

Report on Edline

Pilot Year

Evaluated and written by
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Executive Summary:

Although Edline was only a pilot project during the 2005/06 school year, almost 75% of all teachers and 66% of all students used this program. Evaluation data from a single school pilot at North Valleys High School the year before gives a strong indication that Edline is not only a powerful tool for parents to become more involved in their child's education, but it can also have a positive affect on student performance.

Description:

No Child Left Behind mandates that parents be more involved in their child's education. They have clearly stated that this is important if the ultimate goals of NCLB are to be reached.

One way that schools can do this is to report to parents on their child's progress through the school year. This has been done in the past with report card grades, failure notices, and regularly scheduled progress reports. The problem with report cards and failure notices is the amount of time it takes to get them into the hands of a parent. It is often three weeks late. Regularly scheduled progress reports are timelier, but they take a heavy toll on the classroom teacher.

Edline allows every teacher the opportunity to give every student a weekly progress report with the touch of one button on the electronic grade book that is used by the school district. These weekly progress reports can be viewed anywhere there is an Internet connection: school, home, library, work, etc.

Funding:

Most of the seed money for this project came from an E.L. Cord grant. The district was able to fund the remainder of the cost from savings created by moving to a different electronic grade book program. Funding in the 2006/07 school year will come from the General Fund: Software Maintenance Budget.

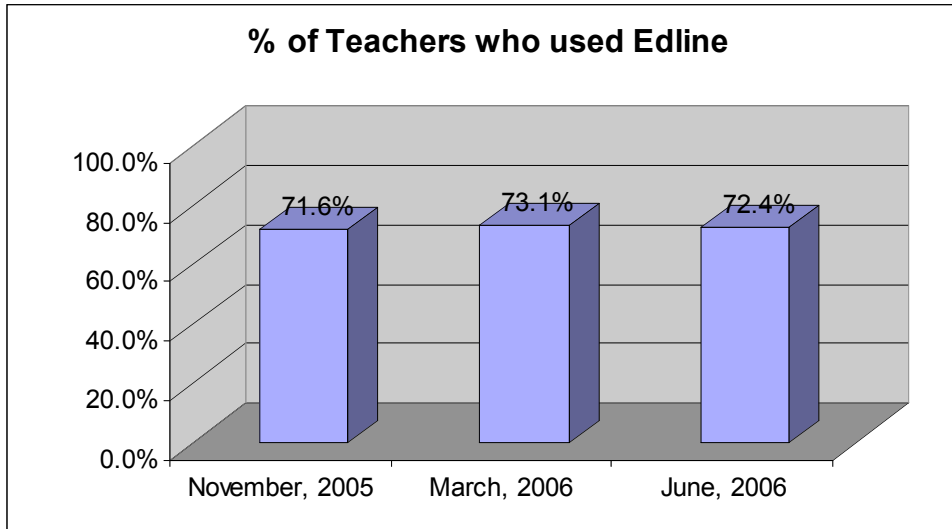
Implementation:

Edline was originally used by a single teacher at a single school. That school found the program to be useful and purchased it for all of the teachers. In the next two years, two independent searches by two different schools lead to the schools to purchase this program.

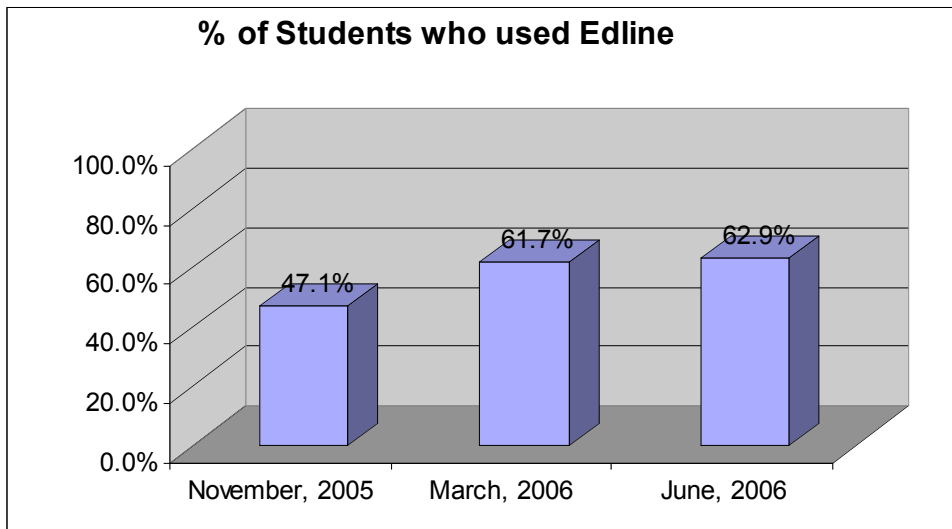
In the 2005/06 school year the district found seed money to jump start this program in all secondary schools. This was designated a pilot year. Although all schools used the software, some staffs were ready to use the program sooner than other staffs.

Even though this was to be a 'pilot' year, the usefulness of the program became quickly evident to many teachers, students, and parents. Large numbers in all three categories participated in this pilot year.

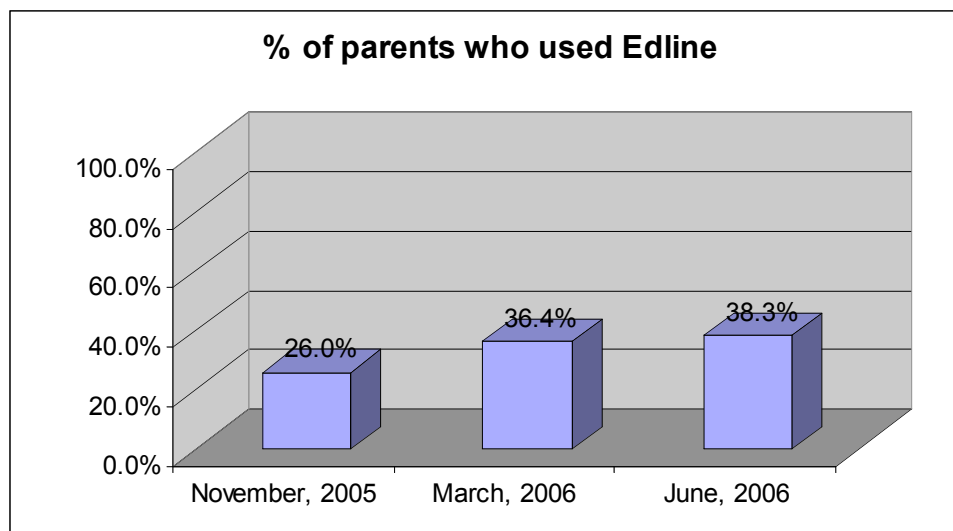
Almost three-fourths of all teachers used Edline to some degree. [An actual count by the schools shows, in reality, that 95% of the teachers had activated their accounts. Schools have many non-teachers listed among their teachers in SASI: RTI teachers, deans, some counselors, duplicates, etc. When these non-teacher positions were eliminated from four random middle and high schools, the number of teachers who activated their accounts increased from 76% to 95%.]



Nearly two thirds of all students used Edline to check their grades.



Although only thirty-eight percent of all parents activated their Edline account, in many households the parents and students use the same logon and password since they see the same information. This number may, in reality, be higher.



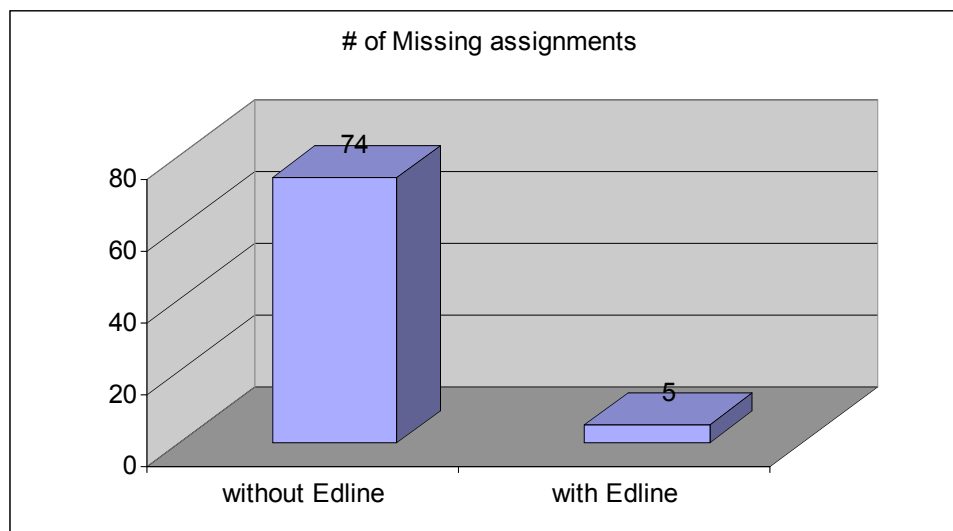
Primary use of the technology:

This program was purchased by the district to help parents and students stay more connected to their schools and give students the opportunity to improve their academic performance.

Evaluation:

Although an evaluation of the affect of the product was not conducted in 2005/06, an evaluation was done at North Valleys High School the year before. The district had an unique opportunity as the school piloted the product at midterm. The school was able to provide data that compared the same students in the same classes in the same year.

Remembering that this is not a true evaluation, there were definite signs that this product could have a major impact on student performance. The Director of Educational Technology asked the school to identify four teachers that had used the product and have those four teachers identify two students who they thought were impacted by the program. A search of their grade books found these eight students had missed 74 assignments the first semester and only 5 assignments the second semester. Their average grade rose from a 'D' to a 'C.'



The school identified one Life Science teacher as a highly effective user of the product. This teacher used many of the advanced features that the program has to offer. In the first semester 36% of his students received a failing grade. In the second semester that number dropped to 20%.

This teacher asked his students to voluntarily fill out an evaluation. Of the 34 students (in his two life science classes) that responded, 71% said Edline “helped their grade in class.”

Many parents expressed strong support for Edline. Here are a few of the many comments that North Valleys High School received from parents:

“I sincerely hope that Edline is continued next year on a permanent basis and is adopted district-wide. It is a wonderful, and easy, way for parents to stay informed...Edline affords parents the opportunity to have a more proactive role in their children’s education.”

“So far [my son’s] grade has gone up two grades since we’ve started tracking his progress on Edline.”

“Without Edline I am afraid that my daughter would be failing most of her classes.”

Although these results were not the same for all students and all teachers, the potential positive effect on student achievements seems to be very high.

Recommendations:

1. Continue professional development at the school level to increase the percent of teachers participating.
2. Work with specialized teachers (PE, music, art, etc.) to help them find the best way to use this product.
3. Encourage the use of the advanced features of Edline: calendar, posting actual homework papers, etc.

4. Design a media campaign to let parents know about this product and how to use it.
5. Find community access for parents who do not have Internet capability at home.
6. Consider the need of a policy to require the use of Edline by all secondary school teachers.
7. Pilot Edline at the elementary school level.