

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **TEACHING AMERICAN HISTORY ANNUAL PERFORMANCE REPORT**

**CFDA # 84.215X**

**PR/Award # U215X060051**

**Budget Period # 1**

**Report Type: AdHoc Performance**

# **\*\*Table of Contents\*\***

## **Forms**

1. Grant Performance Report (ED 524B) Project Status Chart - Section A - 1	_____	e1
2. Grant Performance Report (ED 524B) Project Status Chart - Section A - 2	_____	e3
3. Grant Performance Report (ED 524B) Project Status Chart - Section A - 3	_____	e5
4. Grant Performance Report (ED 524B) Project Status Chart - Section A - 4	_____	e8
5. Grant Performance Report (ED 524B) Project Status Chart - Section B & C	_____	e9
Budget_2008	_____	e10
SectionC_2008	_____	e11
6. Grant Performance Report Cover Sheet (ED 524B) - Revised 2008	_____	e17
Executive Summary_2008	_____	e19

This report was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this report. Some pages/sections of this report may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Report's PDF functionality. Page numbers created by the e-Report PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: **U215X060051**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1 . Project Objective**     Check if this is a status update for the previous budget period.

GPRAS

1a. Performance Measure	Measure Type	Quantitative Data					
Students in experimental and quasi-experimental studies of educational effectiveness of Teaching American History projects will demonstrate higher achievement on statewide U.S. history assessments than students in a comparison group.	GPRA	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			1010 / 1347	75		1168 / 1347	87
1b. Performance Measure	Measure Type	Quantitative Data					
At least 75% of participating teachers will demonstrate an increased understanding of American history through the use of nationally validated tests of American history that can be directly linked to their participation in the Teaching American History program.	GPRA	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			18 / 24	75		18 / 24	75

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. A quasi-experimental analysis of student achievement in history using control and comparison groups was conducted. In April of 2008, 1,347 students from the classrooms of 16 participating teachers and 1,416 students from the classrooms of 16 non-participating teachers were given the state history test, Kentucky Core Content Test in U.S. History. While 20% of students in classrooms of non-participating teachers scored at the Novice level in U.S. History, only 13% of students in classrooms of participating teachers scored at the Novice level, a statistically significant difference. Even after controlling for previous achievement and socio-economic level, the students in the classrooms of participating teachers outscored the students in the classroom of non-participating teachers,  $F(3, 2602) = 15.2, p < .001$ . This is also above the target score of 75% of students scoring at grade-level or above we had set for the students of our participating teachers.

1b. A pre- and post- knowledge test was given to teachers based on released items from the Advanced Placement U.S. History exam. The items were selected to be directly linked to the period of time covered during the Summer Institute. The knowledge test covered Progressivism at High Tide, 1900s-1920s, including World War I, American expansionism, progressive politics (T. Roosevelt, Taft, Wilson), and 1920s culture and society. The average pre-test score (percent correct) was 70.4% and the average post-test score was 76.4%. The average Summer Institute participant increased their percent correct by 6%. Utilizing a paired sample t-tests showed that the increase in score was statistically significant,  $t(23) = 3.97, p < .01$ .



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: **U215X060051**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2 . Project Objective**  Check if this is a status update for the previous budget period.  
Build a network of American history teachers committed to professional growth.

2a. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
All JCPS high school teachers of American history will be encouraged to join an American History Teacher Alliance and to participate in project activities.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		80	/		80	/	
2b. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
A total of 30 Alliance members will be chosen each year to form a cohort that participates in the Summer Institute.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		30	/		24	/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

2a. All 80 JCPS high school teachers of American history were contacted to participate in American History Teacher Alliance activities. All teachers received e-mails related to Alliance activities and other information related to American History. In 2007-2008, there were five Alliance professional development activities, and one additional professional development activity that was a follow-up to the Summer Institute in 2007. The follow-up activity was held in September

2007 and was attended by 20 teachers. Two book study seminars were held; one was held in October 2007 and attended by 14 teachers and one was held in February 2008 and was attended by 27 teachers. A seminar on the American West was held in January and attended by 25 teachers, and a seminar held on Progressivism was held in April and was attended by 24 teachers. The Summer Institute on Progressivism was held in June 2008 and attended by 24 teachers. Additionally, 2 teachers attended the National Council for the Social Studies (NCSS) conference in November. In total, 43 different American History teachers attended at least one of the Alliance events, resulting in a 16% increase in participation over the previous year.

2b. All Alliance members who applied for the Summer Institute were accepted to participate in the Summer Program. To examine the demographic and attitudinal characteristics of teachers who participated in the program and those who did not participate in the program, a questionnaire was distributed to all American History teachers. A total of 66 of the 91 teachers returned the survey for a response rate of 73%. Table 1 in Section C depicts the characteristics of the teachers who participated in the program and those who did not. For categorical variables (education, race, gender), Chi-Square analyses were conducted to test for group differences. For continuous variables, t-tests were conducted to test for differences between Summer Institute teachers and non-Summer Institute teachers. Summer Institute teachers were slightly less experienced and had less education than non-Institute teachers, however these were not statistically significant differences. Teachers also did not statistically differ in their self-efficacy scores, their appreciation of U.S. History, or ratings of student engagement. Teachers rated their utilization of different classroom practices including collaborative grouping, direct instruction, use of primary source documents, independent work for students, and technology integration. Their ratings of classroom practice yielded two significant differences. Summer Institute teachers reported having more independent activities for students than non-Summer Institute teachers,  $t(64) = -2.58, p < .05$ . Summer Institute teachers also reported utilizing primary sources more in the classroom than non-Summer Institute teachers,  $t(64) = -2.55, p < .05$ . In terms of their networking with other U.S. History teachers, Summer Institute teachers reported knowing more than other U.S. History teachers in the district, having more correspondences via e-mail, having more phone calls, and talking in person more to other U.S. History teachers than non-Summer Institute teachers,  $F(4,61) = 6.62, p < .001$ .

As stated above, the project fell just short of the goal of 30 teachers due to the schedule conflicts that some teachers had with the week-long (six day) summer program. Several Alliance members who could not participate in the summer program did attend other professional development activities during the school-year (e.g., book club, visiting scholars seminars).



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: **U215X060051**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3 . Project Objective**  Check if this is a status update for the previous budget period.  
 Increase teachers knowledge of traditional American history and improve pedagogical practices, including the teachers ability to teach with primary source documents and engage students in acquiring historical knowledge through disciplined inquiry.

3a. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
At least 75% of teachers who participated in the Summer Institute will report increased knowledge in American history.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			14 / 19	74		15 / 19	79
3b. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
At least 75% of teachers who participated in the Summer Institute will report an increase in their ability to teach with primary source documents.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			15 / 20	75		18 / 20	90
3c. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
At least 75% teachers who participated in the Summer	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		

Institute will demonstrate their ability to teach with primary source documents.	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		15 / 20	75		20 / 20	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3a. Participants were asked to rate their knowledge of American history before the Institute and after the Institute using a retrospective survey. The scale ranged from 1 = no knowledge to 5 highly knowledgeable. Five of the 24 participants rated themselves at the highest level of knowledge (5) for U.S. History. Of the 19 participants who did not rate themselves at the highest level of knowledge, 15 reported increases in knowledge after participation in the Summer Institute (79%). The gain reported in knowledge (from an average of 4.0 to an average of 4.7), pre- and post- institute, was statistically significant,  $t(22) = -5.72, p < .001$ .

3b. When asked to rate their ability to teach with primary source documents, 4 of the 24 teachers rated themselves at the highest level of knowledge. Of the remaining 20 teachers, 18 reported increases in their ability to teach with primary source documents (90%). The increase pre- and post- participation in the Summer Institute (from an average of 3.8 to an average of 4.7) was statistically significant,  $t(22) = -7.61, p < .001$ .

3c. Observations were collected from 2007 Summer Institute participants between October 2007 and January 2008. The observation window was selected in order to coordinate the period covered in the Summer Institute and the core content being covered in the classroom. In 2007, a total of 23 teachers participated in the Summer Institute. Of the 23 teachers, 20 were observed during the 2007-2008 school year. Two teachers (9%) were not observed because they were no longer classroom teachers in a Jefferson County Public School. One teacher became a high school administrator and one teacher left the school district. A third teacher was not observed because the teacher was teaching only 9th graders and not teaching U.S. History.

Observations were collected using the America in Transition Classroom Observation Measure (2007) by two observers, including the project evaluator, from the Dept. of Accountability, Research, and Planning, JCPS. Three of the 20 teachers observed were not teaching U.S. History in 2007-2008, but were utilizing strategies/materials from the Summer Institute in their classes. The observation measure was developed to assess specific areas related to teaching U.S. History (e.g., use of primary sources) as well as general classroom contextual areas (e.g. partner work, classroom climate) and student engagement. The two observers established inter-rater reliability on 15% of observations ( $n = 3$ ) in order to ensure consistency of interpretation on the observation measure. A mean weighted kappa yielded an acceptable inter-rater reliability of 0.74.

All teachers observed utilized primary source materials. Most teachers (80%) were observed promoting visual literacy either

through photography or political cartoons, and most teachers (75%) were observed reviewing or promoting reading strategies. About half (55%) of teachers connected their lesson in some way to a historical place and about 25% used geographic tools (e.g., maps, charts, data) in their lesson. On average, teachers utilized 3 pedagogical strategies related to the summer institute during the period observed. More detailed information on the observations can be found in Section C.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: **U215X060051**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**4. Project Objective**  Check if this is a status update for the previous budget period.

To improve the level of student achievement in participating schools on the American history portion of the state-mandated assessment and on the Advanced Placement U.S. History exam

4a. Performance Measure	Measure Type	Quantitative Data					
Students in experimental and quasi-experimental studies of educational effectiveness of Teaching American History projects will demonstrate higher achievement on AP History assessments than students in a comparison group.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			28 / 189	15		40 / 189	21

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

4a. A quasi-experimental analysis of student achievement in history using control and comparison groups was conducted. In Spring of 2008, 189 students from the classrooms of 6 participating teachers and 90 students from the classrooms of 5 non-participating teachers took the AP U.S. History test. A goal of a 15% passing rate was set for the treatment group. The goal was set based on the AP Report to the Nation which reported that 15% of the graduating students in the U.S. had received at least a 3 or above on at least one AP exam. A total of 40 students (21%) of the 189 students from classrooms of participating teachers passed the AP U.S. History exam compared to 17% of the 90 students from classrooms of non-participating teachers. Though this difference did not reach statistical significance, the percent of students that passed the test was higher for the treatment group than the control group.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: **U215X060051**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

Title : Budget\_2008

File : C:\Documents and

Settings\lcliffo1.JEFFERSON\Desktop\U215X060051\_budget524BSectionBC\_2008.doc

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Title : SectionC\_2008

File : C:\Documents and Settings\fchang1\Desktop\Florence\Teaching American  
History\Reports\APR 2008\SectionC\_2008.doc



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

OMB No. 1890 - 0004  
Expiration: 10-31-2007

PR/Award #:  
U215X060051

**SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)**

Budget Categories	Three Year Appropriation	Expenditures to date (6/30/08)	Carryover
Personnel	114,232.00	38,433.79	75,798.21
Fringe Benefits	16,438.00	5,774.55	10,663.45
Travel	43,710.00	6,700.16	37,009.84
Equipment	0	0	0
Supplies	95,008.00	36,271.65	58,736.35
Contractual	309,447.00	119,852.79	189,594.21
Construction	0	0	0
Other	7,440.00	2,197.00	5,243.00
Indirect Costs	51,458.00	13,259.42	38,198.58
Training Stipends	119,596.00	39,199.13	80,396.87
Total Costs	757,329.00	261,688.49	495,640.51

Explanation of Budget:

Several project activities took place in the summer of 2008, but because the budget reporting period ended on June 30, 2008 some activities and expenses are not reflected. By the end of August an additional \$95, 000 had been expended or encumbered.

Contractual – Some costs were overestimated and others had not been billed by June 30, 2008.

(1) The District's primary partner, the University of Louisville McConnell Center was able to provide services, including the services of some university personnel, for less than anticipated, and in some cases for free. Because the summer institute was the third week of June a portion of the contracted services costing \$22,742 were provided in June but not billed until after the reporting period.

(2) The Gilder Lehrman invoice of \$35,000 for a summer workshop in July was paid in August, 2008.

(3) A bill of \$5,525 for the project evaluator's work in May and June was not processed until August.

Indirect Costs – Rates were overestimated based on the state rate for indirect costs. Funding not needed for the indirect costs will be expended for additional project activities.

Training Stipends – Additional funds were expended for training stipends in the summer of 2008 after the end of the reporting period. Also, in some instances, teachers chose to take professional development service credit instead of stipends. The carryover funding will be used to offer additional program activities to teachers during the 2008-2009 school year.



**Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award # (11 characters): **U215X060051**

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

**America in Transition (TAH II):  
Results from 2007-2008 Observations and Interviews**

**Methodology**

Observations were collected from 2007 Summer Institute participants between October 2007 and January 2008. The observation window was selected in order to coordinate the period covered in the Summer Institute and the core content being covered in the classroom. In 2007, a total of 23 teachers participated in the Summer Institute. Of the 23 teachers, 20 were observed during the 2007-2008 school year. Two teachers (9%) were not observed because they were no longer classroom teachers in a Jefferson County Public School. One teacher became a high school administrator and one teacher left the school district. A third teacher was not observed because the teacher was teaching only 9<sup>th</sup> graders and not teaching U.S. History.

Observations were collected using the America in Transition Classroom Observation Measure (2007) by two observers, including the project evaluator, from the Dept. of Accountability, Research, and Planning, JCPS. Three of the 20 teachers observed were not teaching U.S. History in 2007-2008, but were utilizing strategies/materials from the Summer Institute in their classes. The observation measure was developed to assess specific areas related to teaching U.S. History (e.g., use of primary sources) as well as general classroom contextual areas (e.g. partner work, classroom climate) and student engagement. The two observers established inter-rater reliability on 15% of observations (n = 3) in order to ensure consistency of interpretation on the observation measure. A mean weighted kappa yielded an acceptable inter-rater reliability of 0.74.

**Results**

Length of Observations: Each observation was approximately the length of one school period. The average length of an observation was 56 minutes with a range of 30 minutes to 70 minutes.

Number of Students: The average number of students in a classroom was 23 with a range of 10 students to 30 students.

Topic of Lessons Observed: Eight of the lessons observed were related to immigrant life or immigration (40%). Four of the classes observed were related to Teddy Roosevelt (20%). Two classes were on the working conditions/labor system (10%).

Instructional Orientation: During the observation period, the most frequent instructional orientation was direct instruction (whole class lecture). Although, all classes had direct instruction for more than half the period observed, no class had direct instruction as the sole instructional orientation. Approximately, 30% had direct instruction for more than 75% of the period. More than half the classes (55%) utilized small group/collaborative work and 90% of classes had independent work.

**Pedagogy:** All teachers observed utilized primary source materials. Most teachers (80%) were observed promoting visual literacy either through photography or political cartoons, and most teachers (75%) were observed reviewing or promoting reading strategies. About half (55%) of teachers connected their lesson in some way to a historical place and about 25% used geographic tools (e.g., maps, charts, data) in their lesson. On average, teachers utilized 3 pedagogical strategies related to the summer institute during the period observed.

The utilization of primary sources was further analyzed to assess the depth of primary source analysis, the historical context, and key issues. The scale consisted of 1-Limited Use, 3- Key Part of the Lesson, and 5- Extensive Use. In the utilization of primary sources, most teachers analyzed primary sources as a key part of the lesson (75%). Two teachers (10%) analyzed primary sources in a limited manner, and two teachers (10%) analyzed primary sources extensively during the class period. In terms of discussing the historical context of the primary source, 70% of teachers discussed the historical context as a key part of the lesson while 10% of teachers minimally discussed the historical context and 15% discussed the historical context extensively. Finally in terms of presenting key ideas from the primary source, 40% of teachers presented at least two main ideas, 30% presented more than two main ideas, and 20% of teachers presented one main idea.

**Instructional Components:** Teachers were observed for general instructional components. The chart below depicts the percentage of teachers who were rated on each of the instructional components. Overall, teachers showed a high level of instructor/student dialogue, a high level of enthusiasm for the topic, and classrooms had a positive atmosphere. Teachers were not as high on their use of praise, providing opportunities for student/student interaction, and communicating verbally or in writing the goals of the lesson.

<b>Instructional Components</b>	<b>Low</b>	<b>Somewhat Low</b>	<b>Moderate</b>	<b>Somewhat High</b>	<b>High</b>
Communicates to students what they are to learn as a result of the lesson, either written or verbally	10%	40%	30%	10%	10%
Connects to students' past knowledge or previous experiences	5%	15%	40%	30%	10%
Utilizes higher level questioning	5%	20%	50%	25%	0%
Provides opportunities for interactive instructor/student dialogue	0%	5%	35%	45%	15%
Provides opportunities for interactive students/student dialogue	15%	25%	40%	15%	5%
Uses praise and/or reinforcements	10%	40%	40%	10%	0%
Positive atmosphere among students	0%	0%	20%	70%	10%
Enthusiastic instruction conveyed by the instructor	0%	0%	40%	35%	25%

**Student engagement:** Generally, there was a high level of student engagement with 85% of classrooms showing very high levels of attentiveness to the teacher and engagement with activities. Students were more likely to answer questions than ask questions as indicated by the finding that 60% of classes had the majority of students answering at least one teacher-directed question while 10% of classes had the majority of students asking at least one question.

### Interview Results

All 20 teachers who were observed were interviewed along with the 9<sup>th</sup> grade teacher, for a total of 21 teachers. The project coordinator interviewed teachers several months following the Summer Institute in order to collect reflective thoughts from the Summer Institute. Interviews were in a semi-structured open-response format. The tables below depict the emerging themes from the interviews, along with the percentage of participants who expressed each of the common themes.

#### *Participants' Open Responses*

<b>Question 1: Which content topics, information, ideas, or understandings from the Summer Institute will be the most helpful or valuable as you plan your American history instruction?</b>	
<b>Themes</b>	<b>Percent of Participants</b>
Immigrants/Immigration	71% Sample Comment: "The immigration topic was especially interesting...because it engaged my thinking so much"
Gilded Age	29% Sample Comment: "Didn't have much of this [Gilded Age] in college...did diagnostic exams of and the students did very well on this era this year"
Big Business/Labor issues	48% Sample Comment: "I probably got the most out of the section on Big Business because I didn't have as much knowledge about this before"
<b>Question 2: Will you, or have you used any of the instructional strategies?</b>	
<b>Themes</b>	<b>Percent of Participants</b>
Photos/Visual Analysis	81% Sample Comment: "Used letter and diaries for primary sources, but expanded to photographs as a result of the program"

Primary Sources	57% Sample Comment: "Has more access to primary sources because of the program"
Reading Strategies	57% Sample Comment: "Used read-alouds and different type of reading materials which have generated good conversations"
Argument/Debate	43% Sample Comment: "Uses a lot of arguing or debating strategies; assign students the opposite of the side they would probably be on because it makes them think harder"
Maps/Charts	19% Sample Comment: "Each student uses sets of maps in reference to historical events"

**Question 3: In what ways did your field study experience influence and/or enhance your historical perspective and instructional planning**

Themes	Percent of Participants
Tenement Museum	86% Sample Comment: "The heat and smell of the Tenement Museum and understanding of the cramped conditions gave meaning to the knowledge obtained in reading and lectures"
Ellis Island	62%: Sample Comment: "Ellis Island had the greatest impact...imagining the people there, what the people thought about and what the U.S. would be like vs. what their realities were"
NY Historical Society	19% Sample Comment: "NY Historical Society exhibit about slavery and the role of NY in the slave trade; purchased materials for classroom"

**Question 4: What are some of the primary sources you have used, or will use this school year?**

Photos	33% Sample Comment: “One of the best lessons was using the Tenement photos for analysis”
The Immigrants reader	29%: Sample Comment: “Students loved these books; able to cover multiple periods because the stories go from early American history to the present”

**Question 5: Will/Did participation in the Teaching American History (TAH) program increase how often you talk to, e-mail, or call other history teachers in your school? In the district?**

All participants expressed more communication with teachers in their own school and/or in the district as a result of the program. Approximately 57% participants explicitly named another Summer Institute participant as someone they continue to e-mail/phone/talk to during the school year. About 38% expressed communication has increased in a limited manner.

**Question 6: Is there anything else you would like to share about your experience, so far, in the Teaching American History project?**

- Sampling of Comments:
- Really learned a lot & was able to interact w/ other history people; One of the best experiences of my life
  - I keep learning & feel secure in asking questions; Good service for the profession, especially history teachers; Humans need to interact w/ something that ties together & what better way than in their own history
  - Had students use content on immigration for portfolio pieces; To obtain these experiences & ideas has been great; Has made better lessons because of this experience; Likes the content discussed; Nothing was a waste of time; Thrilled to be a part of the program
  - What we provide for kids is an entry into the wider world...being able to speak with authority really helps
  - Felt valued as an instructor and as a professional

Table 1. Demographic Profile of American History Teachers (N = 66)

Characteristics	Summer Institute Teachers (n = 24)	Non-Summer Institute Teachers (n = 42)
Education Level		
Bachelor’s degree	0	15% (n = 6)
One year beyond a Bachelor’s degree	58% (n = 14)	23% (n = 9)

Master's degree	38% (n = 9)	52% (n = 21)
Doctoral degree	4% (n = 1)	10% (n = 4)
<b>Race</b>		
Caucasian	96% (n = 23)	81% (n = 34)
African-American	0% (n = 0)	14% (n = 6)
Other	4% (n = 1)	5% (n = 2)
<b>Gender</b>		
Male	54% (n = 13)	62% (n = 26)
Female	46% (n = 11)	38% (n = 16)
<b>Years of Experience Teaching U.S. History</b>		
0-1 year	4% (n = 1)	21% (n = 9)
2-5 years	33% (n = 8)	24% (n = 10)
6-10 years	38% (n = 9)	17% (n = 7)
11-15 years	17% (n = 4)	12% (n = 5)
16+ years	8% (n = 2)	27% (n = 11)



9. Indirect Costs

a. Are you claiming indirect costs under this grant?  Yes  
 No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  
 No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To:  
(mm/dd/yyyy)

Approving Federal agency:  ED  Other (Please specify):

Type of Rate (For Final Performance Reports Only):  Provisional  Final  Other  
(Please specify):

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

Is included in your approved Indirect Cost Rate Agreement?

Complies with 34 CFR 76.564(c)(2)?

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**

10. Is the annual certification of Institutional Review Board (IRB) approval attached?  Yes  
 No  N/A

**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

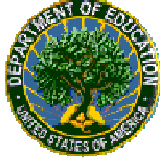
Name of Authorized Representative: Sheldon H Berman	Title: Superintendent
Signature:	Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : Executive Summary\_2008

File : C:\Documents and

Settings\cliffo1.JEFFERSON\Desktop\U215X060051\_ED524BExecSummary\_2008.doc



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary

OMB No. 1890 - 0004  
Expiration: 10-31-2007

PR/Award #: U215X060051

**America in Transition – Challenges and Achievements** serves one LEA, the Jefferson County Public Schools (JCPS), and partners with the University of Louisville (UofL), and the Gilderman Lehrman Institute of American History (GLI). The three-year project will deepen the content knowledge and related teaching skills of high school teachers of American History.

To meet the goals of **America in Transition – Challenges and Achievements** program, the objectives are to: 1) build a network of American history teachers committed to professional growth; 2) increase teachers' knowledge of traditional American history and improve pedagogical practices, including the teachers' ability to teach with primary source documents and engage students in acquiring historical knowledge through disciplined inquiry; and 3) improve the level of student achievement in participating schools on the American history portion of the state-mandated assessment, the Kentucky Core Content Test (KCCT) and on the Advanced Placement United States History Exam. (Note: In the Performance Report Project Status Charts these objectives are reported at Project Objectives 2, 3, and 4 because the GPRA Project Objectives are reported as Project Objective 1.)

Strategies for addressing the objectives of the project include the formation of an American History Alliance, summer institutes, visiting scholar seminars, book study seminars, participation in professional history conferences, and provision of corresponding educational materials.

**Objective 1: Build a network of American history teachers committed to professional growth.**

Second year program activities continued in the fall of 2007. All Jefferson County teachers of high school American history (approximately 80) were registered as members of the American History Alliance and notified of grant activities through print and electronic communications. A total of forty-eight (48) professional development hours were provided. Forty-three (43) different American History teachers participated in at least one project activity of three hours or more. Twenty-four (24) teachers were program completers as they participated 75% or more of the professional development training hours of the project activities.

**Objective 2: Increase teachers' knowledge of traditional American history and improve pedagogical practices, including the teachers' ability to teach with primary source documents and engage students in acquiring historical knowledge through disciplined inquiry.**

The cadre of teachers who participated in the 2007 Summer Institute met for a follow-up in September, 2007 at the Conrad-Caldwell House Museum to share reflections, knowledge, and insights from the summer institute and to discuss instructional plans. Project data was shared and classroom visits planned.

Book Study Seminars continued during the 2007-2008 school year. Teachers and project personnel met to discuss *Meet You in Hell: Andrew Carnegie, Henry Clay Frick and the Bitter Partnership that Transformed America*, Les Standiford; *The Devil in the White City*, Erik Larson; *Triangle, the Fire that Changed America*, David Von Drehle; and *Flapper*, Joshua Zeitz. Participation in the

book study groups increased during the school year and project staff observed excellent preparation and enthusiasm on the part of participating teachers.

During the 2007-2008 school year project evaluators visited schools and observed the classroom lessons of twenty teachers from the 2007 summer institute cadre. Findings, which are reported in Performance Measure 3c and elaborated on in Section C showed that 100% of the teachers observed utilized primary source materials in their classroom lessons and 75% of the teachers analyzed primary sources as a key part of the lesson. Additional information in Section C provides details about the classroom observations including lesson topics, instructional orientation, and student engagement, as well as interview results by the project director.

All JCPS teachers of American history were invited to the American History Alliance meeting and Visiting Scholars Program on *The American West*, presented by Dr. Michele T. Butts of Austin Peay University, in January of 2008. In February twenty-five teachers were selected to participate in the summer institute. Pre-institute readings were distributed to teachers. A pre-institute workshop held in April focused on the topic of *Progressivism* and provided an overview for the summer program.

Twenty-four teachers, one resource teacher, and JCPS and UL staff members participated in all six days of the summer institute which took place June 16 through June 21, 2008. (One of the originally selected teachers was unable to participate.) The theme for the institute was *Progressivism at High Tide, 1900 – 1920s* and seminar topics included *Progressive Politics: T. Roosevelt, Taft, and Wilson, American Expansionism, A World War, The U.S. Enters the War, On the Home Front, and 1920s Culture and Society*. During the three days of seminars professors of American history from the UL and three additional universities provided daily lectures on content topics, and education specialists (JCPS/UL) demonstrated sample instructional strategies (pedagogy) that the teachers could use to present the content to students. A collection of historical materials pertaining to this era was also provided by each participant.

The field study portion of the summer institute took place in Chicago. To bridge the historical connection between the Gilded Age and the Progressive Era teachers began their study with a historical walking tour of the Gold Coast neighborhood. Participants visited the Chicago History Museum, had a guided tour of the exhibit *Chicago: Crossroads of America*, toured the ethnic neighborhoods of Chicago and visited Hull House. At the Museum of Science and Industry they received a special presentation on Chicago's Columbian Exhibition and a walking tour of the grounds of this historical building and its exhibits. During an architectural boat tour teachers learned about the significance of Chicago's historical buildings and architecture. They then walked through and explored historical sections of the Loop and the waterfront. Participants compared what they had learned about the growth of cities in the late 1800s and early 1900s in the previous year's trip to NYC with what they were learning in Chicago.

The UL and JCPS project personnel prepared a pre-institute/post-institute content knowledge test, consisting of released items from AP exams that could be linked to the content of the summer institute. Twenty-four institute teachers took both tests and 75% of the participants showed an increase in content knowledge (GPRA). The average increase in content knowledge on the institute pre/post test was 6% and was statistically significant.

**Objective 3: Improve the level of student achievement in participating schools on the American history portion of the state-mandated assessment, the Kentucky Core Content Test (KCCT) and on the Advanced Placement United States History Exam.**

Student achievement results are reported in both Status Chart, Project Objective 1 (**GPRA Measure**) and Status Chart Project Objective 4 (Project Objective Measure). On both the state-mandated assessment (KCCT) and the Advanced Placement U.S. History Exam the students of teachers who participated in the project outperformed those of teachers who did not participate.

In a quasi-experimental analysis of student achievement in history the project evaluator compared the state test (KCCT) scores in U.S. history of 1,347 students from the classrooms of 16 participating teachers with 1,416 students from the classrooms of 16 non-participating teachers. Even after controlling for previous achievement and socio-economic level, the students in the classrooms of participating teachers outscored the students in the classrooms of non-participating teachers. Statistical details can be found in the Project Status Chart, Projective Objective 1, Explanation of Progress.

In a quasi-experiment analysis of student achievement in history as measured by AP U.S. history scores the evaluator compared the scores of 189 students from the classrooms of 6 participating teachers with those of 90 students from the classrooms of 5 non-participating teachers. A target goal of a 15% passing rate (based on the AP Report to the Nation) was set for the treatment group. Twenty-one percent (21%) of the 189 students from classrooms of participating teachers passed the AP U.S. History exam as compared to 17% of the 90 students from classrooms of non-participating teachers.

#### **Challenge:**

In this project activities were designed to bring in teachers at different levels of participation. While participation is most effective when a teacher can participate in all activities, this is not always possible. It was hoped that large numbers of teachers could participate in at least part of the activities (e.g., book study, scholar seminar) even if they could not participate in the summer institute. The project has a solid core of twenty-four teachers who are participating in most project activities and are enthusiastic about using what they have learned in their classrooms. Data drawn from this core of teachers shows both an increase in teacher knowledge and student achievement. Our challenge is to increase the number of participants who participate in 75% or more of the project activities and to find times and dates that conflict with as few other activities as possible.

**In total, 43 teachers participated in the *American in Transition* project and represented one LEA (Jefferson County Public Schools), and \$109, 271.33 was spent this performance period. Of the 43 participating teachers, 24 completed 75% or more of the professional development hours provided. Historic periods covered included N.A.E.P U.S. History categories 6 and 7.**