

Independent Program Evaluation



“Overall, the evaluation found great consistency [among] the three years of results. Participation in particular IER activities were strongly associated with changes in practice as well as improved student outcomes.”

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Background

Since 2005, the Institute for Educational Renewal has been working in partnership with the seven Euclid elementary schools to improve learning outcomes. IER provides a school-based professional development program that places instructional coaches in the classroom alongside teachers. IER coaches work closely with teachers, principals and parents to develop a school culture where everyone is engaged in learning and where there are high expectations for students and teachers alike.

Findings

An independent evaluation of IER's impact, conducted by Candor LLC, found promising trends in several areas, consistent across the three-years of the study (2005-06, 2006-07, 2007-08):

- **Teacher Practice**
Teachers who more frequently engaged in IER professional development activities displayed stronger characteristics of effective teaching and learning, based on the IER model.
- **Student Performance**
Students whose teachers participated in IER-sponsored activities and implemented instructional practices learned through IER, made greater progress on State achievement tests.
- **Achievement Gaps**
Schools in which teachers modeled characteristics of the IER approach to teaching and learning were associated with lower achievement gap ratios.
- **Behavioral Outcomes**
Suspension rates were lower at schools where rates of teacher implementation of the IER model were higher.

Implications

Consistency of IER's impact in Euclid over the three years of the study is encouraging, particularly the relationship between student gains and teacher use of the IER model. Also promising is the connection between IER measures and closing achievement gaps, especially given the persistent nature of this problem in schools. IER will continue to explore those elements of its practice that show potential for closing gaps among students, as well as those that appear to have direct impact on student learning.

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Candor, LLC. (2009). *Institute for Educational Renewal year three evaluation: Value-added teacher effects on reading and math achievement disaggregated by implementation in Euclid City Schools.*

