

PROGRAM EVALUATION/EVALUATION OF SERVICES

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

The district is utilizing Renaissance Star Math and Freckle to address persistent gaps in student mathematical proficiency across high school courses, specifically Algebra I, Geometry, and Algebra II. District and school-level data indicate that a significant number of students enter and progress through high school lacking mastery of prerequisite math skills aligned to Florida’s B.E.S.T. Standards.

This program provides a comprehensive solution by combining diagnostic assessment (Star Math) with targeted, adaptive practice (Freckle). Star Math identifies specific skill deficiencies through domain-level reporting, while Freckle delivers individualized practice aligned to those gaps. The program is designed to improve student outcomes through data-driven instruction, targeted remediation, and ongoing progress monitoring, ultimately increasing overall proficiency and reducing achievement gaps among student subgroups.

2. Who is the target population?

The target population includes all high school students enrolled in Algebra I, Geometry, and Algebra II across the district’s five high schools.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The program is currently in the implementation stage and has been in place since 2024-2025(pilot year) across all five high schools. It is an established component of the district’s progress monitoring and intervention framework for secondary mathematics.

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

| Year | Resources | Department | Cost |
|-----------|--|-------------------|-------------|
| 2026-2027 | Star and Freckle Platform and Activities/Assessments | Academic Services | \$34,697.15 |
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5. What are the program's intended outcomes?

What are you expecting the program to do (not measurable)? - This program will help close the achievement gap between two groups of students.

This program is intended to:

- Improve overall student proficiency in mathematics
- Identify and address individual student skill gaps
- Support teachers in delivering targeted, data-driven instruction
- Increase student mastery of standards across Algebra I, Geometry, and Algebra II
- Reduce and ultimately close achievement gaps between identified student subgroups

6. How do you plan to progress monitor fidelity and effectiveness of the program?

Explain the process for how you plan to see that it is or is not doing what you expected it to (reports, walkthroughs, etc.). - We will look at the reports provided by the program and quarterly measure the gap between the two groups of students.

Program fidelity and effectiveness will be monitored through a combination of data analysis and instructional monitoring practices:

- Regular review of Star Math reports (benchmark and progress monitoring data)
- Monitoring Freckle usage metrics (time-on-task, skill completion, accuracy rates)
- Quarterly analysis of student subgroup performance and achievement gaps
- Administrative and instructional walkthroughs to ensure implementation fidelity (use of data, alignment of instruction, integration of Freckle)
- Ongoing collaboration with school leaders and teachers to adjust implementation based on data trends

7. What criteria will be used to judge the program performance?

Specific details about the report or what you are looking for in the walkthrough (proficiency, gains, domains, etc.)? - The team has built a spreadsheet that identifies the two subgroup categories by student and we will use the proficiency reports to compare the two groups and measure the gap.

Program performance will be evaluated using specific, measurable indicators derived from Star Math and Freckle data, including:

- Proficiency rates in mathematics by course and subgroup
- Growth metrics (e.g., scaled score increases, student growth percentiles)
- Domain-level performance to identify improvement in targeted skill areas
- Freckle performance data, including accuracy rates and skill mastery

8. Describe what the program must accomplish to be considered successful (Return on Investment).

This is the measurable goal. - School ABC is looking to close the achievement gap (proficiency) by 5% in the 2018-2019 school year.

The program will be considered successful if it demonstrates measurable improvement in student outcomes, specifically:

- Increased overall student proficiency rates in Algebra I and Geometry
- Demonstrated student growth as evidenced by Star Math progress monitoring data
- Increased mastery of targeted math domains through Freckle practice

9. Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Show data from the proficiency reports that shows the achievement gap being measured.

A formal program evaluation is not yet fully available, as 2024–2025 served as a pilot year, and state assessment data for Algebra I and Geometry will not be available until May. Therefore, summative proficiency outcomes and subgroup gap analysis tied to state assessments cannot yet be reported.