ROI INSTITUTE®

DATA COLLECTION PLAN

Purpose of This Evaluation: What are the differences in reading and math student learning growth between students participating in adaptive online learning programs and students who are not participating in adaptive programs

i-Ready, iStation/Dreambox, No Adaptive program

Program/Project: _____ **Responsibility:** _____ **Date:** _____

Level	Broad Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
1	**REACTION & PLANNED ACTION** • Relevant to students, teachers, administrators • Student/Teacher Buy-In • Satisfaction: Recommending program to others	1. 4 out of 5 on a 1 to 5 rating scale	Survey	Students Teachers Administrators	August, January, May	A&A Team
2	**LEARNING & CONFIDENCE** • Effectiveness of teacher professional learning • Teacher understanding of program expectations and ability to use instructional methodology	1. 4 out of 5 on a 1 to 5 rating scale 2. Qualitative responses from survey	Survey	Teachers	August and ongoing for scheduled training throughout the year	DTL Team
3	APPLICATION & IMPLEMENTATION • Programs are implemented through fidelity as recommended by the vendor/district throughout the 23-24 school year. • Students, teachers, and administrators will report a positive experience with their respective instructional method.	1. Student usage metrics 2. Fidelity checklists utilizing best practices. 1. Positive student, teacher, and administrator satisfaction 2. Maintain or increase in satisfaction over the year	Performance monitoring Observations Survey Survey and/or focus groups Survey and/or focus groups	External – Program Administrators Students Teachers School Administrators	Weekly Monthly October, March October, March October, March	A&A Team School Administrators/DTL Program Evaluation team School based personnel

4	BUSINESS IMPACT (purpose of program, it's not over until this happens) • Student reading learning gain growth between 2023 and 2024 FAST PM3 Reading assessments. • Student math learning gain growth between 2023 and 2024 FAST PM3 Math assessments	Learning gain growth between comparison groups Learning gain growth between comparison groups	Performance Monitoring Performance Monitoring	2023 PM3 FAST Assessments (after standard setting), 2024 FAST assessments 2023 PM3 FAST Assessments (after standard setting), 2024 FAST assessments	June/July 2024 June/July 2024	A&A Team A&A Team
5	ROI 0%	Comments:	Study has support of district leadership and school-based administrations have agreed to take part in the study			

ROI Analysis Plan

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Program/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/ Issues During Application	Comments
Student reading learning gain growth between FAST PM3 Reading assessments. Student math learning gain growth between FAST PM3 Math assessments	Comparison/Control Groups with similar schools (Method is the same for all data items)	Calculate a Standard value: Use per pupil expenditures to determine one hour of learning. Benefit Assumption: FAST learning gain "bucket" represents one year growth.	• Program Licenses • Curriculum Cost • Professional Learning from vendor • Professional learning from district • Subs for professional learning • Technology costs • Teacher salaries	Employee Attitudes Student engagement Commitment from teachers Participant teacher going rogue School leadership effectiveness Stress levels Classroom teacher effectiveness	District Leadership Participant schools ROI Cohort	Tier 2 and/or Tier 3 interventions may play a role in increasing reading and math achievement for Tier 1 instruction for struggling students.	