

PROGRAM EVALUATION/EVALUATION OF SERVICES: EDUCLIMBER

Form Completed by: Jennifer Merschbach and Kelly Downey (Date: April 2026)

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.

This program is purchased in order to meet the needs of the stakeholders in our district.

- Reduces the time and paperwork required of teachers to document intervention
- Evaluates the effectiveness and fidelity of interventions
- Creates visual displays for ease in data analysis
- Integrates all data points into one platform (Attendance, behavior, academic, and intervention data)
- Provides data monitoring with automated alerts
- Detailed automatic reports to share with families
- Helps schools make evidence-based decisions

2. Who is the target population?

- MTSS teachers
- Assessment teachers
- School psychologist
- Instructional practice coaches
- School and district administrators
- School counselors
- Classroom teachers

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

Our district implemented eduCLIMBER in the 2023-2024 school year. The 2026-2027 school year will be our 4th year of implementation.

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

Ongoing Professional Learning is provided to support all users as needed. This learning takes place throughout the school year during district and school-based meetings, conferences, and on-site training sessions. Professional learning is facilitated by the Supervisor of Literacy and Intervention and the Director of Research & Accountability to ensure alignment with district goals and effective implementation practices.

To sustain successful implementation, the Supervisor of Research and Accountability plays a key role in monitoring system access, supporting data integration, and ensuring the timely resolution of help desk tickets. The Senior Program Analyst collaborates closely in supporting data integration efforts, helping to ensure accuracy, consistency, and accessibility of data across systems.

During the 2025–2026 school year, monthly professional learning sessions were conducted in partnership with the Renaissance Custom Success Manager to ensure that eduCLIMBER was closely aligned with district stakeholder needs and utilized to its fullest capacity. Our district team also participated in monthly Florida eduCLIMBER group meetings virtually with other users across the state.

5. What are the program’s intended outcomes?

EduCLIMBER streamlines MTSS processes by reducing educator workload, minimizing paperwork, and consolidating student data into a single, accessible platform. The data wall feature allows users to quickly build and access customized views of intervention, assessment, grades, and student tags in real time, eliminating the need to gather and update data across multiple systems.

The platform significantly reduces time spent on intervention documentation and data collection by enabling efficient creation of group intervention plans, automated identification of students meeting reading and math deficiency thresholds, and generation of required parent notification letters. Smart forms further support problem-solving meetings by aggregating relevant student data, saving substantial time per student while improving consistency and accuracy in decision-making.

Overall, eduCLIMBER improves efficiency, enhances data accessibility, supports timely intervention, and strengthens communication with families while saving thousands of hours of educator time annually.

2025-2026 Interventions:

Total Number of Plans 15,232

Percent of Population in Intervention: 24.9%

Number of Interventionists: 809

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

The Supervisor of Literacy and Intervention monitors intervention plans entered and participation and feedback from stakeholders. The Director of Research and Accountability monitors stakeholder usage of eduCLIMBER and maintains regular communication to provide professional learning as needed.

A survey was conducted to gather feedback on the fidelity of implementation and the effectiveness of eduCLIMBER.

“I love to have some of the data available at my fingertips. Graphs with normative references (percentile ranks) have been particularly helpful.”

-School Psychologist

“You can access a lot of data/information in one location. It also allows you to disaggregate and filter data easily in a graphing format.”

-School Assessment Teacher

“Having the interventions, data, and progress monitoring in one place has enabled me to access information quickly and efficiently.”

-MTSS Teacher

“I like being able to look up students and see if they are in interventions when I am at other school sites. I don't have to be present at the school the student attends and manually track down MTSS files.”

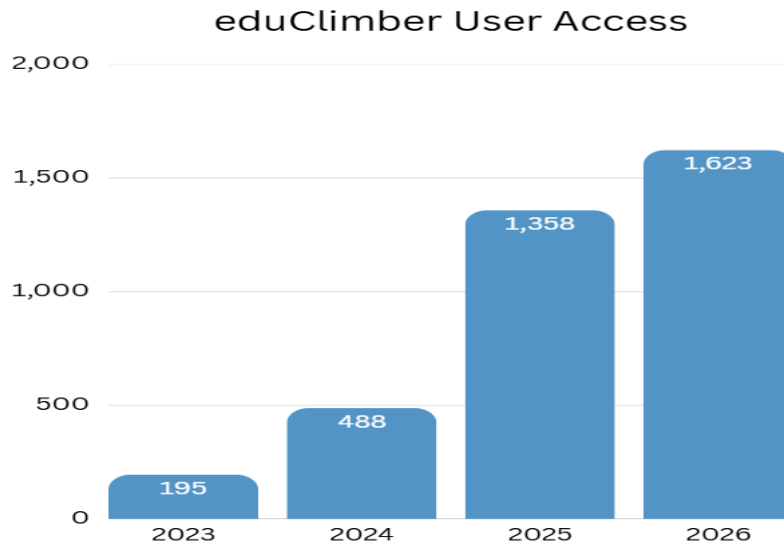
-School Psychologist

“The best thing about eduCLIMBER this year has definitely been the enhanced features, particularly the 3D view and the ability to customize data searches. These new tools have truly revolutionized the way I assess student progress and individual needs. The 3D view provides a dynamic perspective that helps me visualize data in a more comprehensive manner, while the customizable searches allow me to tailor my analysis to specific criteria. Additionally, the student profiles feature has been invaluable in quickly identifying and addressing each student's unique requirements. Overall, these updates have significantly streamlined my workflow and empowered me to make more informed decisions to support student success.”

-School Administrator

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

Criteria used to evaluate the performance of eduCLIMBER include program usage and stakeholder engagement, fidelity of implementation, and the quality and timeliness of data entry. Additional measures include the system's impact on instructional decision-making, efficiency gains in reducing staff time spent on data collection and documentation, and the effectiveness of communication and professional learning support. Prior to the implementation of eduCLIMBER intervention plans had to be written out and would take approximately ten minutes for each student a teacher was serving which equates to approximately 2,688 hours of work that is saved for teachers by having the MTSS teacher create group plans in eduCLIMBER.



Year	Users accessing the platform
2026	1623
2025	1358
2024	488
2023	195

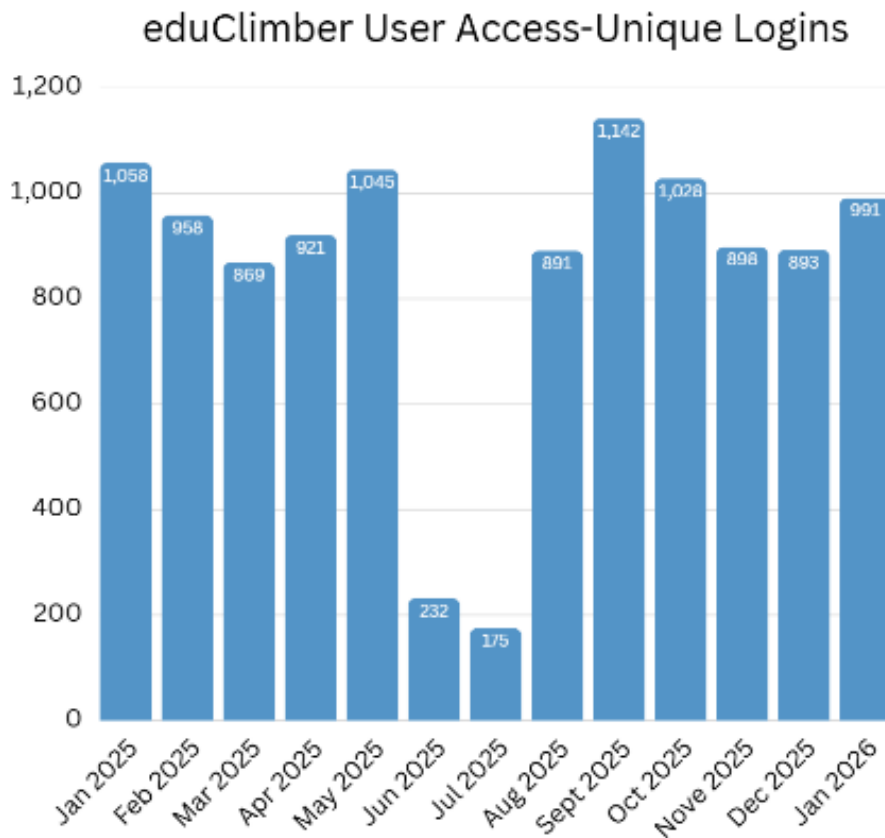
8. Describe what the program must accomplish to be considered successful (Return on Investment).

A successful implementation of eduCLIMBER is demonstrated by a full transition from paper-based documentation to a centralized digital platform for managing student intervention data, resulting in reduced reliance on multiple data systems. Additional indicators of success include increased efficiency and time savings for educators, consistent and high-fidelity use of MTSS tools across schools, and improved accessibility and use of data to inform instructional decision-making. Success is also reflected in timely and accurate data entry, effective communication with stakeholders, and evidence that student progress monitoring and intervention planning are leading to improved student outcomes.

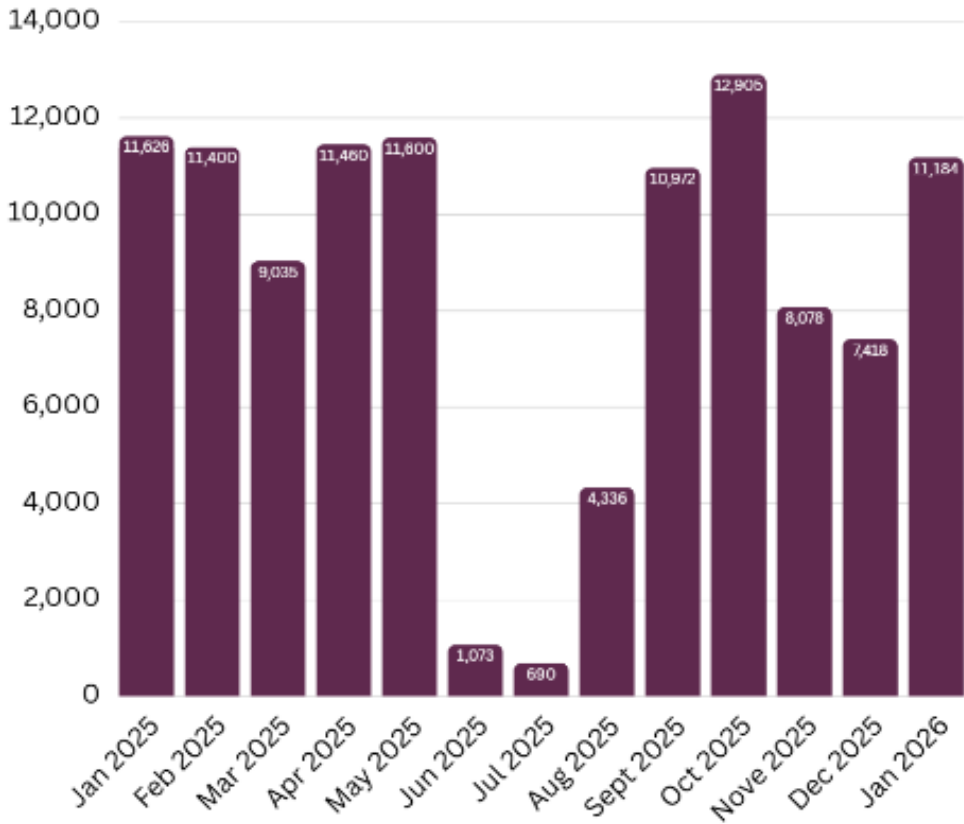
9. Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Yes.

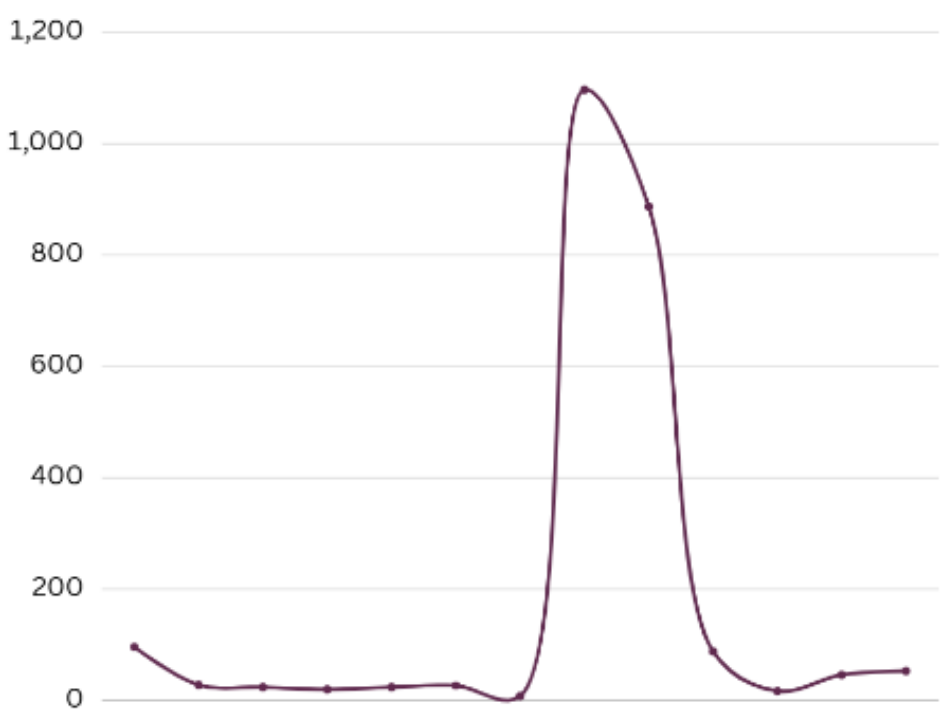
Additional usage data provided to support eduCLIMBER renewal.



eduClimber User Access- Total User Logins



Total Custom Data Walls Created



Total smartFORMS Created

