

# Archived Information

## Regional Educational Laboratories - 2002

**Goal 8: To support knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, state, and intermediate agencies.**

**Objective 8.1 of 2: Develop, adapt, and assess comprehensive education reform strategies in schools, districts, and states.**

**Indicator 8.1.1 of 2: Number of development sites: An increasing number of local or state sites will be engaged in collaborative development and demonstration of comprehensive reform-related efforts.**

Targets and Performance Data						Assessment of Progress	Source Data					
<i>Number school, district, intermediate agency, and state level sites</i>						<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> The 2002 data represent the baseline year for development sites in the 2001-2005 contract period and cannot be compared to data from the previous contract period in which different definitions for "site" and "participant" were used.</p> <p>Explanation: Of 206 total sites, 52 (25%) reported at least one outcome/category of improved practice. These 52 sites include 41 of 154 (27%) school-level sites, 9 of 40 (23%) district-level sites, 1 of 4 (25%) intermediate agency level site and 1 of 8 (13%) state level sites. A site is defined as a school, district, intermediate agency, or state in which "the Laboratory is engaged in collaborative field work that is: a) direct, face-to-face, long-term, and intensive; b) designed with the</p>	<p><b>Additi</b> <b>Source</b> <b>Inform</b> Labora record: quarter reports</p> <p><b>Frequ</b> Annual <b>Collec</b> <b>Period</b> 2003</p> <p><b>Data A</b> Septer 2003</p> <p><b>Valida</b> No For Verifica Validat Experi Public/ Entity. Labora utilized quality assura proces review provide</p> <p><b>Limita</b> The Ec Depart relies c Labora record: these c</p> <p><b>Improv</b> Indepe review conduc verifica 2002.</p>					
Year	Actual Performance				Performance Targets							
	Site	Students	Teachers	Administrators	Parents			Site	Students	Teachers	Administrators	Parents
<b>1997</b>	494	83,147	5,899	512	14,437							
<b>1998</b>	615	93,788	6,950	749	16,062							
<b>1999</b>	606	538,865	37,550	5,169	13,697							
<b>2000</b>	630	545,612	34,923	5,029	13,024							
<b>2001</b>	359	37,847	5,869	1,801	183							
<b>2002</b>	206		4,316	1,055	268							

explicit goal to improve practice; and c) expected to produce outcomes that are measurable and indicative of improved practice." A participant is defined as "an individual directly involved in collaborative field work." Students do not collaborate directly with the Laboratories and are not included in the 2002 data.

**Explanation:**  
(cont'd).  
Examples of areas for improved practice include differentiated instruction to help all students succeed, effective use of assessment resources/tools, efficient and effective resource allocation, or increased capacity to deliver high-quality professional development. No performance targets are shown for the number of development sites or participants because their numbers are not expected to increase significantly. The indicator may be revised to emphasize the results of the development work. Additional information in the measure has been added for clarification, i.e. "intermediate agency."

**Indicator 8.1.2 of 2: Student achievement: After 3 years of on-site development, sites will show increases in student achievement.**

Targets and Performance Data					Assessment of Progress	Source Data		
<i>Percentage of schools showing increases in student achievement</i>					<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> The current year (2002) is a new baseline year. The previous year (2001) was the first year of a new contract period and represents only 6 months of data collection. Explanation: Of the 206 total sites (Indicator 8.1.1 of 2 above), there were 194 school- and district-level sites. Of these, 155 indicated a direct focus on the outcome/category of "increased student achievement in low performing schools." The other 39 school/district sites are focused on research and development to enhance their capacity to improve student achievement. Four of 100 sites (4.0%) with fewer than 12 months of development, 23 of 42 sites (54.8%) with 12-23 months of development, and 11 of 12 sites (91.7%) with 24-36 months of development (total N=38 sites, or 24.5% of the 155 total school- and district-level sites) reported collecting evidence demonstrating increased student</p>	<p><b>Additional Source:</b> Labora records: quarter reports</p> <p><b>Frequency:</b> Annual</p> <p><b>Collection Period:</b> 2003</p> <p><b>Data Available:</b> September 2003</p> <p><b>Validity:</b> No For Verification: Experience: Public/Entity. Labora utilized quality assurance process review provide</p> <p><b>Limitations:</b> The Ec Depart relies c Labora records: these c</p> <p><b>Improvement:</b> Indepe review: conduc verifica 2002.</p>		
Year	Actual Performance			Performance Targets				
	Less than 12 months	12-23 months	24-35 months	36 months or more			Less than 12 months	36 months or more
<b>2001</b>	41.40							
<b>2002</b>	4	54.80	91.70	0				

	<p>achievement. The one site in cohort 4 (36 months or more of development) collected student achievement data, but these data indicated no increase.</p> <p><b>Explanation:</b> (cont'd). Sites were included in this data set only if they met the criterion for inclusion under Indicator 8.1.1 of 2 (above) and if they indicated that "increased student achievement" was a targeted outcome. This is the first year in which data were gathered and reported by cohort (e.g., grouped by length of time of development work). Work at several of these low performing school sites began during the previous contract period. No performance target is included for 2002 because 2002 is a new baseline year representing the first complete year of data collection in the 2001-2005 contract period. The indicator may be revised to show the results of the Laboratories' development work over time.</p>	
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**Objective 8.2 of 2: Provide products and services and develop networks and partnerships in support of state and local reform.**

<p><b>Indicator 8.2.1 of 2: Customer Receipt of Products and Services: The circulation of products, receipt of services, and receipt of electronic material will increase annually from baseline levels.</b></p>		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality		
<i>Number of products, services, and electronic materials</i>			<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> The current year (2002) is a new baseline year. The previous year (2001) was the first year of a new contract period and represents 6 months of data collection.</p> <p><b>Explanation:</b> The total number of individual contacts with the Laboratories (adding together products, services, and web site hits) increased substantially from 68,748,373 in 2001 to 211,443,788 in 2002 because of continued increase in the use of the Web for dissemination as access to the Laboratories' web sites continued to grow. In 2002, the number of web page views was added as a second measure of receipt of electronic materials. The term page views (impressions) refers to client access to entire pages, but does not include a site's supporting graphic files. Using this new measure, the total number of individual contacts with the Laboratories (adding together products, services, and web page views) increased substantially from 15,595,222 in 2001 to 43,128,451 in 2002. The web site hits and page views include the 10 laboratory web sites plus the REL web site. The indicator may be revised to include new ways to measure the impact of web site dissemination.</p>	<p><b>Additional Source Information:</b> Laboratory records and quarterly reports, 2002.</p> <p><b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 - 2003</p> <p><b>Data Available:</b> September 2003</p> <p><b>Validated By:</b> No Formal Verification. Experienced Public/Private Entity. Each Laboratory utilized its own quality assurance process to review the data provided.</p> <p><b>Limitations:</b> The Education Department relies on Laboratory records for these data.</p> <p><b>Improvements:</b> Independent reviewers conducted data verification in 2002.</p>		
Year	Actual Performance				Performance Targets	
	# of Products to Clients	# of Face-to-face Web Site Hits			# of Products to Clients	# of Face-to-Web Site Hits
1997	419,927	148,966			11,834	588
1998	988,055	178,555			19,305	052
1999	2,132,530	125,517			30,379	269
2000	1,635,492	127,162			35,828	628
2001	561,932	47,227			68,139	214
2002	979,223	80,827	210,383	738		

**Indicator 8.2.2 of 2: Quality of products and services: At least 90 percent of clients sampled will report laboratory products and services to be of high quality.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of clients rating products and services to be of excellent or good quality</i>			<p><b>Status: Target exceeded</b></p> <p><b>Progress:</b> Data are based on client ratings of excellent or good quality and are consistent with reviewers' findings on the quality and utility of Laboratory products and services in the 1999 evaluation study conducted by the Education Department. In 2002, utility/impact was added as a second measure of the quality of products and services. 88.7% of clients sampled rated products and services as having utility/impact in 1 or more of the following categories: increased knowledge/skills (78.9%), used</p>	<p><b>Additional Source Information:</b> Client surveys, 2002.</p> <p><b>Frequency:</b> Biennially. <b>Collection Period:</b> 2003 - 2004</p> <p><b>Data Available:</b> September 2004</p> <p><b>Validated By:</b> No Formal Verification. Experienced Public/Private Entity. Each Laboratory utilized its own quality assurance process to review the data provided.</p>
Year	Actual Performance	Performance Targets		
1997	90	90		
1998	90.10	90		
1999	88.30	90		
2000	84.30	90		
2001	93.20	90		
2002	92.10	90		

	<p>for decision-making/planning (74.6%), used to enhance professional practice (73.6%), and positive effect on student performance (59.2%). 2002 data are the result of increased attention to instrumentation and data collection issues, improved consistency across the system, better use of electronic programs for data analysis, enhanced quality assurance, and the identification of areas for further improvement.</p> <p><b>Explanation:</b> (cont'd). Indicators of quality may be revised to include additional measures of impact on educational research and policy. Examples of impact include the number of publications in journals and presentations to policy audiences and at refereed conferences. Baseline data were established for these impact measures in 2002.</p>	<p><b>Limitations:</b> The Education Department relies on Laboratory records for these data.</p> <p><b>Improvements:</b> Independent reviewers conducted data verification in 2002.</p>
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