

J. Evaluation of District-Mandated Instructional Programs

Note: The following is a summary of a formal evaluation. For the complete report, see [Phase 1](#) and [Phase 2](#).



Long Beach Unified School District

Office of Research, Planning and Evaluation

MAP²D Elementary Mathematics Program 2007-08 Evaluation Report Summary

Phase I: 2006-07 Evaluation (Aggregate District-Level Quantitative Study)

- Key finding: students enrolled in MAP²D schools outperformed students at similar schools that did not implement the program
- No attempt was made to control for levels of program implementation or the quality of instructional delivery – factors which likely account for much of the systematic variance in student achievement.

Phase II: 2007-08 Evaluation (In-Depth Quantitative-Qualitative Design)

Purpose and Research Questions

- Determine if fidelity to the program design leads to achievement gains
- Examine factors that influence varying levels of program implementation
- Shed light on solutions to common implementation challenges faced by teachers
- Identify common practices of highly successful MAP²D teachers
- Offer suggestions for enhancing program design and implementation

Evaluation Method

- A team of 4 data collectors visited 40 fifth-grade classrooms at 20 district schools.
- Formal observation protocols were used to measure fidelity to the MAP²D program design and to LBUSD Essential Elements of Effective Instruction (EEEI)
- Formal interview protocols were designed to supplement (and triangulate with) observation findings; teachers were also asked about their impressions of MAP²D and the professional development and support they've received for the program.

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Data Analysis

- Current year value-added results in math were generated for each teacher ¹
- Correlations were run between value-added results, program fidelity, and EEEI
- Interview data was analyzed using qualitative analysis software that enables efficient coding and exploration of data to identify themes and patterns

Key Findings

- Students in classrooms that implemented the program with high fidelity were significantly more likely to realize strong gains in math achievement.
- Teachers who had mastered EEEI techniques for classroom management and active participation had more success implementing the program.
- Most teachers who implemented the program with high fidelity had received support from a MAP²D coach.
- Teachers who described strong administrative support at their school for MAP²D were more likely to implement the program with high fidelity.
- Common challenges with respect to program implementation were identified:
 - Time management of the lesson
 - Effective Input/Modeling of lesson content
 - Establishing cooperative learning norms during guided practice
 - Establishing a strong routine for student presentations
- Exemplary solutions devised by teachers to common challenges were also identified (and are highlighted throughout the report).
- Teachers of students who achieved the highest value-added gains shared the following practices:
 - Commitment to a structured and predictable daily learning process
 - Commitment to engaging every student every day
 - Thorough preparation and organization
 - Clear and precise Input/Modeling of lesson content
 - Embracing the MAP²D program design

¹ Value added modeling is a sophisticated statistical method that enables direct comparison of classrooms composed of students who differ in initial achievement levels. This is accomplished by comparing actual performance in the current year with expected performance based on prior test scores in the same subject area. Specifically, we modeled student performance on the 1st Trimester Math Exam using prior year math CST scores and student demographic factors as predictors.