

Forming Catholic School Teacher Leaders: An Impact Evaluation of the ACE Ascent Program

Status

Draft

General Information

Title

Forming Catholic School Teacher Leaders: An Impact Evaluation of the ACE Ascent Program

RCT ID

Locations

Country

United States of America

Region

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Additional Trial Information

Status

On going

Start date

2023-07-10

End date

2030-06-01

Keywords

Education

Additional Keywords**JEL code(s)****Secondary IDs****Prior work**

This trial does not extend or rely on any prior RCTs.

Abstract

The Alliance for Catholic Education (ACE) is implementing the ACE Ascent Program, a new program which will provide math teachers in Catholic schools with training and professional development with the goal of improving students' academic achievement. LEO is working with ACE to help them randomly select schools who will participate in the program. LEO will

support ACE by randomly selecting teachers for the program and, in the future, assisting ACE with data analysis to determine if their program had an impact on the academic performance of students, particularly in the subject of math.

External Link(s)

Interventions

Intervention(s)

The ACE Ascent program is a two-year program that focuses on forming teachers into master teachers and leaders in their school in mathematics curriculum and instruction. K-8 school superintendents, principals, teachers, and staff in two different California dioceses will be brought together to complete coursework and attend workshops under a collective leadership model.

Intervention (Hidden)

Intervention Start Date

2023-08-01

Intervention End Date

2029-06-01

Primary Outcomes

Primary Outcomes (end points)

Standardized test scores

Primary Outcomes (explanation)

Student level math mastery of grade level concepts using the STAR assessment tool, measured fall, winter, spring, annually

Secondary Outcomes

Secondary Outcomes (end points)

Teacher planning/prep time

Social network

Math identity

Spiritual well-being

Dispositional joy

Intersection of math/spirituality
Vocation

Secondary Outcomes (explanation)

Teacher planning/prep time:

Teacher-leaders will report how they spent their work time using a reporting app build for the study, Tuesdays and Thursdays the last week of September through the first week of November and last week of January through first week of March, annually

Social network:

Teachers will be asked to report who they have talked to or gotten teaching advice from this semester, they may list up to 10 people and describe their interactions, this is collected April and November annually

Math identity:

Teachers will be asked about their math identity, at the start of school year 1 of treatment, between years 1 and 2 and at the end of year 2

Spiritual Well-being:

Teachers will be asked about their spiritual life, at the start of school year 1 of treatment, between years 1 and 2 and at the end of year 2

Dispositional joy:

Teachers will be asked about joy, at the start of school year 1 of treatment, between years 1 and 2 and at the end of year 2

Intersection of math/spirituality:

Teachers will be asked to write a math autobiography and reflect on their faith and spirituality, they will create two life graphs, this will be at the start and end of the two year program

Teachers will also be interviewed at the start and end of their program on questions about identity as math teachers and people of faith

Experimental Design

Experimental Design

ACE is rolling out the Ascent program to participating schools in Diocese 1 (N=9) and Diocese 2 (N=35) over five academic years beginning in the 2023–24 academic year. Schools were randomly selected to receive the program in one of the five study years. During the summer before the selected school year, a teacher from the participating school will begin the Ascent program. Students attending schools in years where there was an Ascent-trained teacher will be considered part of the treatment group. Students attending schools in years where there was not yet an Ascent-trained teacher will be considered part of the control group. Thus, the study will compare student outcomes between schools selected earlier and later in the study to receive an Ascent teacher, which was randomly determined.

Experimental Design Details

Randomization Method

Randomization conducted by computer using Stata

Randomization Unit

School

Was the treatment clustered?

Yes

Experiment Characteristics

Sample size: planned number of clusters

44 schools

Sample size: planned number of observations

16,000 students

Sample size (or number of clusters) by treatment arms

44 schools, with 9 schools moving from control to treatment each year of 5 years

Minimum detectable effect size for main outcomes (accounting for sample design and clustering)

Power calculations for this study were conducted using test score data from 2018–2022 provided by the two dioceses on the schools participating in the study. Using the randomization protocol implemented in the study, the researchers generated 10,000 iterations of the treatment assignment over the schools in the study. For each iteration, the researchers estimated a two-way fixed effects model with school and year fixed effects and an indicator for whether the students in that school-cohort were treated. Effects were estimated separately for 3rd, 4th, and 5th grade standardized math test scores. These calculations yielded a projected MDE of 0.163 to 0.187 standard deviations in test scores.

Documents

Institutional Review Boards (IRBs)

IRB Name

The University of Notre Dame Institutional Review Board

IRB Approval Date

2023-07-10

IRB Approval Number

Analysis Plan Documents

Post-Trial

Study Withdrawal

This trial has not been withdrawn.

Intervention

Is the intervention completed?

No

Data Collection Complete

Data Publication

Is public data available?

No

Is there a restricted access data set available on request?

Program Files

Program Files

Relevant Paper(s)

Reports & Other Materials