceptions of technology integration.

Observation of Active Student Instruction in Schools of the 21st Century (OASIS-21). The classroom observation instrument (see Appendix C) was co-developed by CRRE and BCPS. The instrument integrated district-wide professional development goals for classroom instruction with S.T.A.T.-specific interests and goals regarding technology applications of teaching and learning. The observations focused on (a) student engagement, (b) the type of instructional strategies employed, and (c) how and to what degree technology devices are employed. A reference guide for the OASIS-21 Instrument items is presented in Appendix D.

The procedure employed involved trained observers visiting the Lighthouse elementary, middle, and high schools that make up the participant group for Year 5 of this study. Observers randomly selected four classrooms to observe for 20 minutes each. The observers completed individual ratings of the frequency/pervasiveness of particular practices, as well as classroom environment indicators (e.g., room arrangement, information and resources available, etc.). With the exception of two classroom environment items, observation items were recorded via a five-point scale that ranged from (1) Not Observed to (5) Extensively Observed. A reliability study was conducted on this instrument in the spring of the 2014-15 school year. Two observers independently observed the same 380 classrooms for 20 minutes each using the OASIS-21 instrument. Overall, there was 88.95% agreement in the independent observation ratings. For those items where ratings differed, 100% of differences were by one scale point. The overall inter-rater reliability consistency, as measured through Chronbach's alpha, was $\alpha = 0.972$. In consistency estimates, values above .70 are deemed acceptable (Brown et al., 2004; Stemler, 2004).

A total of 80 classrooms were observed in the fall of 2018, resulting in approximately 1,600 minutes of direct classroom observations across the Lighthouse elementary, middle, and high schools. Table 7 presents the distribution of classrooms observed in the fall of 2018.

Table 7. Summary of observations conducted.

Group	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Total
Lighthouse Grades 1-3	40*	40	32	29	32	32	28	29	20	282
Lighthouse Grades K, 4, and 5			27*	26	25	25	29	30	18	180
Phase 2 Grades 1-3		40*	40	40	30	28	29	27	-	234
Phase 2 Grades K, 4, and 5					28*	24	29	33	-	114
Lighthouse Grade 6			28*	28	16	15	9	15	8	119
Lighthouse Grade 7					12*	13	9	7	9	50
Lighthouse Grade 8							10*	7	13	30
Phase 2 Grade 6				28*	28	28	12	6	-	102
Phase 2 Grades 7-8							16*	19	-	35
Lighthouse High School					12*	12	12	13	12	61
Total N	40	80	127	151	183	177	183	186	80	1207

* Denotes baseline observations

Across schools, classroom instruction of English/language arts was observed most frequently during the fall 2018 observations. Mathematics classes were observed with the second most frequency, while science and social studies classes were observed slightly less, but with relatively equal frequency. Results focus on presenting fall 2018 observations as compared with baseline observations.

Results

The following sections present results of the survey, classroom observations, and focus groups as related to the evaluation model components. The results begin with perceptions and activities related to professional development. This section is followed by results of data collected for measurable outcomes².

Professional Development

Classroom teachers implementing S.T.A.T. participated in professional development offered by the district and by their school's S.T.A.T. teacher. The following sections provide results from the S.T.A.T. Teacher Program Survey that was administered

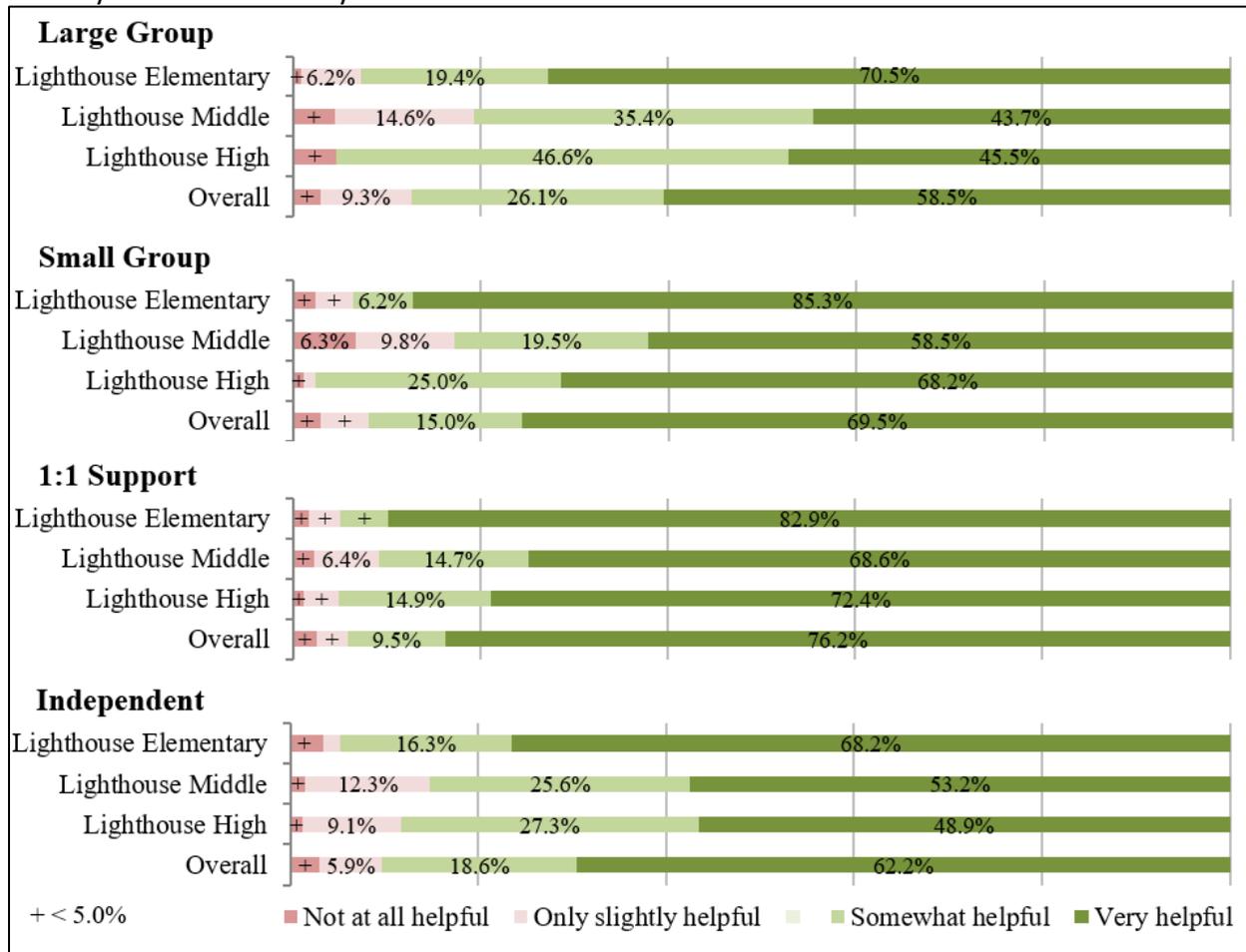
² The reader should note that results for all grades within the Lighthouse elementary school Mays Chapel are reported within the Lighthouse elementary Grades 1-3 group due to their implementation of S.T.A.T. during the 2014-15 school year.

to classroom teachers throughout the BCPS district. Responses from the fall 2018 administration were compared to responses from the fall 2017 administration and, where applicable, significant differences across time points are reported. Descriptive statistics and frequency of responses for closed-ended survey items are presented in Appendix E.

Perceptions of professional development. Classroom teachers implementing S.T.A.T. were asked to indicate how helpful they felt the different modes of professional development offered by their S.T.A.T. teacher was (see Figure 2). Overall, the vast majority of teachers reported that they found all four of the professional development modes to be helpful. Over 80% of teachers indicated that they found each mode to be at least somewhat helpful, while over half indicated that they found each to be very helpful. One-to-one support from the S.T.A.T. teacher was generally viewed as the most useful mode, followed by the use of small group professional development. Over 75% of teachers found one-to-one support to be very helpful and nearly 70% found small group professional development to be very helpful.

These trends were generally consistent across the elementary, middle, and high school Lighthouse groups. The vast majority of teachers from all three of these groups reported that each of the training modalities were useful. Lighthouse elementary teachers, however, were the most likely to report that they found the professional development to be useful. This trend was particularly visible with regard to how useful teachers found the large and small group forms of professional development. Roughly 70% of Lighthouse elementary teachers reported that the large group professional development was very helpful for them, while over 85% reported that the small group professional development was very helpful. In comparison, only about half of Lighthouse middle and high school teachers reported that these forms of professional development were very helpful.

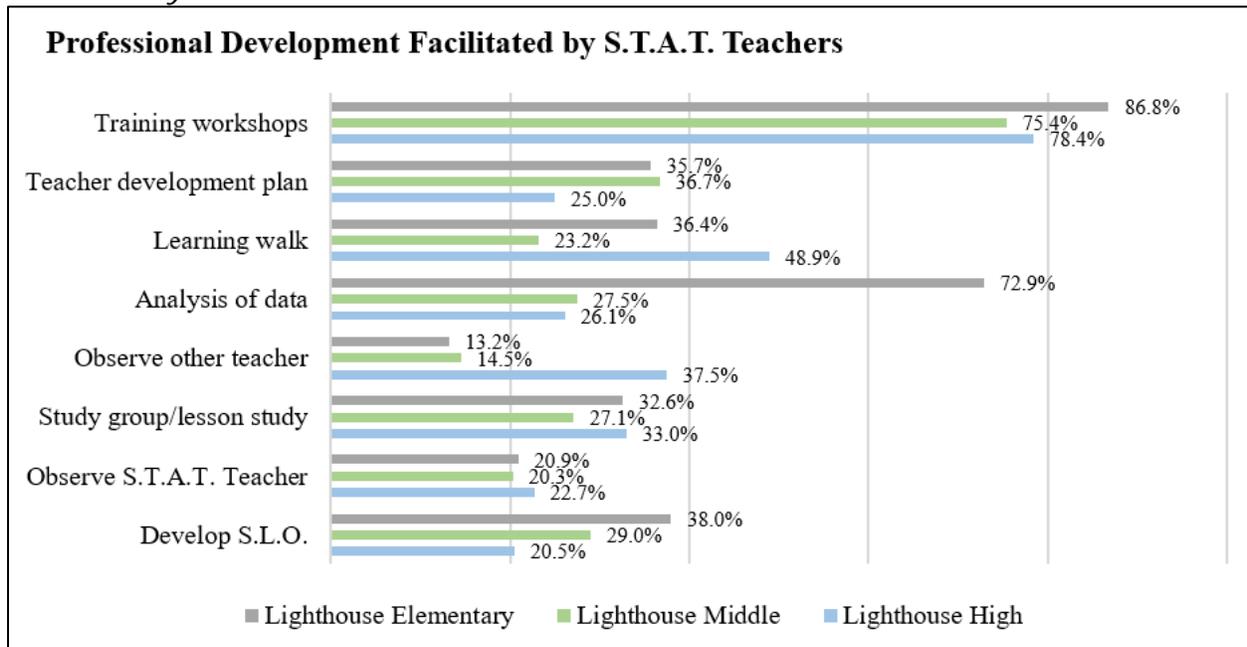
Figure 2. Response frequencies for the degree to which teachers found professional development modes helpful.



Professional development participation. Classroom teachers reported participating in a variety of professional development learning opportunities offered by their S.T.A.T. teacher this year (see Figure 3). By a wide margin, teachers participated in training workshops more so than any other form of professional development as over 80% of teachers reported participating in these trainings. No other type of professional development was reported by more than half of teachers. About 45% of teachers reported analyzing data with their S.T.A.T. teacher, while around one-third created teacher development plans or an SLO. Around one-quarter reported participating in study groups, learning walks, or observations of the S.T.A.T. teacher delivering a model lesson. Teachers seldom observed other teachers' classrooms.

The professional development that teachers participated in was similar for Lighthouse elementary, middle, and high school teachers, with a few exceptions. Most notably, a visibly larger proportion of Lighthouse elementary teachers participated in analysis of data with their S.T.A.T. teacher, while a higher proportion of high school teachers participated in learning walks or observed another teachers' classroom.

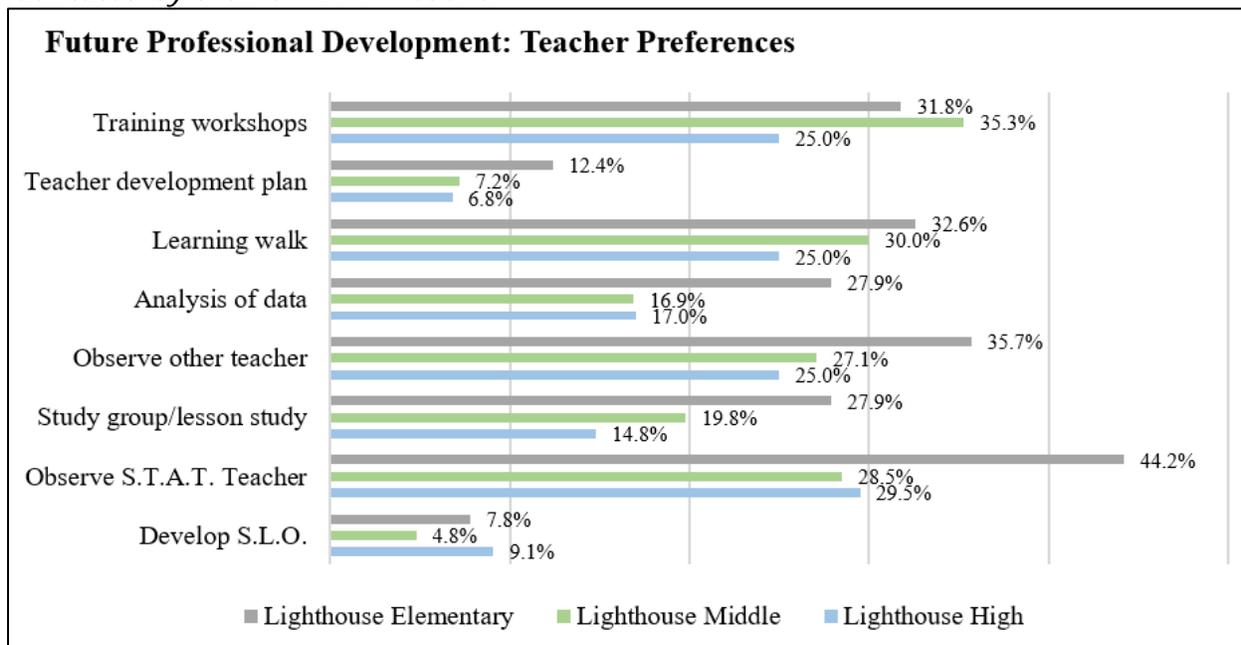
Figure 3. Professional development that teachers have participated in this year, as facilitated by their S.T.A.T. Teacher



*All values represent the percentage of teachers who reported participating in this type of professional development

Future professional development. Classroom teachers were asked to indicate which learning opportunities they would like to participate in during the remainder of the 2018-19 school year (see Figure 4). The professional development that teachers expressed an interest in participating in was similar for Lighthouse elementary, middle, and high school teachers. Outside of attending additional training workshops, teachers most often reported a desire to participate in more observation-type activities. Here, teachers most frequently reported a desire to observe the S.T.A.T. teacher model instruction, observe other teachers’ classrooms, or participate in learning walks. Around 20% of teachers expressed a desire to participate in a study group or analyze data, while less than 10% expressed interest in developing an SLO or teacher development plan.

Figure 4. Professional development that teachers would like to participate in, as facilitated by their S.T.A.T. Teacher



*All values represent the percentage of teachers who reported participating in this type of PD

In addition to the close-ended items, classroom teachers were also asked to provide narrative comments with regard to what topics they are most interested in learning about from their S.T.A.T. teachers in the future (see Table 8). Interestingly, there was an emphasis on the frequency of opportunities among elementary teachers. Here, they frequently used “more” and “additional” when talking about what they were most interested in. Middle school teachers were the only teacher group that mentioned interest in learning about how to improve classroom management while integrating technology ($n = 4$).

Table 8. Topics for future professional development.

	Most Prominent Interest	Other Prominent Interest
Elementary School ($n = 32$)	More PD opportunities in general ($n = 11$)	PD on Schoology ($n = 6$)
Middle School ($n = 55$)	PD on blended learning/creating engaging content ($n = 23$)	PD on Schoology ($n = 15$)
High School ($n = 19$)	PD on blended learning ($n = 8$)	PD on targeted small group instruction ($n = 3$)
Specials (K-12) ($n = 38$)	PD on blended learning/technology in the classroom ($n = 10$)	PD Schoology ($n = 6$)

S.T.A.T. teacher perceptions. As with previous years, teachers consistently expressed positive opinions concerning their S.T.A.T. teachers (see Figures 5-6). Over 90% of teachers agreed that their S.T.A.T. teacher is accessible and follows through on requests. Over 85% agreed that they model effective instruction, support the use of data to inform instruction, and are trustworthy in maintaining confidentiality. Around 70% indicated that their S.T.A.T. teacher has provided coaching on how to integrate technology into instruction, and has helped them create a more learner centered environment. Though Lighthouse elementary, middle, and high school teachers had similar responses to each of these questions, middle school teachers provided the lowest ratings, by a slight margin, for all seven items.

Figure 5. Teacher perceptions of their S.T.A.T. teacher fall 2018: Professional responsibilities

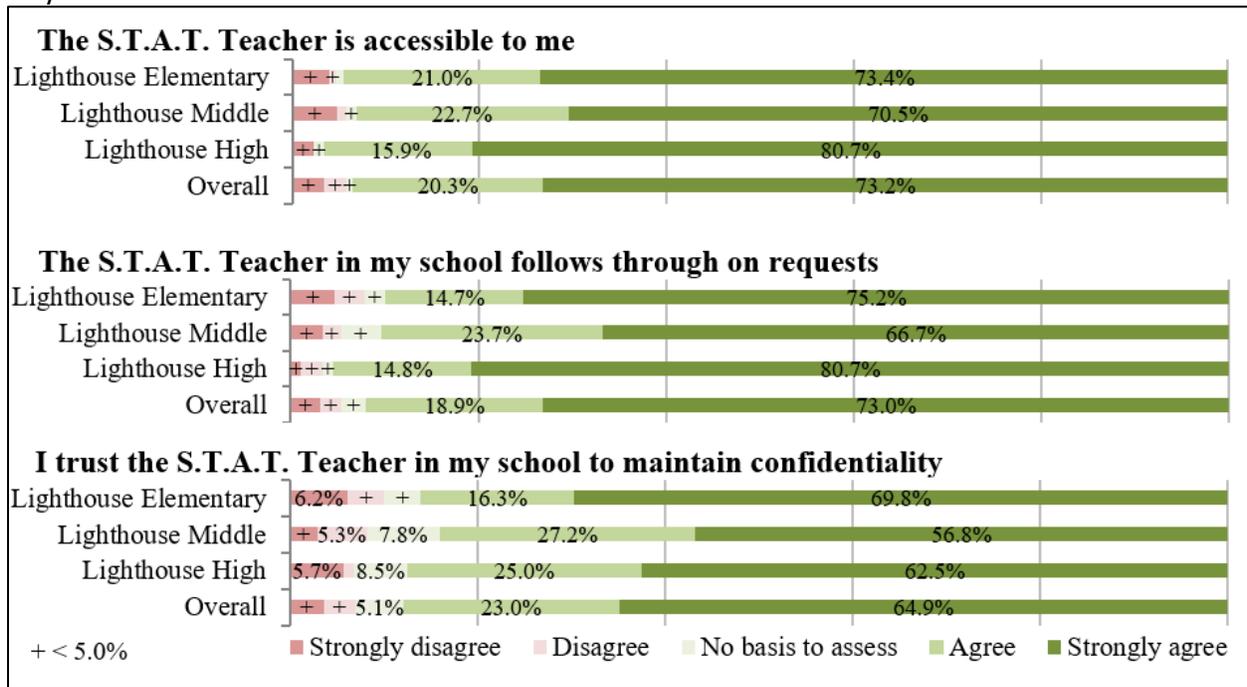
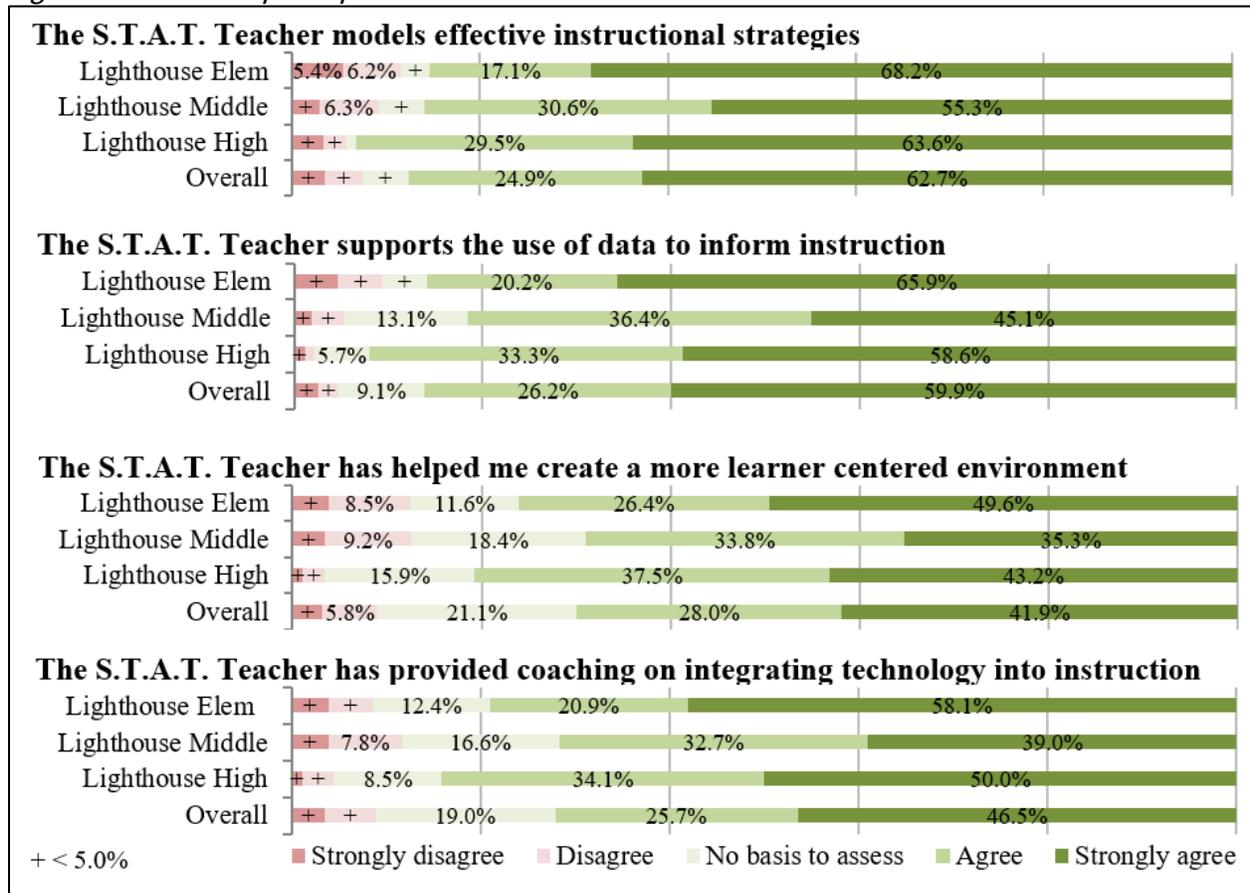


Figure 6. Teacher perceptions of their S.T.A.T. teacher fall 2018: Instructional activities



Across nearly all subgroups, participant responses to these items were consistent with prior year results. Lighthouse seventh grade teachers, however, demonstrated significant differences in their responses this fall, as compared with what was measured in fall 2017. This past fall, teachers in this group expressed less agreement that their S.T.A.T. teacher was accessible to them ($p < .05$), follows through on requests ($p < .05$), models effective instructional strategies ($p < .05$), and has helped them create a more learner-centered environment ($p < .05$). In each of these areas, these differences appear to be primarily driven by a slightly higher proportion of teachers this fall expressing disagreement. Though a similar proportion of teachers indicated that they agreed or strongly agreed that their S.T.A.T. teacher does these things in both fall 2018 and fall 2017, the proportion of teachers who indicated that they disagreed or strongly disagreed with these statements (as opposed to remaining neutral) increased by between 5-10 percentage points for each item.

Strengths. On the survey, classroom teachers were asked to provide narrative comments about what is working in the S.T.A.T. Teacher Program. Across all teacher groups ($n = 244$), teachers complimented their STAT teacher in two ways. First, teachers indicated that their S.T.A.T. teacher was accessible and willing to help and/or that the S.T.A.T. teacher was approachable and generally pleasant to interact with ($n = 108$).

Teachers also complimented the knowledge and skillset of the S.T.A.T. teacher, and described them as helpful and effective ($n = 106$). Specials teachers were most likely to compliment the S.T.A.T. teachers' personality, followed by their perception of the teacher as knowledgeable and helpful. Elementary, middle, and high school teachers were generally as likely to describe their S.T.A.T. teacher as accessible and willing to help as they were to describe them as helpful and knowledgeable. Middle school teachers were the only teacher group to compliment specific professional development sessions with any notable frequency.

Areas for improvement. Classroom teachers were also asked to provide comments about the S.T.A.T. teacher role regarding what needs improvement. The most frequent response from all teacher groups ($n = 145$) to this prompt was that there was nothing to report ($n = 61$). When citing specific needs, specials teachers ($n = 41$) indicated that they need more time with the S.T.A.T. teacher ($n = 12$). Based on teachers' comments, we infer that specials teachers are often pulled elsewhere, and that time with the S.T.A.T. teacher is especially vulnerable to being occupied by these other responsibilities. Elementary teachers ($n = 31$) and high school teachers ($n = 23$) both mentioned that they need more professional development opportunities and/or more time to work one-on-one to create blended learning opportunities and learn more about specific technology tools ($n = 10$). Middle school teachers ($n = 54$) were the only teacher group that indicated, with notable frequency, that the S.T.A.T. teacher lacked basic knowledge about digital tools and resources and was, by implication, unqualified for their role ($n = 13$). Middle school teachers were also critical of their S.T.A.T. teachers' availability ($n = 7$) and required professional development time ($n = 5$).

Importantly, all teacher groups mentioned with some notable frequency that the S.T.A.T. teacher and regular teachers would benefit from role clarity and boundary maintenance of the S.T.A.T. teacher position ($n = 28$). Teachers suggested that the S.T.A.T. teacher should not "act as an administrative secretary" or "as an AP in training." Teachers reported, "She is pulled a lot by the principal" and, "It appears to me that the main role of S.T.A.T. teachers is to be an assistant to the administration." Other responses included, "admin uses her as a work horse and catch all," and, "serving in other support roles takes her away." Taking all responses together, it appears that teachers are highly appreciative of the S.T.A.T. teacher and greatly benefit, in terms of skills and effectiveness, from the S.T.A.T. teacher's presence in their building. We infer that teachers feel protective of the S.T.A.T. teacher as a *teacher* resource, and not someone whose time should be spent assisting administrators or even students.

Summary. Findings from the survey suggest that classroom teachers' perceptions of their S.T.A.T. teachers continue to be highly positive. Across the vast majority of areas, teachers' survey responses this fall were comparable with the survey results from the previous two years. Teachers continue to find the professional development offered by their S.T.A.T. teachers as helpful, particularly that which is delivered in 1:1 sessions or small groups. Teachers expressed a desire to participate in more training workshops with

their S.T.A.T. teachers this year, and many teachers also specifically indicated that they would like to participate in more observation type trainings. In particular, many teachers expressed an interest in observing the S.T.A.T. teacher model instruction, observing other teachers' classrooms, and participating in learning walks. Teachers also expressed an interest in receiving more training on the use of Schoology, and more instruction on how to incorporate blended learning into their teaching.

Perceptions of the S.T.A.T. teachers' professionalism, accessibility, coaching abilities, and role in helping teachers move instruction in a more learner centered direction, consistently remained very positive. Respondents from across all grade spans were particularly fervent in expressing the belief that their S.T.A.T. teacher is a highly approachable and flexible instructional resource in their schools, and is often invaluable to teachers. As such, teachers continued to express the sentiment shared in previous years that they believe the S.T.A.T. teachers' time must be protected in order to maintain this role, and that in order to do this, it is important that their S.T.A.T. teachers' role in administrative activities be minimized.

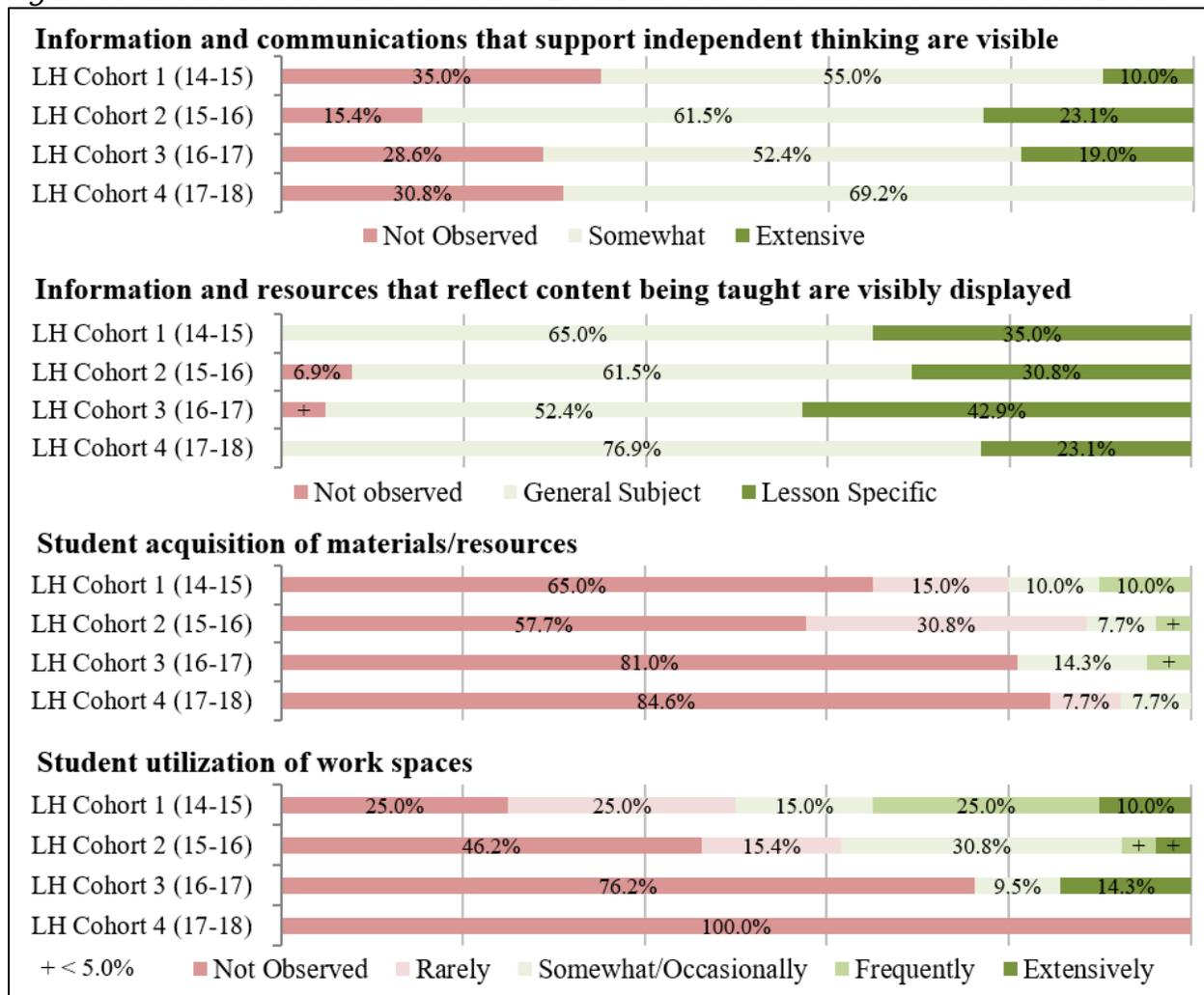
Measurable Outcomes: Classroom Environment

The impact of S.T.A.T. on the classroom environment was assessed through observations in Lighthouse Cohort 1, 2, 3, and 4 classrooms. Non-Lighthouse classrooms were not visited for observations during the fall 2018 evaluation cycle. The cohorts contained the following classrooms:

- Cohort 1 consisted of Lighthouse grade 1-3 classrooms
- Cohort 2 consisted of Lighthouse kindergarten and grade 4-6 classrooms
- Cohort 3 consisted of Lighthouse grade 7 and 9-12 classrooms
- Cohort 4 consisted of Lighthouse grade 8 classrooms

During the observations, the classroom environment was examined in terms of the classroom layout, information displayed in the classroom, and student activities. Results are described by group and comparisons across time points are reported. Readers should be reminded that only four classrooms within the schools were observed and the observations served as only a "snapshot" of classroom practices for a brief amount of time. Data from the fall 2018 classroom observations relating to environment for each of the cohort groups are presented in Figure 7 and further discussed below. Baseline data for all cohorts are presented in Appendix F.

Figure 7. Observation results on OASIS-21 classroom environment items for fall 2018.



Cohort 1. Results of classroom environment observations in fall 2018 did not significantly differ from those gathered in the baseline observations in fall 2014. In the most recent observations, all 20 of the observed classrooms were arranged with desks in groups and 65% had at least some information and resources displayed that supported independent thinking. All of the classes had information and resources that reflected the content being taught posted around the classroom. Just over one-third of these classrooms featured posters and displays in this area that were *lesson specific*, as opposed to simply reflecting a general subject area. Students were not often observed moving around the classroom independently to acquire materials and resources, as this behavior was not observed at all in 65% of classrooms. In 50% of classrooms, students were observed making at least some use of different workspaces for different learning tasks.

Cohort 2. The results of the most recent classroom environment observations from fall 2018 were similar to those from the baseline observations. In the most recent

observations, about 80% of classrooms were arranged with desks in groups (21 of 26) and roughly 85% had at least some information and resources displayed that supported independent thinking. Nearly 95% of classes had information and resources that reflected the content being taught displayed around the classroom. About twice as many of these classrooms featured posters and displays that were general to subject areas as opposed to those that were lesson specific. In nearly 60% of classrooms students were not observed moving around the classroom independently to acquire materials and resources. Students were observed using different workspaces for different learning tasks in just over half of classrooms.

Cohort 3. The results gathered from classroom environment observations in fall 2018 did not significantly differ from those gathered at the baseline time point. In the most recent observations, two-thirds of classrooms were arranged with desks in groups (14 of 21). Over 70% of classrooms had at least some information and resources displayed that supported independent thinking, while roughly 95% had information and resources posted that reflected the content being taught. These classrooms were split fairly evenly between those with displays that were general to subject areas and those with displays that were lesson specific. In nearly 80% of classrooms, students were not observed moving around the classroom to independently acquire materials or using different workspaces for different learning tasks.

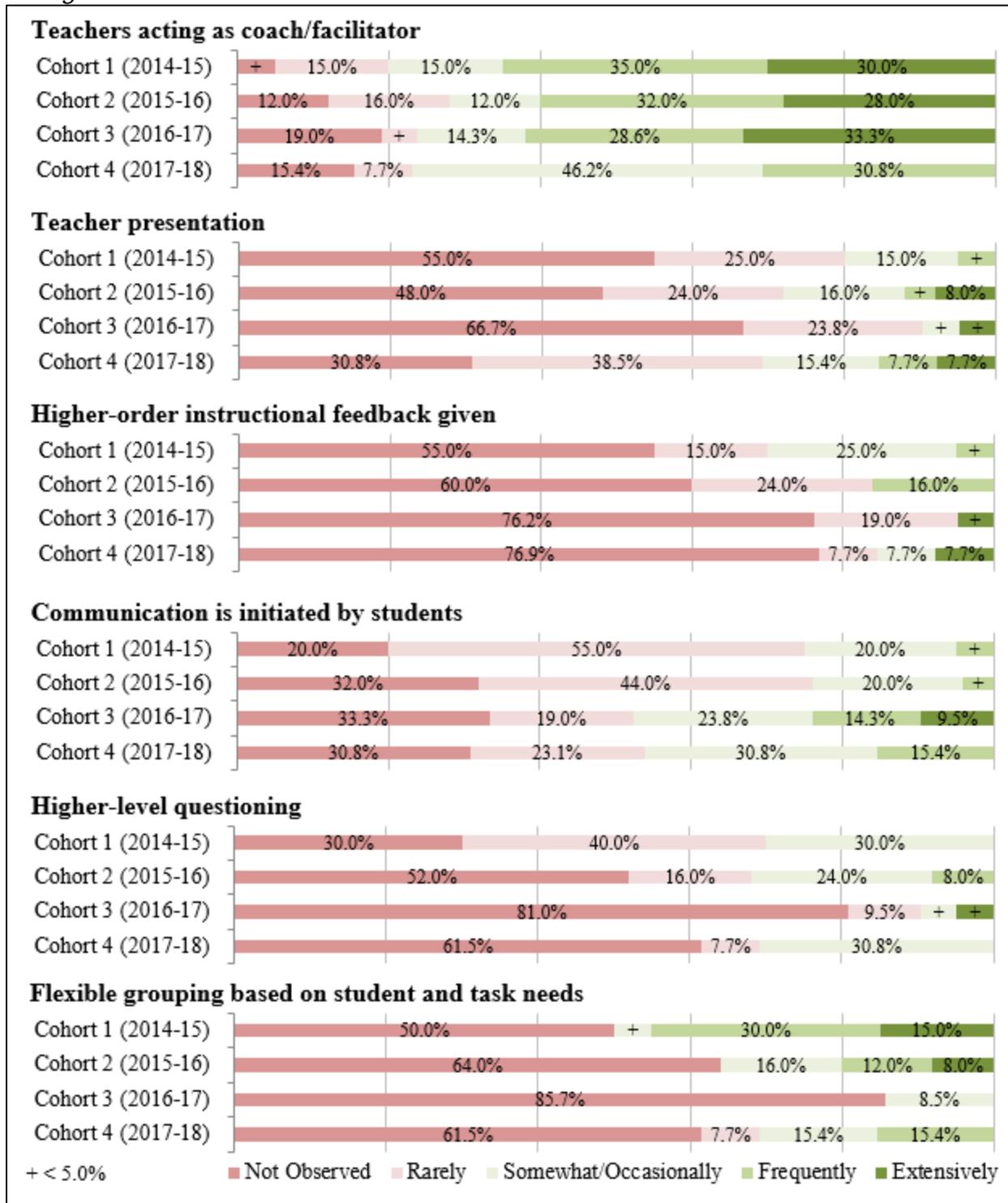
Cohort 4. The results gathered from classroom environment observations in fall 2018 did not significantly differ from those gathered at the baseline time point. In the most recent observations, about half of observed classrooms were arranged with desks in groups (7 of 13), while the remaining portion were in rows or some combination of rows/groups. About 70% of classrooms had at least some information and resources displayed that supported independent thinking and all of the observed classes displayed information and resources that reflected the content being taught. In over 75% of these classrooms, these displays were general to subject areas as opposed to lesson specific. In only about 15% of classes students were observed moving around the classroom independently to acquire materials. Students were not observed in any of the classes using different workspaces for different learning tasks.

Summary. Observation ratings this fall for classroom environment items were similar with those gathered at the baseline time point for all four Lighthouse cohorts. None of the subgroups that made up the four Lighthouse cohorts demonstrated significant differences on any classroom environment items between the most recent observations and those at baseline. Classroom environment ratings were also similar across the four cohorts this fall. Across all cohorts, materials that reflected the content being taught and materials that promote independent thinking were consistently visible in the observed classrooms. As with previous years, however, students were seldom observed moving around the classrooms to independently gather learning materials, or using different workspaces for different tasks.

Measurable Outcomes: Teacher Practice

During the observations, six OASIS-21 items examined teacher practice including teacher presentation, coaching/facilitating instruction, offering higher-order instructional feedback, student-initiated communication, higher-level questioning, and flexible grouping of students. Results are described by group and comparisons across time points are reported where applicable. Data from the fall 2018 classroom observations for each of the Lighthouse cohort groups are presented in Figure 8 and further discussed below. Baseline data for all cohorts are presented in Appendix F.

Figure 8. Frequency of extensiveness observed on OASIS-21 teacher practice items during fall 2018.



Cohort 1. Results for classroom observation items concerning teacher practice were mostly similar between the most recent observations and the baseline observations from fall 2014. The first two teacher practice items examined the extent to which teachers

acted as coaches/facilitators of instruction and provided direct instruction through presentations. Teachers acting as coaches/facilitators were observed, to at least an occasional extent, in 80% of classrooms. In contrast, teacher presentations were observed occasionally or more in only 20% of classrooms, and were not observed at all in over half. Observation items concerning student-teacher interactions rated the frequency of higher-order instructional feedback given by the teacher, higher-level questioning used by the teacher, and academically relevant communication initiated by students. Less than half of Cohort 1 Lighthouse teachers were observed providing higher-order instructional feedback. Though 70% of teachers were observed using higher-level questioning with students, none of the teachers did so frequently or extensively. Also, students in these classes were seldom observed initiating academically purposeful communication with the teacher or each other, as this behavior was mostly exhibited in rare instances (in over half of classrooms) and was only observed frequently or extensively in 5% of classrooms. The use of flexible grouping based on student and task needs was only observed in about half of classrooms.

For Cohort 1, which is made up entirely of Lighthouse elementary grade 1-3 classrooms, fall 2018 observation ratings significantly differed from those gathered at baseline in three areas of teacher practice: The prevalence of coaching/facilitating, teacher presentations, and use of higher-level questioning. While teachers engaged in significantly more frequent coaching/facilitating in the fall observations than they did at baseline ($p < .05$; see Figure 9), they used significantly fewer presentations ($p < .05$; see Figure 10) and engaged in less higher-level questioning ($p < .05$; see Figure 11).

Figure 9. Frequency of coaching/facilitating observed for OASIS-21 items in Lighthouse Grades 1-3.

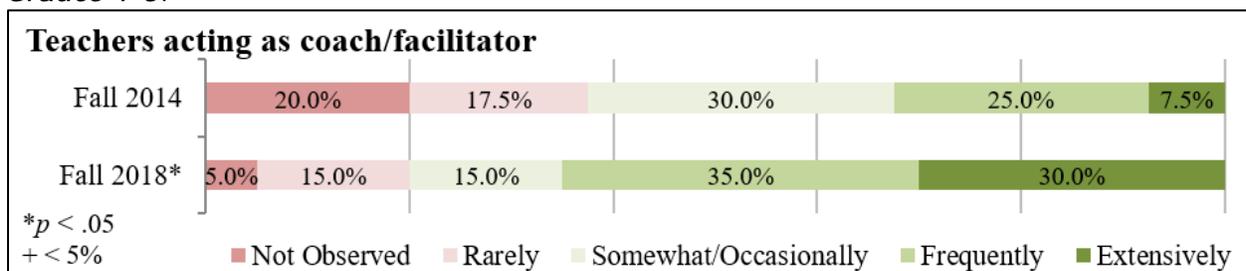


Figure 10. Frequency of teacher presentation observed for OASIS-21 items in Lighthouse Grades 1-3.

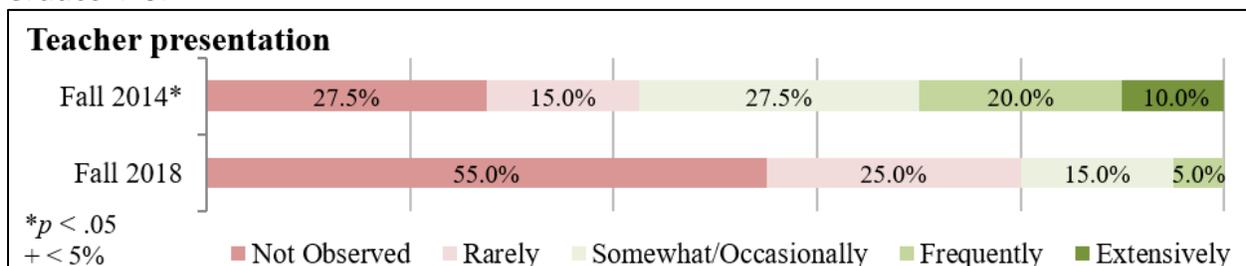
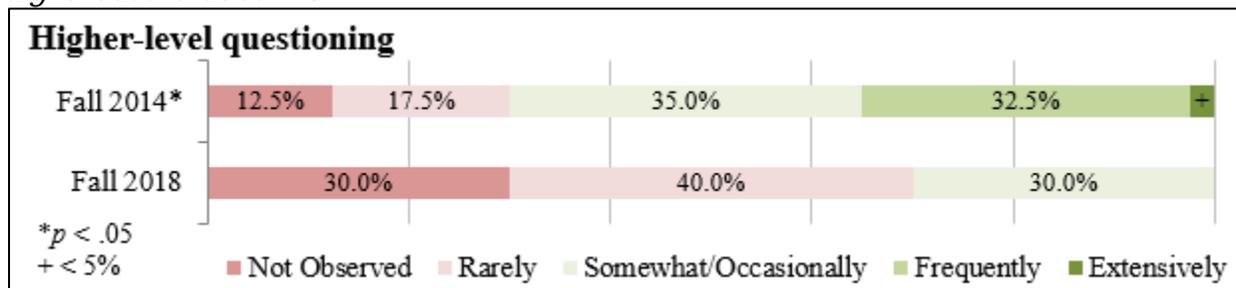


Figure 11. Frequency of higher-level questioning observed for OASIS-21 items in Lighthouse Grades 1-3.



Cohort 2. Cohort 2 results for classroom observation items concerning teacher practice in fall 2018 were similar with those gathered at the baseline time point. During the recent observations, Cohort 2 teachers exhibited noticeably more frequent use of coaching/facilitating than they did of presentations. While teachers in this cohort were observed making at least occasional use of coaching/facilitating in over 70% of classrooms, occasional or more extensive use of teacher presentations were observed in less than 30%. The use of higher-order instructional feedback and higher-level questioning strategies were exhibited infrequently by teachers in this cohort. Frequent or extensive use of either of these strategies was only exhibited in fewer than 20% of classrooms. Students were seldom observed initiating academically meaningful communication with the teacher or each other, as in most classrooms this behavior was observed rarely or not at all. Moreover, the use of flexible grouping based on student and task needs was not observed at all in about two-thirds of classrooms.

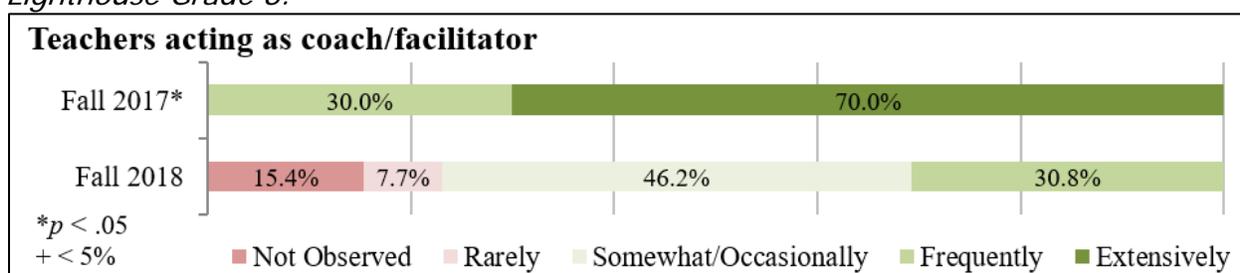
Cohort 3. Fall 2018 classroom observation results for Cohort 3 were generally similar with those gathered at baseline. Cohort 3 teachers exhibited noticeably more frequent use of coaching/facilitating than they did of presentations. Over 75% of the teachers in this cohort were observed making at least occasional use of coaching/facilitating, while less than 10% were observed making at least occasional use of presentations. The use of higher-order instructional feedback and higher-level questioning strategies were seldom observed. In fact, these techniques were not observed at all in over 75% of classrooms. Somewhat more frequently, students were observed initiating academic communication with the teacher and each other. This behavior was observed, at least occasionally, in about half of classrooms. Flexible grouping based on student and task needs was observed in fewer than 15% of classrooms, however.

Cohort 4. In Cohort 4, classroom observation results in fall 2018 were mostly similar with those gathered at the baseline time point. Cohort 4 teachers exhibited noticeably more frequent use of coaching/facilitating than they did of presentations. Over 75% of the teachers were observed making at least occasional use of coaching/facilitating, while only 30% were observed making at least occasional use of presentations. As with the findings from other cohorts, the use of higher-order instructional feedback and higher-level questioning strategies were exhibited

infrequently. Less than 25% of teachers were observed making any use of higher-order instructional feedback, and less than 40% were observed using higher-level questioning. Students were observed initiating academic communication to at least an occasional extent in just under half of classes, while the use of flexible grouping based on student and task needs was not observed at all in over 60%.

Cohort 4, which was entirely composed of Lighthouse eighth grade classrooms, exhibited significant differences in one teacher practice area in fall of 2018 as compared with what was measured at baseline. Here, Lighthouse eighth grade teachers were observed engaging in significantly less coaching/facilitating in the most recent observations as compared with what was observed in the Fall of 2017 ($p < .05$; see Figure 12).

Figure 12. Frequency of coaching/facilitating as observed for OASIS-21 items in Lighthouse Grade 8.



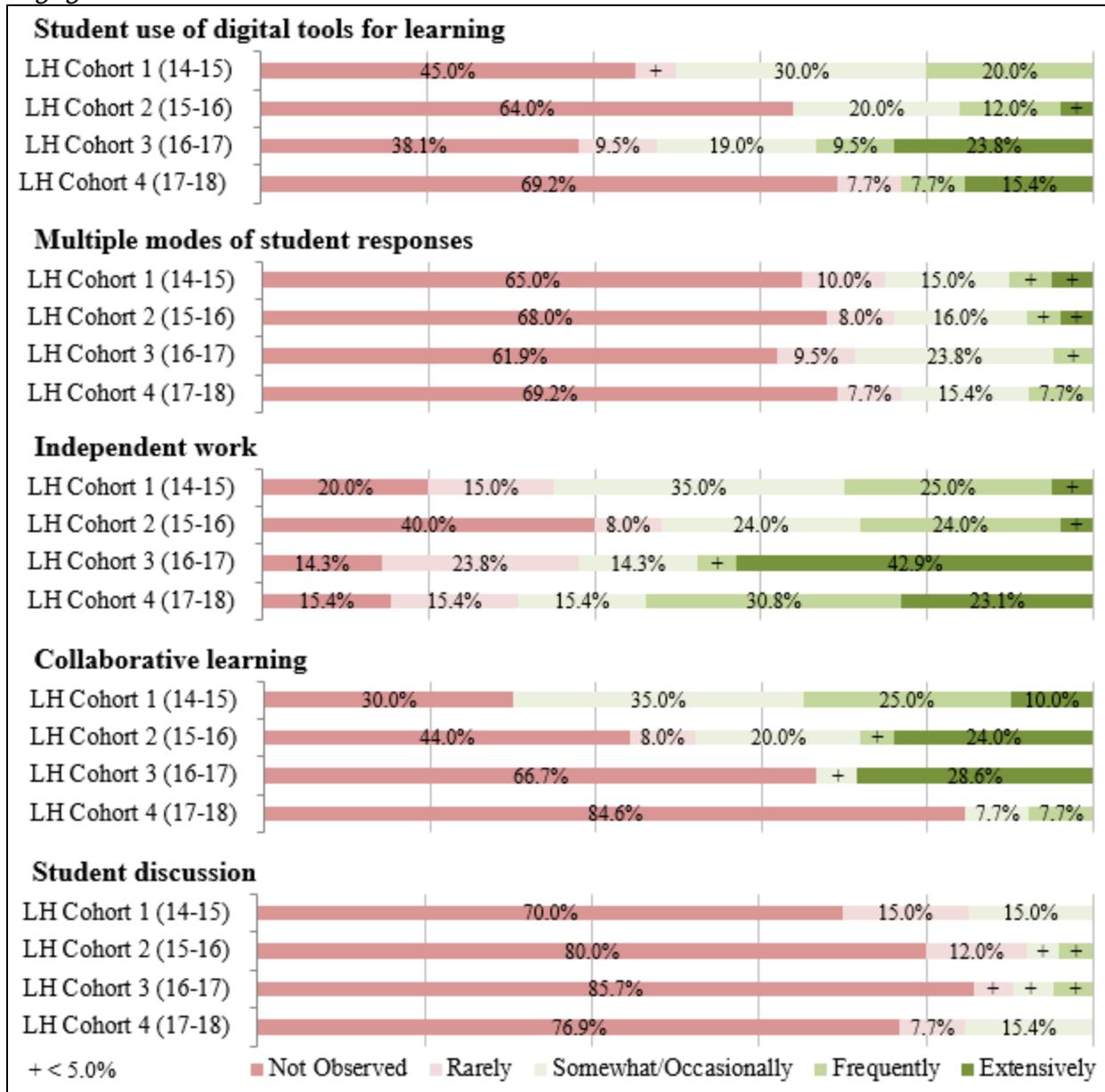
Summary. Fall 2018 observation ratings concerning teacher practice items were mostly similar with those gathered at the baseline time points. Across the teacher subgroups, only four significant differences were found for specific teacher practice items, three of which occurred within the same group (Lighthouse Grade 1-3 classrooms; Cohort 1). Across the cohorts, teachers consistently made more frequent use of coaching/facilitating than they did of didactic presentations. Students were observed with moderate frequency initiating academically meaningful communication with the teacher or other students. The use of higher-level questioning or higher-order instructional feedback varied by cohort. Cohort 1 and 2 classrooms exhibited visibly more frequent instances of these techniques than Cohort 3 and 4 classrooms. Though few classes across any of the cohorts made frequent use of flexible grouping arrangements, instances of this strategy were also observed with comparatively higher frequency in Cohorts 1 and 2.

Measurable Outcomes: Student Engagement

Observers assessed student engagement using five OASIS-21 items: Classroom use of digital tools for learning, multiple modes of student responses, independent work, collaborative learning, and student discussion. Results are described by group and comparisons across time points are reported where applicable. Data from the fall 2018 classroom observations for each of the Lighthouse cohort groups are presented in Figure

13 and further discussed below. Baseline data for all cohorts are presented in Appendix F.

Figure 13. Frequency of extensiveness observed for OASIS-21 items related to student engagement in fall 2018.



Cohort 1. Results concerning student engagement items in fall 2018 were mostly similar to results of the baseline observations from fall 2014. In 55% of the classrooms observed as part of this cohort, students were observed using digital tools for learning such as laptops and tablets. In all of these classrooms, the digital tools were used by students for independent work. Multiple modes of student responses, whether verbal, physical, or through technology, were only observed in 35% of classrooms. In terms of

the types of student learning activities observed in the classrooms, student independent work and collaborative activities (irrespective of digital device use) were both observed with more than twice the frequency of student discussion. Independent work and collaborative learning were observed to at least an occasional extent in roughly two-thirds of classrooms, while student discussion activities were used occasionally or more in only 15%.

For Cohort 1, fall 2018 observation ratings significantly differed from those gathered at baseline in two engagement areas: The prevalence of multiple modes of student response, and the prevalence of collaborative learning. Teachers providing opportunities for multiple modes of student responses (e.g., verbal, physical, through technology, etc.) was observed with significantly less prevalence in fall 2018 as compared with fall 2014 ($p < .05$; see Figure 14). By contrast, instances of collaborative learning were observed with significantly more frequency in the most recent observations, as compared with what was observed at baseline ($p < .05$; see Figure 15).

Figure 14. Frequency of multiple modes of student responses observed for OASIS-21 items in Lighthouse Grades 1-3.

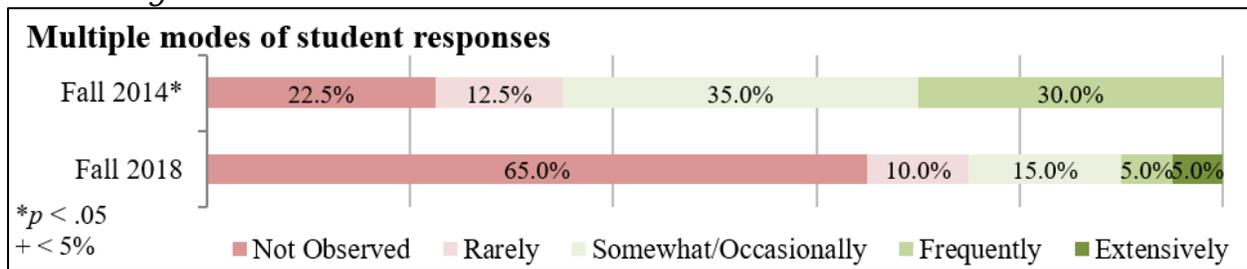
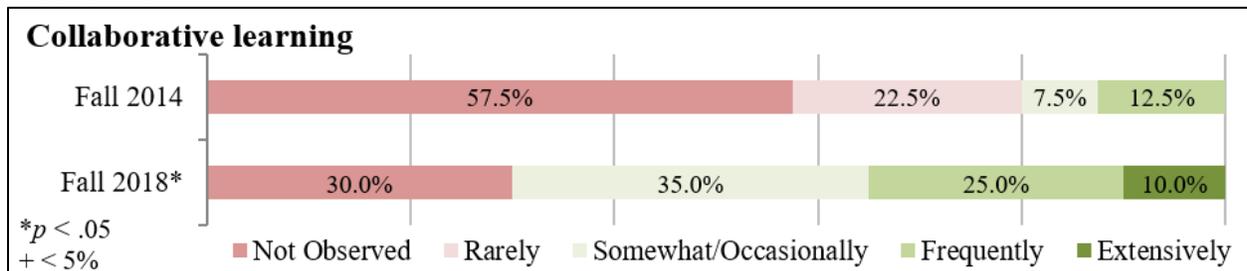


Figure 15. Frequency of collaborative learning observed for OASIS-21 items in Lighthouse Grades 1-3.



Cohort 2. In this cohort, observation results concerning student engagement items in fall 2018 were mostly similar to results of the baseline observations. In about one-third of classrooms students were observed using digital tools for learning. In about three-quarters of these classrooms, digital tools were used by students for independent work. Multiple modes of student response were only observed in about one-third of classrooms. In terms of the types of student learning activities observed, student independent work and collaborative activities were observed with about twice the frequency of student discussion. Independent work and collaborative forms of learning

were observed to at least an occasional extent in about half of classrooms. Student discussion, however, was not observed at all in 80% of classrooms, and was only observed occasionally or more in fewer than 10%.

Only one Cohort 2 subgroup exhibited significant differences in student engagement items during the fall of 2018 as compared with what was measured at baseline. Here, Lighthouse grade K, 4, and 5 classrooms had significantly fewer instances of students using digital tools for learning ($p < .05$; see Figure 16), and significantly fewer instances of student independent work ($p < .05$; see Figure 17) in the most recent observations as compared with what was observed in fall 2015.

Figure 16. Frequency of students using digital tools for learning observed for OASIS-21 items in Lighthouse Grades K, 4, and 5.

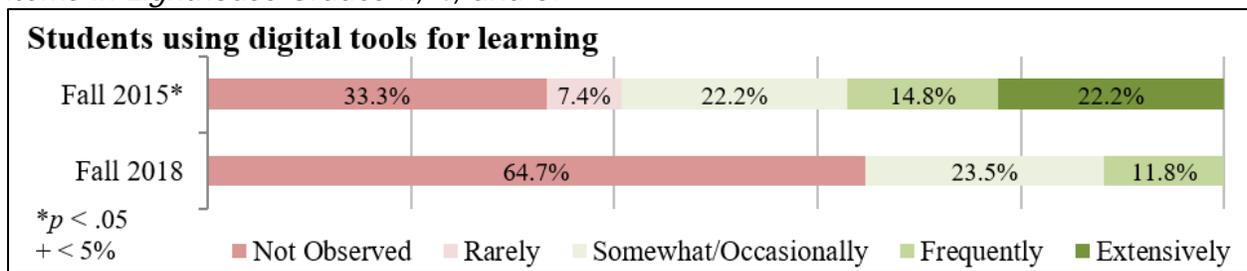
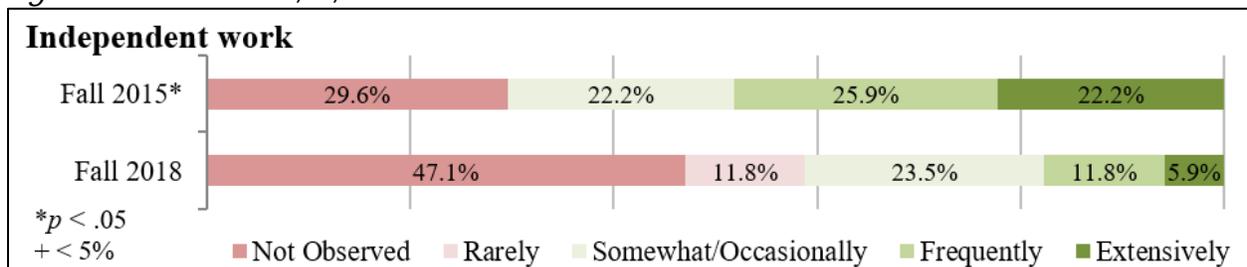


Figure 17. Frequency of students working independently, observed for OASIS-21 items in Lighthouse Grades K, 4, and 5.



Cohort 3. In fall 2018, student engagement ratings in Cohort 3 classrooms were mostly similar to what was found during the baseline observations. Students were observed using digital tools for learning in just over 60% of classrooms. In over three-quarters of these classrooms, digital tools were used by students for independent work, rather than for collaborative activities. Opportunities for multiple types of student responses were observed in fewer than 40% of classes. Student independent work was observed at a much higher frequency than collaborative learning or student discussion. Independent work was observed to at least an occasional extent in over 60% of classes, while collaborative learning and student discussion were not observed at all in roughly 65% and 85% of classrooms, respectively.

Cohort 4. Student engagement ratings for Cohort 4 classrooms were mostly similar to the ratings recorded during the baseline observations conducted a year ago.

Students were observed using digital tools for learning in around 30% of classrooms. In all of these classes, students were observed using the devices for independent work. Only about 30% of teachers in this cohort were observed providing opportunities for multiple modes of student responses. Student independent work was observed with a far higher frequency than collaborative learning or student discussion. Independent work was observed to at least an occasional extent in roughly 70% of classrooms, while collaborative learning and student discussion were not observed at all in over 75%.

Summary. Fall 2018 observation ratings for student engagement items were mostly similar with what was recorded at the baseline time points. Across all the teacher subgroups, only four significant differences were found between the fall 2018 and baseline ratings for any of the student engagement items. Overall, students were observed using digital tools for learning in a little less than half of the observed classrooms, though the prevalence did vary slightly between cohorts. Student independent work was observed with a higher frequency than collaborative learning or student discussion. Multiple modes of student responses were observed in under half of classes. Findings for all of these items were relatively consistent across the four cohorts, however, Cohort 1 and 2 classrooms were observed incorporating collaborative learning activities at a visibly greater frequency than Cohort 3 and 4 classes.

Measurable Outcomes: P21 Skills

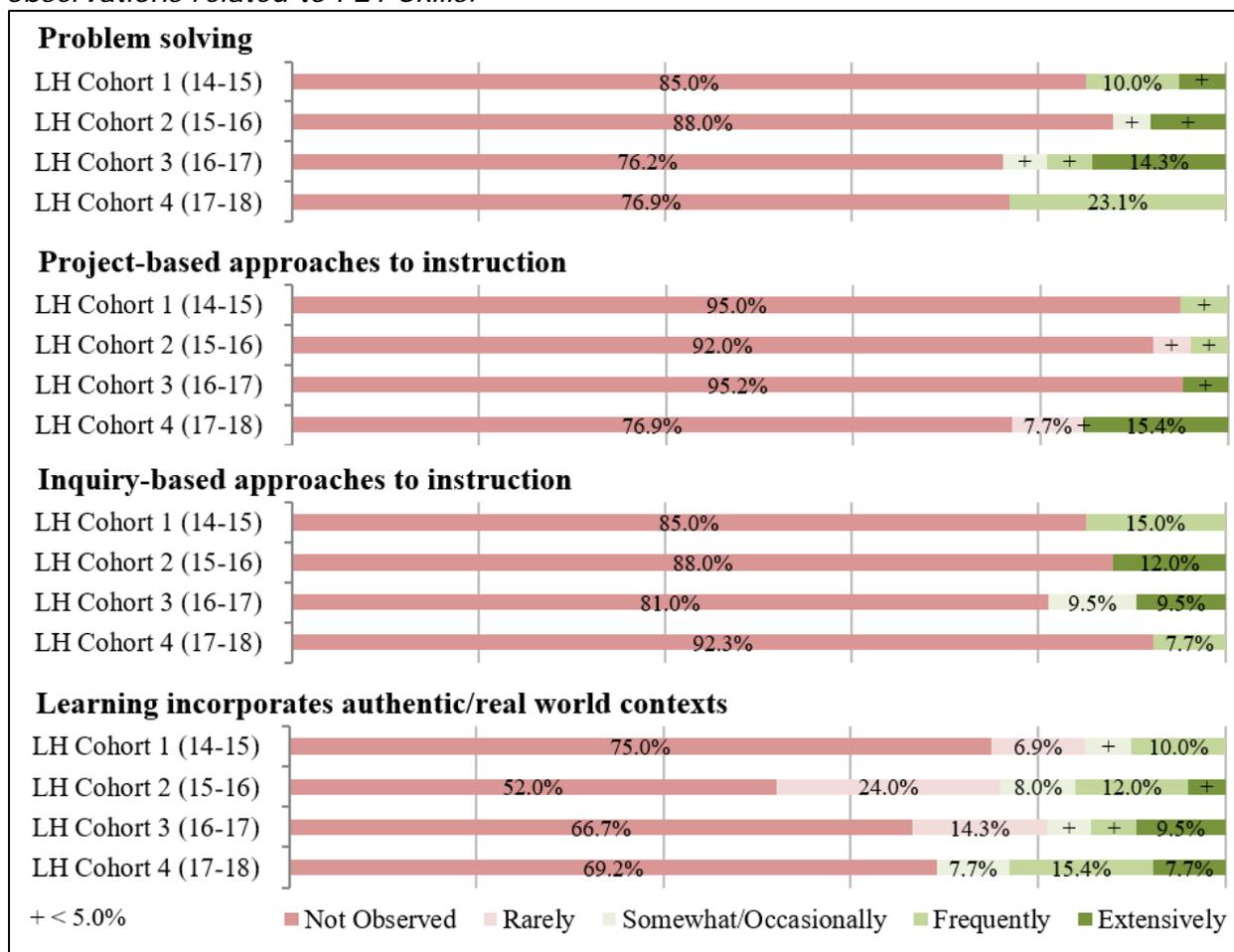
This section discusses the results of the classroom observations in terms of P21 skills. P21 skills require more extensive lesson planning on the part of the teacher and are not expected to be as common as traditional approaches to instruction such as teacher presentations of information. Consistent with the temporal logic model, one would expect little impact on P21 skills in initial years of implementation (such as with Cohort 4) but a stronger impact through experience with S.T.A.T. implementation (as with Cohorts 1, 2, and 3).

The first P21 item assessed during the observations was problem-solving skills. This is defined as students using multiple resources, using resources effectively, and engaging in critical thinking in order to solve a problem. The second and third items under P21 skills pertained to project- and inquiry-based approaches to instruction. Project-based approaches center on the creation of a tangible product (e.g., report), which results from an inquiry or question. A distinguishing feature is that project-based approaches to instruction involve an extended completion time (e.g., more than a single class period). Inquiry-based approaches involve in-depth student exploration of a question or topic, development and asking further questions, and conducting research to answer the question. The final P21 item assessed the extent to which learning incorporated authentic/real world contexts during the observations.

For these items, results are described by group and comparisons across time points are reported. Data from the fall 2018 classroom observations for each of the cohort

groups are presented in Figure 18 and further discussed below. Baseline data for all cohorts are presented in Appendix F.

Figure 18. Frequency of extensiveness observed for OASIS-21 items in fall 2018 observations related to P21 Skills.



Cohort 1. Results for classroom observation items related to P21 skills were similar this fall with those recorded at baseline. In this cohort, none of the four P21 areas targeted during the classroom visits were observed to a regular extent. Neither problem solving, project-based, or inquiry-based approaches to instruction were observed at all in over 85% of classes. Though learning incorporating authentic/real world contexts was observed at a comparatively more frequent rate, activities with this focus were only observed in 25% of classrooms.

Cohort 2. Ratings this fall for P21 items in Cohort 2 classrooms were similar with those recorded during the baseline observations. In fall 2018, none of the four P21 areas targeted during the classroom visits were observed regularly. Project-based approaches to instruction were not observed at all in 92% of classrooms, while problem solving and inquiry-based approaches to instruction were not observed at all in roughly 85%. Learning

incorporating authentic/real world contexts was observed with the most frequency as activities with this focus were present in about half of classrooms.

Cohort 3. Fall 2018 observation results for P21 items in Cohort 3 were similar with those recorded at baseline. As with what was found in the other cohorts, none of the four P21 areas assessed during the classroom visits were observed frequently during the recent observations. Project-based approaches to instruction were observed in fewer than 5% of classes. Problem solving activities and inquiry-based approaches to instruction were each observed in fewer than one-quarter of classrooms. A focus on learning incorporating authentic/real world contexts was observed at a more frequent rate than these other approaches, but was still only observed in about one-third of classrooms.

Cohort 4. For P21 items in Cohort 4, fall observation results were similar to those gathered in the baseline observations. As with the other cohorts, activities focusing on P21 skills were seldom observed in these classrooms. Less than 25% of observed classes contained activities involving problem-solving or project-based approaches to instruction. Inquiry-based approaches were observed in less than 10% of classes. As with the other cohorts, activities incorporating authentic/real world contexts were observed with slightly greater frequency, though even these activities were present in only about 30% of classes.

Summary. Instructional approaches emphasizing P21 skills were seldom observed in any of the cohorts during the most recent series of classroom observations. This trend is consistent with what has been found in this area during earlier classroom visits, including those conducted at the baseline time points. Problem solving activities, project-based approaches, and inquiry-based approaches to instruction were seldom observed in classes, regardless of cohort group. As with previous years, instruction that explicitly emphasized the incorporation of authentic/real world contexts was seen more often than other P21 types of instruction, but was also observed relatively infrequently overall.

Student Perceptions of S.T.A.T.

Students from Lighthouse elementary, middle, and high schools were interviewed in a series of focus groups in the fall of 2018 in order to obtain perceptions of the S.T.A.T. initiative, specifically around the use of technology for learning. Students described their experiences using devices and their overall perceptions of technology integration.

Experiences with devices. During focus groups, students responded to questions soliciting their initial reactions to the devices, reactions after they had been using them for a while, and how the devices affected their learning. Students were also asked their perceptions on the amount of time they spend using devices and whether or not using devices has affected their time spent interacting with peers.

Initial and sustained reactions. The majority of students at all grade levels indicated they were excited when they first received their personal device. Students at all grade levels also described a feeling of initial discomfort with the device, or that the device involved an adjustment, in terms of actually knowing how to use the computer and being responsible for something they viewed as expensive.

Elementary students described currently feeling appreciative for the device and more confident in their computer skills compared to when they first remember using it. Middle school students also gave positive feedback regarding their current overall feelings about the device. One student said:

I still like using the devices. I like that I have a choice between using the device and using paper and I can get my assignments done faster on the computer. Sometimes it can be frustrating if the Internet doesn't work or I can't get my files, but, I think overall it's very helpful and it prepares us for modern day society, where you use devices all the time

Middle school students were most likely, however, to describe feeling unimpressed by the technical capabilities of the device, and to indicate that their excitement in using the device has worn off. Middle school students, and high school students as well, expressed their current disapproval of the device through frustration with WiFi connectivity and other technical issues, such as retrieving files or overall slow processing speeds. Across all grade levels, students indicated that there has been an increase this year in the prevalence of connectivity and technical issues with the devices.

High school students were often lukewarm toward the initiative in general. Some students preferred to use their own device, which explains their ambivalence when questioned specifically about the school-issued device, while others felt that a pendulum had swung too far in one direction. As summarized by one student: "Now it's like every class we use them. It's a little too much computer use now." These students appeared to be advocating for a more balanced approach between technology use and more traditional forms of learning.

Favorite aspects. All students were prompted to describe their favorite thing about using the device, and to describe the most exciting feature or project they have done on the device to date. Elementary students most frequently cited access to digital content such as videos, pictures, and online activities as their favorite feature. They also cited the assistive component of the devices. One student said,

My favorite part is BCPSOne, because, like if we have work that we need to finish, if you have a phone, a computer, a tablet, or whatever, you can access things on BCPSOne, download it, and you can do your work at home.

Elementary students seemed appreciative of the device as a tool for completing school-related tasks.

Middle school students also overwhelmingly cited the assistive features of their device. Middle school students most appreciated their device as an organizational tool, and something that helps minimize the effort necessary to complete tasks. Students shared insights such as, "I can easily look things up," "typing is faster than writing," and, "everything is right there." While less frequently mentioned overall, all middle school focus groups had at least one student cite the ability to express creativity in new ways as their favorite component of the device.

High school students most appreciated the convenient access to personal files and school-related content. In all three high school focus groups, the majority of students specifically referenced the "convenience" of the device as an appreciated feature.

When prompted to describe the most exciting feature or project they had done related to their personal device, elementary students most frequently mentioned various online educational games and programs such as CoolMath, Discovery Education, and Kahoot. Middle school students also most frequently mentioned specific web-based products as the most exciting. Students named Weebly, Khan Academy, Kahoot, Quizlet, and Discovery Education. High school students cited a number of projects and applications, and their descriptions were united by a theme of creative expression. For example, one student said, "PowerPoint, adding design to your work. That is the most exciting. It takes presentation from a 4 to a 9; it sparkles it up." Another said, "Boardbuilder. It's like a digital poster." Based on responses such as these, it appears that high school students are most excited about opportunities to create digital content.

Major criticisms. All students were asked directly, "What do you like least about using the devices for learning?" All grade levels overwhelmingly cited technical issues as their least favorite thing about using the devices. Notable and persistent, from all grade levels, was a comparison of the frequency of network-related issues in the current year compared to years prior. Students were critical of the Internet speed BCPS WiFi is capable of and the processing speed of their computer when using non-internet programs such as Microsoft Word. One middle school student succinctly captured a pervasive sentiment: "WiFi in the school is a real problem."

Impact on learning. All students were specifically asked to report the degree to which the devices have made learning "easier" and "more fun." At all grade levels, students overwhelmingly affirmed that their personal device makes learning easier. Elementary students emphasized calculator and spell-check features, and that students can type instead of write. Elementary students also mentioned the utility of educational games for learning concepts and applications such as PowerPoint and the Internet, which they describe as facilitators of project-based learning.

Middle school students emphasized the extent to which the devices facilitate access to personal files and school-related content. For middle school students, making school “easier” means minimizing the number of steps necessary to complete tasks. Middle school students highlighted not having to keep track of “so much stuff” and the benefit of having everything all in one place, including personal files, access to notes and class content (“Teachers can give us links easier, it’s right there online.”), and the process of turning in and completing assignments. High school students also mentioned these themes related to task completion but were more likely to emphasize the ease of conducting research and accessing educational content through the Internet.

While the majority of students at all grade levels agreed that the devices made learning easier, one theme emerged prominently across all grade levels from students who felt their personal device did not make learning easier. Students primarily described the unpredictability of technical issues and blocked content, and the importance of having a working device to keep up with class activities. One high school student said, “Teachers put up links and half of them don’t work,” while an elementary student said, “If I have trouble logging in or connecting to WiFi, then I’m behind in class.”

The majority of students at all grade levels also agreed that the device makes learning more fun. Elementary students were most enthusiastic here and emphasized numerous educational games and websites. Middle school students focused on two specific applications: Online quizzes (Kahoot) and PowerPoint. High school students showed relatively less enthusiasm in response to this prompt, but still, the majority agreed that learning is now more fun.

Impact on interactions. Students were asked to report how the devices have impacted student and teacher interactions. Only middle school students expressed strong feelings about working alone with their device instead of with a partner or group. The most prominent finding to emerge from elementary and high school students was that their preference with regard to working alone versus in a group primarily depends on the class and project.

The majority of elementary students noted either no difference in the amount of social interaction as a result of the personal device, or were undecided. Middle school students also most frequently described “no difference” in the amount of social interaction or collaboration that takes place at school now, as compared to before they had the devices. Middle school students did note, however, that classroom assignments that involve their personal device are usually independent work times. High school student responses indicated that while the personal device has not introduced more frequent social interaction or collaboration, it does make collaboration easier when they are asked to do so. One student said, “Everyone can be on the same page pretty easily.” Another said, “It’s more convenient to work together.”

Time spent learning with devices. All students were asked directly about how

much time they spent on their devices. Specifically, students were asked how they felt about the amount of time they spent on devices, if it was too much, too little, or just right.

Across all grade levels, students felt that their overall screen time was just about right, neither too much nor too little, and that use varies widely from class to class, and day to day. The notion that students used their personal device “just about the right amount” of total time seemed to be rooted in an up and down pattern of use: Students described some classes where the computer is used intermittently throughout every class period, while other courses hardly employ their personal device at all. Similarly, students described days where they use their device in every class, and other days where they never turn it on. While the majority of students described overall use as neither too much nor too little, they were, at all grade levels, more likely to describe too much use than too little; and middle school students were the most passionate overall about avoiding over use.

Summary. Student focus group results suggested that, overall, students continue to have positive opinions concerning the S.T.A.T. initiative, and feel that it continues to impact their learning experiences in school for the better. Elementary, middle, and high school students all consistently expressed that the personal devices have made learning easier and more fun. Across all grade levels, students highlighted the value of the devices as tools for learning. Examples shared by students included the ease with which they can now organize their coursework, the ability to access a wide variety of instructional programs, the ability to type instead of handwrite assignments, and the ability to do research on the Internet. In describing their favorite activities they have done on the devices to date, elementary and middle school students most often highlighted a variety of instructional games and programs (e.g., Kahoot, Discovery Education), and high school students frequently shared examples of using computer programs such as Boardbuilder and Microsoft PowerPoint to complete projects.

Technical issues with the devices, including issues with Internet connectivity and slow processing speeds, were consistently listed by students as the elements of the initiative that they liked least. Students across all grade groups indicated that they believe there has been an increase in the prevalence of these issues this year in particular. Middle and high school students were especially consistent in this sentiment.

Overall, students expressed that they believe that the amount of time they spend using the devices in school is generally appropriate, though many students noted that the extent to which they use the devices varies greatly on a class by class basis. High school students were found to be an exception in this area however, as many of these students expressed that though they appreciate the devices, they feel they are now relied upon too often in school.

Conclusion

In the present report, we examined mid-year outcomes in Year 5 of the S.T.A.T. initiative within Lighthouse schools. Here, and throughout the longitudinal study, the research questions focused on the role and effectiveness of the S.T.A.T. teachers, classroom teacher practices, and student perceptions and engagement. Learning impacts, another key focus, are examined in end-of-year reports after achievement data have been obtained and analyzed. In the sections below, we review and interpret the major mid-year findings.

S.T.A.T. Teacher Roles

Lighthouse teachers' perceptions of their S.T.A.T. teachers continue to be highly positive, especially with regard to their accessibility, professionalism, and utility as a comprehensive instructional resource. Because of this value that teachers place on the S.T.A.T. teachers as a resource, teachers continue to advocate that the time that S.T.A.T. teachers are pulled out of this support role to engage in administrative tasks be minimized. Teachers expressed interest in participating in more professional development from their S.T.A.T. teachers this year, and many appear to have a particular interest in doing more observation-type activities, such as observing the S.T.A.T. teacher model instruction, and visiting other teachers' classrooms to observe instruction.

Classroom Practices

In terms of OASIS-21 observation ratings from classroom visits this fall, it appears that the physical environments of most classrooms, along with the instructional practices of most teachers, remain similar with what has been observed in the district's Lighthouse schools throughout this evaluation. This fall, the vast majority of classrooms had visual displays that reflected the content being taught, and also had process charts that promote independent thinking. Students were still seldom observed using different workspaces for different types of learning activities. As with the observations conducted at previous time points, teachers continued to make more extensive use of coaching and facilitating types of instruction, as opposed to those centered on teacher-led presentations. This trend appears to reinforce the perceptions of study participants that instruction has moved in a more learner-centered direction. Furthermore, though the use of higher-level questioning, higher-order instructional feedback, and flexible seating arrangements were mostly consistent with what has been observed in previous years, the district's most experienced S.T.A.T. Lighthouse classrooms exhibited more frequent use of these techniques than those with less experience. Activities emphasizing students' development of P21 skills, however, continued to be scarce in classrooms this fall, regardless of cohort.

Student Engagement

OASIS-21 observation ratings for student engagement items also continued to be similar this fall with what has been found in earlier classroom visits. Though the prevalence varied to some extent by cohort, digital tools for learning were used in slightly less than half of classrooms overall. Opportunities for multiple modes of student responses were also present in just under half of classes. Student independent work continued to be noticeably more prevalent than student discussion and collaborative learning activities. Reinforcing a potential trend with regard to more student-centered learning occurring in those classrooms most experienced with S.T.A.T., collaborative learning activities were observed at a more frequent rate in Cohorts 1 and 2 than in Cohorts 3 or 4.

Student Perceptions of S.T.A.T.

Students' overall perceptions of the S.T.A.T. initiative and the personal devices continue to be quite positive. The consensus of students from across all grade levels was that the laptops continue to make learning easier and more fun. The ability to better organize coursework, the ease of accessing a plethora of instructional resources in one place, the ability to conduct research on the Internet, and the increased frequency of opportunities for students to create digital content, remain aspects of using the devices that students especially enjoy. Though students noted frustration with a perceived increase this fall in technical issues with the devices, particularly issues with Internet speed and connectivity, it does not appear that these frustrations offset the overall highly positive perceptions students continue to hold with regard to using the devices in school.

Conclusion

Midway through the fifth year of the initiative, it appears that S.T.A.T. continues to be implemented effectively across the BCPS Lighthouse schools and improves the overall learning experiences of BCPS students. Lighthouse classroom teachers continue to hold highly positive perceptions concerning their S.T.A.T. teachers and feel that the program is playing an integral role in the delivery of student-centered, technology-driven instruction in their schools. Classroom observation findings, though mostly similar with those from previous years, demonstrated some modest evidence of instructional changes. Overall, teachers are making more extensive use of coaching and facilitating than they do of teacher-led presentations, and the most experienced S.T.A.T. classrooms were also those observed making the most frequent use of higher-level questioning techniques, higher-order instructional feedback, collaborative learning activities, and flexible grouping arrangements.

Taken in combination, the findings from the data collection activities this fall remain supportive of the conclusion that the S.T.A.T. initiative is a well received and instructionally beneficial program for BCPS. This mid-year report did not include any new

analyses of student achievement outcomes. In prior years, findings indicated mixed but overall positive trends for S.T.A.T. schools on MAP and PARCC assessments. Discussions of program results and goals with board members, administrators, and practitioners have generally conveyed agreement that S.T.A.T. is serving to increase equity of student access to technology throughout the district and is helping to develop students' skills in using technology as both a learning tool and in preparation for 21st century careers. Future research, however, is needed to indicate the degree to which S.T.A.T., separately and in combination with core subject curricula, professional development, and resources, is associated with substantive, long-term achievement gains on summative achievement assessments. However, as research has demonstrated previously and again in a recent review³, one should not expect an impact on student achievement from devices alone. Findings from data collection activities scheduled for spring 2019 should provide further insights into the initiative's influence on teaching and learning throughout BCPS.

³ J-Pal North America (2019). *Will technology transform education for the better?* Retrieved from <https://www.povertyactionlab.org/ed-tech-evidence-review>

Appendix A: S.T.A.T. Teacher Program Survey

Please indicate how helpful (Not at all helpful to very helpful) you found each of the following modes of professional learning facilitated by your S.T.A.T. teacher:

1. Large Group (e.g., faculty meetings)
2. Small Group (e.g., grade level/team/content area meeting or PLC)
3. Individual/ 1:1 Support
4. Independent Learning (e.g., accessing resources on my own provided by the S.T.A.T. teacher)

Please indicate your agreement (strongly disagree to strongly agree):

1. The S.T.A.T. Teacher in my school is accessible to me.
2. The S.T.A.T. Teacher in my school follows through on requests.
3. The S.T.A.T. Teacher in my school models effective instructional strategies (e.g., during team or staff meetings, trainings, working with teachers in the classroom, workshops).
4. The S.T.A.T. Teacher in my school supports the use of data to inform instruction to meet students' needs.
5. The S.T.A.T. Teacher in my school has helped me create a more learner centered environment in my classroom.
6. The S.T.A.T. Teacher in my school has provided coaching on how to integrate technology into instruction.
7. I trust the S.T.A.T. Teacher in my school to maintain confidentiality.

As part of my professional development this year, I have participated in the following learning opportunities supported by the S.T.A.T. Teacher (**check all that apply**):

- Training or workshop(s) facilitated by the S.T.A.T. Teacher
- Developed my teacher development plan with assistance from the S.T.A.T. Teacher
- Learning walk or instructional walk-through facilitated by the S.T.A.T. Teacher
- Analysis of data with the S.T.A.T. Teacher
- Observed another teacher's classroom facilitated by the S.T.A.T. Teacher
- Study group or lesson study with the S.T.A.T. Teacher
- Observed the S.T.A.T. Teacher model instruction or conduct a demonstration lesson

- Developed an SLO with assistance from the S.T.A.T. Teacher
- Other

As part of my professional development this year, *I would like to* participate in the following learning opportunities provided by my S.T.A.T. teacher (**check all that apply**):

- Training workshop
 - Develop my teacher development plan with assistance from the S.T.A.T. Teacher
 - Learning walk or instructional walk-through facilitated by the S.T.A.T. Teacher
 - Analysis of data with the S.T.A.T. Teacher
 - Observe another teacher's classroom facilitated by the S.T.A.T. Teacher
 - Study group or lesson study with the S.T.A.T. Teacher
 - Observe the S.T.A.T. Teacher model instruction or conduct a demonstration lesson
 - Develop an SLO with assistance from the S.T.A.T. Teacher
 - Other
1. What topics are you most interested in learning about from your S.T.A.T. teacher?
 2. Please provide comments about the S.T.A.T. Teacher role to help us understand what is working.
 3. Please provide comments about the S.T.A.T. Teacher role to help us understand what needs improvement.

Appendix B: Student Focus Group Protocol

1. When you first started using tablets for learning, what did you think about it? Now that you've had some time to get used to using the tablets, what do you think about it?
2. Do you think using tablets made learning easier? Why or why not?
3. Do you think using tablets made learning more fun? Why or why not?
4. What do you like most about using tablets for learning?
5. What do you like least about using tablets for learning?

Appendix C: OASIS-21 Instrument

Classroom Environment

Information and communications that support independent thinking are highly visible in the classroom. (not observed, somewhat observed, extensive)

Information and resources that reflect content being taught is visibly displayed in classroom. (not observed, general subject, lesson-specific)

Students move around the room independently acquiring material and resources. (Not observed, rarely, occasionally, frequently, extensively)

Students utilize different work spaces for different learning environments (e.g. collaborative, independent, receiving direct instruction). (Not observed, rarely, occasionally, frequently, extensively)

Student Engagement

Students using digital tools for learning. (Not observed, rarely, occasionally, frequently, extensively)

Multiple modes of student responses (e.g. verbal, written, through technology, active votes, texting, physical response.) (Not observed, rarely, occasionally, frequently, extensively)

Independent work. (Not observed, rarely, occasionally, frequently, extensively)

Collaborative learning. (Not observed, rarely, occasionally, frequently, extensively)

Student discussion. (Not observed, rarely, occasionally, frequently, extensively)

P21 Skills

Problem solving. (Not observed, rarely, occasionally, frequently, extensively)

Project-based approaches to instruction. (Not observed, rarely, occasionally, frequently, extensively)

Inquiry-based approaches to instruction. (Not observed, rarely, occasionally, frequently, extensively)

Learning incorporates authentic/real world contexts. (Not observed, rarely, occasionally, frequently, extensively)

Teacher Practice

Teachers acting as coach/facilitator. (Teacher facilitates the efficient and effective use of digital tools and content.) (Not observed, rarely, occasionally, frequently, extensively)

Teacher presentation. (Not observed, rarely, occasionally, frequently, extensively)

Higher-order instructional feedback given. (Not observed, rarely, occasionally, frequently, extensively)

Communication is initiated by students. (Not observed, rarely, occasionally, frequently, extensively)

Higher-level questioning. (Not observed, rarely, occasionally, frequently, extensively)

Flexible grouping based on student and task needs. (Not observed, rarely, occasionally, frequently, extensively)

Appendix D: OASIS-21 Reference Guide

Classroom Environment

Information supporting independent thinking

- Quotes, slogans conveying that inquiry is valued

Information reflecting content being taught

- Dependent on subject matter of lesson

Ex: Lesson is on multiplication and a poster conveying steps for multiplication is displayed

Students move around the room independently

- Students acquire materials needed for a task or project they're working on.

Non-ex: Teacher directs students to obtain notebooks from the bookshelf.

Students utilize different work spaces

- Spaces for collaboration, independent work, etc. are utilized by students
- At least two different workspaces are being used

Ex: Students working in a group at a cluster of desks while another group is seated on a reading mat doing independent work.

Non-ex: All students seated in front of white board for teacher presentation, though other areas are present.

Student Engagement

Multiple modes of student responses

- Verbal, written, through technology, active votes, texting, physical response
- More than one mode used when responding to other students or to teacher.

Students using digital tools

- Using devices independently or in group
- Watching a video, reading, writing

Non-ex: Teacher using of digital tools

Independent work

- Students working alone on an assignment or practicing content

Non-ex: Students working on non-instructional task should not be coded

Collaborative learning

- Students working in pairs or small groups to complete a task or project.
- Involves collaboration, helping each other.

Non-ex: Students talking to each other on topic not related to the lesson.

Student discussion

- Discussion amongst students (pairs, groups, class) on a prompted topic or higher-level question

Non-ex: collaborating to complete a task.

Ratings:

Not observed (NO):

Rarely (R):

Somewhat/Occasionally (S/O):

Frequently (F):

Extensive(ly) (E):

Strategy never observed.

Received little emphasis, not a dominant instructional or learning component

Receives modest emphasis or time in class

Receives substantial emphasis or time in class, dominant component

Highly prevalent in class, strongly emphasized

P21 Skills

Problem solving

- Students work together to solve problems
- May be prompted by teacher, but teacher is not directly involved.
- Higher standard than problems involving recall.
- Multiple resources used, using resources effectively, critical thinking involved

Non-ex: Mathematics problems.

Project-based approaches

- Instructional focus is centered on an inquiry or question
- Projects may result in tangible product (research report, presentation, etc.)
- Students are seen working on the project

Non-ex: Project as part of the day's lesson.

Inquiry-based approaches

- Students explore a question/topic/theme in-depth, develop and ask further questions, and conduct research and problem-solve to answer the questions

Ex: Students given a topic to explore, students develop questions, use the Internet to research the topic.

Authentic/real world contexts

- Problems that students investigate may relate (or stem from) problems students can relate to in their own world
- Lesson or problems are specifically tailored to students' world.

Teacher Practice

Teacher as coach/facilitator.

- Teacher facilitates the efficient and effective use of digital tools and content.
- Teacher is supportive

Non-ex: Teacher disciplining students.

Teacher presentation

- Teacher lecture, teacher offering direct instruction
- Do not code classroom management.

Higher-order instructional feedback

- Feedback related to learning process
- Provides elaborative feedback
- Offers an explanation, provides new information

Ex: Teacher agrees that student response is correct, then extends student response by adding new information.

Non-ex: Only stating correctness of response and moving on. Motivational/encouraging phrases.

Communication is initiated by students

- Asking questions of peers or teacher
- Communicate beyond what is asked

Higher-level questioning

- Questions beyond factual recall
- Questions that stimulate discussion

Ex: Questions that involve producing an explanation, providing an example, making a prediction, compare/contrast.

Non-ex: Questions that involve memorization to produce a correct answer.

Flexible grouping of students

- Grouping based on ability level
- Grouping based on tasks
- Differentiated instruction

Appendix E: Descriptive Statistics and Frequencies of Responses to S.T.A.T. Teacher Program Survey (Fall 2018)

Please indicate how helpful you found each of the following modes of professional learning facilitated by your S.T.A.T. Teacher:

Large Group (e.g., faculty meetings)

Participant	No basis to assess %	Not at All Helpful %	Only Slightly Helpful %	Somewhat at Helpful %	Very Helpful %	M*	SD
LH teachers Grades 1-3	6.9%	2.3%	4.6%	18.4%	67.8%	3.63	0.70
Non-LH teachers Grades 1-3	2.6%	2.5%	5.7%	22.5%	66.7%	3.57	0.72
LH teachers Grades K, 4, 5	0.0%	0.0%	9.3%	24.1%	66.7%	3.57	0.66
Non-LH teachers Grades K, 4, 5	2.9%	0.6%	7.0%	22.7%	66.8%	3.60	0.65
LH teachers Grade 6	1.4%	4.1%	13.7%	30.1%	50.7%	3.29	0.86
Non-LH teachers Grade 6	0.7%	2.1%	14.1%	33.1%	50.0%	3.32	0.80
LH teachers Grade 7	3.1%	4.6%	15.4%	27.7%	49.2%	3.25	0.90
Non-LH teachers Grade 7	1.6%	1.6%	11.4%	30.1%	55.3%	3.41	0.76
LH teachers Grade 8	1.5%	4.4%	14.7%	48.5%	30.9%	3.07	0.80
Non-LH teachers Grade 8	1.5%	2.2%	13.2%	38.2%	44.9%	3.28	0.78
LH teachers HS	3.4%	0.0%	4.5%	46.6%	45.5%	3.42	0.59
Non-LH teachers HS	3.4%	6.2%	12.4%	28.2%	49.7%	3.26	0.91

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

Small Group (e.g., grade level/team/content area meeting or PLC)

Participant	No basis to assess %	Not at All Helpful %	Only Slightly Helpful %	Somewhat at Helpful %	Very Helpful %	M*	SD
LH teachers Grades 1-3	5.7%	1.1%	5.7%	6.9%	80.5%	3.77	0.61
Non-LH teachers Grades 1-3	2.6%	2.9%	3.1%	11.9%	79.6%	3.72	0.67
LH teachers Grades K, 4, 5	1.9%	3.7%	3.7%	5.6%	85.2%	3.75	0.70
Non-LH teachers Grades K, 4, 5	4.1%	1.2%	4.1%	14.6%	76.1%	3.73	0.60
LH teachers Grade 6	4.2%	6.9%	6.9%	15.3%	66.7%	3.48	0.92
Non-LH teachers Grade 6	0.7%	4.3%	7.9%	21.4%	65.7%	3.50	0.82
LH teachers Grade 7	6.2%	1.5%	16.9%	23.1%	52.3%	3.34	0.83
Non-LH teachers Grade 7	2.4%	1.6%	4.1%	14.6%	77.2%	3.72	0.62
LH teachers Grade 8	7.4%	10.3%	5.9%	20.6%	55.9%	3.32	1.01
Non-LH teachers Grade 8	2.9%	1.5%	7.3%	18.2%	70.1%	3.62	0.69
LH teachers HS	4.5%	1.1%	1.1%	25.0%	68.2%	3.68	0.56
Non-LH teachers HS	5.7%	2.9%	6.2%	19.2%	66.0%	3.57	0.75

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

Individual/ 1:1 Support

Participant	No basis to assess %	Not at All Helpful %	Only Slightly Helpful %	Somewh at Helpful %	Very Helpful %	M*	SD
LH teachers Grades 1-3	5.7%	1.1%	1.1%	8.0%	83.9%	3.85	0.47
Non-LH teachers Grades 1-3	6.2%	2.6%	3.3%	8.4%	79.5%	3.76	0.65
LH teachers Grades K, 4, 5	9.3%	1.9%	5.6%	3.7%	79.6%	3.78	0.65
Non-LH teachers Grades K, 4, 5	9.4%	1.8%	2.1%	12.9%	73.9%	3.75	0.59
LH teachers Grade 6	7.1%	1.4%	7.1%	5.7%	78.6%	3.74	0.67
Non-LH teachers Grade 6	5.0%	2.8%	5.7%	7.8%	78.7%	3.71	0.71
LH teachers Grade 7	7.6%	1.5%	7.6%	24.2%	59.1%	3.52	0.72
Non-LH teachers Grade 7	7.4%	0.0%	1.6%	8.2%	82.8%	3.88	0.38
LH teachers Grade 8	10.3%	2.9%	4.4%	14.7%	67.6%	3.64	0.73
Non-LH teachers Grade 8	10.2%	1.5%	3.6%	10.2%	74.5%	3.76	0.61
LH teachers HS	8.0%	1.1%	3.4%	14.9%	72.4%	3.73	0.59
Non-LH teachers HS	7.2%	2.7%	3.2%	8.9%	77.9%	3.75	0.66

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

Independent Learning (e.g., accessing resources on my own provided by the S.T.A.T. Teacher)

Participant	No basis to assess %	Not at All Helpful %	Only Slightly Helpful %	Somewh at Helpful %	Very Helpful %	M*	SD
LH teachers Grades 1-3	9.2%	1.1%	3.4%	16.1%	70.1%	3.71	0.60
Non-LH teachers Grades 1-3	8.4%	3.7%	4.8%	16.5%	66.7%	3.60	0.76
LH teachers Grades K, 4, 5	13.0%	5.6%	1.9%	14.8%	64.8%	3.60	0.83
Non-LH teachers Grades K, 4, 5	9.4%	1.8%	5.7%	18.9%	64.3%	3.61	0.69
LH teachers Grade 6	8.5%	1.4%	9.9%	21.1%	59.2%	3.51	0.75
Non-LH teachers Grade 6	2.9%	4.3%	7.2%	22.3%	63.3%	3.49	0.82
LH teachers Grade 7	6.3%	0.0%	14.1%	26.6%	53.1%	3.42	0.74
Non-LH teachers Grade 7	7.3%	0.8%	3.3%	17.9%	70.7%	3.71	0.58
LH teachers Grade 8	7.4%	2.9%	13.2%	29.4%	47.1%	3.30	0.84
Non-LH teachers Grade 8	8.8%	1.5%	8.8%	20.4%	60.6%	3.54	0.74
LH teachers HS	13.6%	1.1%	9.1%	27.3%	48.9%	3.43	0.74
Non-LH teachers HS	7.3%	4.2%	7.1%	19.7%	61.7%	3.50	0.82

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

Indicate your level of agreement or disagreement with each of the following statements:

The S.T.A.T. Teacher in my school is accessible to me.

Participant	No basis to assess %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	M*	SD
LH teachers Grades 1-3	1.1%	3.4%	2.3%	21.8%	71.3%	4.57	0.90
Non-LH teachers Grades 1-3	0.7%	3.3%	2.6%	19.7%	73.7%	4.59	0.89
LH teachers Grades K, 4, 5	0.0%	3.8%	0.0%	22.6%	73.6%	4.62	0.84
Non-LH teachers Grades K, 4, 5	0.8%	2.7%	3.5%	20.5%	72.5%	4.58	0.89
LH teachers Grade 6	0.0%	4.1%	0.0%	19.2%	76.7%	4.64	0.86
Non-LH teachers Grade 6	2.1%	4.9%	1.4%	22.5%	69.0%	4.53	0.97
LH teachers Grade 7	0.0%	6.1%	1.5%	27.3%	65.2%	4.44	1.04
Non-LH teachers Grade 7	0.0%	2.4%	0.8%	20.3%	76.4%	4.67	0.75
LH teachers Grade 8	2.9%	4.4%	1.5%	22.1%	69.1%	4.55	0.95
Non-LH teachers Grade 8	0.7%	2.2%	2.2%	19.9%	75.0%	4.64	0.80
LH teachers HS	1.1%	2.3%	0.0%	15.9%	80.7%	4.75	0.69
Non-LH teachers HS	0.5%	3.9%	2.2%	20.2%	73.2%	4.57	0.92

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

The S.T.A.T. Teacher in my school follows through on requests.

Participant	No basis to assess %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	M*	SD
LH teachers Grades 1-3	2.3%	4.6%	2.3%	17.2%	73.6%	4.56	0.98
Non-LH teachers Grades 1-3	1.3%	3.1%	2.9%	17.9%	74.7%	4.60	0.89
LH teachers Grades K, 4, 5	1.9%	3.7%	3.7%	13.0%	77.8%	4.60	0.97
Non-LH teachers Grades K, 4, 5	1.2%	2.7%	2.5%	19.1%	74.5%	4.62	0.85
LH teachers Grade 6	4.1%	4.1%	0.0%	23.3%	68.5%	4.59	0.88
Non-LH teachers Grade 6	3.5%	5.0%	2.1%	22.0%	67.4%	4.50	1.00
LH teachers Grade 7	0.0%	3.0%	1.5%	30.3%	65.2%	4.53	0.85
Non-LH teachers Grade 7	1.6%	3.3%	0.0%	18.7%	76.4%	4.68	0.79
LH teachers Grade 8	8.8%	2.9%	4.4%	17.6%	66.2%	4.53	0.97
Non-LH teachers Grade 8	2.9%	2.9%	1.5%	21.9%	70.8%	4.61	0.83
LH teachers HS	1.1%	1.1%	2.3%	14.8%	80.7%	4.74	0.69
Non-LS teachers HS	2.2%	2.5%	3.0%	17.3%	74.9%	4.63	0.85

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

The S.T.A.T. Teacher in my school models effective instructional strategies.

Participant	No basis to assess %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	M*	SD
LH teachers Grades 1-3	4.6%	5.7%	6.9%	19.5%	63.2%	4.34	1.18
Non-LH teachers Grades 1-3	3.8%	3.8%	3.8%	21.2%	67.3%	4.50	0.98
LH teachers Grades K, 4, 5	3.7%	3.7%	7.4%	16.7%	68.5%	4.44	1.09
Non-LH teachers Grades K, 4, 5	4.5%	2.9%	4.7%	24.6%	63.4%	4.47	0.96
LH teachers Grade 6	4.2%	1.4%	6.9%	20.8%	66.7%	4.51	0.93
Non-LH teachers Grade 6	2.1%	5.6%	6.3%	26.8%	59.2%	4.30	1.14
LH teachers Grade 7	1.5%	4.5%	4.5%	43.9%	45.5%	4.23	1.01
Non-LH teachers Grade 7	3.3%	0.8%	1.6%	30.1%	64.2%	4.61	0.67
LH teachers Grade 8	8.8%	2.9%	7.4%	27.9%	52.9%	4.32	1.05
Non-LH teachers Grade 8	1.5%	4.4%	6.6%	29.4%	58.1%	4.32	1.08
LH teachers HS	1.1%	3.4%	2.3%	29.5%	63.6%	4.49	0.90
Non-LH teachers HS	3.2%	3.2%	3.5%	28.3%	61.8%	4.47	0.93

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

The S.T.A.T. Teacher in my school supports the use of data to inform instruction to meet students' needs.

Participant	No basis to assess %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	M*	SD
LH teachers Grades 1-3	10.3%	3.4%	5.7%	17.2%	63.2%	4.46	1.05
Non-LH teachers Grades 1-3	3.1%	2.2%	2.7%	20.7%	71.3%	4.61	0.82
LH teachers Grades K, 4, 5	0.0%	5.6%	1.9%	29.6%	63.0%	4.43	1.02
Non-LH teachers Grades K, 4, 5	5.6%	2.3%	1.4%	24.5%	66.1%	4.60	0.79
LH teachers Grade 6	9.6%	1.4%	1.4%	37.0%	50.7%	4.48	0.73
Non-LH teachers Grade 6	5.0%	5.7%	1.4%	40.4%	47.5%	4.29	1.01
LH teachers Grade 7	21.2%	1.5%	3.0%	33.3%	40.9%	4.38	0.84
Non-LH teachers Grade 7	2.4%	2.4%	3.3%	25.2%	66.7%	4.54	0.87
LH teachers Grade 8	9.0%	3.0%	6.0%	38.8%	43.3%	4.25	0.99
Non-LH teachers Grade 8	3.6%	2.2%	2.2%	36.5%	55.5%	4.46	0.81
LH teachers HS	5.7%	1.1%	1.1%	33.3%	58.6%	4.56	0.69
Non-LH teachers HS	11.3%	2.0%	3.4%	30.6%	52.8%	4.45	0.87

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

The S.T.A.T. Teacher in my school has helped me create a more learner centered environment in my classroom.

Participant	No basis to assess %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	M*	SD
LH teachers Grades 1-3	14.9%	3.4%	8.0%	27.6%	46.0%	4.23	1.12
Non-LH teachers Grades 1-3	14.7%	3.5%	4.8%	26.6%	50.5%	4.36	1.03
LH teachers Grades K, 4, 5	11.1%	3.7%	9.3%	25.9%	50.0%	4.23	1.15
Non-LH teachers Grades K, 4, 5	17.3%	2.5%	7.6%	26.9%	45.6%	4.28	1.06
LH teachers Grade 6	17.8%	1.4%	5.5%	35.6%	39.7%	4.30	0.91
Non-LH teachers Grade 6	12.0%	7.0%	6.3%	35.9%	38.7%	4.06	1.21
LH teachers Grade 7	16.7%	6.1%	10.6%	31.8%	34.8%	3.95	1.27
Non-LH teachers Grade 7	13.0%	2.4%	3.3%	39.8%	41.5%	4.32	0.89
LH teachers Grade 8	20.6%	2.9%	11.8%	33.8%	30.9%	3.98	1.16
Non-LH teachers Grade 8	14.6%	1.5%	5.8%	37.2%	40.9%	4.29	0.91
LH teachers HS	15.9%	1.1%	2.3%	37.5%	43.2%	4.42	0.76
Non-LH teachers HS	15.5%	2.9%	7.4%	34.1%	40.1%	4.20	1.05

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

I trust the S.T.A.T. Teacher in my school to maintain confidentiality.

Participant	No basis to assess %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	M*	SD
LH teachers Grades 1-3	2.3%	5.7%	2.3%	20.7%	69.0%	4.48	1.05
Non-LH teachers Grades 1-3	4.8%	2.9%	4.6%	22.5%	65.3%	4.50	0.95
LH teachers Grades K, 4, 5	5.6%	7.4%	5.6%	13.0%	68.5%	4.37	1.25
Non-LH teachers Grades K, 4, 5	2.7%	4.1%	3.1%	24.6%	65.4%	4.48	0.97
LH teachers Grade 6	9.6%	1.4%	1.4%	27.4%	60.3%	4.59	0.72
Non-LH teachers Grade 6	3.5%	6.3%	3.5%	22.5%	64.1%	4.39	1.12
LH teachers Grade 7	3.0%	4.5%	7.6%	28.8%	56.1%	4.28	1.12
Non-LH teachers Grade 7	4.1%	2.4%	0.8%	29.3%	63.4%	4.57	0.78
LH teachers Grade 8	10.4%	3.0%	7.5%	25.4%	53.7%	4.33	1.07
Non-LH teachers Grade 8	5.8%	2.2%	4.4%	21.9%	65.7%	4.53	0.90
LH teachers HS	5.7%	5.7%	1.1%	25.0%	62.5%	4.46	1.03
Non-LH teachers HS	5.4%	2.5%	3.0%	24.2%	64.8%	4.54	0.87

*The calculation of the mean and standard deviation do not include those indicating "No basis to assess"

As part of my professional development this year, I have participated in the following learning opportunities supported by the S.T.A.T. Teacher:

Training or workshop(s) facilitated by the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	90.1%
Non-LH teachers Grades 1-3	84.8%
LH teachers Grades K, 4, 5	88.7%
Non-LH teachers Grades K, 4, 5	88.2%
LH teachers Grade 6	86.4%
Non-LH teachers Grade 6	86.0%
LH teachers Grade 7	79.7%
Non-LH teachers Grade 7	90.1%
LH teachers Grade 8	77.4%
Non-LH teachers Grade 8	89.6%
LH teachers HS	81.2%
Non-LH teachers HS	89.8%
Developed my teacher development plan with assistance from the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	28.4%
Non-LH teachers Grades 1-3	42.5%
LH teachers Grades K, 4, 5	45.3%
Non-LH teachers Grades K, 4, 5	41.0%
LH teachers Grade 6	45.5%
Non-LH teachers Grade 6	50.0%
LH teachers Grade 7	32.8%
Non-LH teachers Grade 7	53.7%
LH teachers Grade 8	40.3%
Non-LH teachers Grade 8	39.3%
LH teachers HS	25.9%
Non-LH teachers HS	29.5%
Learning walk or instructional walk-through facilitated by the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	32.1%
Non-LH teachers Grades 1-3	33.1%
LH teachers Grades K, 4, 5	39.6%
Non-LH teachers Grades K, 4, 5	30.1%
LH teachers Grade 6	25.8%
Non-LH teachers Grade 6	22.8%
LH teachers Grade 7	23.4%
Non-LH teachers Grade 7	31.4%
LH teachers Grade 8	25.8%
Non-LH teachers Grade 8	24.4%
LH teachers HS	50.6%
Non-LH teachers HS	20.8%

Analysis of data with the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	70.4%
Non-LH teachers Grades 1-3	73.0%
LH teachers Grades K, 4, 5	75.5%
Non-LH teachers Grades K, 4, 5	70.7%
LH teachers Grade 6	24.2%
Non-LH teachers Grade 6	33.8%
LH teachers Grade 7	28.1%
Non-LH teachers Grade 7	51.2%
LH teachers Grade 8	37.1%
Non-LH teachers Grade 8	42.2%
LH teachers HS	27.1%
Non-LH teachers HS	27.9%
Observed another teacher's classroom facilitated by the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	12.3%
Non-LH teachers Grades 1-3	14.6%
LH teachers Grades K, 4, 5	13.2%
Non-LH teachers Grades K, 4, 5	13.5%
LH teachers Grade 6	16.7%
Non-LH teachers Grade 6	11.8%
LH teachers Grade 7	15.6%
Non-LH teachers Grade 7	15.7%
LH teachers Grade 8	14.5%
Non-LH teachers Grade 8	15.6%
LH teachers HS	38.8%
Non-LH teachers HS	15.0%
Study group or lesson study with the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	30.9%
Non-LH teachers Grades 1-3	24.5%
LH teachers Grades K, 4, 5	35.8%
Non-LH teachers Grades K, 4, 5	25.5%
LH teachers Grade 6	28.8%
Non-LH teachers Grade 6	29.4%
LH teachers Grade 7	29.7%
Non-LH teachers Grade 7	43.0%
LH teachers Grade 8	29.0%
Non-LH teachers Grade 8	33.3%
LH teachers HS	34.1%
Non-LH teachers HS	30.7%
Observed the S.T.A.T. Teacher model instruction or conduct a demonstration lesson	
	%
LH teachers Grades 1-3	22.2%
Non-LH teachers Grades 1-3	21.0%
LH teachers Grades K, 4, 5	20.8%
Non-LH teachers Grades K, 4, 5	22.5%
LH teachers Grade 6	31.8%
Non-LH teachers Grade 6	16.2%

LH teachers Grade 7	17.2%
Non-LH teachers Grade 7	28.1%
LH teachers Grade 8	16.1%
Non-LH teachers Grade 8	18.5%
LH teachers HS	23.5%
Non-LH teachers HS	32.5%
Developed an SLO with assistance from the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	39.5%
Non-LH teachers Grades 1-3	42.3%
LH teachers Grades K, 4, 5	35.8%
Non-LH teachers Grades K, 4, 5	43.6%
LH teachers Grade 6	28.8%
Non-LH teachers Grade 6	49.3%
LH teachers Grade 7	28.1%
Non-LH teachers Grade 7	46.3%
LH teachers Grade 8	37.1%
Non-LH teachers Grade 8	40.0%
LH teachers HS	21.2%
Non-LH teachers HS	31.2%
	Other
	%
LH teachers Grades 1-3	6.2%
Non-LH teachers Grades 1-3	12.4%
LH teachers Grades K, 4, 5	11.3%
Non-LH teachers Grades K, 4, 5	10.2%
LH teachers Grade 6	12.1%
Non-LH teachers Grade 6	10.3%
LH teachers Grade 7	6.3%
Non-LH teachers Grade 7	7.4%
LH teachers Grade 8	17.7%
Non-LH teachers Grade 8	11.9%
LH teachers HS	8.2%
Non-LH teachers HS	11.3%

As part of my professional development this year, I would like to participate in the following learning opportunities provided by my S.T.A.T. teacher:

	Training or workshop (%)
LH teachers Grades 1-3	41.3%
Non-LH teachers Grades 1-3	36.5%
LH teachers Grades K, 4, 5	29.8%
Non-LH teachers Grades K, 4, 5	32.5%
LH teachers Grade 6	52.5%
Non-LH teachers Grade 6	35.2%
LH teachers Grade 7	37.9%
Non-LH teachers Grade 7	39.8%
LH teachers Grade 8	35.2%
Non-LH teachers Grade 8	33.0%
LH teachers HS	29.7%
Non-LH teachers HS	40.8%

Develop my teacher development plan with assistance from the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	12.5%
Non-LH teachers Grades 1-3	6.4%
LH teachers Grades K, 4, 5	12.8%
Non-LH teachers Grades K, 4, 5	8.2%
LH teachers Grade 6	11.5%
Non-LH teachers Grade 6	11.2%
LH teachers Grade 7	8.6%
Non-LH teachers Grade 7	17.5%
LH teachers Grade 8	5.6%
Non-LH teachers Grade 8	8.3%
LH teachers HS	8.1%
Non-LH teachers HS	11.0%
Learning walk or instructional walk-through facilitated by the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	37.5%
Non-LH teachers Grades 1-3	36.9%
LH teachers Grades K, 4, 5	36.2%
Non-LH teachers Grades K, 4, 5	38.1%
LH teachers Grade 6	47.5%
Non-LH teachers Grade 6	40.8%
LH teachers Grade 7	27.6%
Non-LH teachers Grade 7	40.8%
LH teachers Grade 8	31.5%
Non-LH teachers Grade 8	41.3%
LH teachers HS	29.7%
Non-LH teachers HS	36.4%
Analysis of data with the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	35.0%
Non-LH teachers Grades 1-3	25.1%
LH teachers Grades K, 4, 5	29.8%
Non-LH teachers Grades K, 4, 5	26.8%
LH teachers Grade 6	19.7%
Non-LH teachers Grade 6	16.8%
LH teachers Grade 7	17.2%
Non-LH teachers Grade 7	25.2%
LH teachers Grade 8	24.1%
Non-LH teachers Grade 8	18.3%
LH teachers HS	20.3%
Non-LH teachers HS	23.2%
Observe another teacher's classroom facilitated by the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	42.5%
Non-LH teachers Grades 1-3	44.6%
LH teachers Grades K, 4, 5	38.3%
Non-LH teachers Grades K, 4, 5	45.2%
LH teachers Grade 6	36.1%

Non-LH teachers Grade 6	44.0%
LH teachers Grade 7	24.1%
Non-LH teachers Grade 7	52.4%
LH teachers Grade 8	37.0%
Non-LH teachers Grade 8	39.4%
LH teachers HS	29.7%
Non-LH teachers HS	36.9%
Study group or lesson study with the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	30.0%
Non-LH teachers Grades 1-3	26.6%
LH teachers Grades K, 4, 5	34.0%
Non-LH teachers Grades K, 4, 5	27.3%
LH teachers Grade 6	27.9%
Non-LH teachers Grade 6	26.4%
LH teachers Grade 7	24.1%
Non-LH teachers Grade 7	31.1%
LH teachers Grade 8	18.5%
Non-LH teachers Grade 8	36.7%
LH teachers HS	17.6%
Non-LH teachers HS	24.8%
Observe the S.T.A.T. Teacher model instruction or conduct a demonstration lesson	
	%
LH teachers Grades 1-3	45.0%
Non-LH teachers Grades 1-3	48.9%
LH teachers Grades K, 4, 5	51.1%
Non-LH teachers Grades K, 4, 5	41.9%
LH teachers Grade 6	32.8%
Non-LH teachers Grade 6	28.0%
LH teachers Grade 7	32.8%
Non-LH teachers Grade 7	33.0%
LH teachers Grade 8	37.0%
Non-LH teachers Grade 8	33.9%
LH teachers HS	35.1%
Non-LH teachers HS	32.1%
Develop an SLO with assistance from the S.T.A.T. Teacher	
	%
LH teachers Grades 1-3	10.0%
Non-LH teachers Grades 1-3	5.8%
LH teachers Grades K, 4, 5	4.3%
Non-LH teachers Grades K, 4, 5	7.3%
LH teachers Grade 6	11.5%
Non-LH teachers Grade 6	8.0%
LH teachers Grade 7	0.0%
Non-LH teachers Grade 7	9.7%
LH teachers Grade 8	5.6%
Non-LH teachers Grade 8	6.4%
LH teachers HS	10.8%
Non-LH teachers HS	9.5%
Other	
	%

LH teachers Grades 1-3	1.3%
Non-LH teachers Grades 1-3	3.0%
LH teachers Grades K, 4, 5	2.1%
Non-LH teachers Grades K, 4, 5	3.1%
LH teachers Grade 6	1.6%
Non-LH teachers Grade 6	1.6%
LH teachers Grade 7	1.7%
Non-LH teachers Grade 7	1.9%
LH teachers Grade 8	7.4%
Non-LH teachers Grade 8	4.6%
LH teachers HS	1.4%
Non-LH teachers HS	3.9%

Appendix F: Classroom Observation Results

Classroom Environment

		Not Observed	Somewhat	Extensive	<i>M</i>	<i>SD</i>
		%	%	%		
Information and communications that support independent thinking are highly visible in the classroom.						
LH elementary Grades 1-3						
	Fall 2014	50.0	37.5	12.5	1.63	0.71
	Spring 2017	37.5	43.8	18.8	1.81	0.74
	Fall 2017	39.3	35.7	25.0	1.86	0.80
	Spring 2018	34.5	58.6	6.9	1.72	0.59
	Fall 2018	35.0	55.0	10.0	1.75	0.64
LH elementary Grades K, 4, 5						
	Fall 2015	44.4	37.0	18.5	1.74	0.76
	Spring 2017	36.0	40.0	24.0	1.88	0.78
	Fall 2017	37.9	48.3	13.8	1.76	0.69
	Spring 2018	26.7	56.7	16.7	1.90	0.66
	Fall 2018	11.1	72.2	16.7	2.06	0.54
Phase 2 elementary Grades 1-3						
	Spring 2015	55.0	35.0	10.0	1.55	0.68
	Spring 2017	50.0	42.9	7.1	1.57	0.63
	Fall 2017	51.7	34.5	13.8	1.62	0.73
	Spring 2018	44.4	40.7	14.8	1.70	0.72
	Fall 2018	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5						
	Fall 2016	39.3	32.1	28.6	1.89	0.83
	Spring 2017	54.2	29.2	16.7	1.63	0.77
	Fall 2017	51.7	31.0	17.2	1.66	0.77
	Spring 2018	48.5	42.4	9.1	1.60	0.66
	Fall 2018	-	-	-	-	-
LH middle Grade 6						
	Fall 2015	35.7	28.6	35.7	2.00	0.86
	Spring 2017	60.0	26.7	13.3	1.53	0.74
	Fall 2017	44.4	44.4	11.1	1.67	0.71
	Spring 2018	33.3	40.0	26.7	1.93	0.80
	Fall 2018	25.0	37.5	37.5	2.13	0.83
LH middle Grade 7						
	Fall 2016	41.7	16.7	41.7	2.00	0.95
	Spring 2017	76.9	23.1	0.0	1.23	0.44
	Fall 2017	33.3	55.6	11.1	1.78	0.67
	Spring 2018	14.3	71.4	14.3	2.00	0.58
	Fall 2018	22.2	66.7	11.1	1.89	0.60
Phase 2 middle Grade 6						
	Spring 2016	25.0	10.7	64.3	2.39	0.57
	Spring 2017	42.9	39.3	17.9	1.75	0.75
	Fall 2017	66.7	25.0	8.3	1.42	0.67
	Spring 2018	33.3	50.0	16.7	1.83	0.75
	Fall 2018	-	-	-	-	-
Phase 2 middle Grades 7-8						
	Fall 2017	25.0	62.5	12.5	1.88	0.62
	Spring 2018	36.8	47.4	15.8	1.79	0.71
	Fall 2018	-	-	-	-	-
LH middle Grade 8						
	Fall 2017	60.0	30.0	10.0	1.50	0.71
	Spring 2018	42.9	28.6	28.6	1.86	0.90
	Fall 2018	30.8	69.2	0.0	1.69	0.48
LH high school						
	Fall 2016	33.3	25.0	41.7	2.08	0.90
	Spring 2017	50.0	41.7	8.3	1.58	0.67
	Fall 2017	66.7	33.3	0.0	1.33	0.49
	Spring 2018	30.8	46.2	23.1	1.92	0.76
	Fall 2018	33.3	41.7	25.0	1.92	0.79

		Not Observed	General Subject	Lesson- specific	<i>M</i>	<i>SD</i>
		%	%	%		
Information and resources that reflect content being taught is visibly displayed in classroom.						
LH elementary Grades 1-3	Fall 2014	2.5	70.0	27.5	2.25	0.49
	Spring 2017	9.4	40.6	50.0	2.41	0.67
	Fall 2017	3.6	46.4	50.0	2.46	0.58
	Spring 2018	6.9	62.1	31.0	2.24	0.58
	Fall 2018	0.0	65.0	35.0	2.35	0.49
LH elementary Grades K, 4, 5	Fall 2015	11.1	37.0	51.9	2.41	0.69
	Spring 2017	12.0	48.0	40.0	2.28	0.68
	Fall 2017	0.0	62.1	37.9	2.38	0.49
	Spring 2018	10.0	50.0	40.0	2.30	0.65
	Fall 2018	5.6	61.1	33.3	2.28	0.57
Phase 2 elementary Grades 1-3	Spring 2015	12.5	42.5	45.0	2.33	0.69
	Spring 2017	0.0	71.4	28.6	2.29	0.46
	Fall 2017	3.4	62.1	34.5	2.31	0.54
	Spring 2018	3.7	40.7	55.6	2.52	0.58
	Fall 2018	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5	Fall 2016	7.1	42.9	50	2.43	0.63
	Spring 2017	4.2	54.2	41.7	2.38	0.58
	Fall 2017	0.0	51.7	48.3	2.48	0.51
	Spring 2018	9.1	60.6	30.3	2.21	0.60
	Fall 2018	-	-	-	-	-
LH middle Grade 6	Fall 2015	3.6	39.3	57.1	2.54	0.58
	Spring 2017	0.0	73.3	26.7	2.27	0.46
	Fall 2017	11.1	55.6	33.3	2.22	0.67
	Spring 2018	6.7	86.7	6.7	2.00	0.38
	Fall 2018	12.5	62.5	25.0	2.13	0.64
LH middle Grade 7	Fall 2016	0.0	58.3	41.7	2.42	0.51
	Spring 2017	15.4	53.8	30.8	2.15	0.69
	Fall 2017	0.0	55.6	44.4	2.44	0.53
	Spring 2018	0.0	71.4	28.6	2.29	0.49
	Fall 2018	11.1	33.3	55.6	2.44	0.73
Phase 2 middle Grade 6	Spring 2016	10.7	21.4	67.9	2.57	0.31
	Spring 2017	7.1	50.0	42.9	2.36	0.62
	Fall 2017	8.3	66.7	25.0	2.17	0.58
	Spring 2018	0.0	50.0	50.0	2.50	0.55
	Fall 2018	-	-	-	-	-
Phase 2 middle Grades 7-8	Fall 2017	6.3	43.8	50.0	2.44	0.63
	Spring 2018	5.3	52.6	42.1	2.37	0.60
	Fall 2018	-	-	-	-	-
LH middle Grade 8	Fall 2017	0.0	40.0	60.0	2.60	0.52
	Spring 2018	14.3	42.9	42.9	2.29	0.76
	Fall 2018	0.0	76.9	23.1	2.23	0.44
LH high school	Fall 2016	0.0	50.0	50.0	2.50	0.52
	Spring 2017	0.0	58.3	41.7	2.42	0.51
	Fall 2017	8.3	58.3	33.3	2.25	0.62
	Spring 2018	15.4	23.1	61.5	2.46	0.78
	Fall 2018	0.0	66.7	33.3	2.33	0.49

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Students move around the room independently acquiring materials and resources.							
LH elementary Grades 1-3							
Fall 2014	52.5	22.5	12.5	7.5	5.0	1.90	1.19
Spring 2017	68.8	0.0	31.3	0.0	0.0	1.63	0.94
Fall 2017	46.4	35.7	10.7	3.6	3.6	1.82	1.02
Spring 2018	69.0	20.7	10.3	0.0	0.0	1.41	0.69
Fall 2018	65.0	15.0	10.0	10.0	0.0	1.65	1.04
LH elementary Grades K, 4, 5							
Fall 2015	51.9	14.8	22.2	7.4	3.7	1.96	1.19
Spring 2017	68.0	0.0	32.0	0.0	0.0	1.64	0.95
Fall 2017	72.4	13.8	10.3	0.0	3.4	1.48	0.95
Spring 2018	63.3	26.7	10.0	0.0	0.0	1.47	0.69
Fall 2018	55.6	27.8	11.1	5.6	0.0	1.67	0.91
Phase 2 elementary Grades 1-3							
Spring 2015	70.0	17.5	12.5	0.0	0.0	1.43	0.71
Spring 2017	67.9	0.0	32.1	0.0	0.0	1.64	0.95
Fall 2017	62.1	10.3	24.1	0.0	3.4	1.72	1.07
Spring 2018	70.4	18.5	7.4	3.7	0.0	1.44	0.80
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	57.1	25.0	10.7	3.6	3.6	1.71	1.05
Spring 2017	79.2	0.0	16.7	4.2	0.0	1.46	0.93
Fall 2017	72.4	17.2	3.4	3.4	3.4	1.48	0.99
Spring 2018	69.7	15.2	6.1	0.0	0.0	1.55	0.97
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	78.6	10.7	10.7	0.0	0.0	1.32	0.67
Spring 2017	73.3	0.0	26.7	0.0	0.0	1.53	0.92
Fall 2017	88.9	11.1	0.0	0.0	0.0	1.11	0.33
Spring 2018	73.3	13.3	13.3	0.0	0.0	1.40	0.74
Fall 2018	62.5	37.5	0.0	0.0	0.0	1.38	0.52
LH middle Grade 7							
Fall 2016	50.0	33.3	8.3	8.3	0.0	1.75	0.97
Spring 2017	69.2	0.0	23.1	7.7	0.0	1.69	1.11
Fall 2017	88.9	0.0	0.0	0.0	11.1	1.44	1.33
Spring 2018	85.7	0.0	14.3	0.0	0.0	1.29	0.76
Fall 2018	66.7	0.0	22.2	11.1	0.0	1.78	1.20
Phase 2 middle Grade 6							
Spring 2016	82.1	10.7	0.0	7.1	0.0	1.32	0.53
Spring 2017	78.6	0.0	17.9	3.6	0.0	1.46	0.92
Fall 2017	75.0	16.7	8.3	0.0	0.0	1.33	0.65
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grade 7-8							
Fall 2017	75.0	18.8	0.0	0.0	6.3	1.44	1.03
Spring 2018	89.5	5.3	0.0	5.3	0.0	1.21	0.71
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	90.0	10.0	0.0	0.0	0.0	1.10	0.32
Spring 2018	85.7	14.3	0.0	0.0	0.0	1.14	0.38
Fall 2018	84.6	7.7	7.7	0.0	0.0	1.23	0.60
LH high school							
Fall 2016	66.7	25.0	0.0	0.0	8.3	1.58	1.16
Spring 2017	75.0	0.0	25.0	0.0	0.0	1.50	0.90
Fall 2017	91.7	0.0	8.3	0.0	0.0	1.17	0.58
Spring 2018	92.3	7.7	0.0	0.0	0.0	1.08	0.28
Fall 2018	91.7	0.0	8.3	0.0	0.0	1.17	0.58

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Students utilize different work spaces for different learning environments.							
LH elementary Grades 1-3							
Fall 2014	40.0	5.0	22.5	25.0	7.5	2.55	1.43
Spring 2017	40.6	0.0	21.9	25.0	12.5	2.69	1.53
Fall 2017	35.7	3.6	14.3	28.6	17.9	2.89	1.59
Spring 2018	31.0	24.1	24.1	13.8	6.9	2.41	1.27
Fall 2018	25.0	25.0	15.0	25.0	10.0	2.70	1.38
LH elementary Grades K, 4, 5							
Fall 2015	55.6	7.4	14.8	3.7	18.5	2.22	1.60
Spring 2017	60.0	0.0	20.0	20.0	0.0	2.00	1.29
Fall 2017	51.7	3.4	24.1	6.9	13.8	2.28	1.51
Spring 2018	53.3	30.0	0.0	6.7	10.0	1.90	1.32
Fall 2018	27.8	16.7	44.4	5.6	5.6	2.44	1.15
Phase 2 elementary Grades 1-3							
Spring 2015	50.0	17.5	2.5	22.5	7.5	2.20	1.45
Spring 2017	39.3	0.0	35.7	10.7	14.3	2.61	1.47
Fall 2017	55.2	3.4	10.3	31.0	0.0	2.17	1.39
Spring 2018	33.3	33.3	22.2	3.7	7.4	2.19	1.18
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	57.1	21.4	10.7	3.6	7.1	1.82	1.22
Spring 2017	54.2	0.0	37.5	0.0	8.3	2.08	1.32
Fall 2017	55.2	0.0	13.8	6.9	24.1	2.45	1.74
Spring 2018	60.6	9.1	15.2	3.0	12.1	1.97	1.42
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	89.3	3.6	7.1	0.0	0.0	1.18	0.55
Spring 2017	73.3	0.0	26.7	0.0	0.0	1.53	0.92
Fall 2017	77.8	0.0	11.1	0.0	11.1	1.67	1.41
Spring 2018	80.0	13.3	6.7	0.0	0.0	1.27	0.59
Fall 2018	87.5	12.5	0.0	0.0	0.0	1.13	0.35
LH middle Grade 7							
Fall 2016	91.7	0.0	8.3	0.0	0.0	1.17	0.58
Spring 2017	69.2	0.0	23.1	0.0	7.7	1.77	1.30
Fall 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Spring 2018	85.7	0.0	0.0	0.0	14.3	1.57	1.51
Fall 2018	66.7	0.0	22.2	0.0	11.1	1.89	1.45
Phase 2 middle Grade 6							
Spring 2016	85.7	7.1	7.1	0.0	0.0	1.21	0.37
Spring 2017	96.4	0.0	3.6	0.0	0.0	1.07	0.38
Fall 2017	75.0	16.7	8.3	0.0	0.0	1.33	0.65
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	1.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	81.3	6.3	12.5	0.0	0.0	1.31	0.70
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	1.00
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	90.0	10.0	0.0	0.0	0.0	1.10	0.32
Spring 2018	85.7	14.3	0.0	0.0	0.0	1.14	0.38
Fall 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
LH high school							
Fall 2016	91.7	0.0	0.0	8.3	0.0	1.25	0.87
Spring 2017	83.3	0.0	8.3	0.0	8.3	1.50	1.24
Fall 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	83.3	0.0	0.0	0.0	16.7	1.67	1.56

Teacher Practice

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Teacher acting as coach/facilitator.							
LH elementary Grades 1-3							
Fall 2014	20.0	17.5	30.0	25.0	7.5	2.83	1.24
Spring 2017	9.4	15.6	28.1	18.8	28.1	3.41	1.32
Fall 2017	25.0	17.9	35.7	21.4	0.0	2.54	1.10
Spring 2018	13.8	17.2	10.3	24.1	34.5	3.48	1.48
Fall 2018	5.0	15.0	15.0	35.0	30.0	3.70	1.22
LH elementary Grades K, 4, 5							
Fall 2015	0.0	3.7	14.8	51.9	29.6	4.07	0.78
Spring 2017	28.0	4.0	24.0	20.0	24.0	3.08	1.55
Fall 2017	41.4	10.3	31.0	17.2	0.0	2.24 ^a	1.18
Spring 2018	30.0	10.0	20.0	10.0	30.0	3.00	1.64
Fall 2018	11.8	11.8	11.8	35.3	29.4	3.59	1.37
Phase 2 elementary Grades 1-3							
Spring 2015	7.5	5.0	57.7	30.0	0.0	3.10	0.81
Spring 2017	21.4	17.9	35.7	25.0	0.0	2.64	1.10
Fall 2017	24.1	10.3	37.9	17.2	10.3	2.79	1.29
Spring 2018	25.9	11.1	29.6	25.9	7.4	2.78	1.31
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	14.3	28.6	35.7	14.3	7.1	2.71	1.12
Spring 2017	20.8	12.5	29.2	25.0	12.5	2.96	1.33
Fall 2017	20.7	17.2	20.7	27.6	13.8	2.97	1.38
Spring 2018	27.3	24.2	27.3	12.1	9.1	2.52	1.28
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	17.9	21.4	46.4	10.7	3.6	2.61	1.03
Spring 2017	13.3	20.0	0.0	6.7	60.0	3.80	1.66
Fall 2017	11.1	0.0	22.2	22.2	44.4	3.89	1.36
Spring 2018	13.3	6.7	20.0	20.0	40.0	3.67	1.45
Fall 2018	12.5	25.0	12.5	25.0	25.0	3.25	1.49
LH middle Grade 7							
Fall 2016	16.7	16.7	16.7	41.7	8.3	3.08	1.31
Spring 2017	0.0	15.4	23.1	15.4	46.2	3.92	1.19
Fall 2017	0.0	0.0	33.3	22.2	44.4	4.11 ^b	0.93
Spring 2018	0.0	14.3	14.3	28.6	42.9	4.00	1.15
Fall 2018	22.2	11.1	0.0	55.6	11.1	3.22	1.48
Phase 2 middle Grade 6							
Spring 2016	10.7	14.3	17.9	21.4	35.7	3.57	0.80
Spring 2017	21.4	21.4	25.0	14.3	17.9	2.86	1.41
Fall 2017	16.7	8.3	41.7	8.3	25.0	3.17	1.40
Spring 2018	16.7	0.0	66.7	16.7	0.0	3.00	0.63
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	0.0	12.5	25.0	25.0	37.5	3.88	1.09
Spring 2018	0.0	21.1	31.6	26.3	21.1	3.47	1.07
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	0.0	0.0	0.0	30.0	70.0	4.70	0.48
Spring 2018	42.9	0.0	28.6	28.6	0.0	2.43	1.40
Fall 2018	15.4	7.7	46.2	30.8	0.0	2.92	1.04
LH high school							
Fall 2016	0.0	33.3	41.7	16.7	8.3	3.00	0.95
Spring 2017	8.3	0.0	16.7	25.0	50.0	4.08	1.24
Fall 2017	8.3	16.7	25.0	25.0	25.0	3.42	1.31
Spring 2018	30.8	38.5	23.1	0.0	7.7	2.15	1.14
Fall 2018	16.7	0.0	25.0	8.3	50.0	3.75	1.54

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Teacher presentation.							
LH elementary Grades 1-3							
Fall 2014	27.5	15.0	27.5	20.0	10.0	2.70	1.34
Spring 2017	28.1	21.9	37.5	6.3	6.3	2.41	1.16
Fall 2017	25.0	14.3	39.3	17.9	3.6	2.61	1.17
Spring 2018	44.8	27.6	10.3	10.3	6.9	2.07	1.28
Fall 2018	55.0	25.0	15.0	5.0	0.0	1.70	0.92
LH elementary Grades K, 4, 5							
Fall 2015	44.4	11.1	29.6	11.1	3.7	2.19	1.24
Spring 2017	32.0	24.0	32.0	4.0	8.0	2.32	1.22
Fall 2017	27.6	24.1	20.7	27.6	0.0	2.48	1.18
Spring 2018	36.7	13.3	20.0	20.0	10.0	2.53	1.43
Fall 2018	35.3	35.3	17.6	0.0	11.8	2.18	1.29
Phase 2 elementary Grades 1-3							
Spring 2015	17.5	10.0	25.0	32.5	15.0	3.18	1.32
Spring 2017	32.1	25.0	17.9	17.9	7.1	2.43	1.32
Fall 2017	34.5	13.8	27.6	24.1	0.0	2.41 ^a	1.21
Spring 2018	37.0	14.8	25.9	11.1	11.1	2.44	1.40
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	35.7	7.1	21.4	3.6	32.1	2.89	1.71
Spring 2017	29.2	29.2	25.0	16.7	0.0	2.29	1.08
Fall 2017	37.9	24.1	27.6	0.0	10.3	2.21	1.26
Spring 2018	48.5	15.2	15.2	6.1	15.2	2.24	1.50
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	32.1	28.6	25.0	7.1	7.1	2.29	1.21
Spring 2017	26.7	26.7	13.3	20.0	13.3	2.67	1.45
Fall 2017	55.6	11.1	0.0	33.3	0.0	2.11	1.45
Spring 2018	53.3	20.0	26.7	0.0	0.0	1.73	0.88
Fall 2018	75.0	0.0	12.5	12.5	0.0	1.63	1.19
LH middle Grade 7							
Fall 2016	41.7	25.0	16.7	16.7	0.0	2.08	1.16
Spring 2017	30.8	23.1	15.4	23.1	7.7	2.54	1.39
Fall 2017	44.4	11.1	22.2	11.1	11.1	2.33	1.50
Spring 2018	42.9	28.6	14.3	14.3	0.0	2.00	1.15
Fall 2018	66.7	33.3	0.0	0.0	0.0	1.33	0.50
Phase 2 middle Grade 6							
Spring 2016	71.4	7.1	14.3	3.6	3.6	1.61	0.35
Spring 2017	57.1	14.3	25.0	0.0	3.6	1.79	1.07
Fall 2017	83.3	0.0	8.3	8.3	0.0	1.42	1.00
Spring 2018	0.0	16.7	83.3	0.0	0.0	2.83	0.41
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	50.0	18.8	12.5	12.5	6.3	2.06	1.34
Spring 2018	68.4	21.1	5.3	5.3	0.0	1.47	0.84
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	40.0	20.0	10.0	0.0	30.0	2.60	1.78
Spring 2018	0.0	28.6	14.3	14.3	42.9	3.71	1.38
Fall 2018	30.8	38.5	15.4	7.7	7.7	2.23	1.24
LH high school							
Fall 2016	50.0	16.7	25.0	0.0	8.3	2.00	1.28
Spring 2017	58.3	8.3	16.7	16.7	0.0	1.92	1.24
Fall 2017	50.0	16.7	25.0	8.3	0.0	1.92	1.08
Spring 2018	53.8	15.4	15.4	7.7	7.7	2.00	1.35
Fall 2018	66.7	16.7	8.3	0.0	8.3	1.67	1.23

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Higher-order instructional feedback given.							
LH elementary Grades 1-3							
Fall 2014	37.5	17.5	32.5	10.0	2.5	2.23	1.14
Spring 2017	46.9	9.4	12.5	25.0	6.3	2.34	1.45
Fall 2017	64.3	10.7	21.4	3.6	0.0	1.64 ^a	0.95
Spring 2018	69.0	27.6	3.4	0.0	0.0	1.34	0.55
Fall 2018	55.0	15.0	25.0	5.0	0.0	1.80	1.01
LH elementary Grades K, 4, 5							
Fall 2015	48.1	11.1	25.9	3.7	11.1	2.19	1.39
Spring 2017	36.0	16.0	24.0	20.0	4.0	2.40	1.29
Fall 2017	55.2	27.6	13.8	3.4	0.0	1.66	0.86
Spring 2018	63.3	20.0	6.7	6.7	3.3	1.67	1.09
Fall 2018	58.8	23.5	0.0	17.6	0.0	1.76	1.15
Phase 2 elementary Grades 1-3							
Spring 2015	42.5	25.0	27.5	2.0	0.0	1.95	0.96
Spring 2017	42.9	17.9	17.9	10.7	10.7	2.29	1.41
Fall 2017	65.5	3.4	6.9	20.7	3.4	1.93	1.39
Spring 2018	55.6	29.6	7.4	3.7	3.7	1.70	1.03
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	32.1	21.4	17.9	21.4	7.1	2.50	1.35
Spring 2017	62.5	16.7	8.3	4.2	8.3	1.79	1.28
Fall 2017	55.2	17.2	6.9	20.7	0.0	1.93	1.22
Spring 2018	63.6	12.1	24.2	0.0	0.0	1.60	0.86
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	46.4	21.4	21.4	10.7	0.0	1.96	1.07
Spring 2017	40.0	6.7	20.0	6.7	26.7	2.73	1.71
Fall 2017	44.4	11.1	11.1	11.1	22.2	2.56	1.74
Spring 2018	46.7	20.0	33.3	0.0	0.0	1.87	0.92
Fall 2018	62.5	25.0	0.0	12.5	0.0	1.63	1.06
LH middle Grade 7							
Fall 2016	50.0	16.7	25.0	0.0	8.3	2.00	1.28
Spring 2017	46.2	0.0	15.4	23.1	15.4	2.62	1.66
Fall 2017	33.3	44.4	11.1	11.1	0.0	2.00	1.00
Spring 2018	42.9	28.6	28.6	0.0	0.0	1.85	0.90
Fall 2018	77.8	22.2	0.0	0.0	0.0	1.22	0.44
Phase 2 middle Grade 6							
Spring 2016	17.9	28.6	10.7	35.7	7.1	2.86	0.75
Spring 2017	67.9	17.9	7.1	3.6	3.6	1.57	1.03
Fall 2017	58.3	8.3	8.3	16.7	8.3	2.08	1.51
Spring 2018	50.0	33.3	16.7	0.0	0.0	1.67	0.82
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	50.0	0.0	18.8	18.8	12.5	2.44	1.59
Spring 2018	84.2	10.5	5.3	0.0	0.0	1.21	0.53
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	30.0	0.0	20.0	20.0	30.0	3.20	1.69
Spring 2018	14.3	42.9	28.6	14.3	0.0	2.43	0.98
Fall 2018	76.9	7.7	7.7	0.0	7.7	1.54	1.20
LH high school							
Fall 2016	16.7	58.3	8.3	8.3	8.3	2.33	1.15
Spring 2017	25.0	8.3	25.0	25.0	16.7	3.00	1.48
Fall 2017	25.0	8.3	8.3	33.3	25.0	3.25	1.60
Spring 2018	53.8	23.1	23.1	0.0	0.0	1.69	0.85
Fall 2018	75.0	16.7	0.0	0.0	8.3	1.50	1.17

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Communication is initiated by students.							
LH elementary Grades 1-3							
Fall 2014	12.5	47.5	35.0	2.5	2.5	2.35	0.83
Spring 2017	25.0	25.0	28.1	21.9	0.0	2.47	1.11
Fall 2017	53.6	25.0	17.9	3.6	0.0	1.71	0.90
Spring 2018	24.1	48.3	27.6	0.0	0.0	2.03	0.73
Fall 2018	20.0	55.0	20.0	5.0	0.0	2.10	0.79
LH elementary Grades K, 4, 5							
Fall 2015	29.6	33.3	25.9	7.4	3.7	2.22	1.09
Spring 2017	20.0	28.0	28.0	16.0	8.0	2.64	1.22
Fall 2017	41.4	17.2	27.6	13.8	0.0	2.14	1.13
Spring 2018	26.7	40.0	20.0	10.0	3.3	2.23	1.07
Fall 2018	23.5	47.1	23.5	5.9	0.0	2.12	0.86
Phase 2 elementary Grades 1-3							
Spring 2015	37.5	40.0	20.0	2.5	0.0	1.88	0.82
Spring 2017	28.6	28.6	35.7	7.1	0.0	2.21	0.96
Fall 2017	27.6	27.6	31.0	10.3	3.4	2.34	1.11
Spring 2018	51.9	25.9	14.8	7.4	0.0	1.78	0.97
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	28.6	46.4	10.7	14.3	0.0	2.11	0.99
Spring 2017	37.5	12.5	33.3	12.5	4.2	2.33	1.24
Fall 2017	27.6	31.0	31.0	10.3	0.0	2.24	0.99
Spring 2018	48.5	30.3	18.2	3.0	0.0	1.76	0.87
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	32.1	42.9	21.4	3.6	0.0	1.96	0.84
Spring 2017	20.0	26.7	13.3	33.3	6.7	2.80	1.32
Fall 2017	22.2	11.1	44.4	22.2	0.0	2.67	1.12
Spring 2018	33.3	40.0	26.7	0.0	0.0	1.93	0.80
Fall 2018	50.0	37.5	12.5	0.0	0.0	1.63	0.74
LH middle Grade 7							
Fall 2016	33.3	0.0	50.0	8.3	8.3	2.58	1.31
Spring 2017	30.8	15.4	23.1	23.1	7.7	2.62	1.39
Fall 2017	11.1	33.3	33.3	11.1	11.1	2.78	1.20
Spring 2018	42.9	42.9	14.3	0.0	0.0	1.71	0.76
Fall 2018	33.3	33.3	11.1	22.2	0.0	2.22	1.20
Phase 2 middle Grade 6							
Spring 2016	17.9	21.4	32.1	25.0	3.6	2.75	0.90
Spring 2017	39.3	21.4	25.0	10.7	3.6	2.18	1.19
Fall 2017	33.3	25.0	33.3	8.3	0.0	2.17	1.03
Spring 2018	50.0	33.3	16.7	0.0	0.0	1.67	0.82
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	6.3	31.3	43.8	18.8	0.0	2.75	0.86
Spring 2018	52.6	26.3	0.0	21.1	0.0	1.89	1.20
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	10.0	30.0	50.0	10.0	0.0	2.60	0.84
Spring 2018	28.6	28.6	14.3	28.6	0.0	2.43	1.27
Fall 2018	30.8	23.1	30.8	15.4	0.0	2.31	1.11
LH high school							
Fall 2016	0.0	25.0	41.7	33.3	0.0	3.08	0.79
Spring 2017	0.0	25.0	33.3	41.7	0.0	3.17	0.83
Fall 2017	0.0	25.0	41.7	33.3	0.0	3.08	0.79
Spring 2018	30.8	61.5	7.7	0.0	0.0	1.77	0.60
Fall 2018	33.3	8.3	33.3	8.3	16.7	2.67	1.50

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Higher-level questioning.							
LH elementary Grades 1-3							
Fall 2014	12.5	17.5	35.0	32.5	2.5	2.95	1.06
Spring 2017	46.9	9.4	15.6	12.5	15.6	2.41	1.56
Fall 2017	32.1	17.9	46.4	3.6	0.0	2.21	0.96
Spring 2018	69.0	10.3	17.2	3.4	0.0	1.55	0.91
Fall 2018	30.0	40.0	30.0	0.0	0.0	2.00	0.79
LH elementary Grades K, 4, 5							
Fall 2015	37.0	7.4	25.9	25.9	3.7	2.52	1.34
Spring 2017	44.0	16.0	24.0	8.0	8.0	2.20	1.32
Fall 2017	48.3	10.3	24.1	17.2	0.0	2.10	1.21
Spring 2018	43.3	23.3	13.3	13.3	6.7	2.17	1.32
Fall 2018	41.2	17.6	29.4	11.8	0.0	2.12	1.11
Phase 2 elementary Grades 1-3							
Spring 2015	30.0	17.5	27.5	20.0	5.0	2.53	1.26
Spring 2017	42.9	14.3	7.1	21.4	14.3	2.50	1.58
Fall 2017	44.8	20.7	17.2	17.2	0.0	2.07	1.16
Spring 2018	55.6	29.6	11.1	0.0	3.7	1.67	0.96
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	42.9	10.7	10.7	21.4	14.3	2.54	1.57
Spring 2017	41.7	25.0	12.5	12.5	8.3	2.21	1.35
Fall 2017	72.4	17.2	10.3	0.0	0.0	1.38 ^a	0.68
Spring 2018	54.5	15.2	24.2	6.1	0.0	1.82	1.01
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	57.1	14.3	14.3	14.3	0.0	1.86	1.15
Spring 2017	40.0	20.0	26.7	0.0	13.3	2.27	1.39
Fall 2017	66.7	0.0	11.1	0.0	22.2	2.11	1.76
Spring 2018	40.0	26.7	20.0	6.7	6.7	2.13	1.25
Fall 2018	75.0	12.5	12.5	0.0	0.0	1.38	0.74
LH middle Grade 7							
Fall 2016	58.3	16.7	8.3	8.3	8.3	1.92	1.38
Spring 2017	30.8	15.4	0.0	23.1	30.8	3.08	1.75
Fall 2017	33.3	0.0	44.4	22.2	0.0	2.56	1.24
Spring 2018	71.4	0.0	28.6	0.0	0.0	1.57	0.98
Fall 2018	88.9	11.1	0.0	0.0	0.0	1.11	0.33
Phase 2 middle Grade 6							
Spring 2016	21.4	39.3	25.0	10.7	3.6	2.36	0.75
Spring 2017	71.4	10.7	10.7	3.6	3.6	1.57	1.07
Fall 2017	66.7	16.7	8.3	8.3	0.0	1.58	1.00
Spring 2018	66.7	16.7	16.7	0.0	0.0	1.50	0.84
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	37.5	18.8	12.5	25.0	6.3	2.44	1.41
Spring 2018	73.7	15.8	0.0	10.5	0.0	1.47	0.96
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	70.0	0.0	20.0	10.0	0.0	1.70	1.16
Spring 2018	14.3	42.9	14.3	28.6	0.0	2.57	1.13
Fall 2018	61.5	7.7	30.8	0.0	0.0	1.69	0.95
LH high school							
Fall 2016	50.0	25.0	0.0	16.7	8.3	2.08	1.44
Spring 2017	50.0	16.7	16.7	16.7	0.0	2.00	1.21
Fall 2017	33.3	0.0	25.0	25.0	16.7	2.92	1.56
Spring 2018	61.5	15.4	15.4	7.7	0.0	1.69	1.03
Fall 2018	75.0	8.3	8.3	0.0	8.3	1.58	1.24

Student Engagement

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Students using digital tools for learning.							
LH elementary Grades 1-3							
Fall 2014	22.5	12.5	17.5	32.5	15.0	3.05	1.41
Spring 2017	28.1	0.0	37.5	18.8	15.6	2.94	1.41
Fall 2017	21.4	14.3	28.6	28.6	7.1	2.86	1.27
Spring 2018	31.0	6.9	31.0	17.2	13.8	2.76	1.43
Fall 2018	45.0	5.0	30.0	20.0	0.0	2.25	1.25
LH elementary Grades K, 4, 5							
Fall 2015	33.3	7.4	22.2	14.8	22.2	2.85	1.59
Spring 2017	48.0	0.0	28.0	0.0	24.0	2.52	1.66
Fall 2017	41.4	6.9	27.6	6.9	17.2	2.52	1.53
Spring 2018	46.7	16.7	20.0	6.7	10.0	2.17	1.37
Fall 2018	64.7	0.0	23.5	11.8	0.0	1.82	1.19
Phase 2 elementary Grades 1-3							
Spring 2015	60.0	17.5	22.5	0.0	0.0	1.63	0.84
Spring 2017	50.0	0.0	35.7	3.6	10.7	2.25	1.40
Fall 2017	51.7	6.9	24.1	17.2	0.0	2.07	1.22
Spring 2018	44.4	7.4	22.2	22.2	3.7	2.33	1.36
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	39.3	14.3	10.7	14.3	21.4	2.64	1.64
Spring 2017	45.8	0.0	12.5	25.0	16.7	2.67	1.66
Fall 2017	48.3	10.3	13.8	6.9	20.7	2.41	1.64
Spring 2018	42.4	6.1	18.2	15.2	18.2	2.61	1.60
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	25.0	0.0	14.3	17.9	42.9	3.54	1.64
Spring 2017	20.0	0.0	20.0	20.0	40.0	3.60	1.55
Fall 2017	0.0	11.1	11.1	11.1	66.7	4.33	1.12
Spring 2018	26.7	0.0	33.3	20.0	20.0	3.07	1.49
Fall 2018	62.5	0.0	12.5	12.5	12.5	2.13	1.64
LH middle Grade 7							
Fall 2016	50.0	8.3	16.7	16.7	8.3	2.25	1.48
Spring 2017	30.8	0.0	38.5	15.4	15.4	2.85	1.46
Fall 2017	55.6	22.2	0.0	0.0	22.2	2.11	1.69
Spring 2018	42.9	0.0	14.3	14.3	28.6	2.86	1.86
Fall 2018	33.3	11.1	0.0	11.1	44.4	3.22	1.92
Phase 2 middle Grade 6							
Spring 2016	85.7	3.6	3.6	0.0	7.1	1.39	0.50
Spring 2017	32.1	0.0	21.4	10.7	35.7	3.18	1.70
Fall 2017	25.0	8.3	25.0	25.0	16.7	3.00 ^a	1.48
Spring 2018	50.0	0.0	33.3	0.0	16.7	2.33	1.63
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	50.0	6.3	12.5	12.5	18.8	2.44	1.67
Spring 2018	26.3	10.5	10.5	26.3	26.3	3.16	1.61
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	40.0	0.0	40.0	0.0	20.0	2.60	1.58
Spring 2018	85.7	0.0	14.3	0.0	0.0	1.29	0.76
Fall 2018	69.2	7.7	0.0	7.7	15.4	1.92	1.61
LH high school							
Fall 2016	41.7	16.7	8.3	0.0	33.3	2.67	1.83
Spring 2017	50.0	0.0	33.3	8.3	8.3	2.25	1.42
Fall 2017	50.0	8.3	8.3	16.7	16.7	2.42	1.68
Spring 2018	23.1	30.8	7.7	15.4	23.1	2.85	1.57
Fall 2018	41.7	8.3	33.3	8.3	8.3	2.33	1.37

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Multiple modes of student responses.							
LH elementary Grades 1-3							
Fall 2014	22.5	12.5	35.0	30.0	0.0	2.73	1.13
Spring 2017	56.3	25.0	12.5	6.3	0.0	1.69	0.93
Fall 2017	71.4	14.3	10.7	0.0	3.6	1.50 ^a	0.96
Spring 2018	82.8	6.9	6.9	3.4	0.0	1.31	0.76
Fall 2018	65.0	10.0	15.0	5.0	5.0	1.75	1.21
LH elementary Grades K, 4, 5							
Fall 2015	59.3	11.1	25.9	3.7	0.0	1.74	0.98
Spring 2017	48.0	20.0	16.0	12.0	4.0	2.04	1.24
Fall 2017	65.5	17.2	10.3	6.9	0.0	1.59	0.95
Spring 2018	76.7	10.0	10.0	3.3	0.0	1.40	0.81
Fall 2018	82.4	0.0	5.9	5.9	5.9	1.53	1.23
Phase 2 elementary Grades 1-3							
Spring 2015	32.5	30.0	35.0	2.5	0.0	2.08	0.89
Spring 2017	32.1	28.6	21.4	17.9	0.0	2.25	1.11
Fall 2017	41.4	27.6	13.8	13.8	3.4	2.10	1.21
Spring 2018	48.1	18.5	18.5	7.4	7.4	2.07	1.30
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	35.7	14.3	28.6	7.1	14.3	2.50	1.43
Spring 2017	54.2	12.5	20.8	12.5	0.0	1.92	1.14
Fall 2017	48.3	17.2	34.5	0.0	0.0	1.86	0.92
Spring 2018	48.5	21.2	24.2	3.0	3.0	1.91	1.07
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	60.7	10.7	21.4	0.0	7.1	1.82	1.22
Spring 2017	20.0	40.0	33.3	6.7	0.0	2.27	0.88
Fall 2017	22.2	0.0	77.8	0.0	0.0	2.56	0.88
Spring 2018	73.3	20.0	6.7	0.0	0.0	1.33	0.62
Fall 2018	37.5	25.0	37.5	0.0	0.0	2.00	0.93
LH middle Grade 7							
Fall 2016	33.3	33.3	33.3	0.0	0.0	2.00	0.85
Spring 2017	23.1	23.1	46.2	7.7	0.0	2.38	0.96
Fall 2017	33.3	55.6	11.1	0.0	0.0	1.78	0.67
Spring 2018	71.4	28.6	0.0	0.0	0.0	1.29	0.49
Fall 2018	66.7	0.0	33.3	0.0	0.0	1.67	1.00
Phase 2 middle Grade 6							
Spring 2016	21.4	28.6	10.7	3.6	35.7	3.04	0.83
Spring 2017	46.4	28.6	21.4	3.6	0.0	1.82	0.90
Fall 2017	41.7	50.0	8.3	0.0	0.0	1.67 ^a	0.65
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	25.0	62.5	12.5	0.0	0.0	1.88	0.62
Spring 2018	73.7	26.3	0.0	0.0	0.0	1.26	0.45
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	40.0	40.0	10.0	10.0	0.0	1.90	0.99
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	69.2	7.7	15.4	7.7	0.0	1.62	1.04
LH high school							
Fall 2016	25.0	75.0	0.0	0.0	0.0	1.75	0.45
Spring 2017	25.0	33.3	41.7	0.0	0.0	2.17	0.83
Fall 2017	50.0	33.3	8.3	8.3	0.0	1.75	0.97
Spring 2018	61.5	23.1	15.4	0.0	0.0	1.54	0.78
Fall 2018	58.3	16.7	16.7	8.3	0.0	1.75	1.06

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Independent work.							
LH elementary Grades 1-3							
Fall 2014	15.0	0.0	32.5	42.5	10.0	3.33	1.16
Spring 2017	12.5	9.4	15.6	40.6	21.9	3.50	1.30
Fall 2017	10.7	7.1	28.6	39.3	14.3	3.39	1.17
Spring 2018	20.7	10.3	37.9	13.8	17.2	2.97	1.35
Fall 2018	20.0	15.0	35.0	25.0	5.0	2.80	1.20
LH elementary Grades K, 4, 5							
Fall 2015	29.6	0.0	22.2	25.9	22.2	3.11	1.55
Spring 2017	24.0	16.0	20.0	20.0	20.0	2.96	1.49
Fall 2017	27.6	3.4	31.0	31.0	6.9	2.86	1.33
Spring 2018	36.7	10.0	26.7	6.7	20.0	2.63	1.54
Fall 2018	47.1	11.8	23.5	11.8	5.9	2.18	1.33
Phase 2 elementary Grades 1-3							
Spring 2015	30.0	17.5	22.5	27.5	2.5	2.55	1.26
Spring 2017	17.9	17.9	28.6	21.4	14.3	2.96	1.32
Fall 2017	24.1	3.4	34.5	31.0	6.9	2.93	1.28
Spring 2018	14.8	14.8	25.9	14.8	29.6	3.30	1.44
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	35.7	7.1	10.7	21.4	25.0	2.93	1.68
Spring 2017	12.5	4.2	25.0	41.7	16.7	3.46	1.22
Fall 2017	17.2	0.0	34.5	27.6	20.7	3.34	1.32
Spring 2018	27.3	6.1	9.1	24.2	33.3	3.30	1.65
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	21.4	3.6	14.3	35.7	25.0	3.39	1.47
Spring 2017	0.0	6.7	20.0	6.7	66.7	4.33	1.05
Fall 2017	11.1	11.1	11.1	11.1	55.6	3.89	1.54
Spring 2018	26.7	13.3	20.0	0.0	40.0	3.13	1.73
Fall 2018	25.0	0.0	25.0	50.0	0.0	3.00	1.31
LH middle Grade 7							
Fall 2016	8.3	8.3	8.3	33.3	41.7	3.92	1.31
Spring 2017	15.4	15.4	30.8	7.7	30.8	3.23	1.48
Fall 2017	33.3	22.2	33.3	0.0	11.1	2.33 ^a	1.32
Spring 2018	14.3	14.3	14.3	42.9	14.3	3.29	1.38
Fall 2018	11.1	33.3	0.0	11.1	44.4	3.44	1.67
Phase 2 middle Grade 6							
Spring 2016	10.7	7.1	17.9	3.6	60.7	3.96	0.81
Spring 2017	14.3	3.6	17.9	25.0	39.3	3.71	1.41
Fall 2017	16.7	0.0	8.3	16.7	58.3	4.00	1.54
Spring 2018	16.7	33.3	16.7	16.7	16.7	2.83	1.47
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	18.8	6.3	31.3	6.3	37.5	3.38	1.54
Spring 2018	5.3	5.3	21.1	36.8	31.6	3.84	1.12
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	10.0	0.0	10.0	40.0	40.0	4.00	1.25
Spring 2018	57.1	0.0	14.3	14.3	14.3	2.29	1.70
Fall 2018	15.4	15.4	15.4	30.8	23.1	3.31	1.44
LH high school							
Fall 2016	0.0	8.3	16.7	16.7	58.3	4.25	1.06
Spring 2017	16.7	0.0	0.0	16.7	66.7	4.17	1.53
Fall 2017	25.0	16.7	8.3	16.7	33.3	3.17	1.70
Spring 2018	30.8	7.7	7.7	7.7	46.2	3.31	1.84
Fall 2018	16.7	16.7	25.0	0.0	41.7	3.33	1.61

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Collaborative learning.							
LH elementary Grades 1-3							
Fall 2014	57.5	22.5	7.5	12.5	0.0	1.75	1.06
Spring 2017	59.4	12.5	6.3	12.5	9.4	2.00	1.44
Fall 2017	50.0	10.7	28.6	3.6	7.1	2.07	1.27
Spring 2018	51.7	10.3	20.7	10.3	6.9	2.10	1.35
Fall 2018	30.0	0.0	35.0	25.0	10.0	2.85	1.39
LH elementary Grades K, 4, 5							
Fall 2015	37.0	3.7	14.8	29.6	14.8	2.81	1.57
Spring 2017	48.0	28.0	8.0	8.0	8.0	2.00	1.29
Fall 2017	51.7	0.0	20.7	13.8	13.8	2.38	1.57
Spring 2018	50.0	6.7	30.0	10.0	3.3	2.10	1.24
Fall 2018	23.5	11.8	29.4	5.9	29.4	3.06	1.56
Phase 2 elementary Grades 1-3							
Spring 2015	42.5	15.0	30.0	12.5	0.0	2.13	1.11
Spring 2017	64.3	3.6	17.9	14.3	0.0	1.82	1.19
Fall 2017	69.0	6.9	17.2	6.9	0.0	1.62	1.01
Spring 2018	74.1	11.1	3.7	3.7	7.4	1.59	1.22
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	57.1	14.3	25.0	0.0	3.6	1.79	1.07
Spring 2017	75.0	8.3	12.5	4.2	0.0	1.46	0.88
Fall 2017	58.6	10.3	20.7	6.9	3.4	1.86	1.19
Spring 2018	63.6	9.1	15.2	3.0	9.1	1.85	1.33
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	53.6	3.6	17.9	14.3	10.7	2.25	1.51
Spring 2017	73.3	13.3	0.0	6.7	6.7	1.60	1.24
Fall 2017	44.4	33.3	0.0	11.1	11.1	2.11	1.45
Spring 2018	46.7	13.3	6.7	20.0	13.3	2.40	1.59
Fall 2018	87.5	0.0	0.0	0.0	12.5	1.50	1.41
LH middle Grade 7							
Fall 2016	75.0	8.3	8.3	8.3	0.0	1.50	1.00
Spring 2017	76.9	0.0	15.4	0.0	7.7	1.62	1.26
Fall 2017	55.6	0.0	0.0	22.2	22.2	2.56	1.88
Spring 2018	57.1	14.3	14.3	14.3	0.0	1.86	1.21
Fall 2018	55.6	0.0	0.0	0.0	44.4	2.78	2.11
Phase 2 middle Grade 6							
Spring 2016	78.6	7.1	0.0	7.1	7.1	1.57	0.69
Spring 2017	67.9	14.3	7.1	10.7	0.0	1.61	1.03
Fall 2017	75.0	0.0	0.0	0.0	25.0	2.00	1.81
Spring 2018	66.7	0.0	16.7	0.0	16.7	2.00	1.67
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	62.5	0.0	18.8	6.3	12.5	2.06	1.53
Spring 2018	52.6	26.3	15.8	5.3	0.0	1.74	0.93
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	90.0	0.0	10.0	0.0	0.0	1.20	0.63
Spring 2018	85.7	0.0	0.0	14.3	0.0	1.43	1.13
Fall 2018	84.6	0.0	7.7	7.7	0.0	1.38	0.96
LH high school							
Fall 2016	83.3	8.3	8.3	0.0	0.0	1.25	0.62
Spring 2017	58.3	25.0	0.0	0.0	16.7	1.92	1.51
Fall 2017	83.3	0.0	0.0	0.0	16.7	1.67	1.56
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	75.0	0.0	8.3	0.0	16.7	1.83	1.59

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Student discussion.							
LH elementary Grades 1-3							
Fall 2014	82.5	7.5	7.5	2.5	0.0	1.30	0.72
Spring 2017	40.6	18.8	15.6	18.8	6.3	2.31	1.35
Fall 2017	57.1	14.3	21.4	7.1	0.0	1.79	1.03
Spring 2018	58.6	6.9	31.0	3.4	0.0	1.79	1.01
Fall 2018	70.0	15.0	15.0	0.0	0.0	1.45	0.76
LH elementary Grades K, 4, 5							
Fall 2015	51.9	3.7	29.6	14.8	0.0	2.07	1.21
Spring 2017	64.0	12.0	12.0	8.0	4.0	1.76	1.20
Fall 2017	44.8	3.4	31.0	20.7	0.0	2.28	1.25
Spring 2018	63.3	10.0	10.0	13.3	3.3	1.83	1.26
Fall 2018	76.5	11.8	5.9	5.9	0.0	1.41	0.87
Phase 2 elementary Grades 1-3							
Spring 2015	52.5	15.0	20.0	12.5	0.0	1.93	1.12
Spring 2017	50.0	17.9	17.9	10.7	3.6	2.00	1.22
Fall 2017	58.6	13.8	27.6	0.0	0.0	1.69	0.89
Spring 2018	55.6	29.6	11.1	3.7	0.0	1.63	0.84
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	71.4	7.1	14.3	7.1	0.0	1.57	1.00
Spring 2017	41.7	33.3	20.8	4.2	0.0	1.88	0.90
Fall 2017	48.3	13.8	31.0	3.4	3.4	2.00	1.13
Spring 2018	63.6	15.2	12.1	6.1	3.0	1.70	1.10
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	57.1	14.3	14.3	7.1	7.1	1.93	1.30
Spring 2017	80.0	0.0	6.7	6.7	6.7	1.60	1.30
Fall 2017	77.8	11.1	11.1	0.0	0.0	1.33	0.71
Spring 2018	86.7	0.0	13.3	0.0	0.0	1.27	0.70
Fall 2018	87.5	12.5	0.0	0.0	0.0	1.13	0.35
LH middle Grade 7							
Fall 2016	75.0	8.3	8.3	8.3	0.0	1.50	1.00
Spring 2017	53.8	23.1	0.0	7.7	15.4	2.08	1.55
Fall 2017	55.6	0.0	33.3	11.1	0.0	2.00	1.22
Spring 2018	71.4	14.3	0.0	14.3	0.0	1.57	1.13
Fall 2018	77.8	11.1	0.0	11.1	0.0	1.44	1.01
Phase 2 middle Grade 6							
Spring 2016	25.0	21.4	39.3	7.1	7.1	2.50	0.46
Spring 2017	82.1	10.7	0.0	7.1	0.0	1.32	0.82
Fall 2017	83.3	0.0	16.7	0.0	0.0	1.33 ^a	0.78
Spring 2018	33.3	0.0	50.0	16.7	0.0	2.50	1.22
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	68.8	12.5	6.3	12.5	0.0	1.63	1.09
Spring 2018	63.2	31.6	0.0	5.3	0.0	1.47	0.77
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	60.0	20.0	10.0	10.0	0.0	1.70	1.06
Spring 2018	57.1	0.0	14.3	28.6	0.0	2.14	1.46
Fall 2018	76.9	7.7	15.4	0.0	0.0	1.38	0.77
LH high school							
Fall 2016	91.7	0.0	8.3	0.0	0.0	1.17	0.58
Spring 2017	83.3	8.3	0.0	8.3	0.0	1.33	0.89
Fall 2017	58.3	0.0	25.0	8.3	8.3	2.08	1.44
Spring 2018	61.5	15.4	23.1	0.0	0.0	1.62	0.87
Fall 2018	91.7	0.0	8.3	0.0	0.0	1.17	0.58

P21 Skills

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Problem solving.							
LH elementary Grades 1-3							
Fall 2014	90.0	7.5	2.5	0.0	0.0	1.13	0.40
Spring 2017	87.5	0.0	9.4	3.1	0.0	1.28	0.77
Fall 2017	92.9	0.0	7.1	0.0	0.0	1.14	0.52
Spring 2018	96.6	0.0	0.0	0.0	3.4	1.14	0.74
Fall 2018	85.0	0.0	0.0	10.0	5.0	1.50	1.24
LH elementary Grades K, 4, 5							
Fall 2015	70.4	3.7	11.1	7.4	7.4	1.78	1.34
Spring 2017	88.0	0.0	8.0	0.0	4.0	1.32	0.95
Fall 2017	82.8	3.4	13.8	0.0	0.0	1.31	0.71
Spring 2018	83.3	13.3	0.0	0.0	3.3	1.27	0.78
Fall 2018	88.2	0.0	5.9	0.0	5.9	1.35	1.06
Phase 2 elementary Grades 1-3							
Spring 2015	92.5	0.0	2.5	5.0	0.0	1.20	0.72
Spring 2017	89.3	7.1	3.6	0.0	0.0	1.14	0.45
Fall 2017	86.2	3.4	6.9	3.4	0.0	1.28	0.75
Spring 2018	77.8	3.7	0.0	14.8	3.7	1.63	1.28
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	85.7	3.6	3.6	3.6	3.6	1.36	0.99
Spring 2017	83.3	4.2	8.3	4.2	0.0	1.33	0.82
Fall 2017	79.3	6.9	6.9	6.9	0.0	1.41	0.91
Spring 2018	78.8	6.1	0.0	9.1	6.1	1.58	1.25
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	67.9	3.6	21.4	7.1	0.0	1.68	1.06
Spring 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2017	88.9	0.0	11.1	0.0	0.0	1.22	0.67
Spring 2018	80.0	6.7	0.0	0.0	13.3	1.60	1.40
Fall 2018	87.5	0.0	0.0	0.0	12.5	1.50	1.41
LH middle Grade 7							
Fall 2016	91.7	0.0	8.3	0.0	0.0	1.17	0.58
Spring 2017	92.3	0.0	0.0	0.0	7.7	1.31	1.11
Fall 2017	66.7	0.0	11.1	11.1	11.1	2.00	1.58
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Phase 2 middle Grade 6							
Spring 2016	96.4	0.0	3.6	0.0	0.0	1.07	0.19
Spring 2017	96.4	0.0	0.0	3.6	0.0	1.11	0.57
Fall 2017	91.7	0.0	8.3	0.0	0.0	1.17	0.58
Spring 2018	50.0	0.0	33.3	16.7	0.0	2.17	1.33
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	87.5	0.0	0.0	6.3	6.3	1.44	1.21
Spring 2018	94.7	0.0	5.3	0.0	0.0	1.11	0.46
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Spring 2018	71.4	0.0	0.0	14.3	14.3	2.00	1.73
Fall 2018	76.9	0.0	0.0	23.1	0.0	1.69	1.32
LH high school							
Fall 2016	83.3	8.3	0.0	8.3	0.0	1.33	0.89
Spring 2017	75.0	0.0	8.3	8.3	8.3	1.75	1.42
Fall 2017	91.7	8.3	0.0	0.0	0.0	1.08	0.29
Spring 2018	69.2	0.0	7.7	7.7	15.4	2.00	1.63
Fall 2018	58.3	0.0	8.3	8.3	25.0	2.42	1.83

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Project-based approaches to instruction.							
LH elementary Grades 1-3							
Fall 2014	92.5	0.0	2.5	0.0	5.0	1.25	0.93
Spring 2017	90.6	0.0	0.0	3.1	6.3	1.34	1.10
Fall 2017	89.3	3.6	0.0	7.1	0.0	1.25	0.80
Spring 2018	96.6	0.0	0.0	3.4	0.0	1.10	0.56
Fall 2018	95.0	0.0	0.0	5.0	0.0	1.15	0.67
LH elementary Grades K, 4, 5							
Fall 2015	88.9	0.0	0.0	3.7	7.4	1.41	1.19
Spring 2017	88.0	0.0	0.0	4.0	8.0	1.44	1.23
Fall 2017	82.8	0.0	6.9	10.3	0.0	1.45	1.02
Spring 2018	83.3	3.3	3.3	0.0	10.0	1.50	1.25
Fall 2018	94.1	0.0	0.0	5.9	0.0	1.18	0.73
Phase 2 elementary Grades 1-3							
Spring 2015	95.0	0.0	0.0	5.0	0.0	1.15	0.66
Spring 2017	89.3	3.6	0.0	3.6	3.6	1.29	0.94
Fall 2017	96.6	0.0	0.0	3.4	0.0	1.10	0.56
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	89.3	0.0	0.0	0.0	10.7	1.43	1.26
Spring 2017	87.5	0.0	0.0	4.2	8.3	1.46	1.25
Fall 2017	82.8	0.0	6.9	3.4	6.9	1.52	1.21
Spring 2018	87.9	3.0	0.0	0.0	9.1	1.39	1.17
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	82.1	0.0	0.0	0.0	17.9	1.71	1.56
Spring 2017	93.3	0.0	0.0	0.0	6.7	1.27	1.03
Fall 2017	66.7	22.2	0.0	0.0	11.1	1.67	1.32
Spring 2018	86.7	0.0	0.0	0.0	13.3	1.53	1.41
Fall 2018	87.5	12.5	0.0	0.0	0.0	1.13	0.35
LH middle Grade 7							
Fall 2016	91.7	0.0	0.0	0.0	8.3	1.33	1.15
Spring 2017	84.6	0.0	0.0	0.0	15.4	1.62	1.50
Fall 2017	44.4	22.2	0.0	0.0	33.3	2.56	1.88
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	88.9	0.0	0.0	0.0	11.1	1.44	1.33
Phase 2 middle Grade 6							
Spring 2016	96.4	0.0	0.0	0.0	3.6	1.14	0.38
Spring 2017	85.7	0.0	0.0	3.6	10.7	1.54	1.35
Fall 2017	66.7	0.0	8.3	0.0	25.0	2.17	1.80
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	87.5	0.0	0.0	0.0	12.5	1.50	1.37
Spring 2018	78.9	0.0	0.0	5.3	15.8	1.79	1.58
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	90.0	0.0	0.0	0.0	10.0	1.40	1.26
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	76.9	7.7	0.0	0.0	15.4	1.69	1.49
LH high school							
Fall 2016	58.3	0.0	0.0	8.3	33.3	2.58	1.98
Spring 2017	66.7	0.0	8.3	8.3	16.7	2.08	1.68
Fall 2017	83.3	8.3	0.0	0.0	8.3	1.42	1.16
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Inquiry-based approaches to instruction.							
LH elementary Grades 1-3							
Fall 2014	90.0	2.5	2.5	2.5	2.5	1.25	0.84
Spring 2017	84.4	6.3	3.1	3.1	3.1	1.34	0.94
Fall 2017	89.3	3.6	7.1	0.0	0.0	1.18	0.55
Spring 2018	86.2	0.0	6.9	6.9	0.0	1.34	0.90
Fall 2018	85.0	0.0	0.0	15.0	0.0	1.45	1.10
LH elementary Grades K, 4, 5							
Fall 2015	96.3	0.0	0.0	0.0	3.7	1.15	0.77
Spring 2017	72.0	8.0	12.0	0.0	8.0	1.64	1.22
Fall 2017	89.7	3.4	0.0	3.4	3.4	1.28	0.92
Spring 2018	76.7	6.7	0.0	6.7	10.0	1.67	1.37
Fall 2018	88.2	0.0	0.0	0.0	11.8	1.47	1.33
Phase 2 elementary Grades 1-3							
Spring 2015	95.0	0.0	0.0	2.5	2.5	1.18	0.78
Spring 2017	96.4	0.0	0.0	0.0	3.6	1.14	0.76
Fall 2017	93.1	3.4	0.0	3.4	0.0	1.14	0.58
Spring 2018	81.5	3.7	7.4	3.7	3.7	1.44	1.05
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	92.9	0.0	0.0	3.6	3.6	1.25	0.93
Spring 2017	87.5	0.0	0.0	8.3	4.2	1.42	1.14
Fall 2017	75.9	3.4	10.3	0.0	10.3	1.66	1.32
Spring 2018	90.9	0.0	0.0	3.0	6.1	1.33	1.08
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	67.9	3.6	7.1	10.7	10.7	1.93	1.49
Spring 2017	66.7	6.7	13.3	0.0	13.3	1.87	1.46
Fall 2017	55.6	0.0	0.0	11.1	33.3	2.67	2.00
Spring 2018	73.3	0.0	13.3	6.7	6.7	1.73	1.33
Fall 2018	87.5	0.0	0.0	0.0	12.5	1.50	1.41
LH middle Grade 7							
Fall 2016	83.3	0.0	16.7	0.0	0.0	1.33	0.78
Spring 2017	53.8	15.4	7.7	7.7	15.4	2.15	1.57
Fall 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Spring 2018	85.7	0.0	0.0	0.0	14.3	1.57	1.51
Fall 2018	88.9	0.0	0.0	0.0	11.1	1.44	1.33
Phase 2 middle Grade 6							
Spring 2016	96.4	0.0	0.0	0.0	3.6	1.14	0.38
Spring 2017	71.4	0.0	3.6	10.7	14.3	1.96	1.60
Fall 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	68.8	0.0	6.3	0.0	25.0	2.13	1.78
Spring 2018	84.2	0.0	0.0	5.3	10.5	1.58	1.39
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	90.0	0.0	0.0	10.0	0.0	1.30	0.95
Spring 2018	85.7	0.0	14.3	0.0	0.0	1.29	0.76
Fall 2018	92.3	0.0	0.0	7.7	0.0	1.23	0.83
LH high school							
Fall 2016	58.3	0.0	0.0	16.7	25.0	2.50	1.88
Spring 2017	50.0	0.0	8.3	8.3	33.3	2.75	1.91
Fall 2017	75.0	0.0	8.3	8.3	8.3	1.75	1.42
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	75.0	0.0	16.7	0.0	8.3	1.67	1.30

	Not Observed	Rarely	Somewhat/ Occasionally	Frequently	Extensively	<i>M</i>	<i>SD</i>
	%	%	%	%	%		
Learning incorporates authentic/real world contexts.							
LH elementary Grades 1-3							
Fall 2014	50.0	27.5	20.0	0.0	2.5	1.78	0.95
Spring 2017	56.3	3.1	9.4	12.5	18.8	2.34	1.68
Fall 2017	71.4	3.6	14.3	3.6	7.1	1.71	1.27
Spring 2018	75.9	6.9	10.3	6.9	0.0	1.48	0.95
Fall 2018	75.0	10.0	5.0	10.0	0.0	1.50	1.00
LH elementary Grades K, 4, 5							
Fall 2015	63.0	0.0	29.6	0.0	7.4	1.89	1.28
Spring 2017	64.0	12.0	8.0	12.0	4.0	1.80	1.26
Fall 2017	62.1	3.4	17.2	3.4	13.8	2.03	1.50
Spring 2018	63.3	6.7	13.3	6.7	10.0	1.93	1.41
Fall 2018	52.9	29.4	5.9	11.8	0.0	1.76	1.03
Phase 2 elementary Grades 1-3							
Spring 2015	45.0	30.0	15.0	7.5	2.5	1.93	1.07
Spring 2017	67.9	3.6	17.9	3.6	7.1	1.79	1.29
Fall 2017	75.9	6.9	3.4	10.3	3.4	1.59	1.18
Spring 2018	66.7	3.7	18.5	7.4	3.7	1.78	1.22
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	53.6	7.1	10.7	10.7	17.9	2.32	1.63
Spring 2017	70.8	0.0	12.5	12.5	4.2	1.79	1.32
Fall 2017	58.6	3.4	10.3	13.8	13.8	2.21	1.59
Spring 2018	63.6	12.1	9.1	0.0	15.2	1.91	1.47
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	71.4	3.6	7.1	14.3	3.6	1.75	1.29
Spring 2017	73.3	13.3	0.0	6.7	6.7	1.60	1.24
Fall 2017	55.6	0.0	33.3	0.0	11.1	2.11	1.45
Spring 2018	80.0	6.7	6.7	0.0	6.7	1.47	1.13
Fall 2018	50.0	12.5	12.5	12.5	12.5	2.25	1.58
LH middle Grade 7							
Fall 2016	66.7	0.0	8.3	16.7	8.3	2.00	1.54
Spring 2017	61.5	7.7	15.4	15.4	0.0	1.85	1.21
Fall 2017	44.4	0.0	0.0	22.2	33.3	3.00	1.94
Spring 2018	71.4	0.0	0.0	0.0	28.6	2.14	1.95
Fall 2018	77.8	0.0	0.0	11.1	11.1	1.78	1.56
Phase 2 middle Grade 6							
Spring 2016	32.1	14.3	10.7	10.7	32.1	2.96	0.94
Spring 2017	75.0	3.6	14.3	7.1	0.0	1.54	1.00
Fall 2017	66.7	8.3	8.3	8.3	8.3	1.83 ^a	1.40
Spring 2018	83.3	0.0	16.7	0.0	0.0	1.33	0.82
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	50.0	12.5	12.5	6.3	18.8	2.31	1.62
Spring 2018	73.7	5.3	5.3	0.0	15.8	1.79	1.51
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	60.0	30.0	10.0	0.0	0.0	1.50	0.71
Spring 2018	71.4	14.3	0.0	14.3	0.0	1.57	1.13
Fall 2018	69.2	0.0	7.7	15.4	7.7	1.92	1.50
LH high school							
Fall 2016	66.7	16.7	8.3	0.0	8.3	1.67	1.23
Spring 2017	41.7	16.7	16.7	0.0	25.0	2.50	1.68
Fall 2017	33.3	8.3	16.7	0.0	41.7	3.08	1.83
Spring 2018	53.8	15.4	0.0	23.1	7.7	2.15	1.52
Fall 2018	58.3	25.0	8.3	0.0	8.3	1.75	1.22

	Not Observed %	Rarely %	Somewhat/ Occasionally %	Frequently %	Extensively %	<i>M</i>	<i>SD</i>
Flexible grouping based on student and task needs.							
LH elementary Grades 1-3							
Fall 2014	62.5	10.0	12.5	7.5	7.5	1.88	1.32
Spring 2017	71.9	0.0	9.4	9.4	9.4	1.84	1.44
Fall 2017	67.9	7.1	17.9	7.1	0.0	1.64	1.03
Spring 2018	79.3	6.9	10.3	0.0	3.4	1.41	0.95
Fall 2018	50.0	0.0	5.0	30.0	15.0	2.60	1.70
LH elementary Grades K, 4, 5							
Fall 2015	85.2	3.7	3.7	0.0	7.4	1.41	1.12
Spring 2017	64.0	8.0	12.0	4.0	12.0	1.92	1.44
Fall 2017	55.2	13.8	20.7	10.3	0.0	1.86	1.09
Spring 2018	80.0	3.3	10.0	3.3	3.3	1.47	1.04
Fall 2018	70.6	0.0	11.8	11.8	5.9	1.82	1.38
Phase 2 elementary Grades 1-3							
Spring 2015	82.5	5.0	5.0	5.0	2.5	1.40	0.98
Spring 2017	71.4	3.6	14.3	3.6	7.1	1.71	1.27
Fall 2017	79.3	0.0	17.2	0.0	3.4	1.48	1.02
Spring 2018	63.0	7.4	14.8	3.7	11.1	1.93	1.41
Fall 2018	-	-	-	-	-	-	-
Phase 2 elementary Grades K, 4, 5							
Fall 2016	67.9	10.7	0.0	7.1	14.3	1.89	1.52
Spring 2017	87.5	0.0	8.3	0.0	4.2	1.33	0.96
Fall 2017	86.2	0.0	0.0	3.4	10.3	1.52	1.33
Spring 2018	63.6	9.1	15.2	6.1	6.1	1.82	1.26
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 6							
Fall 2015	96.4	0.0	0.0	3.6	0.0	1.11	0.57
Spring 2017	93.3	0.0	0.0	0.0	6.7	1.27	1.03
Fall 2017	55.6	33.3	0.0	0.0	11.1	1.78	1.30
Spring 2018	80.0	0.0	6.7	13.3	0.0	1.53	1.13
Fall 2018	50.0	0.0	25.0	12.5	12.5	2.38	1.60
LH middle Grade 7							
Fall 2016	91.7	8.3	0.0	0.0	0.0	1.08	0.29
Spring 2017	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2017	88.9	0.0	11.1	0.0	0.0	1.22	0.67
Spring 2018	85.7	0.0	0.0	0.0	14.3	1.57	1.51
Fall 2018	77.8	0.0	22.2	0.0	0.0	1.44	0.88
Phase 2 middle Grade 6							
Spring 2016	71.4	3.6	3.6	0.0	21.4	2.02	1.29
Spring 2017	92.9	3.6	3.6	0.0	0.0	1.11	0.42
Fall 2017	83.3	0.0	0.0	8.3	8.3	1.58	1.38
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	-	-	-	-	-	-	-
Phase 2 middle Grades 7-8							
Fall 2017	87.5	0.0	6.3	0.0	6.3	1.38	1.09
Spring 2018	94.7	0.0	0.0	0.0	5.3	1.21	0.92
Fall 2018	-	-	-	-	-	-	-
LH middle Grade 8							
Fall 2017	70.0	10.0	10.0	10.0	0.0	1.60	1.07
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	61.5	7.7	15.4	15.4	0.0	1.85	1.21
LH high school							
Fall 2016	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Spring 2017	91.7	0.0	0.0	0.0	8.3	1.33	1.15
Fall 2017	91.7	0.0	0.0	0.0	8.3	1.33	1.15
Spring 2018	100.0	0.0	0.0	0.0	0.0	1.00	0.00
Fall 2018	91.7	0.0	8.3	0.0	0.0	1.17	0.58