

# FY11 Professional Development Expenditures And Learner Pre-post Test Score Gains



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# Agenda

- Introduction
- Research Questions
- Methods
- Results
- Discussion
- Conclusion

# Introduction

Do you wonder if the money we spent on professional development had an impact where the rubber meets the road- on learner pre-post test score gains?

# Introduction

- In FY11 Maryland funded 29 adult education programs with the state WIA Title 2 grant administered by the Maryland Department of Labor, Licensing and Regulation.
- Programs are located in LEAs, Community Colleges and Community-based Organizations
- The majority of programs use the CASAS Assessments (90%).

# Introduction

The purpose of this research was to find out whether the money spent on professional development was having an impact on student CASAS pre-post test gains.

# Research Questions

1. Do students in programs that spend more on professional development per teacher have higher CASAS pre-post test score gains?
2. Does the quality of professional development relate to CASAS post test score gains?

## Research Question

Do students in local programs that spend more on professional development per teacher have higher learner CASAS pre-post test score gains?

# Methods: Description & Data Collection

- This was a quantitative, exploratory study
- Professional development expenditures per teacher per program were collected via a survey completed by all 26 local programs that use the CASAS assessment and aggregated by program and ABE/ASE and ESL/EL Civics.

24 programs use CASAS in ABE/ASE classes

20 programs use CASAS in ESL/EL Civics classes

## Methods: Description & Data Collection

The survey was created using Zoomerang (now Survey Monkey) to collect data from local programs about their FY11 professional development expenditures per ABE/ASE teacher and ESL/EL Civics teacher.

# Methods: Description & Data Collection

How much did you spend in FY11 on locally delivered professional development for **instructors** per category below? In the space below note the dollar amounts spent in each category. Program-specific professional development should be noted under ABE/GED or ESL/EL Civics as they apply. For general PD that was provided across all staff (e.g., student-centered learning, contextualized learning), use the General PD category.

ABE/GED

ESL/EL Civics

General PD

Total

How many instructors did you employ in FY11?

ABE/GED

ESL/EL Civics

Total

## Methods: Description & Data Collection

- Maryland's NRS data base, the Literacy Works Information System, was queried for learners who were CASAS post tested in FY11. The query provided Information on 27,652 learners, which was then aggregated by program and by ABE/ASE and ESL/EL Civics.
- Decreases in pre-post test score gains were not included in the original query results, so the query was done a second time to include them.

## Methods: Data Analysis

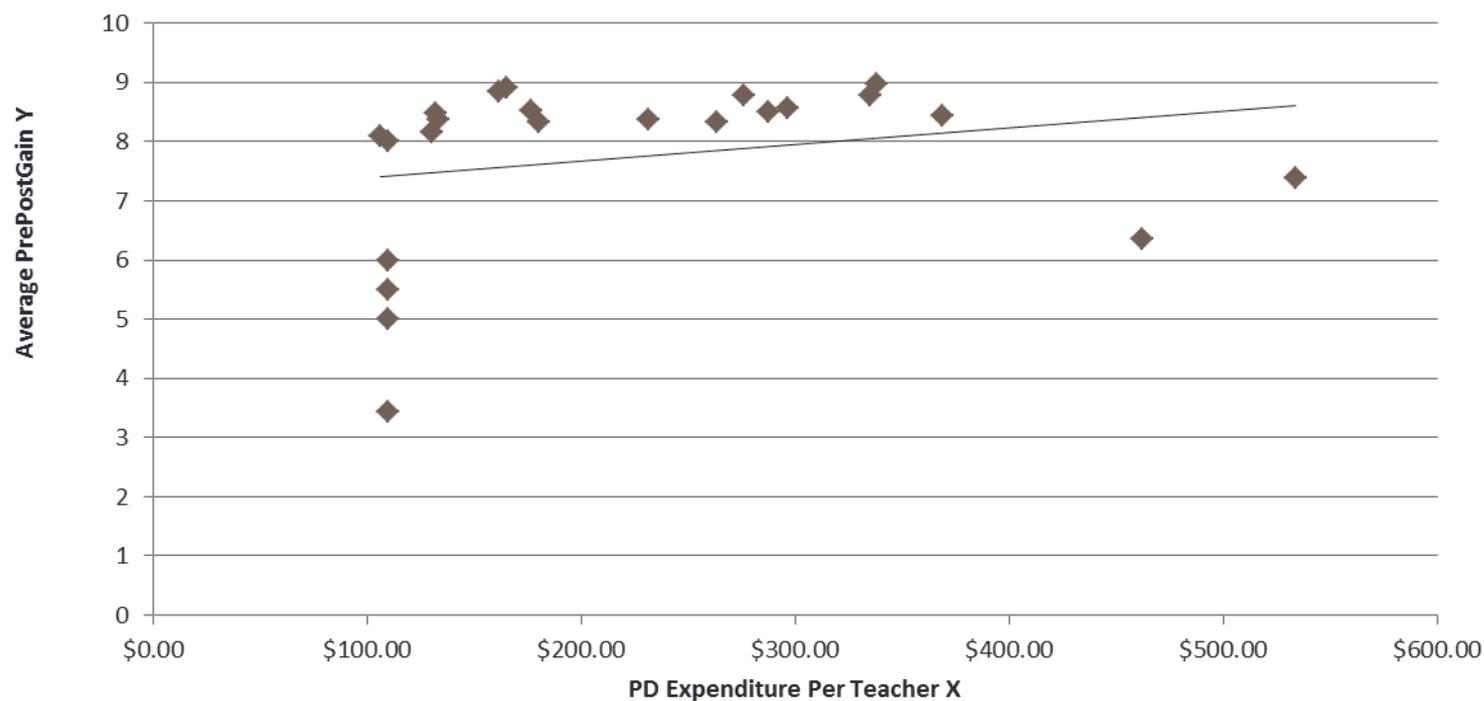
A correlation analysis was conducted to determine whether there was a correlation between the variables expenditures and gains.

A correlation of .8 indicates that two variables are highly correlated.

A correlation of .5 indicates that two variables are somewhat correlated.

# Results

## ESL/EL Local Program Learner Pre-Post Test Score Gain & Professional Development Expenditures Per Teacher



N = 19 programs

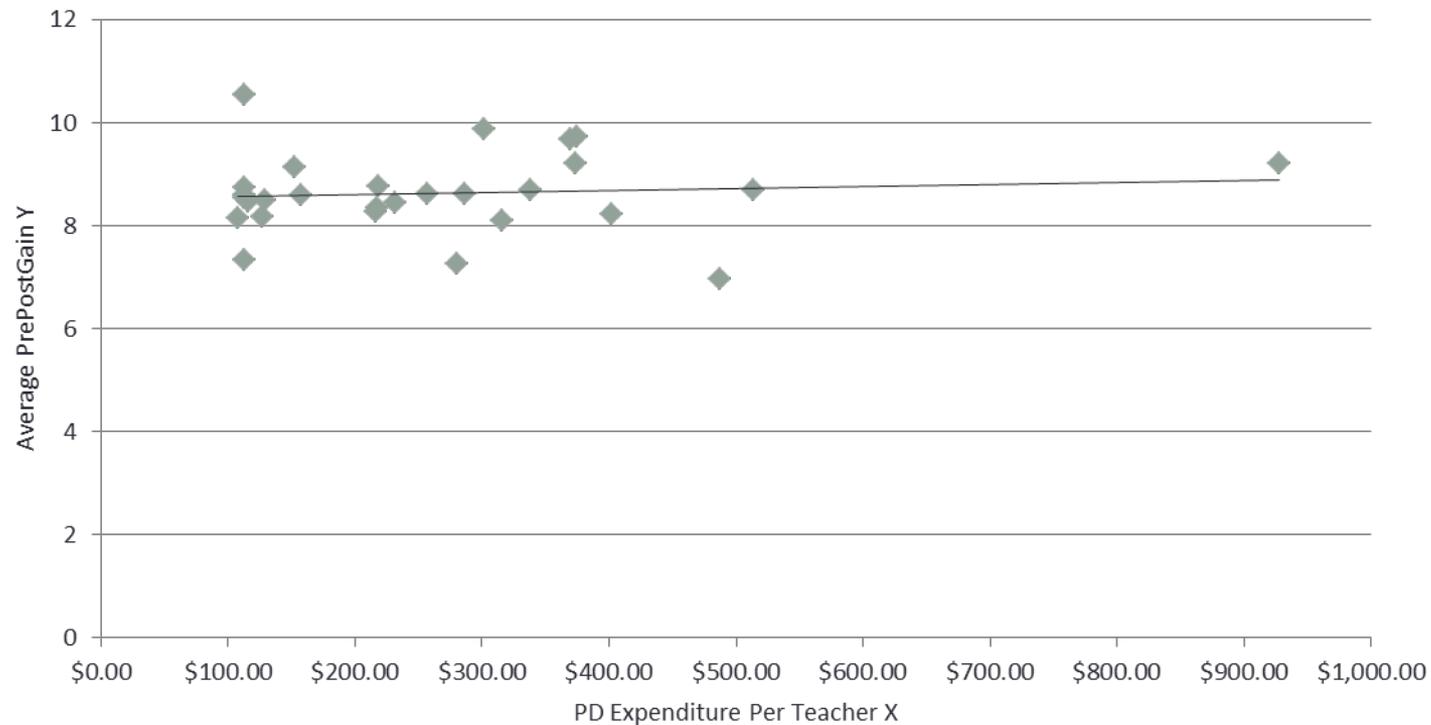
Correlation = 0.48

## Findings

Considering the many variables that affect student learning, we were intrigued by the small correlation we found between local professional development expenditures per teacher and student CASAS pre-post test score gains and see this as a topic worthy of further investigation.

# Results

## ABE/ASE Local Program Learner Pre-Post Test Score Gain & Professional Development Expenditures Per Teacher



N = 24 programs

Correlation: 0.30

# Findings

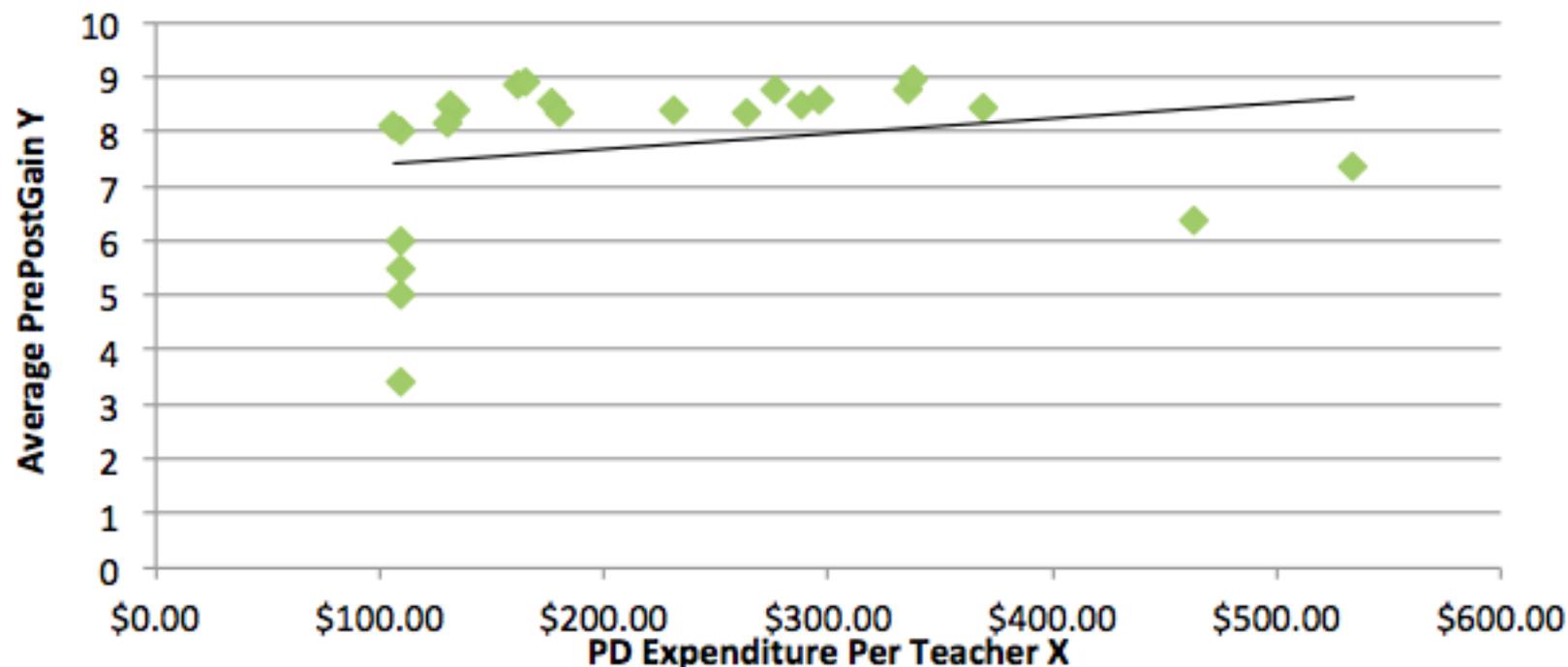
There was quite a range of local program professional development expenditures per teacher.

ABE/ASE: \$107.32 – \$927.33

ESL/EL Civics: \$106.32 - \$534.13

## Findings

Looking at the correlation analysis chart, it appears that local programs that spent both the least and the most on PD per ESL/EL Civics teacher had the lowest pre-post test score gains.



# Discussion

We learned a great deal from this research project in addition to the answer to our question.

1. Before beginning research project, determine available time and resources so we have a more realistic idea of what we can accomplish.
2. Carefully review the data collected before cleaning it and beginning the analysis.

## Discussion

We would like to expand this research in the future.

1. Use additional data collected with the expenditures survey for further analysis.

# Discussion

\* Program Type

- Local education agency
- Community based organization
- Community college

\* Number of students enrolled in your adult education program in FY2011 (Federal).

How much was spent on locally delivered professional development for *instructors* in FY11?

Grant funds

Other sources

Total

## Discussion

Expenditures might not have anything to do with the quality of professional development, so we would like to one day return to our original second question for further research:

*Does the quality of professional development relate to learner CASAS pre-post test score gains?*

# Conclusion

- This research project was a terrific learning experience. We learned as much from our mistakes along the way as we did from the correlation analysis.
- This project was a starting point and we would like to expand on this research.

# Questions?

## Contact

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