

Analysis of 2006 MAP Results for eMINTS and non-eMINTS Students

Executive Summary

To understand the impact of the eMINTS Comprehensive PD program on students, Education Development Center (EDC) analyzed 2006 Missouri Assessment Program (MAP) data in Communication Arts and Mathematics comparing the results of students whose teachers were in the Fiscal Year 2005 (FY05) eMINTS cohort with students whose teachers did not participate in the program but who teach in the same schools and grade levels as eMINTS participants. The analyses examined the scores of students in third through sixth grade, and took into account various demographic variables, such as eligibility for Title I services and the free/reduced price lunch program, presence of an individual education plan (IEP), ethnicity and gender.

The study analyzed student data from 31 districts. Evaluators identified 68 teachers who had participated in eMINTS and 115 teachers who worked in the same schools and grades as the participating eMINTS teachers but did not participate in the program. Data from students in third through sixth grade was analyzed. There were 3,430 student records for the Communication Arts MAP assessment, and 3,474 records for the Mathematics MAP assessment. Information about students' grade level, district, school, and whether their teachers had participated in eMINTS was recorded.

Some key findings from the analyses:

- When the analyses controlled for the demographic variables, being in an eMINTS classroom had a positive effect on the MAP scores of students in all four grades.
- The effect of being in eMINTS classrooms on Mathematics scores for Title 1 students was positive and statistically significant for fourth, fifth, and sixth grade students
- More importantly, being in an eMINTS program showed positive trends on MAP scores in all subject areas for at-risk students in all grades.

The fact that the program led to even relatively small effects in the MAP performance of students of program participants is noteworthy. The fact that the effects were most dramatic among the highest-need students suggests that the kind of environments eMINTS teachers create in their classrooms may be particularly effective for these students.