

Orange County Public Schools



Measuring Success: Evaluating 1-to-1 Initiatives



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Presentation Overview

District Profile

Goals of the program

Utilizing multiple
stakeholders

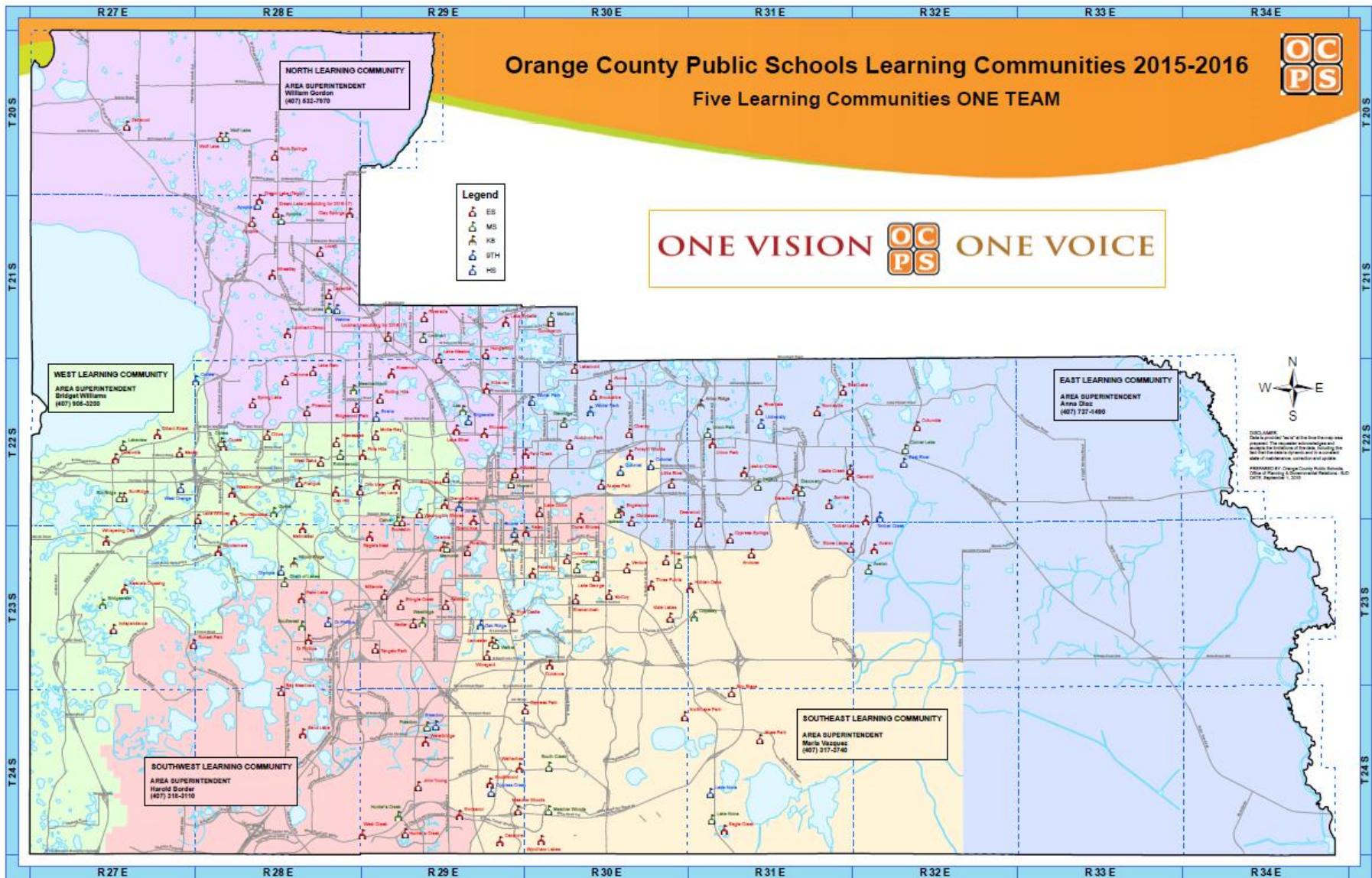
Evaluation strategies

Recommendations and
considerations



Photo credit: The Eli and Edythe Broad Foundation

Orange County Public Schools



Student Enrollment

10th largest district in the nation

4th largest in Florida

199,598 students

Increase of 5,300 students
for 2015-16

OCPS	
Elementary	125
Middle	35
High	19
K-8	3
Alternative Education	7
Career and Technical Education	4
ESE	3
Orange County Virtual School	1

Student Diversity

Racial/Ethnic Distribution

Hispanic	37%
White/Caucasian	30%
Black	27%
Asian	4%
Multicultural	2%



Photo credit: The Eli and Edythe Broad Foundation

Evaluation of Operating Systems and Devices

Chrome OS



iOS



Mac OS



Windows 8.1 OS



Windows 7 OS



Program Goals

Student conditions for achievement

Instructional preparation

Infrastructure development

Student learning environment



Progress Monitoring

Alignment

Behavioral data

Missing/recovered devices

Usage data

Warranty/Repair

Energy

Focus

System-level

Enterprise solutions



Progress Monitoring

Scorecard

District goal

Digital classroom plan goal description

Objective

Strategic plan strategy

Metric for progress monitoring

Metric used for program evaluation

Frequency

Owner

Program evaluation requirement

Program Evaluation

Alignment

International Society for Technology in Education (ISTE)

Program goals/objectives

Data collection measures

Focus

Communication

Engagement in program

Instructional practice

Satisfaction

Teacher preparedness

“When we collect data without using it, it’s like picking apples off the tree only to let them rot.”

-Fisher & Frey,
(Educational Leadership, 2015, p. 82)

Program Evaluation

Year 1 - Process Evaluation

- Implementation/lessons learned

- Impact on stakeholders

- Potential barriers

- Progress toward goals

Year 2 - Formative Evaluation

- Professional development

- Progress toward goals

- Scaling across district

Year 3 - Consultation Services

“Data can make the push for change less personal. The issue isn’t about you or me; it’s about the goal we’re trying to achieve.”

-Swanson, Allen & Mancabell,
(Educational Leadership, 2015, p. 68)

Progress Monitoring and Program Evaluation

Pilot School Goal II: All staff are prepared for next generation instruction and assessment using integrated technology and digital tools.	Evaluation Rating	Perceived Rating
Objective 2.1: Within four semesters of implementation, professional development attendees will report their training experience as effective or very effective on a 5-point Likert scale.	●	⦿
Objective 2.2: Within two semesters of implementation, teachers will report that students are using technology for: 30% of instructional time in elementary school; 50% of instructional time in middle school; and, 70% of instructional time in high school.	●	⦿
Objective 2.3: Within two semesters of implementation, 75% of lessons observed during quarter four will be at the adoption level on the Technology Integration Matrix Observation Tool (YI-active and collaborative).	⦿	⦿
Objective 2.4: Within four semesters of implementation, 75% of teachers and students will report having knowledge of district-provided digital tools (SAFARI Montage, LanSchool, LaunchPad, Edmodo).	⦿	⦿

Symbols used to Denote Progress Toward Objectives

Symbol	Meaning
⦿	Objective is approaching target
●	Objective target has been achieved
⦿	Objective exceeds target
○	Unable to assess objective target: insufficient data to assess progress

Engaging Multiple Stakeholders

Leveraging relationships

- Participant observer in meetings

- Creating buy-in from stakeholders

Creating structured communication

Balancing organizational structure

Engaging Multiple Stakeholders

Internal capacity

- Size of team

- Scope of project

Flexibility and Responsiveness

- Formal and informal feedback loops

- Boundaries as internal evaluators

- Information briefs

- Ad hoc requests

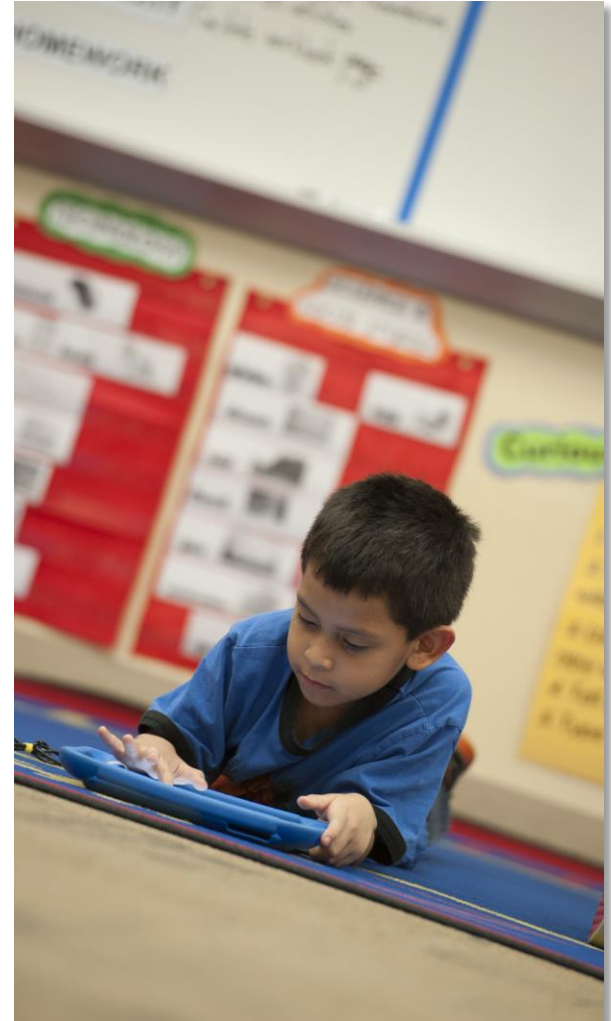


Photo credit: The Eli and Edythe Broad Foundation

Program Evaluation Strategies: Planning



Photo credit: The Eli and Edythe Broad Foundation

Understand program context

Meetings and site visits

Measureable objectives

Logic model

Focus the evaluation

Year 1: Process evaluation

Year 2: Formative evaluation

Calendar (i.e., academic,
budget, decision making)

Program Evaluation Strategies: Planning

Building evaluation capacity for leaders

Type of evaluation (e.g., process vs. outcome)

Align with industry standards and program goals

Maximizing data collection efforts

Site visit: interview, focus group, and observations

Incorporating mixed methods

Program Evaluation Strategies: Communication

- Develop evaluation culture

 - Closing the loop

 - Opportunities to share data (e.g., response rates)

 - Communicating results (district vs. school level)

- Collaborate on feasible recommendations

- Consider time commitment of those involved

Recommendations and Considerations

Progress monitoring

Objectives – are they really measurable?

What are the most valuable metrics?

Can the focus be narrowed or prioritized?

Are there competing interests?

Recommendations and Considerations

Program evaluation methodology

What is the timeline (e.g., decision-making)?

What constraints exist? Time? Personnel?

How can we balance methodological rigor?

Is it nice to know? Or imperative to know?

Use of qualitative data

Cleaned qualitative responses vs. grounded theory

Random sample of responses

Dragon dictate

Resources

[International Society for Technology in Education](#)

[THE Journal: Best practices for student surveys](#)

[The Learning Accelerator: District guide to blended learning measurement](#)

[Technology Integration Matrix](#)

[SEIR TEC: Planning into Practice](#)

[Educational Leadership: Doing Data Right, Nov. 2015](#)

Questions?

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