

Evaluating the Effectiveness of Educational Programs

Make copies of this worksheet when completing an evaluation of a program.

Schuyler Community Schools is accredited by Cognia. Standard 2.12 calls for the system to continuously assess program effectiveness. Use this worksheet to set up, score and write a narrative of each program evaluation. The narrative is to then be published on the ECRA Dashboard Strategies Page (<https://ecriss.ecragroup.com/strategy/Home/Index?Dashboard=SCH001>).

Cognia Standard

2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Key Concepts

Initiate

- ☐ System and school staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services
- ☐ The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning

Improve

- ☐ Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision making regarding the effectiveness of the programs and services in improving student learning and organizational effectiveness
- ☐ Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services
- ☐ Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services

Impact

- ☐ The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services

Process

- ☐ Identify Measures to Determine Results
 - ☐ Evaluate existing measures of student performance, school effectiveness and the school and community contexts for use in determining results
 - ☐ Identify and describe measures used to determine student performance results
 - ☐ Identify and describe sources of data used to examine changes in school effectiveness.
- ☐ Analyze and Document Student Performance Results
 - ☐ Analyze student performance data
 - ☐ Display student performance results and create a narrative description
 - ☐ Share student performance results with all stakeholders and document lessons learned
- ☐ Evaluate the effectiveness of the program
 - ☐ Judge the success of interventions and create a narrative description of the extent of success
 - ☐ Share the success of interventions with all stakeholders and document lessons learned.
- ☐ Communicate and Use Results for Further Improvement and Next Steps
 - ☐ Establish a network of key communicators to build a shared understanding of the results
 - ☐ Determine a customized strategy to present results to each stakeholder group
 - ☐ Use results as the basis of continuous improvement and to determine next steps

Rubric

	Lacking	Emerging	Embedded
Process	Few stakeholders are engaged in the program evaluation process.	School and system staff are engaged in the program evaluation process X	Representatives of most stakeholder groups are involved in the evaluation process (school, district staff, students, parents, community)
Data	Data not strongly considered.	Data collected and analyzed. X	Multiple sources of data have been analyzed and compared to needs analysis data.
Program Implementation	Haphazard, inconsistent implementation X	The program is implemented by most stakeholders, but is not monitored for fidelity	The program is implemented across the board and is being monitored for fidelity.
Impact of Review	Review not completed	Adjustments are made as necessary.	An action plan is developed and implemented to adjust the program as needed. The review process is restarted. X

Identify Measures to Determine Success

Respond to these questions to create a narrative of the program review.

- 1) Who was involved in the review process?

All 6th through 12th grade teachers who may teach any sections of Math were invited to respond to the survey (13 teachers). Nine responses were recorded. The school improvement District Steering Committee analyzed the results.

- 2) What data was used to determine the need of this program/intervention? How did that data compare before and after the implementation?

The data that was collected to make the decision to implement the Discovery Education Techbooks came from the strategic planning process in 2014 which called for expanded use of technology in classrooms. It was originally purchased as a part of the School Improvement grant at Schuyler Middle School and expanded to the high school with their SIG grant.

3) How were fidelity checks completed?

No formal fidelity checks have been completed. Building principals have begun to work on the use of DE with their teachers to demonstrate how it meets their needs through regular observations.

4) What next steps are being taken in response to the program review?

New Math Standards will be adopted by the State Board of Education in September of 2022. The math techbook will be up for renewal at the end of that year. We will begin evaluating materials as soon as the new standards are adopted. In the meantime, we will continue to use the Techbook and ensure that teachers are fully aware of the ability to use free open education resources so they are not required to develop all their own materials.

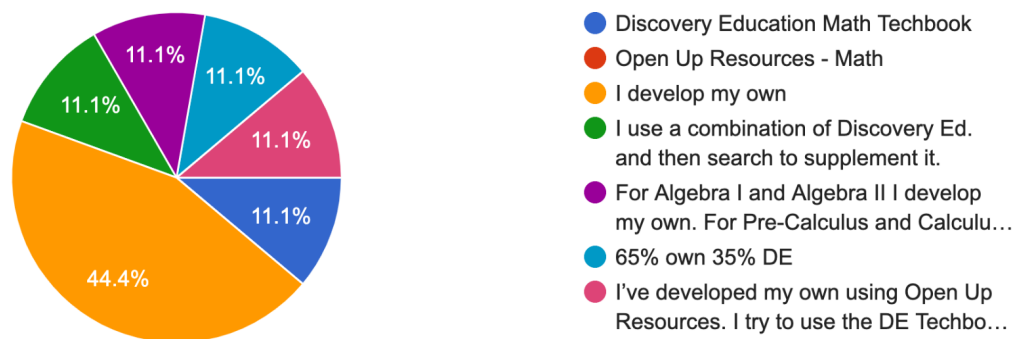
Action Plan

- 1) Ensure all math and administrators teachers have access to OpenUp Resources online to use in order to reduce reliance on self-made materials.
 - a) Person responsible: Curriculum Director
 - b) Timeline: All teachers should have access before the beginning of the 2022-23 school year.
 - c) Evidence of Success: Teacher lesson plans; observations; anecdotal evidence from teachers.
- 2) Implement the curriculum adoption process and contact publishers to provide sample materials so that they are in our hands in early September.
 - a) Person Responsible: Curriculum Director
 - b) Timeline: Early August 2022.
 - c) Evidence of Success: Teachers will have at least four sets of materials to evaluate.
- 3) Develop and implement a fidelity check observation form with input from the curriculum director, building principals and teachers.
 - a) Person Responsible: Curriculum Director
 - b) Timeline: In place to use during program pilot.
 - c) Evidence of success: Data from fidelity checks.

Data from Google Form

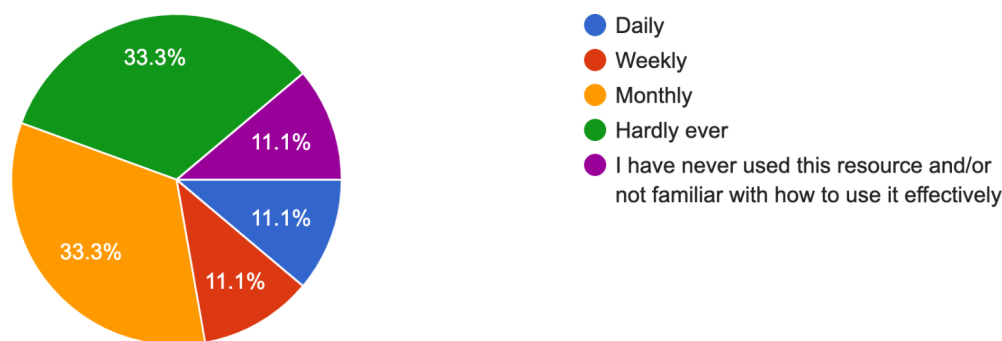
What is your primary instructional material resource?

9 responses



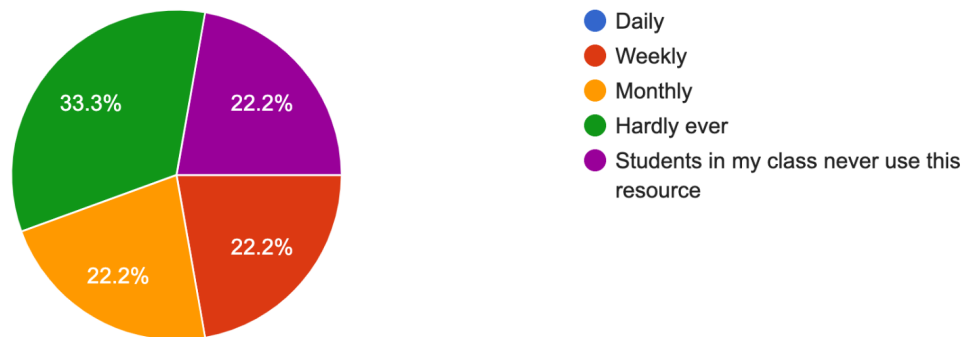
How often do you access/use Math Techbook in your instructional program?

9 responses



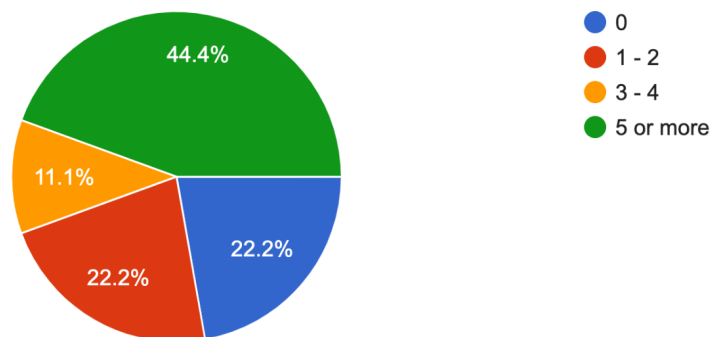
How often do your students access/use the Math Techbook?

9 responses



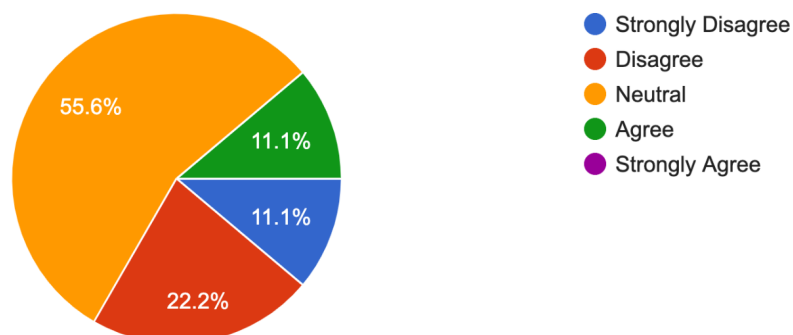
How many Math Techbook training opportunities have you had the opportunity to attend since its adoption?

9 responses



The Math Techbook aligns to the Nebraska standards for Algebra I, Geometry and Algebra II.

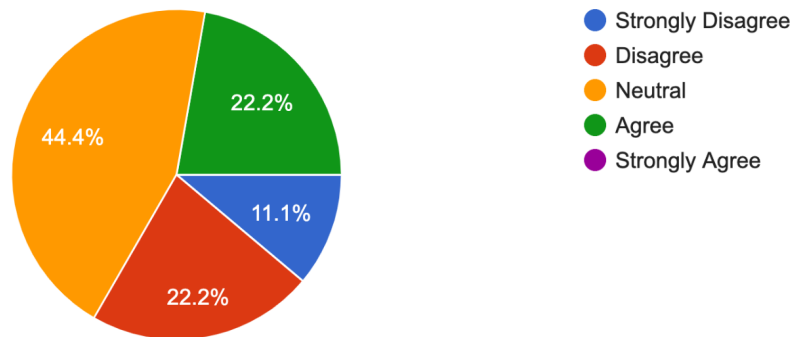
9 responses



The Math Techbook aligns to the NDE Instructional Shifts in Mathematics.

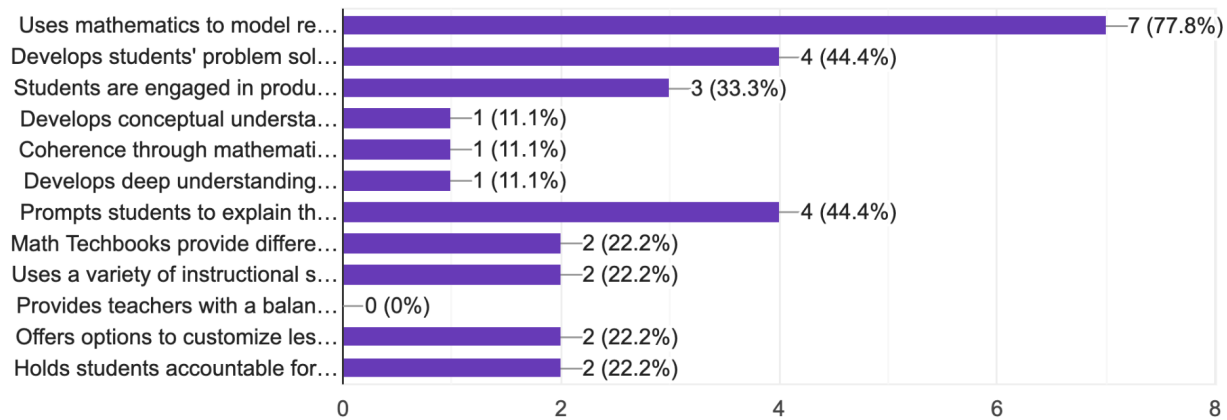
https://docs.google.com/document/d/1hYV7NpYJ...pRjCuXTY_Ho8utEEWOqwaMiXaE/edit?usp=sharing

9 responses



What are the benefits of the Math Techbook? (Mark all that apply)

9 responses



From above:

Uses mathematics to model real-world situations

Develops students' problem solving skills

Students are engaged in productive struggle as they learn math standards/skills

Develops conceptual understanding of mathematical concepts

Coherence through mathematical processes and other curricular areas

Develops deep understanding of mathematical concepts

Prompts students to explain their reasoning

Math Techbooks provide differentiation in learning opportunities/are adaptive

Uses a variety of instructional strategies to present content to students

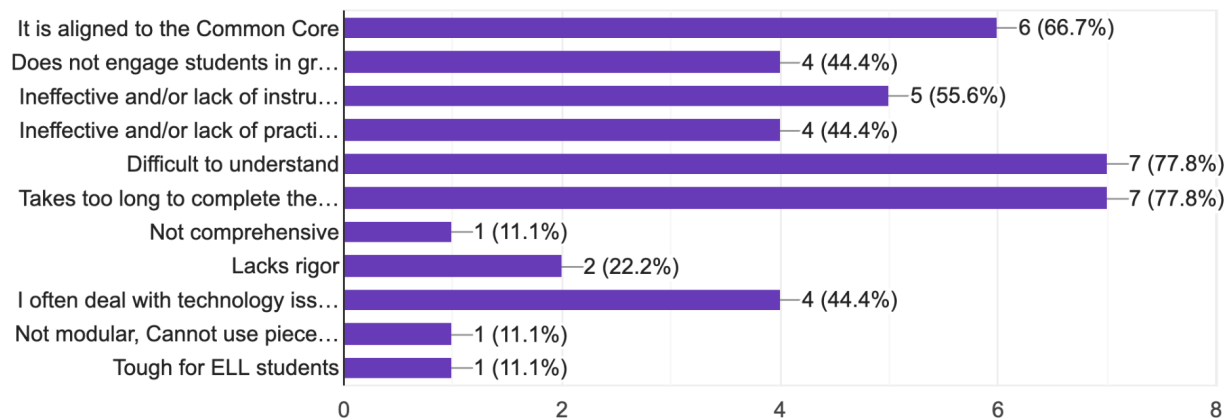
Provides teachers with a balanced approach to instruction (Explicit teaching, cooperative or partner opportunities, application of skills, real world problem solving, conceptual understanding, procedural fluency)

Offers options to customize lessons and assessments

Holds students accountable for their assignments (archives student progress/work in the system)

What are the negatives of the Math Techbook? (Mark all that apply)

9 responses



It is aligned to the Common Core
 Does not engage students in grade level concepts.
 Ineffective and/or lack of instruction in mathematical processes.
 Ineffective and/or lack of practice problems.
 Difficult to understand
 Takes too long to complete the sessions in the model lesson
 Not comprehensive
 Lacks rigor
 I often deal with technology issues with this program
 Not modular, Cannot use piecemeal, Still uses proofs which are no longer ACT aligned, burdensome interfacing
 Tough for ELL students

*What additional concerns do you have about the Discovery Ed Math Techbook as your primary instructional resource? (If you ARE NOT using Math Techbooks, please explain. If you ARE using Math Techbooks, write N/A in the response area provided.) Your input will assist us in determining needed supports. **

It often times does not provide enough practice for students. Most items in DE are written at a level 4 and do not hit specific math standards for 7th grade. For example: In 7th grade we solve one-step inequalities. In the techbook, multi-step inequalities are talked about and if I go to the 6th Grade Techbook, they don't have one-step inequalities. I also feel that it is tough to incorporate into a 44 minute class (technically 35 minutes if you include bell ringer time and closure).

Mostly alignment with state standards, but I've found it very helpful in many areas. There are many videos that teach all or parts of concepts that we teach in our program, and combining those with the way I've taught concepts in the past is a plus. Also, it is great to have the ability for assignments to be graded instantly, and feedback is obviously also instant as well.

With this being my first year in the district, I adopted a lot of what the previous teacher had used before me. We have lessons that align with the standards and scopes that are used daily. I then use DE every once in

awhile as an extended activity. The students do not like DE due to the difficulty in understanding the math process. They do not like how it is taught. They would rather me teach it to them via guided notes. I personally think the material is too difficult and does not explain well. It is a lot of verbiage and unnecessary stories. The students get lost in the words of the text and rarely can comprehend how to process and use the strategies given/taught from the text. The assessments do not gauge their learning well. Each time I give them a DE assessment, they almost always fail. I have given a DE assessment as well as my supplemented assessments over the same topic and they will pass the supplemented assessment but fail or be close to failing the DE assessment.

The reading level is above grade level for many students especially the EL students.

I believe that my students learn best with the instruction that I am giving them.

techbook uses formal proofs in geometry and we do not teach them. It is hard to find material that I can use in my classroom with my standards. It is not designed to be a primary instructional resource....it is designed to be supplementary.

Of all the DE Instructors that have come in (several), they have all said the same thing. DE Techbook is best when used as a supplement resource. They have also said that they will not adapt to the Nebraska State Standards (it has been better). I've been using DE from the start and at the start it wasn't even close to matching the standards. Over those years I've been able to fill in using Envision Math and material of my own. Yes, DE has shown improvement over the years but I've also had to adapt over the years to fill in those gaps. Part of the problem is the the DE Techbook doesn't go below the 6th grade level. (and if the NE state standards don't match up with the DE Standards I have to create my own or use Envision). I will admit that 6th grade has used DE Techbook more this year than in the previous years.

Just my opinion: I feel that if we are going to adapt a program, it should be K-6 or K-8 or K-12. It shouldn't be K-5 and 6-12.

I do not use it because of the time required to use, plan, assign, research, or adapt for use. The 'all or nothing' feel of the units prevents pulling useful activities out and teaching on the side.

With the language barriers most of our students already face, it is too difficult for them to understand what is being asked of them.

Since it is not aligned to Nebraska standards it is difficult to find what I am teaching.

Many of the videos and resources are VERY outdated.