

# LSC Core Update

## 1999-2000 DATA COLLECTION

### 1999-2000 Data Collection Year Ends

The 1999-2000 data collection year ended August 31. Any professional development observations conducted after August 31 are considered to be part of the new data collection year (2000-2001). In order to close out project responsibilities for the ending data collection year PIs and evaluators should complete the following requirements outlined in this article.

#### Evaluator Responsibilities

Lead evaluators coordinate the submission of all 1999-2000 data to HRI. Specifically lead evaluators should:

**1. Make sure that all data collected required for the project during the 1999-2000 data collection year (classroom observations, professional development observations, and teacher interviews) are submitted via the web by October 16.** Please check to make sure that all forms are completed. Any forms submitted as "partial" will be deleted from our files, so make sure that all "partial forms" for your project have been completed and submitted. You will be unable to submit 1999-2000 forms after October 16. Any forms not submitted or completed will be considered "not collected" by the project.

**Submit a core evaluation report to HRI by October 16.** Evaluators should consult the 1999-2000 Reporting Guidelines to determine the type of

report required for this year of the project. These guidelines can be found in the lead evaluator section on the web under data collection requirements.

All projects are required to complete report ratings, while only Year Two and Final Year projects are asked to submit a full narrative report.

The report rating forms for all projects are now available for completion on the web. Evaluators can find the rating forms appropriate for their project in the On-line forms section of the LSC website:

[http://www.horizon-research.com/LSC\\_Forms](http://www.horizon-research.com/LSC_Forms)

You will need two usernames/passwords to access these forms. As usual, you will be asked to enter a username (\*\*\*\*\*) and password (\*\*\*\*\*) to enter the on-line forms page. When you select "Report Ratings" you will be asked to enter your evaluator-specific username and password. All ratings should be submitted to HRI by October 16.

Those projects writing longer narrative reports, Year Two and Final Year projects, should send these reports to HRI as an attachment or mail them to us on disk by October 16. Please note that HRI is not permitted to grant extensions to this deadline. If you anticipate that you will not be able to meet this deadline you should contact your NSF program officer to discuss implications.

#### PI Responsibilities

Principal investigators are ultimately responsible for making sure that all core evaluation data are of high quality and are collected and submitted in a timely fashion. Principal

investigators should:

**1. Monitor the progress of core evaluation data submission.** In order to assist PIs with this task, we have set up a "compliance chart" on the HRI website so that PIs can track their projects' progress in the October 16 data submission deadline. In addition to the primary data being submitted by the project (observation and interview protocols, and questionnaire data), the chart will list all other information required by this date (e.g., core evaluation report) The chart will be updated on a daily basis. All of the individual project information on this chart will be conveyed to NSF on November 15 in a compliance report that they have requested.

PIs can access their compliance information by going to the PI section of the LSC website. You will need your PI-specific username and password to access the PI site. If you do not have your username and password you can press "Log-In Help" and your username and password will be e-mailed to you.

**2. Complete the Project Description form on the web by October 16.** At the end of each data collection year, PIs will be asked to complete a Project Description form describing activities that took place in their project during the last data collection year. This form is available for completion on the web in the PI section of the LSC website. You will need your PI-specific username and password to access the PI site. If you do not have your username and password you can press "Log-In Help" and your username and password will be e-mailed to you.

## 2000-2001 DATA COLLECTION

### Preparation for 2000-2001 Data Collection

Projects will need to complete two tasks in preparation for 2000-2001 data collection year. First, PIs need to confirm their data collection schedule for their project by October 16. Each year, PIs are asked to specify the year of their final summer of professional development which, along with the start year of the project, designates the types of data collected each year. Projects are asked to complete this task each year because project duration may change (e.g., due to no-cost extensions). PIs should go to the PI section of the LSC website to confirm the data collection schedule for their project.

Second, PIs will need to submit updated school and teacher sampling frames by October 16. NSF is requesting these sampling frames earlier to accommodate their information needs for GPRA (Government Performance Review Act) and for project continuation decisions. NSF is aware that this earlier deadline may slightly increase the number of ineligible teachers when data are actually collected in spring 2001 and will interpret the compliance figures accordingly. While the sampling frame structure is the same as last year, the process for sampling frame submission is somewhat different. This year, HRI will provide preformatted sampling frame files for each project to download from the HRI website. Projects should download the files, update the appropriate information (e.g., number of treatment hours), and add any additional schools/targeted teachers. The project can then e-mail or mail the updated sampling frame files to HRI.

PIs may obtain the Sampling Frame Guidelines and files to be updated for the 2000-2001 data collection year from the PI section of HRI's LSC website. Go to <http://www.horizon-research.com/LSC> and click on "Principal Investigators." Once you have used your project-specific username and password to log in, choose "Sampling Frames" and follow the instructions under "Download Sampling Frames" to save copies of your project's School and Teacher Sampling Frames on your computer. The Sampling Frames will be in tab-delimited text format, which can be opened by most spreadsheet or database packages (e.g., MS Excel).

Projects should be aware of the following meeting dates in the Spring of 2001:

### 2000-2001 Meeting Plans

Projects should be aware of the following meeting dates in the Spring of 2001:

#### Lead Evaluator/Assessing Student Achievement Meetings

In the last newsletter we announced dates for the January Lead Evaluator meeting to be held in Chapel Hill. Evaluators were told that the meeting would be held January 8-9. We also indicated that NSF was working on plans to follow-up on the small meeting on "Assessing Student Achievement" held in June. To minimize travel expenses, NSF has decided to piggyback onto the lead evaluator meeting, with the tentative plan as follows:

**January 8:** All lead evaluators will attend a general meeting on the core evaluation.

**January 9-10:** Up to three project representatives can attend a meeting on assessing the impact of the LSC on student outcomes. Projects may wish to include the lead evaluator as one of the representatives for the project and/or bring other relevant staff (e.g., district testing person).

#### Classroom Observation Training

Classroom Observation Training will be offered **February 8-9** in Chapel Hill, NC. Any projects needing to have additional classroom observers trained may send them to this session at project expense. Proj-

ects with new lead evaluators may wish to have them attend this training as well. Please note that with the shift to longitudinal observations, projects should maintain the same observers for the duration of the project if at all possible.

#### New Project Orientation Meeting

Any project with a new lead evaluator is required to send this person to the next New Project Orientation meeting, scheduled for **May 3-5** in Washington, DC. This meeting will familiarize the evaluator with the core evaluation system and provide training in assessing the quality of professional development programs.

### Assessing Effects of LSC on Student Outcomes

Starting with Cohort 5, NSF now requires that LSCs provide evidence of the effects of the professional development and curriculum implementation on student outcomes. Some of these projects, as well as some in the earlier cohorts, have existing measures to assess the extent of achievement of their key goals; some also have the expertise available to their projects to design high-quality studies. However, many PIs have indicated that their projects need assistance in locating appropriate instruments and/or in designing studies that will allow them to attribute any differences they may find to the LSC treatment.

NSF has asked HRI to prepare guidelines for assessing the effects of LSCs on student achievement and other student outcomes. We are planning to identify 5 or 6 evaluation design consultants to work with us, both in developing the guidelines and in sharing them with the LSC community at the January 9-10 meeting on assessing student outcomes. Projects will be able to get advice from these consultants at the meeting and use the guidelines to help them as they actually design their studies, purchasing additional assistance as needed from these or other experts in evaluation design.

## FREQUENTLY ASKED QUESTIONS

**Q** We are working on updating our school sampling frame. What should we do with schools that have left the project?

**A** Projects should deal with schools leaving the project in the same manner that they treat teachers leaving the project; leave them in the sampling frame and change the eligibility status. Starting last year, projects were asked to include all teachers and schools that have been, or will be, targeted by the project in the sampling frame. In both cases, when they have left the project they should be listed as "G" for "Gone."

**Q** As a lead evaluator, I received the ID links for the questionnaire and observation samples from HRI. Can I share these with the PI and project staff?

**A** PIs and project staff are not provided with the data links for reasons of confidentiality. Teachers participating in the core evaluation (by completing questionnaires or agreeing to be interviewed or observed) are assured of confidentiality. Providing project staff with sample lists or data links violates this confidentiality.

In late September, HRI will combine its two office locations, moving a couple of hundred yards into one new office. Please note our new address, phone and fax numbers:

**Horizon Research, Inc.**  
**326 Cloister Court**  
**Chapel Hill, NC 27514-2296**  
**Phone: 919-489-1725**  
**Fax: 919-493-7589**

Please pass this information along to anyone in your project who will need it. The LSC e-mail address remains the same:

[lsc@horizon-research.com](mailto:lsc@horizon-research.com)

## HRI Is Moving!

## Changes to the Protocols

### Professional Development Observation Protocol and Classroom Observation Protocol

There have been a number of wording changes to the LSC observation protocols in the 2000–2001 forms, which are minor. Observers should review these revisions prior to completing the protocol.

#### 1999–2000 Version

#### Professional Development Observation Protocol

##### Section Two: Ratings

- I.11. Adequate time and structure were provided for wrap-up and closure.
- VI.3. Interactions reflected *collaborative* working relationships among participants.
- VII.C. Level 1 Session is unlikely to enhance the capacity of participants to provide high-quality...  
 Level 2 ...but there are *substantial* problems in the design... content, and/or implementation...  
 Overall, the session is *quite* limited...  
 Level 3 Professional development is purposeful, and at times effective, but there *some* weaknesses in the design,... content, or implementation...

#### Classroom Observation Protocol

##### Section One: Contextual Background and Activities

- IV.D. How did the adaptations affect the quality of the lesson?

##### Section Two: Ratings

- I.8. Adequate time and structure were provided for wrap-up and closure.
- III. 4. Teacher-*presented* information was accurate.
- V.B. Level 1 Instruction is unlikely to enhance...  
 Level 2 ...but there are *substantial* problems in the design... content, and implementation...  
 Overall, the lesson is *quite* limited...  
 Level 3 Students are, at times, engaged in meaningful work, but there are *some* weaknesses in the design...

#### 2000–2001 Version

Adequate time and structure were provided for wrap-up.

Interactions reflected *collegial* working relationships among participants

Level 1 Session is *highly* unlikely to enhance the capacity of participants to provide high quality...

Level 2 ...but there are *serious* problems in the design... content, and/or implementation...

Overall, the session is *very* limited...

Level 3 Professional development is purposeful and at times effective, but there are *weaknesses, ranging from substantial to fairly minor*, in the design, content, or implementation...

How did the adaptations affect the quality of the lesson *design*?

Adequate time and structure were provided for wrap-up.

Teacher-*provided* content information was accurate.

Level 1 Instruction is *highly* unlikely to enhance...

Level 2 ...but there are *serious* problems in the design, content, and implementation...

Overall, the lesson is *very* limited...

Level 3 Students are, at times, engaged in meaningful work, but there are *weaknesses, ranging from substantial to fairly minor*, in the design, content, and implementation...

### Dates to Remember



**August 31, 2000**

- End of 1999–2000  
Data Collection Year

**October 16, 2000**

- Interview/Observation Protocols  
and Core Evaluation Reports  
Due
- Projects Select Data Collection  
Schedule and Complete  
Project Description Form
- Sampling Frames Due

**November 15, 2000**

- PI Annual Report Due at NSF

**January 8–10, 2001**

- Lead Evaluator/Assessing  
Student Outcome Meetings,  
Chapel Hill

**February 8–9, 2001**

- Classroom Observation Train-  
ing,  
Chapel Hill

### Annual LSC Core Evaluation Requirements

#### All Projects:

- Professional Development Observations  
(5–8 per year, 2–5 for Baseline, optional  
for Final Year)
- Principal Questionnaires  
(population)
- Individual Teacher Interviews  
(10; not conducted Baseline Year)
- Project Team Interviews

#### In addition, Baseline Year, Year

#### Two, and Final Year Projects:

- Classroom Observations  
(16 per subject; in 2000–2001 this will  
vary)
- Teacher Questionnaires  
(300 per subject, plus program sample)

Most data collection activities are conducted February–May annually, except Professional Development Observations and the Project Team Interviews, which may be conducted throughout the data collection year (September 1–August 31).

**The PI is responsible for making sure that core evaluation data are collected in a timely fashion and reported to HRI**

### Contact Information

If you need help with any aspect of the LSC Core Evaluation, please e-mail Elizabeth Arnold at:

[lsc@horizon-research.com](mailto:lsc@horizon-research.com)

We prefer that you e-mail first. If a follow-up call is needed, someone from HRI will contact you.

### How To Reach Us

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(This newsletter is available on the Web.)