



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

OMB No. 1890-0004
Exp. 10-31-2007

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

SECTION A - Performance 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

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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 ((same as last year)						
			1163 /1551	75		1246 /1551	80

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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 (same as last year)						
			23/30	77		27 /30	90.0

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

1a. The timing of the release of our state-mandated assessments (KCCT) test scores is typically in September or October of the following school year. Students were administered the KCCT test in Social Studies in April/May 2010 and their individual scores are expected to be released to the district in mid-October 2010. The data can be made available as an addendum upon request. The data in the chart above is from the last cohort of Summer Institute participants (Summer Institute 2008). Students were administered the KCCT test in Social Studies in April/May 2009 and their individual scores were released to the district in mid-September. Quasi-experimental analyses of student achievement in history using comparison groups were conducted. The first analysis examined whether students in the treatment group (students of the teachers who participated in the Summer Institute of 2008) achieved the target of 75% scoring at grade-level in Social Studies. The results showed that out of 1,551 students, 1,246 scored at grade level or above (80%), which was above the target score of 75%. Second, it was examined whether the students in the treatment group outperformed the other students in the district. Analyses showed that students in the treatment group significantly outperformed the other students in the district. While 80% of the students in the treatment group scored at grade-level versus 79% of students not in the treatment group. Further analyses

using a comparison group (matching on previous achievement of students and teacher characteristics), showed that there was no difference between students of teachers in the treatment group and students of teachers in the comparison group.

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 America's New Deal and World War II, including the Depression and politics in the 1930s, New Deal legislation, and the U.S. role in World War II. The average pre-test score (percent correct) was 69% and the average post-test score was 81%. The average Summer Institute participant increased their percent correct by 12%. Utilizing a paired sample t-tests showed that the increase in score was statistically significant, $t(29) = 7.99, p < .001$.



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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.

2.a. Performance Measure	Measure Type	Quantitative Data					
All JCPS high school teachers of American history will be encouraged to join an American History Teacher Alliance and to participate in project activities.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		89	/		89	/	

2.b. Performance Measure	Measure Type	Quantitative Data					
The 30 American History Teacher Alliance members from 2009 will participate in additional professional development support during the 2009-2010 school year.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		30	/		29	/	

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

2a. All 89 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.

2b. Out of the 30 participating Summer Institute Teachers, 29 participated in additional professional development support during the 2009-10 school year. The teacher that did not participating in additional professional development was promoted to an administrative position at the beginning of the school year.



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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

3.a.. Performance Measure	Measure Type	Quantitative Data					
At least 75% of teachers who participated in the 2010 summer field study will report increased knowledge in American history.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			11/14	75		14/14	100

3.b. Performance Measure	Measure Type	Quantitative Data					
At least 75% of teachers who participated in the 2010 summer field study will report an increase in their ability to teach with primary source documents.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			11/14	75		14/14	100

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

3a. A total of 14 participants (13 classroom teachers, and 1 content resource teacher) completed the survey after participation in the field study for a survey response rate of 100%. Out of the 14 participants, all agreed that the field study increased their knowledge on the Truman Era either 'moderately' or a 'great deal.' Out of the 14 responses, 11 responded the field study increased their knowledge 'a great deal' and 3 responded the field study increase their knowledge 'moderately.'

3b. Participants were asked to rate the impact of the field study on their ability to teach with primary source documents, and all 14 participants agreed that the field study increased their ability to teach with primary source documents either 'moderately' or 'a great deal.' Twelve responded 'a great deal' and 2 responded 'moderately.'



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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

4.a.. 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.	Project (available in August 2010)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			27/182	15		37/182	20

4a. A quasi-experimental analysis of student achievement in history using treatment and control groups was conducted. In Spring of 2010, 182 students from the classrooms of participating teachers and 112 students from the classrooms of matched 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 most recent 'AP Report to the Nation' (released in February 2010) which reported that 16% 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 37 students (20.3%) of the 182 students from classrooms of participating teachers passed the AP U.S. History exam compared to 19.7% of the 112 students from classrooms of non-participating teachers. Though this difference did not reach statistical significance, the percent of students that passed the test was slightly higher for the treatment group than the control group, and higher than the national average.



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

SECTION C

1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.

One of the most important lessons learned during this project was the value of working with partners committed to the same goals and objectives. Having a lead scholar and other professors from our local university working with teachers proved to be quite valuable. Project personnel from the Jefferson County Schools and the University of Louisville worked well together, and the teachers in the project became comfortable with the university “scholars” as ongoing resources for historical information.

A second important finding was the extent to which each cadre of teachers became a community of learners who encouraged and supported each other. A core group of about eighteen teachers who participated throughout the project period formed especially close professional ties. The project teachers reported in surveys and classroom visits how much they valued working with other teachers who are interested in teaching American history.

From an evaluation perspective, the project’s impact must be examined based on multiple data sources. The participating teachers reported higher efficacy in teaching using primary sources, demonstrated a significant increase in content knowledge utilizing pre-post knowledge tests, and showed high levels of student achievement when compared to the district as a whole. Achievement data yielded mixed results against a comparison group, with one cohort outperforming a

matched comparison group and one cohort not outperforming a matched comparison group. The achievement data (for analysis of the Summer 2009 Institute participants will not be available until October 2010.

America in Transition: Reflective Questions Survey Results

The following report show results from individuals who participated in all 3 Summer Institutes provided by the America in Transition Project between 2007 and 2009. Surveys were returned from all 18 participants for a 100% response rate.

Summer Institute

Participants of all 3 Summer Institutes were asked which one of the 3 Summer Institutes was the most impactful on their classroom instruction. Of the 3 Summer Institutes, respondents reported the Institute that impacted their classroom instruction the most was overwhelmingly 'The New Industrial and Urban Order.' Almost all participants (94%) selected the Summer Institute from 2007, which included a field study portion in New York City. One participant (6%) chose America's New Deal and World War II institute, which included a field study portion in Washington DC in 2009. Reasons given for why the chosen Institute impacted the classroom instruction the most were:

- The resources were wonderful and the discussion on how to use them was very helpful. The following years added on to that knowledge.
- It covered material that covers a longer stretch in the trimester- I spend more time on it. Also there were "holes" in my curriculum and this gave me a both the knowledge and activities for students.
- Before the Institute, this was the topic I least interested in. Today, I can honestly say that it is my favorite. I have great resources and content knowledge!
- It was the first PD of this type I've ever done and it changed how I use primary sources in my class. The other two institutes built on that foundation.
- I have never been to Ellis Island before. It was an amazing experience. Through my experience, pictures, and stories, I feel like I am able to really bring the immigrant experience to life for my students.
- Now it's really hard to rank them, however the trip to Ellis Island, Central Park and the Lower East Side (especially the Tenement Museum) really helped me bring these locations and events associated with them across to students.
- When I discuss life in the cities during this time period, I constantly refer to the trip. I discuss life in a tenement apartment and I try to use the set up of my classroom as an example. I also use the photo collection (Jack Daws materials) for photo analysis. This period is so influential to our growth as a nation that I am constantly referencing the materials we received and the experience I had.
- Knew the least about topic
- The field study was so well done that I learned a lot that could be passed on to my students. The materials used in the classroom were effective teaching tools.
- The Gilded Age has (for many teachers) been an area that is glazed over quickly without much detail. This first summer group re-emphasized history with connections and patterns so we could enjoy it more.
- I think it was because I got more from this Institute
- This field study content is in an area of U.S History I knew the least amount about.
- This was an area where I lacked resources and expertise in

- The resources I obtained and the field study experience helped bring this era of U.S. History to life in my classroom. The pictures I took helped add life to the history of this era, and the resources I used in the classroom engaged my students.
- This is a time period in history that it is difficult to hold student interest. I gained so many materials that have made it so much more accessible to students.
- I like Chicago and DC and I have been to each several times. I actually took my granddaughters to DC over Spring Break. It was my first time and certainly not my last to go to N. Y. I learned so much.
- I teach AP World History and the Survey Course, I have used many of the Holocaust and WW2 materials in all my classes. I would rank New York 2nd because I personally learned so much and was able to pass it on.
- My school has a diverse population of recent immigrants to our country. Historical topics of the time are relative to their recent experiences.

Participants were asked to rank reasons for how the Summer Institute impacted them. The highest ranked items were having the opportunity for travel and gaining personal experiences in history and having increased access to resources. Overall, the highest ranked to lowest ranked reasons are as follows:

Reasons	Percent of participants ranking it as #1 or #2 in Impact
1. Opportunities for travel and gaining personal experiences of history	55%
2. Increasing your access to resources for use in your classroom	50%
3. Refreshing and clarifying knowledge of U.S. History	44%
4. Opportunities for networking and sharing with other teachers	28%
5. Opportunities in hearing from and talking with U.S. History professors and experts	22%
6. Increasing your interest in U.S. History	11%

Several teachers cited that their interest in U.S. History was already high prior to participation in the grant which was why they ranked ‘increasing your interest in U.S. History’ lower than the other reasons.

Impact on Student Achievement

Teachers were asked whether they believed the Teaching American History grant had an impact on student achievement in U.S. History. All participants (100%) believed that the grant did have an impact on student achievement. The reasons they gave were as follows:

Do you think there was an impact of the Teaching American History grant on your students' achievement in U.S. History? Why or why not?

- Yes. The resources and experiences I received are used constantly in my classroom. History seems more real to the students when I can share personal experiences. Also the sharing of strategies and lesson plans with other teachers has greatly impacted my students because now I draw on the knowledge and wisdom of teachers from many different schools as opposed to just my own school. This has greatly diversified the teaching strategies that I used in my own classroom.
- Yes, I think they got a better sense of the time period by using the primary source documents.
- Yes, it allowed me to expand my own knowledge and gave me strategies to impart that knowledge to students. It also allowed me an opportunity to gain a better understanding of how to connect all the concepts in history. When those connections are made then students see the big picture and learning occurs.
- Yes, by using my experiences from the Institute, sharing with my students, they developed a higher degree of awareness and I brought them my experiences. There was a higher degree of awareness on their part.
- Totally! Through the resources offered, I have been able to give students a better understanding of history, taught them how to look at multiple perspectives of events, and evaluate history critically. All of these things help students' achievement.
- Absolutely. Even though I have resources ranked low on the list above, many of the posters/visuals we received have been most valuable in the classroom- plus the experience having traveled and actually "being/been there" always tweaks students' interests.
- Yes, I was prepared to teach with a deeper understanding of content and resources to reinforce the teaching.
- Yes as I enjoy more within my own content, it will transfer to my teaching (energy level, perspective...)
- Absolutely yes!! The materials from TAH, the photos that I took on the field studies, and the TAH stories I shared with my students provided a personal connection for my students. That connection fostered an interest that they otherwise would not have had.
- I believe my experience positively impacts my students daily! The content knowledge resource materials, and pedagogical methods acquired through my experiences have helped me be a better teacher which I pass on to my students.
- Yes, big impact. Using the info, resources, and methods, I learned helped student connect and learn at higher levels.
- Yes, new strategies and resources made the students more engaged. Students would comment that they liked the context and activities and enjoyed the way I taught. State Social Studies scores went up. There is no doubt that TAH improved my teaching and therefore student achievement.
- Yes, first I can see an improvement in CATS/KCCT scores. Second, I can see improved achievement in class every day!
- Absolutely. The materials- especially the posters were meaningful and the stress on primary documents.
- Yes, students seem to retain the information better than prior to the TAH grant. I show more excitement for the content and so do they.
- My excitement for the renewed interest in using primary sources in the class spilled over to the students in their interest in learning the subject.
- Yes, because I became a more effective instructor that made more connections, used better resources, and personally gained even more passion for what I was teaching.

Teachers were also asked for any other comments on the TAH experience. The comments were as follows:

- These experiences were some of the best professional development I have ever been a part of. I learned a great deal and have a renewed interest in U.S History. The pedagogy was very helpful and I use most of what we learned in my classroom. I have a different approach in both topics now. The students enjoy the learning centers and the use of primary source documents. Thank you for allowing me to be a part of this wonderful experience.
- This program has really improved my ability to discuss the Progressive period with my students. I can relate experiences such as my visit in the Tenement House or seeing the prison that housed Boss Tweed. I have these wonderful primary documents that have really increased the students' interest. The photos from the Tenements, the children, etc. "awe" the students. Reading from primary sources help set the mood and tone of lectures and discussions. I can never thank you Laura, Rick, Dr. Mackey, and especially Malana for all you have given us.
- The TAH experience has been the best professional development I have ever experienced. I have grown as a teacher and a lover of all parts of history. In the past, I would tend to gravitate to parts of history that I personally liked whenever I was pursuing professional development. TAH exposed me to topics that I have little knowledge about and expanded both my knowledge base and interest in ways I never imagined. Thank you to all who were a part of the most meaningful professional development I have ever participated.
- It would be hard to relate all the positives I (and my students as well, I feel) have gained from this program. It has provided not only the opportunity to travel and gain personal experiences, but also the opportunity to supplement the knowledge gained from field experiences with guidance and commentary from experts and professors in American History. In addition, I feel that I have established close personal and professional relationships with other teachers in the district that will endure for the remainder of my career. It has truly been a privilege to be a part of this.
- The TAH program has been the largest influence on my teaching career since my high school football coach/teacher convinced me to consider becoming an educator! I cannot thank you enough for allowing me to be part of such a special group! My teaching has improved and therefore my students have benefitted tremendously from this opportunity! What a great ride! I am going to miss our book club, our summer studies, and obviously, the trips. I am going to miss the anticipation of getting together with my fellow teachers and the friendships I have developed. Thanks!
- It was a great learning experience
- The best professional development I have ever participated.
- I recognize not every student loves the topic as much as we do but the more we (as teachers) enjoy it, the greater the likelihood that the kids won't hate it. This was an absolutely wonderful program and it saddens me greatly to end the process. I hope a similar program could be found to continue (if for anything, networking between schools!)
- I truly appreciate the opportunity. Dr. Clifford and Dr. Mackey were tremendous!!
- This was one of the best professional experiences in my career!
- TAH has been the best professional development I have been a part of. Laura Clifford, Malana Salyer, Dr. Mackey/Marcia Lile, Rick Daniel, Anetria Brownlee, and Florence Chang have made everything about TAH be a pleasant opportunity. I am grateful for them.
- My TAH experiences have been the best professional development I've had as a teacher. Not only have I learned more content through field experiences, lectures, and book studies, but my students have benefitted from the materials and lesson plans I am able to bring to them. I hope I can be part of any future grants!
- This has been the greatest pd experience of my career. I have enjoyed meeting and getting to know other teachers. I feel much closer to the teachers at my own school. I don't think I would have felt comfortable asking the resource teachers for something before the program but now I would. I have been able to incorporate a lot of materials to my freshman and AP classes and the knowledge gained has often given me a new perspective. It

has just been wonderful. I am committed to PD in my subject area than before. Thank you to all of the organizers and overseers.

- The TAH grant has provided me with wonderful experiences that had lead to personal growth, which has greatly impacted my teaching. If I ever have the opportunity to be a part of another experience like this I would jump at the chance. It is not every day that you get to learn about what you love with group of people that feel the same way. The resources are being put to great use in my classroom and in other classrooms in the Social Studies Department.
- The experience of being treated as a noble and productive member of a profession that all too often is ridiculed and demeaned.
- It was without a doubt the most important thing I've done for development as a teacher since completing college. It has contributed more to my classroom than anything I've done! I'm so sad it is over!

During the no-cost extension year, 2009-2010, a field study was offered to teachers that took place in June 2010. The content covered in the field study was related to the Truman Era and the field study took place in Kansas City, Missouri. At the completion of the field study, a survey was administered to assess participant perceptions of the experience. The results from the survey are presented below.

Teaching American History Institute Participant Survey: June 2010 Kansas City, Missouri

To what degree did you find the following components of the Summer Institute to be beneficial to you as a teacher? Please circle the value that best describes your opinion.	Average
1. Kansas City tour/exploration	3.43
2. Truman Presidential Library & Museum Workshop	3.93
3. National World War I Museum Visit	3.93

To what degree did participating in the 2010 Summer Institute positively impact you as a teacher? Please circle the value that best describes your opinion.	Average
4. Finding primary source materials about the Truman Era, foreign and domestic politics	3.93
5. Ability to analyze primary source materials related to the Truman Era.	3.86
6. Knowledge about teaching using the primary source materials discussed in the Institute	3.79
7. Overall knowledge about the Truman Era.	3.86

8. What were your favorite aspects of the 2010 Summer Institute?

Receiving primary source materials but most of all the simulation at Truman Library
The National WWI Museum was amazing. It was a wonderful asset to the trip
The WWI institute and the opportunity to discuss with the teachers how to utilize material
Truman Lib and Museum,/House
Exploring the WWI Museum and the simulation at the Truman Library
The Truman Museum and the Truman discussion simulation
Role-play at Truman Library and the document analysis
I liked the Truman simulation/ role play
The Truman Museum visit and simulation, the WWI Museum
Analyzing document at Truman Library - Very interesting! WWI Museum had great artifacts
Remember importance of Truman events - simulation
My favorite aspect was working with colleagues and getting different perspective on topics. I picked up on many ideas to incorporate into my curriculum and my knowledge of Truman's legacy was broadened. Can't wait to use the materials
Presidential decision center role play at Truman Library; Touring the Pres Library; Touring WWI Museum
I most enjoyed the President Truman decision to drop the bomb project

9. What were your least favorite aspects of the 2010 Summer Institute?

Not enough time at WWI Museum
The Truman Library was very long. It did not need that much time
Transportation to destination
The bus ride
Not enough time to look around at the artifacts at the Truman Library
I like being able to move about museums independently so I can explore and absorb the information and at the WWI Museum I didn't have that individual time
Little time in WWI Museum
Bus trip! Just kidding - that was not so bad but if I had to choose, that would be it. I would have liked more time at WWI Museum and less time w/ archives
I wish we had more time to explore the WWI Museum independently
The bus ride
Bus ride - trip to WWI Museum too short and rushed

I enjoyed every aspect of the institute. Even the bus ride was Okay
None
Too short! I would have loved to spend more time at the WWI Museum

10. Please note any comments, concerns or suggestions in the space provided below:

Awesome as always
Great trip
I loved the WWI Museum, it was a great balance of US and European perspectives
The TAH program the past three years has provided me with wonderful resources, ideas and content and this year was no different
Let's have a follow-up on how I've incorporated knowledge from the Truman Library and WWI Museum
Hotel and food was great. Bus was nicest I had been on. Another great trip! I will miss TAH
Another of our enjoyable TAH field experiences - hopefully another grant can be landed
Now that we know how great the WWI Museum is - it would be great to go back to or to take students to
Only concerned that current TAH grant is over. This impacted my teaching in so many positive ways. I don't want it to end
I greatly appreciated the opportunity to participate in the program. I have gained many ideas and am anxious to design new lessons and interact with materials.
No concerns or suggestions; great trip
Thank you for this opportunity! It was a highlight of my teaching career