

**SAN FRANCISCO UNIFIED
SCHOOL DISTRICT**

Program Evaluation &
Research Unit

Evaluation
Report

**Education
Program for
Gifted Youth**

2009-2010

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EXECUTIVE SUMMARY

In this *Education Program for Gifted Youth (EPGY)* evaluation report, there are three guiding questions: 1) What evidence is available to suggest that Education Program for Gifted Youth, EPGY, had an impact on student achievement 2) What evidence is available to suggest that students were more engaged in math 3) Did teachers have enough support to successfully implement strategies and activities. Did they use special functions and reports formatively to impact instruction?

SUMMARY OF FINDINGS

- Statistically significant results show that students who use EPGY are able to accelerate their mathematics learning if they put in a minimum of 504 minutes, or 20 minutes a week over the course of the school year. This is far below the recommended dosage of 80-100 minutes per week, stated in Stanford research. This would suggest that district outcomes would be even better if implementation was more robust.
- Based on quantitative analysis African American, Latino, and English Language Learners demonstrated grade level gains of more than a year in a 9 month period. This is significant to help the district close the achievement gap. Additionally, if a district contract is considered, this may have implications for summer learning loss if EPGY can be made available to families during the summer period.
- SFUSD schools seem to be making progress toward a fuller implementation of EPGY but work is still needed. Based on teacher interviews, teachers feel they need extra training to use all of the student performance reporting functions available to them through the EPGY Program.

Implementation Recommendations

- *Schools should address the completeness of their implementation of EPGY:* Although results for the 2009-10 school year were positive, these results were based on limited implementation of EPGY. A fuller implementation could provide better results for all students who have access to the program. School site teachers, principals, and area superintendents may want to reserve time to discuss fuller implementation and how to reach the goal of 100 minutes per week. This may necessitate the use of the EPGY in after school programming and at home.
- *Schools and teachers should work to use EPGY Formatively:* Based on teacher interviews, a few teachers used monthly reports and the teacher's data view to track their students. None of the teachers interviewed used the program to assign students math sets or for higher level formative assessments. As part of the contract, Reform & Accountability pays for the assistance and coaching provided by the regional coordinator. A training session on the higher level functions should be held.

PROGRAM DESIGN

PROGRAM DESCRIPTION

San Francisco Unified School District is in Program Improvement Year 3+ for the achievement gap in Mathematics and English Language Arts for several targeted populations of students. These students are African American, Latino, Samoan, English Language Learners, and those receiving Special Education services. In an attempt to address the achievement gap, the district contracted with Education Programs for Gifted Youth, EPGY, to address the mathematics needs of target students in the district.

EDUCATION PROGRAMS FOR GIFTED YOUTH (EPGY)

Education Program for Gifted Youth, EPGY, is a set of computer-based multimedia courses in Mathematics and English developed through an ongoing research project at Stanford University. EPGY provides students with advanced courses regardless of where they live or their proficiency level. It provides students with individualized instruction and accommodates individual differences in student learning. The program also allows students to progress at their own pace. Although originally designed for extra-curricular use by gifted and talented students, currently EPGY is being used by schools during the school day, afterschool, and can be used at home to accelerate student learning. The program recommends students use EPGY 80-100 minutes a week or 20 minutes a day 5 days a week. The program works best when it is used in multiple settings such as in the classroom or computer lab, after school, and at home.

In San Francisco Unified School District, EPGY is being used to accelerate math education for targeted student populations. Teachers take students to the computer lab at least once a week to use the program. Several of the schools have introduced the program into their afterschool programs to give students additional time with the program. Because it is computer based, the program is quite flexible and teachers can use the program to challenge advanced students and as a refresher for students who are below grade level. In addition, the program generates reports on each student that teachers can use formatively to monitor student performance and provide appropriate supplemental instruction. Since the program is web-based, students also have the opportunity to use the program from home as long as their home computer is configured correctly.

PROGRAM OBJECTIVES

EPGY identifies three main programmatic goals:

1. To provide individualized instruction for students that challenges them at their level and allows them to go at their own pace
2. To accelerate student learning in ways that lead to measurable and sustainable results
3. To assist teachers with data-driven instruction by providing detailed reports on student learners using the program

PROGRAM STRATEGIES, RESOURCES AND ACTIVITIES

Recent research on mathematics suggests that increased opportunities to learn mathematics predicted higher mathematics achievement for students from low-income families, especially African Americans, Latinos and Caucasians from low-income families (Wang, 2010). Under-achieving targeted student populations are often placed in mixed level classrooms and their experience with learning control and pacing is set by the teacher. Even the best of teachers can find differentiation a challenge. One technique currently in use in the San Francisco Unified School District is computer based/assisted instruction to provide students with individualized instruction. Meta-analysis of research on computer based/assisted instruction suggests that students in computer based/assisted classes had higher examination averages and had more positive attitudes about working with computers. In addition, computer based/assisted classrooms aided teachers in their instruction (Kulik and Kulik, 1994; Olson and Wisner, 2002). Effect size varied from .24 to .40 depending on the type of study but 80% of studies found a positive effect. In 2005, Sitzmann and Wisner found that web-based/self-paced instruction provided more “learner control” or gave the student more affective control over their learning outcomes. EPGY, Education Program for Gifted Youth, is one such web-based instruction tool used by the district to enhance differentiation opportunities for under-achieving students.

The program strategies and activities of the EPGY serve to address and support:

Differentiated Instruction. All students receive highly individualized instruction and work at their own pace. The goal is to simulate one-on-one tutoring for students.

Professional Development. Teachers are provided with detailed information about student progress and can use this data formatively to drive instruction. Additionally data could be used to determine which students are targeted for intervention.

EPGY provides online courses for students at all levels from kindergarten through the 12th grade. While course attributes differ by subject matter and course level, a typical EPGY course uses the computer as the essential instructional resource. Courses used by the San Francisco Unified School District are self-paced or self-directed study, in which students work individually on the computer with support from their teacher. Students log into an account via the web at school or from home. Students then do exercises in which they answer questions and receive immediate feedback from the computer. In mathematics courses, exercises range from simple multiple-choice questions to more difficult questions in which students enter mathematical expressions, and on to more advanced exercises in which students construct proofs that are evaluated by the computer. Exercises are punctuated by mini-lectures, math races, and hints. In addition to self-paced work, students may also have more traditional assignments that they submit electronically for instructors to evaluate, such as problem sets for mathematics.

EPGY sessions have the following design attributes to address these skills. *Math Races* improve speed and automaticity. *Mini-lectures* or lessons provide a knowledge base for new material. *Exercises* help students use problem solving skills and *hints* offer help when the first response is not correct. These four design attributes are buttressed by an algorithm that mediates for motion and mastery. It can choose to give a student more exercises for one concept over another and moves the student forward or backward based on responses. EPGY Mathematics is linked to the California Content Standards for math and has a positive correlation with CST scores when used for 80 to 100 minutes

a week (Suppes Et. al, 2005 & 2009). Currently, EPGY operates in Willie Brown, Malcolm X, George Washington Carver, Bret Harte, John Muir, Bryant, Charles Drew, John Yehall Chin, and Raoul Wallenberg. EPGY is also being used at other school sites within the district but for different purposes than those listed in this report. *Please contact Research Planning & Accountability, Program Evaluation & Research if you have questions about schools using EPGY not included in this report.*

EVALUATION DESIGN

EVALUATION METHODOLOGY

At SFUSD, the Program Evaluation and Research Office employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). Our approach is based on the idea that participation of program directors and coordinators in the evaluation process is key to insuring that program planners and managers use evaluation data to support decision-making. The involvement of program directors and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection would be aimed at building a “culture of learning” (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation) and are question-driven. Evaluators and program staff collaborate to develop evaluation questions that are linked to the program objectives and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project’s domain of activity informs the evaluation framework. The evaluation design involves a mix of qualitative and quantitative data collection and analysis methods, such as surveys, open-ended response questions and one-on-one interviews. Each evaluation design involves the triangulation of multiple sources of data brought to bear on crucial evaluation questions.

EVALUATION OBJECTIVES

The design of this evaluation examines the program objectives, which are to provide individualized instruction for students that challenges them at their level and allows them to go at their own pace, to accelerate student learning in ways that lead to measurable and sustainable results, and to assist teachers with data driven instruction by providing detailed reports on student learners using the program.

Using these objectives as the guide, the evaluation is designed to address the following questions:

- 1) What evidence is available to suggest that Education Program for Gifted Youth, EPGY, had an impact on student achievement?
- 2) What evidence is available to suggest that students were more engaged in math?
- 3) Did teachers have enough support to successfully implement strategies and activities? Did they use special functions and reports formatively to impact instruction?

DATA COLLECTION METHODS

To assess the success of the implementation and impact of the EPGY, the following data collection methods were used: (1) interviews, (2) document review, and (3) student quantitative math data.

Interviews with Teachers and Administrators

Four teachers and two principals were randomly selected for interview. Those interviewed represent 15% of total participants. The questions focused on program use, student acceptance of strategies, and suggestions for continuous support and improvement of the program. In addition, each principal was interviewed to gain an understanding of how they felt the program fit the needs of their school and what outcomes they expected.

Review of Program Documents

Monthly district and school progress reports were reviewed to determine usage and student progress. EPGY coach feedback to the district was reviewed for areas of improvement. Additionally end of year program reports were reviewed to determine if students were making progress on the key indicators set by the program.

Student Quantitative Data

Students who were rostered to teachers with access to EPGY were identified by student ID/HO Number. In addition, EPGY reports on usage are matched to student ID/HO Number. Based on student identification numbers, the program evaluator can link to district databases to review student middle school math grades (Willie Brown) and CST Math scores.

DATA ANALYSIS

Each aspect of the evaluation design provides information for triangulation. Interviews allow the program evaluator to understand how teachers and schools were using the program, student and teacher involvement in the programs, and the alignment of the contracted services to the delivery of services. Qualitative data such as CST scores are used to gather an end-of-year view of student performance after the service intervention. All quantitative analyses were performed on SPSS 18.0.

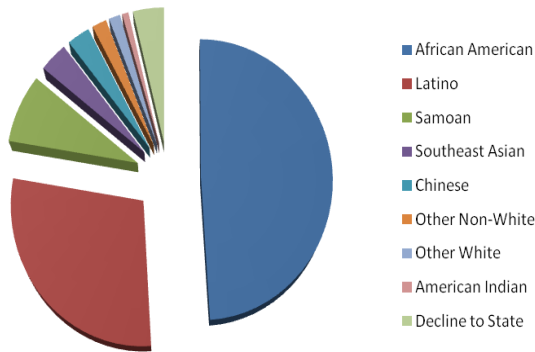
EVALUATION FINDINGS

This section of the report is organized around the findings of the *EPGY* evaluation. Guided by the following questions: 1) What evidence is available to suggest that Education Program for Gifted Youth, EPGY, had an impact on student achievement? 2) What evidence is available to suggest that students were more engaged in math? 3) Did teachers have enough support to successfully implement strategies and activities? Did they use special functions and reports formatively to impact instruction?

Population

According to EPGY records, they served 1798 students in San Francisco Unified School District during the 2009-10 school year. Of the 1798 students, SFUSD databases had current available data for 1740. Based on San Francisco Unified student information system, roughly 25% of the students who used EPGY had limited English skills and 88% qualify for free or reduced lunch. Below is a table of EPGY participant ethnic breakdown.

**2009-10 EPGY Student Ethnic Demographics
Simple Pie Chart**



2009-10 EPGY Student Ethnic Demographics

Ethnicity	Number	Percent
American Indian	14	0.8%
Arabic	10	0.6%
African American	853	49.0%
Chinese	50	2.9%
Decline to State	68	3.9%
Filipino	44	2.5%
Japanese	1	0.1%
Other Non-White	21	1.2%
Other White	25	1.4%
Samoan	140	8.0%
Southeast Asian	18	1.0%
Latino	496	28.5%
Total	1740	100.0%

Quantitative Findings

EPGY is used in several ways by the district. Schools such as John Yehall Chin use EPGY with their gifted and talented students while Bayview Schools used EPGY to provide differentiated supplemental instruction to students who are below grade level in Math. School use of EPGY was not equal; Willie Brown, students completed 153,966 minutes while Wallenberg students completed about 44,943 minutes. Students at Carver, on average, experienced a grade level gain of 1 year and 1 month while students at Wallenberg gained about a month. Student use of EPGY can vary for a wide variety of reasons.

EPGY USAGE BY SCHOOL – 8/31/2009 to 6/4/2010

SCHOOL	Number of Students	Number of Sessions Completed	Number of Minutes Worked	Number of Exercises Worked	Number of Correct First Attempts	Number of Sessions Per Student	Number of Minutes Per Student	Number of Exercises Per Student	Percent Correct	Overall Grade Placement Gain	Current Average Grade Placement
Bret Harte	251	7,271	113,201	196,246	120,006	29.0	451	782	66.26%	0.577	2.006
Bryant	240	5,284	75,927	165,465	94,926	22.0	316	689	68.51%	0.513	2.051
CARE-YMCA	29	1,075	19,563	28,638	4,301	37.1	675	988	75.90%	0.989	7.388
Carver	297	9,819	133,472	243,169	144,118	33.1	449	819	67.13%	1.126	2.431
Chin	34	2,735	51,258	99,006	73,909	80.4	1508	2912	81.65%	1.511	5.040
Drew	259	4,628	104,759	250,314	171,797	17.9	404	966	70.32%	0.910	1.588
Malcolm X	116	4,267	69,001	117,268	74,877	36.8	595	1011	66.66%	0.720	2.267
Muir	258	6,945	125,662	262,700	168,920	26.9	487	1018	69.92%	1.046	2.094
Wallenberg	123	2,733	44,943	70,586	40,853	22.2	365	574	65.28%	0.179	5.577
Willie Brown	191	12,971	153,966	281,853	150,056	67.9	806	1476	61.38%	2.012*	5.161
District Total	1798	57,728	891,752	1,715,245	1,043,763	37.3	606	1123	69.30%	0.958	3.560

**Grade Placement Gain for Willie Brown is skewed based on principal requested grade level change*

According to EPGY research, the most important indicators of student usage are the average number of minutes worked and the number of correct first attempts. Meaning, EPGY general guidelines suggests that students use the program for 100 minutes per week. Although there is no specific guideline for percent correct the goal is for students to get 100% of their correct first attempts per week. Generally, the program expects to see a change in grade placement between .025 and .05 per week.

The following table provides some basic averages based on these indicators. For maximum impact, a school/district should try to have each student log between 80-100 minutes a week using EPGY. SFUSD current numbers are below recommended program dosage. Students are averaging about 504 minutes over 9 months or about 20 minutes a week. This data suggests that when students are provided with structured in-school time, they actively used EPGY. At this time, home and after school use is minimal for the majority of students but there are individuals at each school who use the program more than their peers.

EPGY USAGE BY SCHOOL – 8/31/2009 to 6/4/2010

SCHOOL	Lowest Number of Minutes Worked	Highest Number of Minutes Worked	Average Number of Minutes Worked	Lowest Percent Correct	Highest Percent Correct	Average Percent Correct	Lowest Overall Grade Placement Gain	Highest Overall Grade Placement Gain	Average Overall Grade Placement Gain
Bret Harte	2	1618	451	28%	94%	66%	0	2.154	.577
Bryant	10	1330	316	12%	93%	69%	0	3.200	.513
CARE-YMCA	55	1557	675	58%	93%	76%	.028	2.272	0.989
Carver	2	2377	449	25%	94%	67%	0	3.015	1.126
Chin	195	3894	1508	59%	95%	82%	0.090	4.894	1.511
Drew	12	1280	404	30%	94%	70%	0.029	2.749	1.588
Malcolm X	2	1634	595	0%	89%	67%	0	3.073	0.720
Muir	10	1307	487	18%	97%	70%	0.077	3.749	1.046
Wallenberg	20	1246	365	0%	91%	65%	0	1.000	0.179
Willie Brown	2	2839	806	21%	94%	61%	0	*7.445	*2.012
District	2	3932	504.77	0%	97%	67.6%	0	7.445	0.9408

**Grade Placement Gain for Willie Brown is skewed based on principal requested grade level change*

Below are the math gains for the students in each school that used EPGY in comparison to District overall gains. As mentioned before, schools did not necessarily use EPGY with their total student population. This table shows that students who used EPGY had higher math gains than the general population of students. And, 6 out of 9 schools, or 67% experienced gains higher than the district population.

2009-10 1-Year Math Gains for All EPGY Students

School	1 Year Math Gain/Loss	Math Percent Proficient	Count
<i>DISTRICT – ALL STUDENTS</i>	<i>2.8%</i>	<i>55.4%</i>	
EPGY – All Students	6.2%	34.5%	1009
Bret Harte Elementary School	1.2%	30.8%	143
Bryant Elementary School	12.5%	38.5%	135
Dr. Charles R. Drew Elementary School	10.2%	47.79%	46
George Washington Carver Elementary School	3.6%	37.8%	111
John Muir Elementary School	11.9%	37.3%	113
John Yehall Chin Elementary School	0%	100.0%	29
Malcolm X Elementary School	-1.0%	62.3%	53
Raoul Wallenberg High School	-20.5%	7.1%	112
Willie L. Brown, Jr Academy	6.1%	15.6%	141

The following two tables display the math results for specific targeted populations: African Americans, Latinos, and English language Learners. As with the preceding table, EPGY students had higher math gains than their district peers. There was some variance by school but over half of the schools made gains with one or both ethnic groups.

2009-10 1-Year Math Gains for African Americans Using EPGY

School	1 Year Math Gain/Loss	Math Percent Proficient	Count
<i>DISTRICT – AFRICAN AMERICAN</i>	<i>4.2%</i>	<i>25.2%</i>	<i>3768</i>
EPGY – All African American	8.1%	28.57	483
Bret Harte Elementary School	-5.8%	17.7%	62
Bryant Elementary School	0%	0%	6
Dr. Charles R. Drew Elementary School	6.5%	44.9%	89
George Washington Carver Elementary School	10.5%	39.5%	109
John Muir Elementary School	9.0%	25.0%	44
John Yehall Chin Elementary School	0%	100%	1
Malcolm X Elementary School	5.4%	43.3%	30
Raoul Wallenberg High School	-17.2%	0%	25
Willie L. Brown, Jr Academy	10.0%	14.95%	107

2009-10 1-Year Math Gains for Latino Students Using EPGY

School	1 Year Math Gain/Loss	Math Percent Proficient	Count
<i>DISTRICT – LATINO</i>	<i>3.0%</i>	<i>30.7%</i>	<i>8432</i>
EPGY – All Latino	12.6%	35.07	483
Bret Harte Elementary School	8.8%	29.5%	44
Bryant Elementary School	12.7%	39.6%	121
Dr. Charles R. Drew Elementary School	-13.6%	57.1%	7
George Washington Carver Elementary School	0%	42.9%	7
John Muir Elementary School	17.1%	42.6%	47
John Yehall Chin Elementary School	0%	100%	1
Malcolm X Elementary School	33.3%	100.0%	3
Raoul Wallenberg High School	3.31%	6.25%	32
Willie L. Brown, Jr Academy	0%	0%	3

English language learners who used EPGY also saw greater gains on their CST math scores by 10 percent. Preliminary research from EPGY suggests that listening to the program, even if only used for math, provides students with some practice that may aid language comprehension.

2009-10 1-Year Math Gains for English Learners Using EPGY

School	1 Year Math Gain/Loss	Math Percent Proficient	Count
DISTRICT - ELL	0.2%	53.7%	7,442
EPGY - ELL	10.2%	27.95%	229

EPGY-District Paired Data

With the tracking tools provided by EPGY, we are able explore the data a little further. EPGY collects several measures as part of the program. Data points collected include:

Number of students	#St
Number of sessions completed	#Se
Number of minutes worked	DM
Number of exercises worked	NE
Number of exercises correct on first attempt	CFA
Number of sessions per student	SpS
Number of minutes per student	DMpS
Number of exercises per student	EpS
Overall Percent correct	%C
Overall grade placement gain	dGP
Current average grade placement	GP

These data points allow us to answer two more questions: (1) Does work on EPGY impact a student's CST score for Mathematics, (2) Is there a critical point at which the district recommend EPGY use to schools and students' families.

Linear regression models were used to answer the questions identified above. According to EPGY research, the number of minutes worked and the number of correct first attempts had the greatest impact on student achievement. The linear regression showed that $r=.395$. This suggests that there is a positive correlation between the number of correct first attempts and the 2009-10 school year CST Math scale score.

Linear Regression Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	N
1	.395 ^a	.156	.155	564.280	995
a. Predictors: (Constant), CST Math 2010 Scaled Score					
b. Dependent Variable: # of exercises correct on first attempt					

To address the second question, the program evaluator decided to reanalyze the data based on the number of minutes used. Do students who have more exposure to EPGY do better than students who have less exposure. Because of the small number of cases, the mean was used instead of the quartile to maintain statistical significance to the 95% confidence level.

EPGY Usage Quartiles

		# of minutes worked	# of exercises correct on first attempt
N	Valid	1740	1713
	Missing	0	27
Mean		504.77	599.63
Percentiles	25	200.25	236.00
	50	416.50	465.00
	75	689.00	795.50

Linear Regression Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	N
1	.246 ^a	.060	.059	206.789	478
2	.397 ^a	.158	.156	578.689	517
a. Predictors: (Constant), CST Math 2010 Scaled Score					
b. Model 1: regression based on cases of students who worked less than 504 minutes; Model 2: regression based on cases of students who worked 504 minutes or more.					
c. Dependent Variable: # of exercises correct on first attempt					

Based on these regressions, students who use EPGY for 504 minutes or more (20 minutes a week or more), have higher positive correlations to their CST Mathematics outcomes. Students who use the program less than 20 minutes a week, have lower positive correlations to their CST Mathematics outcomes. Additionally, students who had more correct first attempts also had better outcomes on the CST for Mathematics. This is a noteworthy finding considering that over 80% of these students are socioeconomically disadvantaged and 25% of them have English language difficulties.

Qualitative Analysis

Qualitative analysis was used to address teacher usage and support. Based on reviews of monthly reports and interviews with teachers and administrators, EPGY shows continual progression toward implementation in San Francisco Unified School District. There are still considerable differences in how teachers and schools view and use EPGY. There were even differences in how teachers within schools viewed and used EPGY. One best practice teacher at Malcolm X was able to get his students to use the program for the recommended number of minutes per week by using the program in multiple ways. He used his regularly schedule lab time, he asked to use unscheduled lab time, he used the computer in his classroom during differentiation and universal access time, and he would use the EPGY if his students finished work early before recess or at the end of the day. Other teachers in the same school did not use EPGY as frequently. They felt that their students did not have the patience and behavioral skills to use the program and needed more one-on-one attention. Overall, teachers and principals liked EPGY. They most appreciated its flexibility.

Student engagement in math through EPGY could be observed in the number of minutes that students logged (See Page 10). The EPGY program captures the number of student log-ons, actual time spent on problems, and math races or idle time which is not counted toward time on task. Although most of these minutes are during school, students can and do use EPGY after school and at home. Some classes and students particularly like EPGY and spend more time. Overall students averaged about 20 minutes a week and some students were putting in more than 100 minutes a week. One elementary student in the district has worked himself into high school algebra.

All EPGY sites had access to the EPGY regional coordinator who made sure labs were configured correctly, student accounts were active, and schools had what they needed to get started. Additionally, the coordinator was available to problem solve with school staff and provide professional development as needed or requested. Again, teacher implementation of EPGY varies. Some teachers actively used monthly reports and looked at student accounts to see how many problems were completed and followed-up with students who were not progressing. Other teachers never looked at the monthly reports or formative data on their students' progress. When asked what was needed to implement EPGY more fully, responses centered around training on EPGY or teacher personal beliefs about computer-based programs. Although some teachers had hallway conversations about EPGY, it was clear that teachers did not have structured on-going, conversations with each other about how EPGY could be used formatively or implemented schoolwide. Although EPGY can be used as a schoolwide effort, as it is in Memphis, San Francisco is not using this model currently.

LIMITATIONS OF THE DATA

Tests were run to determine if high achievers were skewing the numbers to the positive. In fact, this is not the case with the EPGY population of students. However, since some teachers felt EPGY

was not appropriate for their students, they self-selected to remove their students from a fuller dosage. There is a chance that the statistically significant correlation could be capturing students who have higher motivation to begin with. Based on the demographics of the population, this seems highly unlikely as an explanation for the correlation. Further analysis is needed to determine for which populations EPGY is making the most impact.

COST ANALYSIS

There are several EPGY contracts in the District. Because John Yehall Chin and Raoul Wallenberg cover their own costs, the numbers below reflect the number of students covered under the contract carried by Reform & Accountability. The cost the Reform & Accountability Contract was \$125,432. The following is the cost per student based on the number of students served:

Total Program Cost	\$125,432
Total Number of Students Served	1644
Total Cost Per Student	\$76.30

ISSUES TO CONSIDER FOR CONTINUAL IMPROVEMENT

Implementation Recommendations

- ***Schools should address the completeness of their implementation of EPGY:*** Although results for the 2009-10 school year were good, these results were based on limited implementation of EPGY. A fuller implementation could prove successful results for all students who have access to the program. School site teachers, principals, and area superintendents may want to reserve time to discuss fuller implementation and how to reach the goal of 100 minutes per week. This may necessitate the use of the EPGY in after school programming and at home.

Evaluation Recommendations

- ***Schools and teachers should work to use EPGY Formatively:*** A few teachers used monthly reports and the teacher's data view to track their students. None of the teachers interviewed used the program to assign students math sets or for higher level formative assessments. As part of the contract, Reform & Accountability pays for the assistance and coaching provided by the regional coordinator. A training session on the higher level functions should be held.
- ***Additionally, Data Director can also assist schools with EPGY:*** As teachers begin to use EPGY more fully, they have the potential to use EPGY to track student work on district math formative assessment. Training would be available from the Achievement Assessments Office on how to integrate the two programs.

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