

PROPEL and Level Up

Evaluation Report (2022-23)

May 2024



Division of Research, Assessment
and School Improvement
Loudoun County Public Schools

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Background Information

The mission of the PROPEL and Level Up programs is to provide science, technology, engineering, and mathematics (STEM) opportunities to high-achieving elementary and middle school students who are underrepresented in the STEM fields. The goals of both programs are to:

- Develop high-level reasoning skills in students;
- Provide students with opportunities to enhance behaviors associated with high achievement and demonstration of the [5Cs](#);
- Assist students with planning and preparing for academically rigorous coursework in middle and high school and for entry into competitive academic programs; and
- Provide opportunities for parents to share as educational partners.

PROPEL and Level Up are administered by the Loudoun County Public Schools (LCPS) Science Office, in partnership with the Office of Special Programs, and funded primarily through [Loudoun Education Foundation](#) grants from the [Howard Hughes Medical Institute](#), [Jack Kent Cooke Foundation](#), and [Northrop Grumman](#). The programs also support Strategic Action 1.2 (Multiple, Accessible Pathways to Success) of the [One LCPS: 2027 Strategic Plan for Excellence](#) (LCPS, 2022).

In the 2022-23 school year, PROPEL activities were offered for about two hours after school, three days a week, to 226 4th and 5th grade students in 10 elementary schools. Level Up activities were provided to 246 6th, 7th, and 8th grade students in six middle schools either after school or during the school day. The after-school classes, offered by four middle schools, were held two days a week for about 90 minutes, and the two middle schools hosting a resource block met every other day for the same length of time. Both programs were implemented in three sessions: nine weeks in the Fall, nine weeks in the Spring, and a one-week summer STEM camp at the [Academies of Loudoun](#) (ACL).

The selection of schools was prioritized by their [Title I](#) rank order followed by their feeder patterns. To become eligible for a program, students had to have both (a) scored at the 75th-90th percentile on any [CoGAT](#) subtest, or at the 65th-85th percentile on any [NWEA MAP Growth](#) subtest, and (b) belonged to at least one of the following demographic subgroups: female, non-binary, Black, Hispanic, two or more races (one Black), active English learner, student with disabilities, or economically disadvantaged.

Managing the development of session content and events was a planning team consisting of the Science Supervisor, the PROPEL and Level Up Coordinator, two resource teachers (one for each program), and a program assistant. This group met weekly, both internally and also with all Science Office staff in order to stay informed of each other's work, as well as monthly with the lead teachers at each school to coordinate their efforts. In addition, program staff collaborated regularly with the Computer Science Office for the purpose of sharing resources, School Nutrition Services for the provision of snacks, the Transportation Division for the bussing of students, and ACL for the use of their space in the summer.

A total of 92 staff members were recruited by school administrators to serve as coaches in the Fall and/or Spring. The targeted teaching ratio was one coach for every five students. The coaches consisted of a variety of instructional staff including K-12 teachers, instructional facilitators of technology, teaching assistants, substitute teachers, and parent liaisons. Various community organizations also provided volunteers, such as the Janelia Research Campus which contributed mentors at one middle school.

The coaching teams participated in curriculum training offered by the two resource teachers in October, January, and June. Each workshop was either a full day (seven hours) in preparation for the nine-week sessions or two full days (14 hours) for the summer STEM camp. In addition, the planning team visited each school at least two times per week during the sessions to assist with the implementation of the lessons.

The PROPEL and Level Up lessons included challenging activities that were designed to promote the 5Cs. For example, the Fall content centered on the field of forensics with small groups of students carrying out scientific investigations using microscopes and other real-world techniques to solve a mystery. The lessons in the Spring focused on the students' engineering, problem-solving, and computer science skills to prepare them for a robotics competition. In the summer STEM camp at ACL, Level Up students were given a choice of 10 STEM subject-matter courses that best suited their interests.

In addition to the summer camp, PROPEL and Level Up students had opportunities to participate in two major events at ACL. During the [Hour of Code](#) held in the Fall, the students learned how to program [micro:bits](#) and [Root](#) and [VEX](#) robots through coding activities led by ACL students. In the Spring, the students formed over 100 teams to design, build, program, and drive their own VEX robots for a robotics competition.

Evaluation Focus

This study was a formative evaluation that documented the implementation and outcomes of the PROPEL and Level Up programs during the 2022-23 school years. Using the program logic model as a guide, the evaluation team developed the following questions:

1. What were the demographics of the students who were accepted into both programs?
2. Did the teachers implement the curriculum with fidelity?
3. What were the experiences of the teachers in implementing the program?
4. Did the students' perceptions of their own academic ability and skill level improve after participating in the program?
5. Did the students' interests in math and science change after participating in the program?
6. How are the students progressing in math and reading relative to their peers?
7. How are the students represented in applications to the Academies of Loudoun?
8. To what extent did the students enroll in advanced math and science courses?

To address these evaluation questions, the following data were collected and analyzed: (a) student records of program participation, (b) a classroom observation form, (c) a

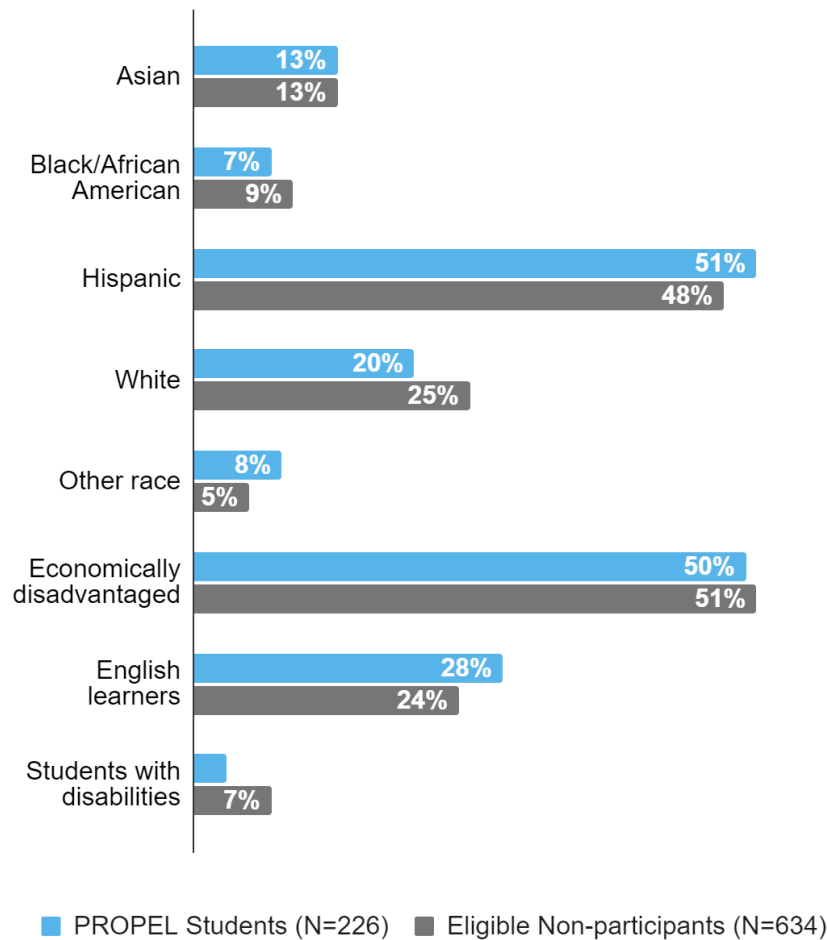
teacher satisfaction survey, (d) student pre-/post-surveys, (e) student growth assessments in math and reading, (f) student records of admission to ACL, and (g) and student records of enrollment in advanced math and science courses (see Appendix A).

Results

1. What were the demographics of the students who were accepted into both programs?

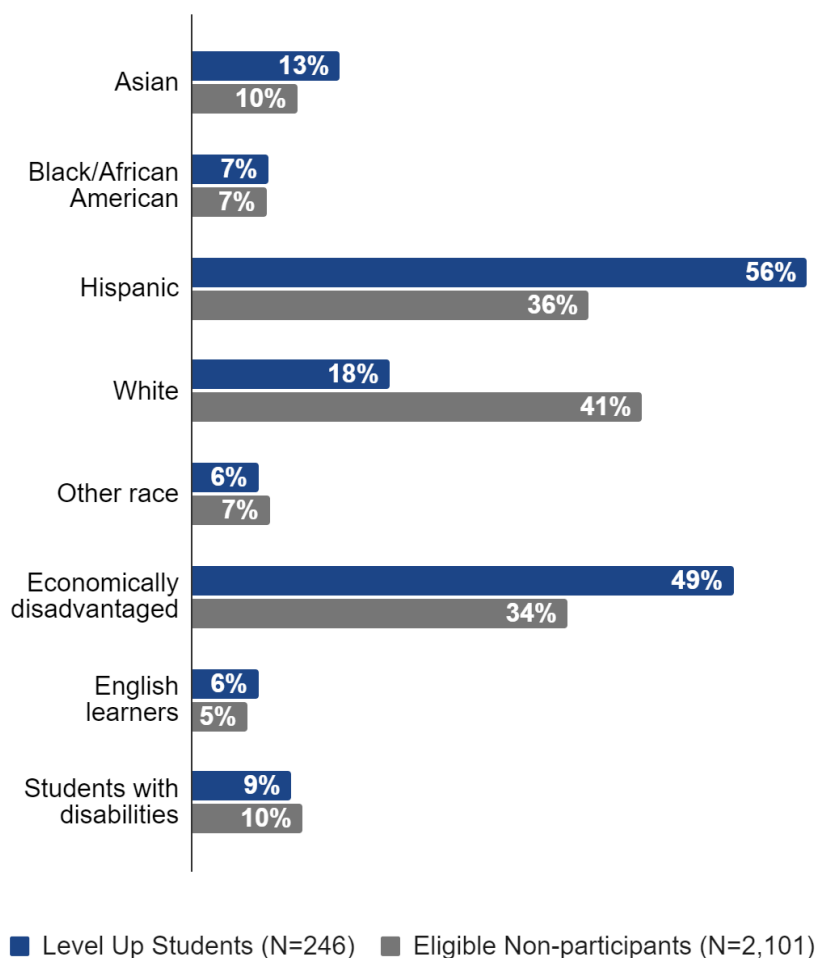
Among the 226 PROPEL students accepted into the program, the majority were Hispanic (51%) and economically disadvantaged (50%, see Figure 1). The 246 Level Up students were also predominantly Hispanic (56%) and economically disadvantaged (49%, see Figure 2). Compared to eligible non-participating students in the same schools, the PROPEL students were demographically similar across all subgroups whereas the Level Up students were overrepresented in two subgroups: Hispanic and economically disadvantaged.

Figure 1: The PROPEL students were demographically similar compared to eligible non-participants in the same schools.



Source: Phoenix student information system.

Figure 2: The Level Up students were comprised of more economically disadvantaged and Hispanic students than eligible non-participants in the same schools.

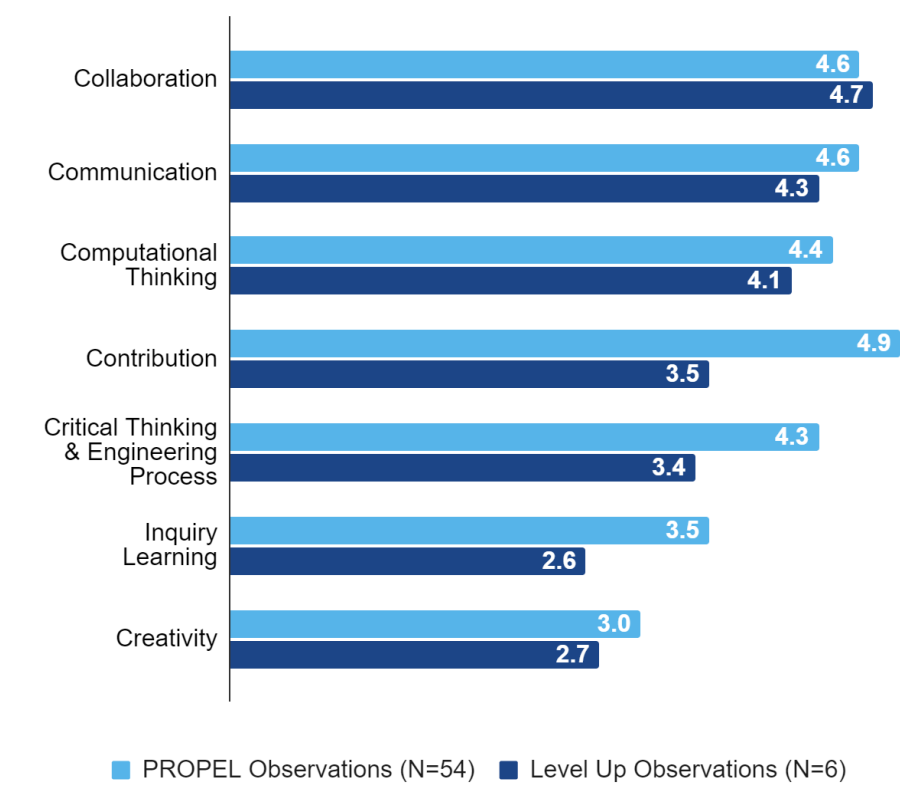


Source: Phoenix student information system.

2. Did the teachers implement the curriculum with fidelity?

Observations of the PROPEL and Level Up classrooms in Fall 2022 and Winter 2023 by the PROPEL and Level Up Coordinator and both resource teachers revealed a high level of facilitation of the students' collaboration, communication, and computational thinking skills for both programs (see Figure 3). The average ratings for these observed skills were at least 4.0 on a rubric scale of 1 to 5. Strong evidence of contribution (e.g., student interactions with visitors and volunteers) and critical thinking/engineering process skills (4.6 on average) were also evident in the PROPEL classrooms. Demonstrations of student creativity (e.g., student design of experiments) and inquiry learning (2.7 on average) were limited for the Level Up students, however.

Figure 3: The PROPEL teachers were observed implementing student-centered practices and developing the students’ STEM skills at a higher level of fidelity compared to the Level Up teachers with the exception of student collaboration.



Source: Classroom observation forms. Note: Average ratings across all subscale items based on the following rubric scale: 1 = Needs Growth to 5 = Exemplary.

3. What were the experiences of the teachers in implementing the program?

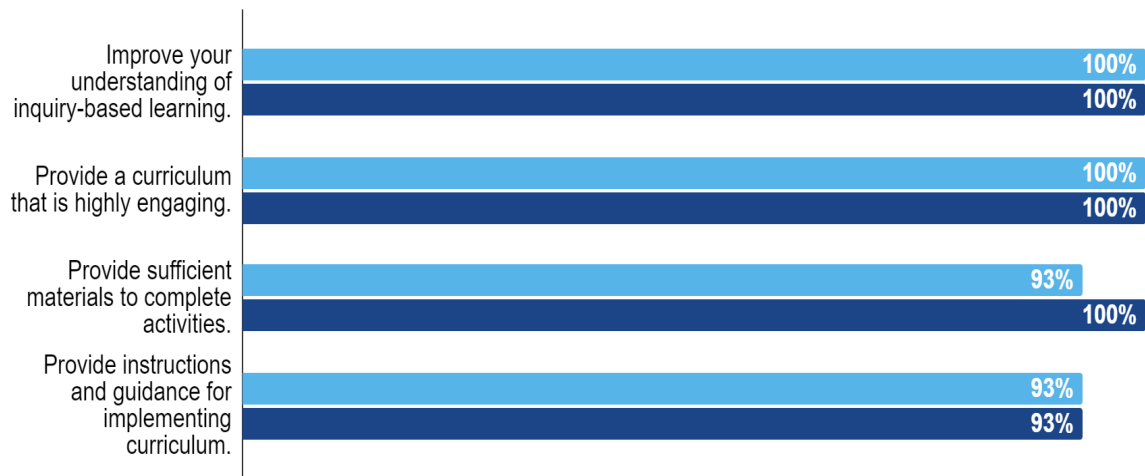
Analysis of the teacher satisfaction survey data collected in April 2023 suggested high levels of satisfaction with the implementation of the program, level of improvement to students’ STEM skills, and parent communication among both PROPEL and Level Up teachers (see Figures 4-5). For example, all ratings of the quality of curriculum materials, professional development, and guidance from staff averaged 90% or higher. Perceived improvements to multiple STEM skills and the timeliness of parent communication also scored above 90%. The only relatively low rating of satisfaction for both programs, 84% for PROPEL and 65% for Level Up teachers, was with the connection of the curricula with the teachers’ daily instruction. In addition, opportunities for parent engagement were insufficient for about 20% of PROPEL teachers.

Figure 4: Teachers in both programs expressed high levels of satisfaction with the curriculum materials, professional development, and guidance from staff, while also noting a curriculum gap with their daily instruction.

How satisfied are you with:



How well does the program:



To what extent do you feel:



■ PROPEL Teachers (N=30) ■ Level Up Teachers (N=14)

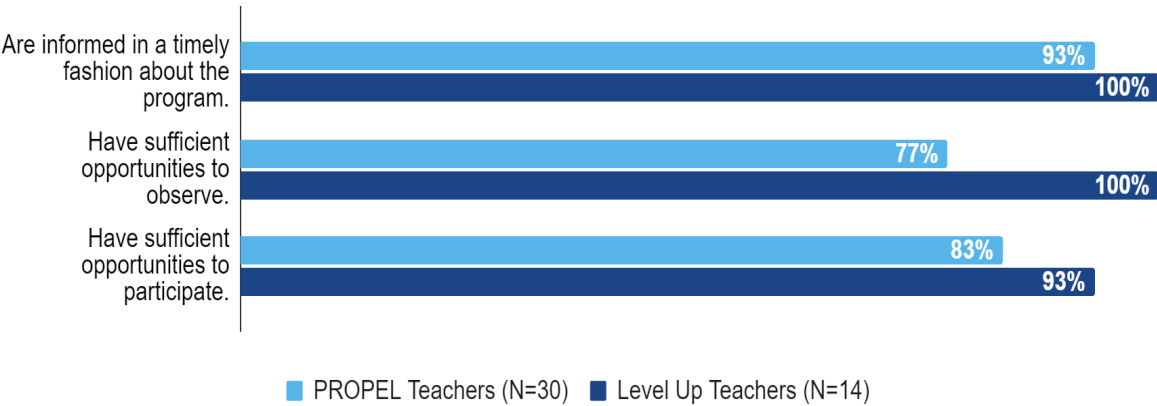
Source: Teacher satisfaction survey. Note: Percent responding Somewhat/Very or agreeing with each statement.

Figure 5: Teachers in both programs observed improvement to the students’ STEM skills, which are needed for more rigorous coursework, and timely parent communication, but differed on the level of parent engagement.

To what extent do you agree that the program:



To what extent do you agree that parents:



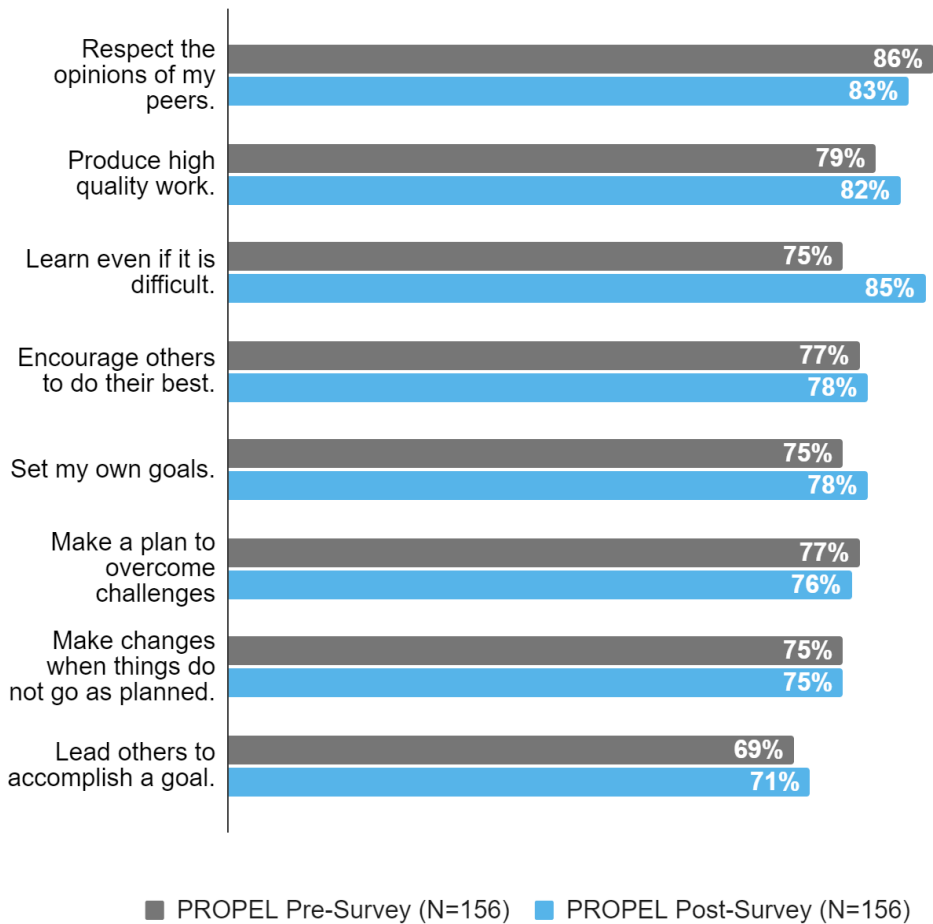
Source: Teacher satisfaction survey. Note: Percent agreeing with each statement.

4. Did the students’ perceptions of their own academic ability and skill level improve after participating in the program?

Results from the pre-/post-student surveys taken in Fall 2022 and Spring 2023 were mixed for both programs (see Figures 6-7). Among PROPEL students, perceived changes in academic self-efficacy were minimal (+1% on average) across seven targeted activity domains with the exception of one item (+10%): “I can learn even if it is difficult.” By comparison, the Level Up students gained confidence in eight out of nine targeted activity domains (+11% on average), most notably in their ability to lead others to accomplish a goal (+16%). Respect for peers, which was rated the highest of all activity domains on the pre-survey (82%), had minimal change (-1%).

Figure 6: The perceived self-efficacy of the PROPEL students reflected minimal change across all targeted activity domains with the exception of academic persistence.

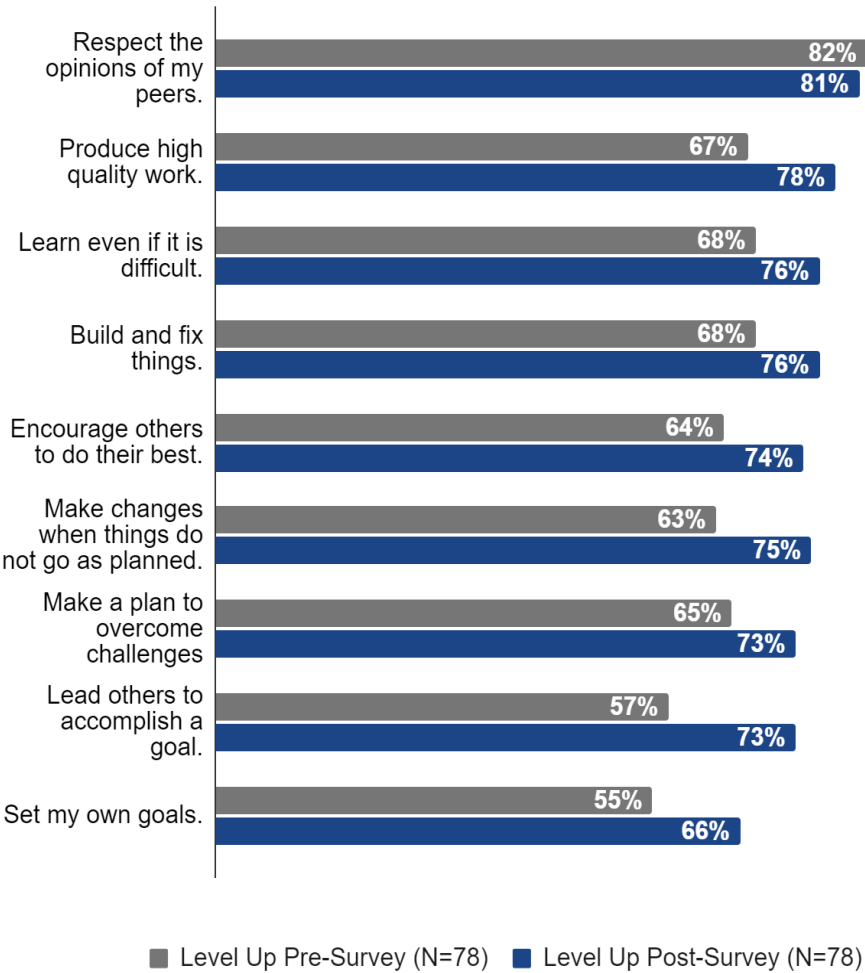
I am confident that I can:



Source: Student pre-/post-surveys. Note: Percent responding Agree/Strongly Agree.

Figure 7: The perceived self-efficacy of the **Level Up students** increased across all targeted activity domains with the exception of peer respect.

I am confident that I can:



Source: Student pre-/post-surveys. Note: Percent responding Agree/Strongly Agree. “Build and fix things” applies to Level Up only.

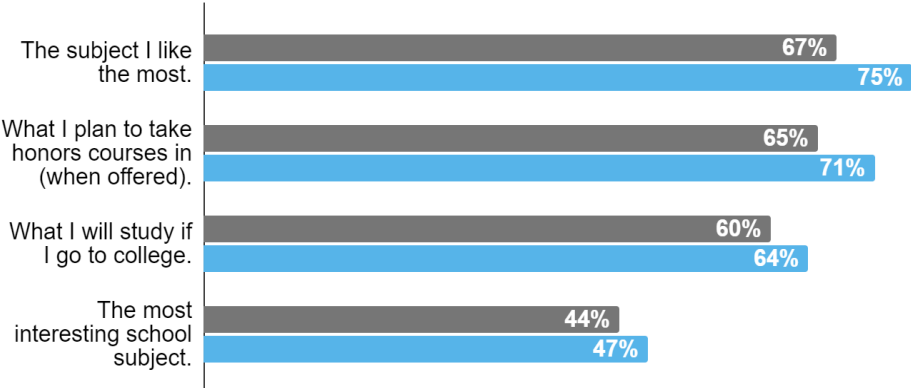
5. Did the students’ interests in math and science change after participating in the program?

Additional questions on the pre-/post-student surveys aimed to measure changes in the students’ level of interest in the core academic subjects, particularly advanced math and science. Analysis of the results for these two subjects suggested increased interest in math (+6% on average), and minimal change in science (-1% on average), for the PROPEL students (see Figure 8). The Level Up students largely maintained their interest in math and science between Fall 2022 and Spring 2023 (see Figure 9). Similar gains were seen in the PROPEL students’ plans to take advanced math and science courses (+6% on

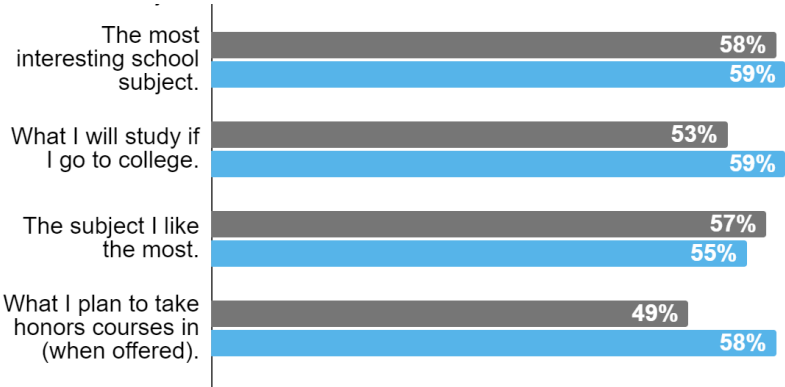
average) while most Level Up students (74%) continued their plans to take both these courses.

Figure 8: The PROPEL students increased their interest in math in general although the change for science was minimal. Plans to take advanced courses in both subjects also increased.

Math is:



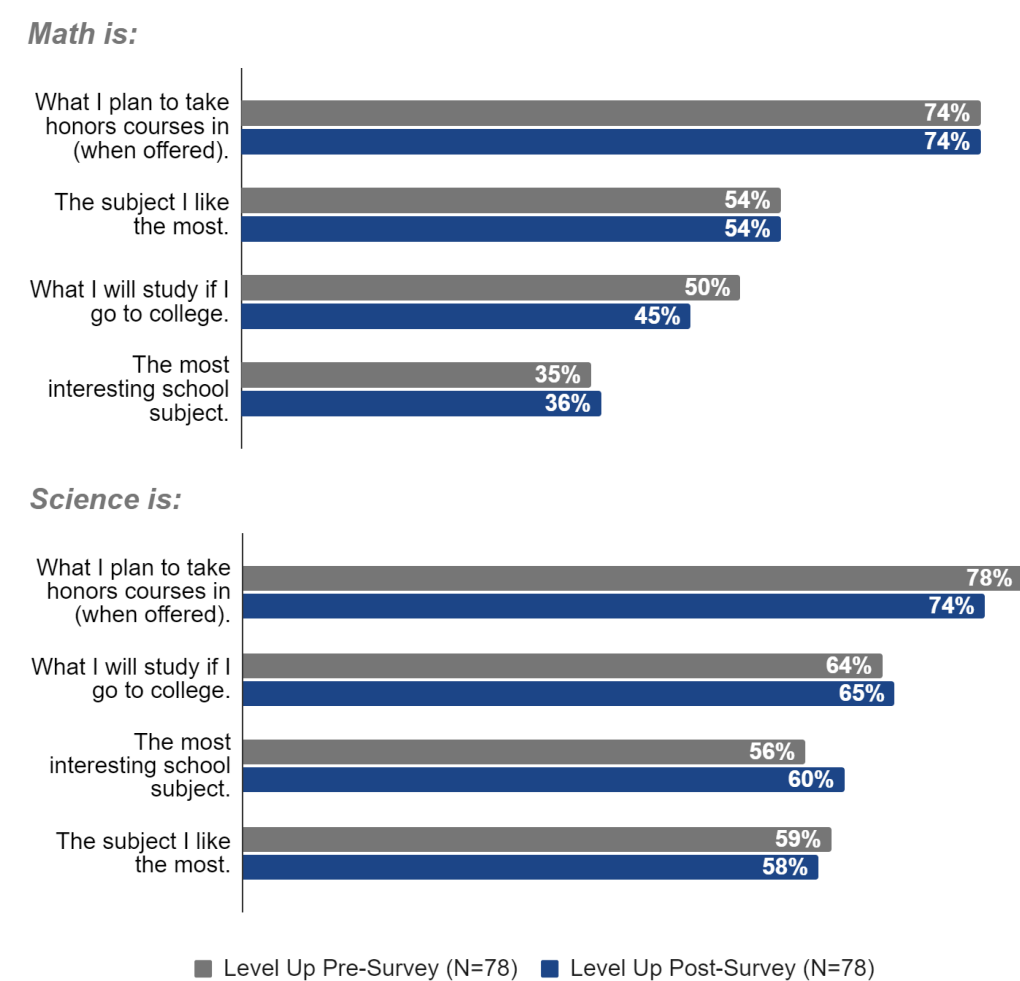
Science is:



■ PROPEL Pre-Survey (N=156) ■ PROPEL Post-Survey (N=156)

Source: Student pre-/post-surveys. Note: Percent responding Yes.

Figure 9: The Level Up students maintained their interest in math and science in general and continued plans to take advanced courses in both subjects.

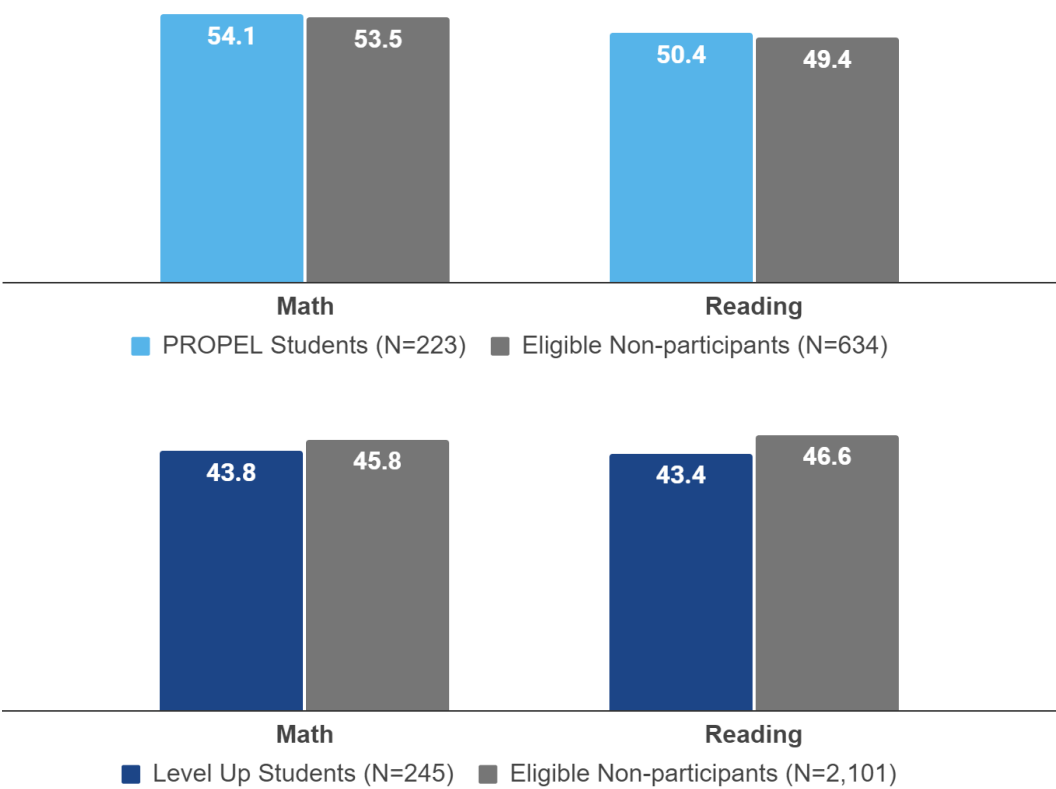


Source: Student pre-/post-surveys. Note: Percent responding Yes.

6. How are the students progressing in math and reading relative to their peers?

According to the program logic model, maintaining academic progress in math and reading is a short-term outcome for both PROPEL and Level Up students. Analysis of the NWEA MAP Growth assessment’s conditional growth percentiles (CGPs) revealed that the PROPEL students’ Fall to Spring CGPs were slightly higher than those of eligible non-participating students in the same schools (see Figure 10). However, the math and reading growth for the Level Up students was slightly lower than their eligible pool. More importantly, growth for these students remained below 50 on the CGP which is the minimum percentile rank for sustaining the growth of Tier 1 students. Disaggregating the MAP data by grade level revealed similar minimal gaps between the PROPEL and eligible non-participating students. The CGPs for the Level Up students showed wide variation by grade level, particularly in math.

Figure 10: The PROPEL students maintained slightly higher growth in math and reading than eligible non-participants in the same schools whereas the Level Up students showed growth below the 50th percentile in both subjects.



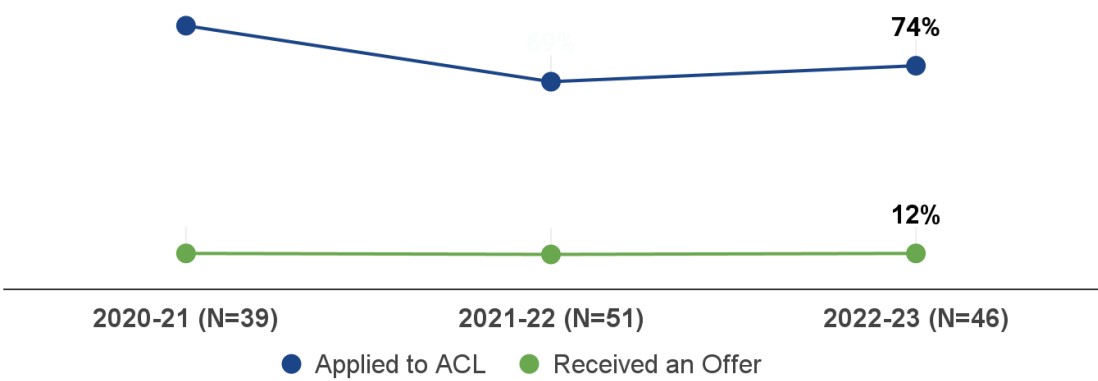
Source: NWEA MAP conditional growth percentiles in math and reading from Fall 2022 to Spring 2023.

7. How are the students represented in applications to the Academies of Loudoun?

An important mid-term outcome for the Level Up program is the extent to which 8th graders apply for admission to ACL. Before initiating an application, students must also be eligible for admission. Determination of eligibility for all 8th graders in LCPS is based on the following criteria: enrollment in Algebra I or above at the time of application and a final grade of C or above in all math and science courses since the 6th grade. Even if found eligible, applicants must also submit their ACL Writing Assessment and [STEM Thinking Skills Test](#) results for further review.

Of the 46 eligible Level Up students in the 2022-23 school year, 34 8th graders (74%) applied to ACL (see Figure 11). Four of these students (12%) later received an offer letter from the admissions coordinator. Over a three-year period, the percentage of eligible Level Up students (77% on average) who applied to, and received offer letters from, ACL remained the same (12% on average) after two middle schools were added to the program in the 2021-22 school year.

Figure 11: The percentage of eligible **Level Up students** in the 8th grade who applied to, and ultimately received offer letters from, ACL remained the same over a three-year period.



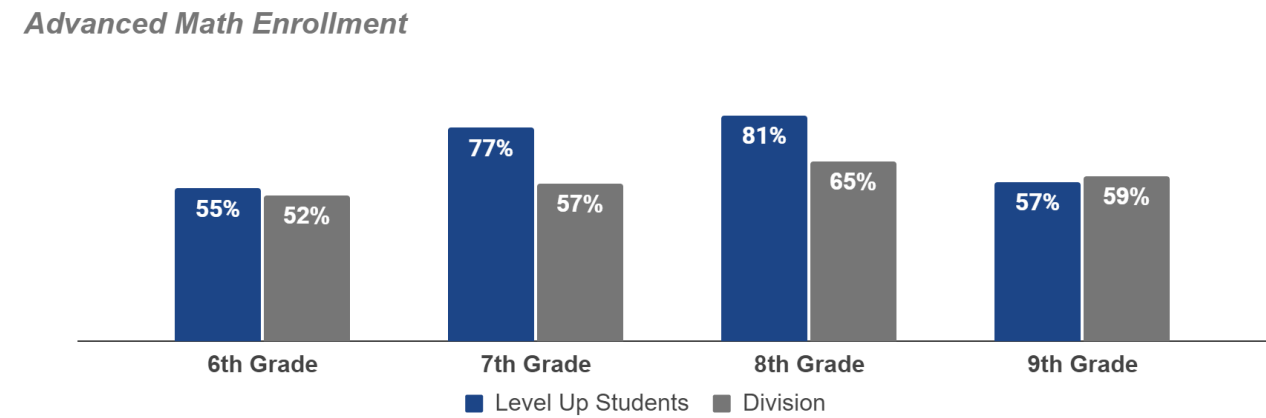
Source: ACL admissions database. Note: Counts by school year represent the total number of eligible Level Up students.

8. To what extent did the students enroll in advanced math and science courses?

Another important mid-term outcome for the Level Up program is the extent to which the students enroll in academically rigorous math and science courses. Of the students in the 2022-23 school year who participated for a combined two years, higher percentages (71% on average) of students in the middle grades were on an accelerated math pathway than all non-participating students at the division level (see Figure 12). Advanced courses at a minimum included enrollment in Foundations of Algebra by the 6th grade, Pre-Algebra by the 7th grade, and Algebra I by the 8th grade.

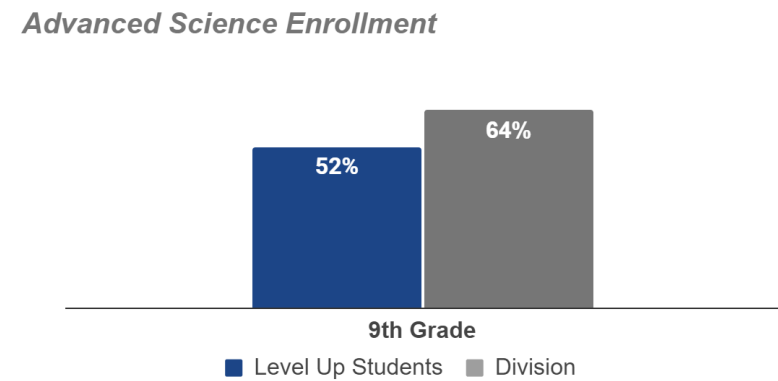
By the 9th grade, however, the percentage of former Level Up students enrolled in advanced math courses dropped by 24% (57%), slightly lower than all other students in the division (59%). Similarly, a lower percentage of former Level Up students (52%) were enrolled in advanced science courses by the 9th grade than non-participating students at the division level (64%, see Figure 13).

Figure 12: In the 2022-23 school year, higher percentages of **Level Up students** enrolled in advanced math courses across all three middle grades than at the **division level**. By the 9th grade, the enrollment percentages for both groups approached equivalence.



Source: Phoenix student information system. Note: Division level excludes the Level Up students.

Figure 13: In the 2022-23 school year, a lower percentage of **Level Up students** enrolled in advanced science courses by the 9th grade than students at the **division level**.



Source: Phoenix student information system. Note: Division level excludes the Level Up students.

Conclusions and Recommendations

Evidence collected from student records, classroom observations, student and teacher surveys, and student growth assessments yielded insights into the strengths of the PROPEL and Level Up programs and potential areas of growth for the 2023-24 school year. More specifically, analyses of the data highlighted the following strengths: (a) emphasis on enrolling Hispanic and economically disadvantaged students in both programs; (b) high fidelity of implementation among PROPEL teachers; (c) high levels of teacher satisfaction with the curriculum materials, professional development, and guidance from staff; (d) perceived improvement to the students’ STEM skills and timely parent communication; (e) increased student academic persistence in PROPEL and student self-efficacy in general in Level Up; (f) increased student interest in math in

PROPEL and continued plans to take advanced math and science courses in both programs; and (g) relatively high percentages of Level Up students enrolled in advanced math courses.

Potential areas of growth included: (a) limited development of student creativity and inquiry learning for Level Up students, (b) a curriculum gap between the lesson content and the teachers' daily instruction, (c) limited opportunities for parent engagement in PROPEL, and (d) a relatively low percentage of Level Up students enrolled in advanced science courses by the 9th grade.

It is important to note that the evaluation design used to develop the research questions is subject to change as the work of PROPEL and Level Up program staff is integrated with other division initiatives. Consequently, the implementation and outcomes of the programs may similarly evolve given the nature of continuous improvement.

After sharing the aforementioned results with the Science Office, the evaluation team developed the following recommendations for continued improvement:

1. **Review Level Up lessons for their inclusion of student creativity and inquiry learning:** To improve the development of student creativity in the Level Up classes, the units could be reviewed to determine the breadth and depth of opportunities that support this 5C skill. Additionally, since all lessons were designed with an inquiry-based approach in mind, the key elements of student-driven learning could be emphasized upfront, along with the potential barriers, for the benefit of both staff and the coaches.
2. **Identify standards to address the Level Up curriculum gap:** Over 30% of the Level Up coaches felt that the curriculum did not relate to what they taught during the school day. To address this gap, program staff could identify the science and computer science grade-level standards in the Level Up lessons that the coaches have already likely integrated into their curriculum units.
3. **Create more parent engagement opportunities for PROPEL:** About 20% of the PROPEL teachers saw a need for more parent engagement in the activities. At a minimum, program staff could develop a parent survey to collect their input and recruit volunteers (e.g., career speakers). Teachers could also be provided strategies for creating a welcoming environment for parents as educational partners. Holding parent information sessions focused on the various STEM pathways within LCPS would also be beneficial.
4. **Improve advanced science course pathway for Level Up students:** Given the difference between former Level Up students (52%) enrolled in advanced science courses and all non-participants in the division (64%), program staff could engage school administrators and counselors in the formalization of an advanced course pathway for students, such as honors science classes, beginning in the 6th grade.

Appendix A: Evaluation Methodology

To facilitate the collection of evidence, evaluators from the Research Office followed a collaborative approach (Patton, 2013) in which key stakeholders from the Science Office participated directly in the planning and implementation of the evaluation. After updating the program logic model and questions in the evaluation design, the evaluation team selected the following data collection methods: (a) student records of program participation, (b) a program observation form, (c) a teacher satisfaction survey, (d) student pre-/post-surveys, (e) student growth assessments in math and reading, (f) student records of admission to ACL, and (g) student records of enrollment in advanced math and science courses.

Student Participation, Admission and Course Enrollment Records

Data on student participation in the PROPEL and Level Up programs were provided by the Program Coordinator for the 2020-21, 2021-22, and 2022-23 school years. These data were used by the ACL Admissions Coordinator to determine school-level statistics on admissions, such as the number of participating students who were eligible for, applied to, and received offer letters from ACL. In addition, participation data from the 2021-22 school year were used to extract the same students' advanced math and science course enrollment records from the Phoenix student information system in the following year.

For the purpose of comparison, similar data from all eligible non-participating students in the same schools, as well as non-participants from the division, were analyzed. Eligible non-participants in the 2022-23 school year were students in the same schools who both (a) scored high on any CoGAT (75th-90th percentile rank) or NWEA MAP Growth (65th-85th percentile rank) subtests and (b) belonged to at least one of the following demographic subgroups: female, non-binary, Black, Hispanic, two or more races (one Black), active English learner, student with disabilities, or economically disadvantaged.

Observation Form

An online walkthrough form, designed by the planning team, was completed by the PROPEL and Level Up Coordinator and both resource teachers in Fall 2022 and Winter 2023 (see Appendix B). The instrument focused on the following constructs using a five-point rating scale: inquiry learning, computational thinking, collaboration, communication, contribution, creativity, and critical thinking and engineering process. A total of 60 visits (54 for PROPEL and 6 for Level Up) were conducted at all participating schools with the exception of one recently added middle school. The number of school observations varied by program, ranging from four to eight visits per school (5.4 on average) for PROPEL and one to three visits per school (1.5 on average) for Level Up.

Student and Teacher Surveys

A total of 156 PROPEL students and 78 Level Up students completed both the pre- and post-surveys (see Appendix C) in Fall 2022 and Spring 2023, respectively. Constructed by the planning team from multiple STEM sources, the pre-/post-survey items (16 for PROPEL, 17 for Level Up) focused on measuring growth in the students' interests in math and science along with academic self-efficacy. Two additional post-survey questions collected suggestions on the programs' strengths and areas of improvement. The teacher satisfaction survey focused on the quality of communication, professional development and curriculum resources provided by both programs, as well as the level of student engagement and development of targeted STEM skills (see Appendix D). A total of 44 staff (30 for PROPEL and 14 for Level Up) responded to the online survey in April 2023.

Student Growth Assessments

To compute the PROPEL and Level Up students' rate of growth in math and reading, their NWEA MAP conditional growth percentiles (CGP) were analyzed between Fall 2022 and Spring 2023. The CGP is a student's percentile rank for growth. If a student's CGP is 50, for example, this indicates that their growth was greater than 50 percent of similar students in the NWEA norm group. For the purpose of comparison, similar data from all eligible non-participating students in the same schools were analyzed.

Appendix B: Observation Form

1. Which school? _____
2. Which program?
___ PROPEL
___ Level Up
3. Date: _____
4. Observer: _____

Inquiry Learning

	1 - Majority teacher driven with given questions and procedures	2	3	4	5 - Majority student driven and research done	N/A
5. Students create scientifically-oriented questions						
6. Students design tests and collect evidence						
7. Students interpret evidence to form explanations						
8. Students connect their explanations to scientific knowledge						
9. Students communicate and justify explanations						
10. Active student time						

11. Inquiry learning comments:
- _____

Computational Thinking

	1 - Needs growth	2	3	4	5 - Exemplary	N/A
12. Developing an algorithm						
13. Analyzing data						
14. Decomposing information						

15. Collection of data						
16. Building their own model						
17. Abstraction of information						

18. Computational thinking comments:

Collaboration

	1 - Needs growth	2	3	4	5 - Exemplary	N/A
19. Students sharing ideas within a group						
20. Students working on shared goal						

21. Collaboration comments:

Communication

	1 - Needs growth	2	3	4	5 - Exemplary	N/A
22. Students talking about own ideas						
23. Students listening to ideas of others						
24. Students engaging in positive interactions - in groups						
25. Students engaging in positive interactions - with staff						

26. Communication comments:

Contribution

	1 - Needs growth	2	3	4	5 - Exemplary	N/A
27. Students interacting with teachers						
28. Students interacting with volunteers						

29. Students interacting with visitors						
30. Students connecting to local or global community						

31. Contribution comments:

Creativity

	1 - Needs growth	2	3	4	5 - Exemplary	N/A
32. Students generate questions to research						
33. Students design experiment/product						
34. Students lead experiment/product						

35. Creativity comments:

Critical Thinking & Engineering Process

	1 - Needs growth	2	3	4	5 - Exemplary	N/A
36. Students brainstorm and try solutions when facing challenges						
37. Students identify needs and constraints of activity						
38. Students research and plan possible solutions						
39. Students create prototypes for their plans						
40. Students test their prototypes to evaluate effectiveness						
41. Students improve and redesign their plans						

42. Critical thinking comments:

43. Other comments or observations:

Appendix C: Student Post-Survey

Complete the survey below.

School: _____

Name: _____

Student Number: _____

Check all the subjects that apply to your answer. More than one subject may be checked.

	Science	Math	Reading	Writing	Social Studies
1. The subject(s) I like the most is...					
2. The subject(s) I find the most challenging is...					
3. I am sure I can do well on tests in...					
4. I will give up when I don't understand a concept in...					
5. If I go to college I will study...					
6. The most interesting school subject is...					
7. I see myself as a problem solver in...					
8. I plan to take honors courses (when offered) in...					

9. What type of activities do you enjoy the most? Check all that apply!
- __ Science (such as forensics)
 - __ Technology (coding and robotics)
 - __ Engineering (creating something with your hands...architecture programs)
 - __ Mathematics (puzzles and modeling)
 - __ Other: _____

Mark how you feel about each statement.

	Strongly Agree	Agree	Neutral (Neither Agree or Disagree)	Disagree	Strongly Disagree
10. I am confident that I am able to learn even if it is difficult.					
11. I am confident I can encourage others to do their best.					
12. I am confident I can produce high quality work.					
13. I am confident I can respect the opinions of my peers.					
14. I am confident that I can make changes when things do not go as planned.					
15. I am confident I can set my own goals.					
16. I am confident I can lead others to accomplish a goal.					
17. I am confident I can make a plan to overcome challenges.					
18. I feel confident with building and fixing things. (Level Up Only)					

Level Up Only: How well do you expect to do in your...

	Not Very Well	OK/Pretty Well	Very Well
19. English/Language Arts Class			
20. Math Class			
21. Science Class			

Level Up Only: In the future, do you plan to take honors or advanced classes in:

	Yes	No	Not Sure
22. Math			
23. Science			
24. Computer Science			

25. Do you feel like what you learn in PROPEL/Level Up helps you in Science class?

- ☐ Yes
☐ No
☐ Other: _____

26. Do you feel like what you learn in PROPEL/Level Up helps you in Math class?

- ☐ Yes
☐ No
☐ Other: _____

27. What did you like most about PROPEL/Level Up this year?

28. What would you change about PROPEL/Level Up for next year?

Appendix D: Teacher Satisfaction Survey

Thank you for leading the PROPEL & Level Up Programs. We hope you have enjoyed the programs this year as we are trying to make it more exciting and engaging for both staff and students.

We want to hear your feedback so we can keep improving. Please complete this survey and let us know your thoughts (your answers will be anonymous).

- 1. Which program do you support?
__ PROPEL
__ Level Up
- 2. What is your role in the program?
__ Lead Teacher
__ Coach (Teacher)
__ Other: _____

3. The program is relevant for students.

Strongly Disagree __1 __2 __3 __4 __5 Strongly Agree

4. This program is helpful for students.

Strongly Disagree __1 __2 __3 __4 __5 Strongly Agree

How satisfied are you with the following?

	Not Very	A Little	Somewhat	Very
5. Overall program				
6. Professional development				
7. Resource teacher presence				
8. Curriculum guides				

9. I feel well informed about the program and what is happening.

Strongly Disagree __1 __2 __3 __4 __5 Strongly Agree

10. How do you prefer to be informed? (Please check all that apply.)
- __ Lead teacher
 - __ Newsletter
 - __ Regular meetings
 - __ Weekly email updates
 - __ Other: _____

11. I feel that the curriculum relates to what is being taught during the school day.

Strongly Disagree __1__ __2__ __3__ __4__ __5 Strongly Agree

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Program develops students' collaborating skills.				
13. Program develops students' problem solving skills.				
14. Program develops students' critical thinking.				
15. Program develops students' computational thinking.				
16. Program prepares students for academic rigorous coursework.				

Please rate how well the program does the following.

	Not Very	A Little	Somewhat	Very
17. Improves my understanding of inquiry-based learning.				
18. Provides a curriculum that is highly engaging.				
19. Provides sufficient materials to complete activities.				
20. Provides instructions and guidance for implementing curriculum.				

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
21. Parents are informed in a timely fashion about the program.				
22. Parents have sufficient opportunities to observe.				
23. Parents have sufficient opportunities to participate.				

24. What did you think went well this year?

25. What would you like to see different next year?

26. Any additional feedback for the program?

27. Name (optional): _____

References

Loudoun County Public Schools. (2022). *One LCPS: 2027 strategic plan for excellence*.
<https://www.lcps.org/Page/243565>

Patton, M. Q. (2013). *Utilization-focused evaluation* (5th ed.). Thousand Oaks, CA: Sage.



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EMPOWERING ALL STUDENTS TO MAKE MEANINGFUL CONTRIBUTIONS TO THE WORLD.