

# Colorado's Mathematics and Science Partnership Program

## Local Evaluation Report 2016-2017

Completed LER Form and Attachments are due to CDE by August 31, 2017 – e-mail to Alexandra Tolentino at [tolentino\\_a@cde.state.co.us](mailto:tolentino_a@cde.state.co.us).

### Required Attachments:

- Attachment A: Copy of pre and post tests
- Attachment B: Copy of pre/post-test scoring information or score report
- Attachment C: Copy of professional learning (PL) content (e.g., syllabus)
- Attachment D: Proposed Timeline for 2017-2018, if applicable

Section 1: Abstract	
Project Name:	
Project Lead:	
Evaluator:	
This form completed by:	
Briefly describe the goals and objectives of your project, the participants, and professional learning interventions or models <b><i>that were implemented in 2016-2017</i></b> . This narrative may be used for Section II of the APR (1000 words). Please identify any differences or changes from the abstract submitted as part of the application and/or prior years' evaluation reports.	



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<b>#2</b>	Explain how comparison groups were selected. If a comparison group was not selected, what was the reasoning for not including one.					
	Using the table below, list the schools that had teachers in the comparison group in 2016-2017, if applicable. Include the number of comparison teachers per school.					
			<i># of teachers who taught math and/or science during the 2016-2017 school year</i>		<i># of teachers who did not teach math or science during the 2016-2017 school year</i>	
			Math	Science		
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<b>#3</b>	Was participation: Voluntary? <input type="checkbox"/> <b>OR</b> Required? <input type="checkbox"/>				
<b>#4</b>	Did the same group of teachers participate this year as last year? Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> If applicable, describe attrition patterns.				
<b>#5</b>	Will the same group of teachers participate next year? Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>				
<b>#6</b>	Will new participants be added next year? Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>				
<b>#7</b>	<input type="checkbox"/> I have verified the accuracy of the numbers reported in the APR.				

Indicate the type of professional learning activities that were provided as part of the MSP grant in 2016-2017 (fill in any boxes that apply; place an "NA" in boxes that do not). Include the number of hours of professional learning provided by type (average total hours per teacher). For PL provided over an extended period of time, provide the beginning and ending dates.

# 8

Math Teacher Content Knowledge		
Delivery Method	Dates	Hours of PL
Summer Workshop		
Professional Learning during the School Year		
Distance and Online Learning Programs		
Coaching/Mentoring Programs		
Professional Learning Communities (PLCs)		
Grad Courses at IHE		
Other (specify):		

Science Teacher Content Knowledge		
Delivery Method	Dates	Hours of PL
Summer Workshop		
Professional Learning during the School Year		
Distance and Online Learning Programs		
Coaching/Mentoring Programs		
Professional Learning Communities (PLCs)		
Grad Course at IHE		
Other (specify):		

Pedagogy		
Delivery Method	Dates	Hours of PL
Summer Workshop		
Professional Learning during the School Year		
Distance and Online Learning Programs		
Coaching/Mentoring Programs		
Professional Learning Communities (PLCs)		
Grad Course at IHE		
Other (specify):		

Developing Teacher Leaders		
Delivery Method	Dates	Hours of PL
Summer Workshop		
Professional Learning during the School Year		
Distance and Online Learning Programs		
Coaching/Mentoring Programs		
Professional Learning Communities (PLCs)		
Grad Course at IHE		
Other (specify):		

<b>#9</b>	Using the table below, list the assessment measure(s) that were used to assess changes in teacher content knowledge. Note: Each measure listed below should also be included in the APR, <i>Section VII Program Evaluation, D. Assessment Measures</i> . Additionally, the participant list should contain data for each teacher that took each of the following assessments.					
	Name of Test (Provide content area assessed in brackets after the assessment name)	Pre-test Administration Date	# of participants who took pre-test	Post-test Administration Date	# of participants who took post-test	# of teachers whose scores improved from pre to post-test
	Learning Mathematics for Teaching – [Math]	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	
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<b>#10</b>	Identify any measure(s) that were used to assess changes in teacher practice (e.g., classroom observation tools, surveys) including any evidence supporting the reliability and validity of the tool(s). Describe how the measures were used, including the number of teachers and times.					
	Click here to enter text.					

<b>#11</b>	Identify the measure(s) used to assess changes in student performance (e.g., NWEA MAP) for each relevant grade (i.e., teachers from that grade participated in MSP-funded activities). Please note that the use of state assessment results is required for the grades and years for which state assessments in the content area of the professional learning are available. However, for other grades or when state assessments are not available, the use of other student performance assessments is required.						
	Name of test (Provide content area assessed in brackets after the assessment name)	Grade Levels	Pre-test Administration Date	# of students who took pre-test	Post-test Administration Date	# of students who took post-test	# of students that improved from pre- to post-test
<b>#12</b>	Identify any additional measures that were used (e.g., feedback survey, self-efficacy instrument). Describe how the measures were used, including the number of teachers and times.						

## Section 3: LER Narrative Form

**For projects using the LER Narrative Form as a comprehensive evaluation report:** Respond to each question below. Tables may be inserted as needed. Questions may also be copied into a separate document for ease of use. To the extent that a response corresponds to an APR section and addresses both items, the same response can be copied and pasted into.

**For projects submitting a separate External Evaluation Report:** Projects may submit a comprehensive evaluation report in lieu of the narrative responses below as long as the following conditions are met:

- A crosswalk is provided for each item below indicating the page number where the information can be located in the external evaluation report (i.e., page numbers where the description can be found in the evaluation report).
- Responses are provided below for any items not addressed in the external evaluation report.

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### **Program Implementation**

1. Provide a description of how the partnership functioned in 2016-2017. *(Corresponds to APR Section VII Program Evaluation, H. Impact on the Partnership)*
2. Describe the professional learning that was provided as part of the MSP in 2016-2017. *(Corresponds to APR Section V Professional Development Models, C. Description of Professional Development Model)*. How closely was the PL implemented as designed?
  - a. Describe the implementation of the program as it pertains to Teacher Leaders (TL). For example, were TLs released from teaching as planned? Was the PL for TLs implemented as planned?
3. Describe any challenges to implementation and any changes needed to the PL (in comparison to the plan proposed in the application) once implementation was begun. Include the need for the change, how it was determined what to change, and what was changed. Describe how these changes were communicated to all partners and CDE.

### **Evaluation Methods and Findings**

4. Describe the evaluation plan and methods used for evaluating the impact of the MSP activities.
5. Provide a brief summary of the project's evaluation findings for 2016-2017. Reference the data provided in the previous tables (e.g., Table #9 or #11 in this report) as appropriate.
6. If applicable, describe the impact of participating in MSP on the Teacher Leaders and how that impact was measured.
7. If applicable, describe the impact Teacher Leaders had on other teachers in their school and how that impact was measured.

8. Did participating teachers demonstrate a change in content knowledge based on the pre and posttest? Discuss findings, including the targets that had been set using the LMT and whether or not those targets were met.
9. How well did teachers apply lessons from the MSP PL activities to their classroom instruction? Did teachers demonstrate a change in pedagogy? Discuss findings, including any targets that had been set and whether or not those targets were met.
10. Describe the performance of the students taught by MSP teachers. Discuss findings for math and science separately. When possible, compare the performance of students taught by MSP-participating teachers prior to participation to students taught after MSP participation.
11. Did changes in teacher content knowledge lead to improvements in student achievement in math and/or science? What methodology was used to test this relationship? Discuss findings.
12. Did changes in teacher practice lead to improvements in student achievement in math and/or science? What methodology was used to test this relationship? Discuss findings.
13. How did participation in the MSP impact the IHE partner(s)? What data was used to measure this impact? Discuss findings.
14. Describe lessons learned and plans for sustaining any positive impacts identified in the evaluation.
15. Discuss any other significant evaluation findings below.