

Program Evaluation Tool: Exemplar (Mathematics)

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

Program / Strategy/ Initiative Description
What is the name of the program/strategy/initiative being evaluated? <i>(In addition to the name, identify whether it is a program, strategy, or initiative)</i>
Everyday Math Program (EM). EM is a curricular strategy for mathematics education.
Provide a detailed description of the program/strategy/initiative being evaluated. <i>(Include population being served – number of students, grade, demographics, etc.; who is implementing; delivery model; frequency of intervention; start date; assessments used to measure objectives, etc.)</i>
<p>The Everyday Math (EM) program is used as this school’s primary elementary resource for daily math instruction. It is a comprehensive Pre-K through grade 6 mathematics curriculum that focuses on developing children’s understandings and skills in ways that produce life-long mathematical skills. It was developed by the University of Chicago School Mathematics Project and is research-based and field-tested. Every year about 4.3 million students in 220,000 classrooms are using EM.</p> <p>EM is a district-wide initiative and has been used since Fall 2000. Each year, it EM delivery starts at the beginning of the school year. EM serves all students (n=459) in grades K through 6th, including all subgroups. It is delivered by all teachers (n=22) in their classroom. Teachers are trained prior to implementation.</p> <p>The EM curriculum emphasizes the use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts; repeated exposure to mathematical concepts and skills to develop children’s ability to recall knowledge from long-term memory; frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises; and use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles. Each grade of the Everyday Mathematics curriculum is carefully designed to build and expand a student’s mathematical proficiency and understanding. Its goal is to “build powerful mathematical thinkers.”</p> <p>EM is used on average 30 minutes a day, 5 days a week, for a total of 65 hours of a year of program dosage. Student progress in EM is monitored on a weekly basis through common assessments and at the beginning and end of the academic year through NWEA MAP in Math.</p>
What is the need being addressed by the program/strategy/initiative? <i>(Include the gap identified using baseline/subgroup data)</i>

Program / Strategy/ Initiative Description

In 1999, a Mathematics Task Force of district and school representatives **identified the district-wide mathematics curriculum to be outdated as it emphasized computation and only one algorithm to solve problems.** In addition, a review of MEAP data indicated that mathematics proficiency rates across the district were lower than desired. **For this school, 1999 MEAP mathematics data showed that 72% of all students were proficient with the rate ranging as low as 56% for students eligible for Free and Reduced Lunch.**

To better assess proficiency in Mathematics, the NWEA Measures of Academic Progress (MAP) Math test is used as it allows for multiple measures within a school year. As of Fall 2014, NWEA MAP Math data showed the following proficiency rates:

Subgroup Data. Fall 2014 NWEA MAP proficiency results for the sub-groups were:

K = 77%, 1st = 87%, 2nd = 84%, 3rd = 90%, 4th = 94%

Male = 87%, Female = 86%

White = 76%, Asian = 92%, Other Race = 93%

What is the reason for selecting the program/strategy/initiative including intended results?

(Include the connection to the need cited above and the SMART objective identifying intended results)

Using information collected from stakeholders (teachers, students, and parents), as well as data from an **alignment study completed by the Intermediate School District, the Mathematics Task Force reviewed several math programs and identified the EM program as meeting the following needs: language rich, a focus on problem solving, aligned resources for all grades, and supportive training for staff.**

Based on the Fall 2014 MEAP baseline data and past yearly improvement, this school has set the following measurable goal:

By Spring 2015, after 65 hours of Everyday Math, 85% of all students and subgroups will be proficient in mathematics as measured by the NWEA Measures of Academic progress Math test.

Subgroups include: grade levels, gender, and ethnicity (other subgroups have too small of a sample size for reliable comparison).

Cite the research supporting the program/strategy/initiative, including a brief summary of research findings and targeted population.

(Research should be current and evidence-based with brief summary)

The following research article provides peer-reviewed evidence for the effectiveness of the program:

Fuson, K., Carroll, W. M., & Drucek, J. V. (2000) Achievement results for second and third graders using the Standards-based curriculum. Everyday Mathematics. Journal for Research in Mathematics Education 31 (3): 277-295.

Everyday Mathematics is a research-based and field-tested curriculum developed by the University of Chicago that focuses on developing children's understandings and skills in ways that produce life-long mathematical power.

The following website provided bibliographies of primary research that supports the essential components of The Everyday Mathematics curriculum: <http://everydaymath.uchicago.edu/about/research-results/>

Program / Strategy/ Initiative Description

Like the NCTM Standards (1989, 1991, 1995, 2000), the Everyday Mathematics curriculum has been influenced by a rich body of research about children learning mathematics. Many sources have informed the development of lessons, activities, and teaching suggestions. Children in the early grades are capable of much more than had been previously thought. Manipulatives facilitate modeling mathematical concepts and communication about those concepts, thus promoting the development of children's thinking. The problem-solving approach and everyday contexts in Everyday Mathematics are similar to lessons in Japanese classrooms and other constructivist classes, but are also based on Dewey's conception of inquiry-based learning that connects to students' everyday knowledge.

More than 50 years of scholarship provided an initial research base for curriculum development, but a writing process that deeply involves teachers and children in the development of the materials has been essential to translating that research into practice. Teachers using Everyday Mathematics have been generous in opening their classes for observations and tests and in helping us identify strengths and weakness of the existing K-6 Everyday Mathematics program. Through meetings, surveys, classroom observations, and interviews, these teachers continue to provide much valuable advice for the authors as they continuously work to improve the curriculum.

1. Readiness: What is the readiness for implementing the program/strategy/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

a) What is the evidence regarding stakeholder (staff/students/parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the program/strategy/ initiative?

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews

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What does the evidence show regarding stakeholder (staff/students/parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/program/initiative?

(Include conclusion, aligned to evidence, regarding stakeholder understanding of the need & the reason for selecting strategy/ program/ initiative)

Staff understanding of the need and choice of the EM was determined during staff meetings and recorded in the notes. Staff comments indicated an understanding of the need of EM as a means to reduce achievement gaps in mathematics. When asked, no staff were able to articulate the choice of EM over similar programs. When prompted, few staff were present during the adoption of EM 15 years ago by the district.

Student understanding was assessed via teacher report during a staff meeting. Teachers reported that while students understood the need for good math instruction, they did not understand what differentiated EM from other math programs and therefore did not understand why EM was used by the school.

Parent understanding was not directly assessed. Based on a parent survey administered in January of 2015, approximately 61% of parents rated that they were "moderately" to "extremely" familiar with EM.

Staff were familiar with the overall need to improve student math achievement but lacked an understanding as to why EM was chosen beyond being a district-driven effort. Student and parent understanding was not adequately assessed.

b) What is the evidence regarding stakeholders (staff/students/parents) having a shared vision and strong commitment to the strategy/program/initiative?

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
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What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the program/strategy/initiative?

(Include a conclusion, aligned to evidence, regarding stakeholders having a strong commitment to the program/strategy/initiative)

Based on staff survey results, most staff reported their commitment to EM either being “moderate” (52%) or “strong” (43%). During a debriefing of the survey results during a staff meeting, the lack of a “strong commitment” was primarily due to staff’s viewing EM as a district initiative with little to no input from staff. Positive commitment was due to the ability of EM to produce achievement gains.

It was evident from **parent survey responses, as well as comments at the original parent meeting**, that they see the value in math education. At the original parent meeting, many parents were skeptical of the ability of this program to meet the math needs of their children, especially since it was quite different from the way they learned mathematics. **Given the achievement results, most parents are now “on-board.” However, we have learned that it is important to continue to give parents opportunities to learn about the program, including how they can help their children.** This is especially true of parents who are new to the district, either through transfers or those who have children beginning school for the first time.

Staff and parent stakeholders reported modest commitment to EM with commitment being related to the positive math achievement gains.

c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews
- Other

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What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

(Include concerns of each stakeholder group and how they were addressed)

Following a review of staff survey results, the principal held a stakeholder concerns conversation during a staff meeting. **Staff reviewed survey results from themselves, students, and parents and were guided in a needs-assessment conversation.** Based on both survey and conversation results, additional training and supports were identified for future implementation, pending District approval. A math night will also be planned to help parents better understand the program, including the role of the spiral, as well as how parents can help their children.

d) What is the evidence regarding the ability of staff and administrators to integrate the strategy / program/ initiative with existing work?

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews
- Other

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

(Explain how strategy/program/initiative fits into current work)

We are in the 15th year of implementation. **This program is institutionalized in terms of resources and the curriculum.** The changing educational context of Common Core and new state assessments continue to create the need for ongoing dialogue about how Everyday Math integrates into the District's overall math instruction.

Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/program/initiative.

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(rating should align to evidence)

- Stakeholders were fully prepared to implement
- Support and commitment were generally high, but some concern or work remains
- Some promising elements exist, but were mixed with major gaps in knowledge or confidence.
- Interest and/or commitment were low

What action steps are needed to increase readiness regarding sufficiency and effectiveness of professional learning, including meeting identified learning outcomes?

(Deduce action steps for READINESS from the evidence and rating)

Action Step 1: Create additional training for staff on the research behind EM and the philosophical background of the spiral curriculum and the "multi-algorithms" for problem solving. Staff also want to better understand how to integrate the online resources and math games into EM instruction to meet all students' needs and levels.

Action Step 2: Create promotional materials for parents and talking points for teachers to build student and parent understanding of the a) need for EM, b) how EM is better than similar programs at meeting the needs of our school, and c) mathematics achievement results related to EM.

Action Step 3: Institutionalize stakeholder surveys for staff, students, and parents to give them the opportunity to voice concerns about the EM program. Debrief survey results during staff meetings, address identified concerns, and communicate adjustments in newsletters.

2) Knowledge and Skills: Did the staff and administrators have the knowledge and skills to implement the program/strategy/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/program/initiative?

2) Knowledge and Skills: Did the staff and administrators have the knowledge and skills to implement the program/strategy/initiative?

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- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations
- Other

What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/program/initiative?

(Provide examples of how practice would change)

Based on conversations at the trainings and PLC meetings, staff members are clear about the difference between the more traditional way of “doing mathematics” and the methods taught in Everyday Mathematics. Based on staff discussions and survey results, opinions still vary about the effectiveness of Everyday Math's ability to meet the diverse needs of our students; this is a topic that needs on-going conversation. PLC data shows that there is also an on-going need for training regarding “trusting the spiral” of the curriculum as well as the role of direct instruction vs. the process of discovery in Everyday Mathematics. **Additional training addressing these concerns will lead to greater buy-in by teachers as well as improved implementation of EM.**

b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/program/initiative?

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations
- Other

What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the program/strategy/initiative?

(Cite how administrator's professional learning supported the monitoring and assessment of effectiveness)

The building administrator has been trained in Everyday Math and has taught the curriculum, ensuring knowledge about implementation with fidelity. The administrator chairs the school's improvement team which reviews trends, collects teacher input, and makes building-wide decisions about strategies and goals to

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raise student achievement. The administrator monitors overall effectiveness using a variety of different data sources including Pearson Inform, NWEA MAP scores, formal observations, informal walk-throughs, and a building electronic data wall.

c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/program/initiative?

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations
- Other

What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/program/ initiative?

(Include evidence of initial professional learning. Address sufficiency and effectiveness of professional learning, including meeting identified learning outcomes)

A full EM training was provided to all staff during the summer of 2004. Based on staff survey results, it is clear **there is a need for additional training; in some instances there is a need for updated training for veteran staff while in other instances there is need for initial training for staff new to the district.** The district does offer an elementary math coach for one- on-one or small group training. Teachers have monthly PLC meetings where they can learn from each other. Feedback is provided from the administrator via the iObservation teacher evaluation protocol. The improvement team is in the process of working with the district math coach to identify additional training goals, processes, and timelines.

d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

- Minutes of professional conversations
- Self-assessment checklists
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations
- Other: **Student achievement results, Walk-throughs**

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What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

(Include results drawn from quantifiable evidence)

Based on NWEA spring math scores, our school has shown steady increases in proficiency across each grade levels, with some grade levels showing proficiency rates of 95% or higher despite an increase in higher need populations (English Language Learners). For example, first grade has shown a 30% increase in the amount of proficient students over the past four years (From 75% to 98%). **Administrator walk-throughs confirm that 97% of staff members are competent in teaching the Everyday Math curriculum.**

Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.

- Participants had sufficient knowledge and skills to succeed.
- Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.
- A solid start was documented, but many skill levels and much knowledge need to be acquired.
- Participants were beginning to acquire the necessary knowledge and skills.

What action steps are needed to improve participants' knowledge and skills?

(Deduce action steps for knowledge and skills from the evidence and rating)

Based on a very clear message from the staff survey, the School Improvement Team will convene a meeting with the district math coach to identify training goals, processes, and timeline.

3. Opportunity: Was there opportunity for high quality implementation of the program/strategy/initiative?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

- Agendas/minutes

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- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments
- Other

What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?

(Include specific examples of administrative support/lack of support and draw conclusions from examples you cited)

Based on data from surveys, meeting minutes, staff training and discussions, **staff feel supported by the administrator in the areas of instruction, data analysis, curriculum reflection, and material access.** Administration has implemented a process that allows teachers to request and receive time and support in curricular areas. Based on teacher survey responses, no teacher identified additional administrator support as a need.

b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments
- Other: **Staff survey results, Student achievement results**

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(Include examples of opportunities/lack of opportunities for on-going professional learning including modeling and coaching; Draw conclusions from examples you cited)

This school offers ongoing professional learning opportunities including individualized math coaching, small group learning labs, and monthly PLC meetings. Given that student achievement is excellent, this evidence suggests that there is sufficient professional learning for EM. Staff survey results, however, indicate teachers' desire for additional training as well as improvement in the quality of some of the trainings.

c) What is the evidence regarding the sufficiency of resources – including financial, time and personnel - to achieve the intended results?

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments
- Other

What does the evidence show regarding the sufficiency of resources – including financial, time, and personnel – to achieve the intended results?

(Include examples of resources/lack of resources and draw specific conclusions from examples you cited)

Budget sheets and materials inventory as well as staff survey results indicate sufficient financial resources to implement EM. Staff report a desire for additional time to implement the program. The building master schedule indicates sufficient time to implement EM based on the recommendations of the authors of the program. Given the divergence between these two sources of evidence, there is a need to build into the training guidance on the use of time for EM.

d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the program/strategy/initiative?

- Agendas/minutes
- Action plans

3. Opportunity: Was there opportunity for high quality implementation of the program/strategy/initiative?

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- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments
- Other

What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the program/strategy/initiative?

(Include examples of staff collaboration/lack of collaboration supported by data and draw conclusions from examples you cited)

This school supports staff collaboration in many ways, including daily common grade-level planning time, monthly PLC meetings, flexible classroom space (movable walls), and the ability to flexibly regroup students. Evidence of staff use of collaboration time is found in meeting minutes, administrator walk-throughs, and teacher observations.

e) What is the evidence regarding structures being in place to collect and review implementation data?

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- Collaboration models (such as PLCs, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments
- Other: Walkthrough data

What does the evidence show regarding structures being in place to collect and review implementation data?

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(Describe structures in place to collect and review implementation data; derive conclusions from structures/lack of structures to collect and review implementation data)

The School Improvement Team has opportunities to regularly collect and analyze data to monitor the implementation of EM throughout the school year, including the teacher observation process that identifies the alignment between the district pacing guide and the teacher implementation as well as through notes from PLC conversations.

Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.

(Rating aligns to evidence)

- Necessary support and resources (time, funding, and attention) were solidly in place.
- Many necessary resources were aligned with program goals, but more are needed.
- Basic resources and opportunities were available, but significant gaps need to be filled.
- Opportunity and resources were just beginning to align in support of the program.

What action steps are needed to ensure opportunity for high quality implementation?

(Deduce action steps for OPPORTUNITY from evidence and rating.)

The School Improvement team will convene a meeting with the district math coach to plan a staff training on time allocation of EM and integration of EM across the entire day.

4. Implementation with Fidelity: Was the program/strategy/initiative being implemented as intended?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative, including timelines and responsibilities?

- Principal's walkthroughs

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- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds used
- Lists of acquired resources
- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line
- Other

What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative, including timelines and responsibilities?

(Provide specific evidence of a process to monitor fidelity of staff implementation of the program/strategy/initiative; draw specific conclusions regarding fidelity of implementation)

The district-developed Everyday Mathematics Strategy Implementation Guide is the primary tool used to measure fidelity of implementation. Walk-through data shows that the guide is being implemented with about 80% fidelity; where there is a gap, teachers have been given feedback to increase fidelity. Walk-through data has also shown that teachers have had to adapt and modify the program to meet state content standards and to fully meet individual student needs. The teacher observation process identifies alignment between the district pacing guide based on the EM pacing guide and teacher implementation; data shows that teachers struggle to implement the program at the pace at which it is intended to be implemented. In part, this is a result of teachers feeling a tension between teaching to mastery and “trusting the spiral.” It is also the result of gaps in professional learning about Everyday Mathematics, either because the training was experienced long ago or that new staff have not received the same thorough training.

b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

- Principal’s walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings

4. Implementation with Fidelity: Was the program/strategy/initiative being implemented as intended?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

- Record of funds used
- Lists of acquired resources
- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line
- Other

What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?

(Provide specific examples of positive or negative unintended consequences, and draw conclusions from the examples provided)

Staff survey responses show that not all staff were fully trained in EM and much of that training was over 10 years ago. Principal observations and staff survey responses state that not all staff fully understand the spiral curriculum component of Everyday Mathematics. This results in the unintended consequence that not all students are receiving a common quality math experience.

c) What do implementation data and student achievement results suggest for implementing/modifying the program/strategy/ initiative?

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds used
- Lists of acquired resources
- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line
- Other

How might these affect the integrity of the results?

4. Implementation with Fidelity: Was the program/strategy/initiative being implemented as intended?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

(Include modifications made/being considered and discuss possible impact of modifications on the integrity of implementation)

Student achievement results in math have been consistently very high. For example, more than 86% of students were proficient on NWEA Measures of Academic Progress math test in the spring of 2014. This suggests that the program is having the result that was intended. Staff survey responses do question if EM is the appropriate program for such a high-performing school. Principal walk-throughs show that many teachers supplement EM to better differentiate for unique, high student needs. While, these modifications could impact the integrity of the results, the high student performance indicates improvements to EM implementation.

Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.

(Rating aligns to evidence)

- All research-based elements have been implemented with fidelity following the proposed timelines.
- Critical elements have been implemented, but work on consistency and depth remains.
- The overall design was in place, but variations in practice were evident and may be adversely affecting results.
- Parts of the program were working, but others have yet to be implemented.

What action steps are needed to ensure faithful implementation of program plans?

(Deduce action steps for fidelity of implementation from evidence and rating)

A schedule for "re-training" (and in some cases training) for EM needs to be implemented to align philosophical foundation of program, basic instructional techniques, and common assessment practices.

5. Impact: What was the program/strategy/initiative's impact on students?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders

a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?

(Include data sources aligned to measurable objectives for all students and conclusions from data)

The measurable objective as described in the intended results is:

By Spring 2015, after 65 hours of Everyday Math, 85% of all students and subgroups will be proficient in mathematics as measured by the NWEA Measures of Academic progress Math test.

Based on Fall 2014 NWEA results the school-wide level of proficiency was 86%. Following an academic year of Everyday Math implementation, Spring 2015 NWEA results showed that school-wide level of proficiency is 91%.

Based on these results, the overall measurable objective was met.

However, we analyzed subgroup data to identify further sources for improvement.

b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?

(Include data sources aligned to objectives for each subgroup and draw conclusions from the data for each subgroup)

NWEA MAP (Measures of Academic Progress) data were used to analyze sub-group progress towards the measurable objectives. The identified sub-groups included grade level (K-4th), gender (male vs. female), and race (white, Asian, and other).

Fall 2014 NWEA MAP proficiency results for the sub-groups were:

K = 77%, 1st = 87%, 2nd = 84%, 3rd = 90%, 4th = 94%

Male = 87%, Female = 86%

White = 76%, Asian = 92%, Other Race = 93%

Spring 2015 NWEA MAP proficiency results for the sub-groups were:

K = 88%, 1st = 89%, 2nd = 88%, 3rd = 96%, 4th = 92%

Male = 91% Female = 91%

White = 90%, Asian = 90%, Other Race = 80%

These results indicate that the measurable objectives were met by all subgroups except for the "Other Race" group. This is a small group of only 46 students, or about 10% of the total student population.

c) What is the evidence and what does it show regarding stakeholder (staff/students/parents) satisfaction with the results?

5. Impact: What was the program/strategy/initiative's impact on students?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders

(List stakeholders involved, describe methods used to measure each stakeholder's satisfaction and specific data results for each stakeholder group)

The process of gathering staff feedback includes end-of-the-year principal/teacher meetings to discuss data, student achievement, and growth. These conversations include guided discussions about classroom and instructional changes to improve achievement. Staff satisfaction varies based on their own classroom results, but overall 90% of staff are pleased with the results.

To capture student satisfaction a 4th grade student survey was administered asking their perceptions of Everyday Math. 86% of 4th grade students they like Everyday Math. One student responded, "I LOVE math because it is so fun learning all of the different ways you can do things." These positive perceptions indicate student satisfaction with the results of EM.

A survey was administered to all parents to capture their perceptions about Everyday Math. Of 201 survey respondents, 82% indicated they were familiar with the Everyday Math program, and 80% rated their child's math education as Good or Excellent. In addition, over 76% of parents respondents were engaged in their child's math education through participation in homework, home links, and math games.

d) Were the objectives for this strategy/program/initiative met?

- Yes
 No

Impact Conclusion

Should the strategy/program/initiative be continued or institutionalized?

- Yes
 No

a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?

(Provide conclusion relating data to identified need)

Overall math proficiency is very high, with most of our identified subgroups met our measurable objective, as evidenced by 91% of overall students being proficient compared to our goal of 85% proficient. For those subgroups not meeting the measurable objective, stakeholders agree that the program has the potential to meet those students' needs with additional training and better implementation of academic games and better use of teacher time.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?

Impact Conclusion

(Provide conclusion relating data to cost effectiveness)

This is a district initiative with partial building control. It is institutionalized and well-known with our stakeholders. Given the achievement results as well as the overall satisfaction of staff, students, and parents with the program, the district believes that the results justify the cost.

c) What adjustments, if any, might increase its impact while maintaining its integrity?

(Discuss potential adjustments with rationale)

Based on the extensive quantitative and qualitative data collected from the school stakeholders, we have found that the EM program has proven to be successful in the areas of math but needs exist in staff training, differentiation of instruction to meet subgroup needs, and adjustments to increase efficiency for limited time availability.

We propose to work with district math coaches to provide staff training in:

- use of time
- lesson structure
- integration of academic games
- differentiation
- spiral curriculum

In addition, we will promote more cross grade-level conversations to align services to meet the needs for all sub-groups.

d) What is needed to maintain momentum?

(Discuss specific actions, resources, changes that will maintain momentum)

See adjustments identified in c) above. We believe that increasing impact beyond its current level will not only maintain momentum but also increase it. In addition, improving communication about EM with parents and students should lead to greater buy-in by these stakeholders, thereby increasing the usage of EM strategies in the home.

e) How might these results inform the School Improvement Plan?

(Identify how results will impact measurable objectives, strategies, and/or activities in SIP/DIP)

Based on the evaluation work reported here, the School Improvement Team will embed the adjustments identified in c) above in the school improvement plan. Having a solid improvement plan, based on these evaluation results, and institutionalized through the SIP, we anticipate greater mathematic achievement for all students, as well as all subgroups.