mastery education

SUMMARY OF TECHNICAL REPORT

Measuring Up®

National Dropout Prevention Center's evaluation of Measuring Up reveals students experienced substantial academic progress

NATIONAL DROPOUT PREVENTION CENTER/NETWORK

National Dropout Prevention Center/Network
Summary of Technical Report from November 2017

NATIONAL
DROPOUT
PREVENTION
CENTER/NETWORK

Evaluation of Mastery Education's Measuring Up ELA and Math Program

A Technical Report by the
National Dropout Prevention Center/Network, Clemson, SC

November 2017

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Mastery Education's Measuring Up Program

Mastery Education is a K-12 educational service provider that offers rigorous, research-based content to support students in mastering educational standards in mathematics, English/language arts, and science. One of Mastery Education's premier programs, Measuring Up, is designed to improve student achievement through an approach which uses diagnostic and instructional tools to identify areas of need. Students and teachers use Measuring Up materials to identify deficiencies, guide instruction, and track progress to help students master learning objectives and achieve gains in standards-based assessment. One beneficial and unique feature of the Measuring Up program is that it includes print and digital materials to allow schools and teachers to implement the program in a manner that meets a wide variety of technological skill levels and infrastructural resources available among educators and students.

The Measuring Up program offers supplemental instructional materials that are intended to support schools' existing curricula. Mastery Education partners with school representatives to ensure they are providing teachers and students useful and relevant resources that are aligned to each user's school standards and criteria. The digital version of Measuring Up, Measuring Up Live, includes assessments that are designed to look and feel like specific state-mandated standardized assessments to provide students with skills-based practice as well as to familiarize them with the format of their schools' required assessments. Assignments in Measuring Up Live are also customizable to allow teachers to target particular student groups or needs. Digital features allow teachers and administrators to access student and class data to monitor progress and further individualize instruction. Measuring Up Live has been described by both teachers and students as user-friendly and intuitive, which encourages active engagement and continued program use.

Measuring Up's structure is similar to a 3-tiered response to intervention (RTI) framework in that it can be used to support everyday classroom instruction (tier 1), as well as small group (tier 2) or individualized (tier 3) interventions, where continual assessment determines a student's level of support (Fuchs & Fuchs, 2006). The Measuring Up program provides teachers with the tools they need to target learning difficulties through research-based instructional strategies, differentiation of instruction, and observation of progress (O'Connor & Sanchez, 2011). The Measuring Up program is flexible enough to be implemented as a tier 1, tier 2, or tier 3 intervention or a combination thereof to allow schools to maximize instructional efforts and achievement.

Purpose of the Study and Evaluation Questions

For this evaluation, the Measuring Up program was implemented in four intermediate and middle schools during the 2016-2017 school year: two in New Jersey and two in Texas. The purpose of this evaluation was to examine the program's impact on student outcomes as measured by Measuring Up assessment scores and state-administered assessments in mathematics for participating students. We focused on the following evaluation questions:

1. What effect did the Measuring Up Live digital program have on participating students' ELA and mathematics scores as measured by Insight assessments?
2. What effect did the Measuring Up program have overall on participating students' mathematics scores as measured by standardized assessments?
3. What factors relative to the Measuring Up program may have predicted changes in students' ELA and mathematics scores?

Methods

We employed a mixed-methods approach to investigate Measuring Up's impact on student performance in English/language arts (ELA) and mathematics. We employed a non-experimental, descriptive design to measure the digital program component's impact on participating students' ELA and mathematics scores and we conducted quasi-experimental within-group inferential analyses to assess the program's impact on students' standardized mathematics achievement to address evaluation questions one and two. For evaluation question three, we used a descriptive design to examine responses to items from Student and Teacher Questionnaires and to calculate frequency responses for activities related to program structures, support, and engagement gathered during classroom observations. Finally, open-ended items from the Student and Teacher Questionnaires and from observation notes were analyzed qualitatively to identify themes and trends in regards to factors that positively impacted student performance. This project was reviewed and approved by the Office for Human Research Protections at Clemson University through the National Dropout Prevention Center/Network.

Participants

The Measuring Up program was implemented in one New Jersey school that served students in grades K-8 (School One) and one New Jersey middle school serving students in grades six through eight (School Two). The evaluation also included two Texas middle schools that served students in grades six through eight (Schools Three and Four). Student sample sizes were gathered from the Measuring Up Live website and from archived achievement data provided to the evaluation team. Participation counts varied between the data sources, primarily because some teachers preferred to use the print Measuring Up program materials and consequently their respective students were not observed in the Measuring Up Live data.

Overall, Measuring Up Live data were available for 217 students in grades four, five, seven, and eight at School One; 58 students in grades six, seven, and eight at School Two; 10 grade eight students at School Three; and 8 grade six and seven students at School Four.

The standardized assessment data that were conveyed to the evaluation team included additional information such as gender, ethnicity, limited English proficient (LEP), and special education (SPED) status. A review of the demographics revealed that most participants were male and minorities,[1] with a substantial percentage being identified as receiving SPED services. Table 1 reports the sample sizes by school for those students for whom standardized achievement data were received.

Table 1.

Demographic Data for Students Included in Standardized Assessment Analyses

	Total *n*	% Male	% Minority	% LEP	% SPED
School One	56	58.9%	87.5%	-	19.6%
School Two	51	60.8%	60.8%	-	58.8%
School Three	40	50.0%	100.0%	12.5%	5.0%
School Four	43	55.8%	95.4%	14.0%	100.0%

Data Sources

We analyzed data from the Measuring Up Insight assessments, the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, and the State of Texas Assessments of Academic Readiness (STAAR) to evaluate student outcomes. The Measuring Up

[1] For purposes of this evaluation, minorities are those students identified as non-white.

Insight is a proprietary assessment tool developed by Mastery Education that allows for benchmark, progress, and summative assessments. Teachers have the ability to develop their own customized assessments to meet individual or group student needs, inform instruction, and assess growth. Student performance is measured by percentage points earned for each assessment. The Insight assessments are typically administered numerous times throughout the duration of the program as needs dictate, but universally before implementation of the program as a preassessment and again near the end of the program as a postassessment. Insight data for this evaluation were gathered from reports generated through the Measuring Up Live website.

The PARCC standards-based assessments were adopted for use by the New Jersey Department of Education for accountability purposes in the 2014-2015 school year. The study year, 2016-2017, represents the third year that schools in New Jersey have administered those assessments, which are typically taken near the end of the school year. The PARCC is administered to students in grades three through eight in ELA and mathematics. Student performance is measured using a scaled score that is then converted to a categorical scale of 1-5. Students must earn a 4 or 5 to meet grade level expectation. Prior student scale scores in mathematics for the 2015-2016 school year were used as preprogram scores and 2016-2017 scale scores were used as the outcome variable for program participants in Schools One and Two.

The STAAR assessments were implemented during the 2011-2012 school year and are aligned with the Texas state curriculum standards—the Texas Essential Knowledge and Skills (TEKS). They cover grades 3-8 reading and mathematics, 4 and 7 writing, 5 and 8 science, and grade 8 social studies. Similar to the PARCC, scale scores for the STAAR are converted to a categorical three-point scale (Levels I, II, and III), with students required to meet or exceed level II to be considered passing. For School Three, students' initial STAAR mathematics scale scores

were used as preprogram scores with their follow-up 2016-2017 scale scores used as the dependent variable, and for School Four, participating students' 2015-2016 STAAR mathematics scores were used as preprogram scores with 2016-2017 scale scores serving as the outcome variable.

Our initial evaluation plan included walk-through observations in select classrooms during site visits at all four participating schools in the spring of 2017. However, scheduling conflicts and communication difficulties prevented all but one of these site visits. The lead evaluator visited School Two in April 2017 and conducted walk-through observations in several Measuring Up classrooms. Observations were recorded using a structured, customized protocol labeled the Measuring Up Live Observation Tool (MULOT). The MULOT was developed to capture a point-in-time snapshot of Measuring Up implementation in terms of program structure, instructional support, and student engagement. These data were used to address evaluation question three. Information gathered during training sessions of Measuring Up and through a review of the components of Measuring Up informed the development of the MULOT. A copy of the MULOT is included in this report in Appendix A.

Finally, we administered teacher and student questionnaires to program participants. Questionnaire items focused on describing the program processes and identifying indicators of success and challenges associated with the program and perceptions of the program's ability to help meet academic goals. Data derived from these surveys were included in the analyses for evaluation question three to indicate those factors that best predicted positive outcomes in student performance. The student and teacher questionnaires are presented in Appendices B and C.

Procedures

The Measuring Up program was made available in print and digital format for ELA and mathematics teachers in each participating school. Administrators determined how the program would be implemented in their respective schools; some schools chose to implement the program as a Tier 2 RTI-style intervention to assist struggling students in a small group setting (School One, in particular), and others chose to follow a Tier 3 RTI-style approach, using Measuring Up for intensive, individualized instruction (School Three, for example). School Two followed a combination approach, implementing the program as general instruction in some classrooms and as a targeted intervention in others. Teachers in each school were permitted to use print or digital program resources at their discretion.

Analytic Approach

Data to address evaluation question one were reported in terms of performance at the classroom and school level for ELA and mathematics outcomes. To address this question, we used a nonexperimental, descriptive design to indicate growth by school and content area. We conducted within-group pre- and postprogram analyses to determine program impact on changes in mathematics performance for participating students using paired samples *t*-tests to address evaluation question two. For evaluation question three, we used a descriptive design to examine responses to questionnaire items and to calculate frequency responses for activities observed during classroom walk-through observations. We used a qualitative approach to analyze responses to open-ended questionnaire items and observation notes to identify themes and trends in regards to factors that positively impacted student performance.

Findings

Measuring Up Live's Impact on ELA and Mathematics Scores

School One implemented Measuring Up Live in ELA grades four and five; 54 grade four and 50 grade five students had recorded Insight assessment scores for ELA. School One experienced a 5.2% growth from pre- to postadministration of the ELA Insight assessments across these grades. School One also implemented the digital program in mathematics for grades seven and eight. Insight scores for 46 grade seven and 57 grade eight students indicated an average 45.5% increase in scores from pre- to postassessment for these students (see Figure 1).

School Two implemented the program in mathematics in grades six and seven, and in ELA for grade eight. Grade six had 24 students and grade seven had 22 students using Measuring Up Live with an average growth in pre- to postprogram performance of 38.9% in mathematics. Twelve grade eight students participated in the Measuring Up Live ELA program in this school and exhibited a 7.3% increase in scores.

School Three only implemented Measuring Up Live for 10 grade eight students; these students experienced a 3.1% decrease in mathematics Insight scores from pre- to postprogram assessment points.

School Four implemented Measuring Up Live for ELA and mathematics for SPED students in grade six, seven, and eight. Twenty-six students (grade six = 6, grade seven = 8, and grade eight = 12) participated in the digital version of the program for mathematics, with the school observing an 18.2% increase in Insight scores from pre- to postassessment. This school seemed to have a stronger focus on the ELA digital version of Measuring Up, with 46 grade six, 17 grade seven, and 19 grade eight students participating. Overall, these students experienced a

5.9% increase in Insight assessment scores from pre- to postprogram. Figure 1 illustrates the pre- to postprogram changes in Insight scores by school and content area.

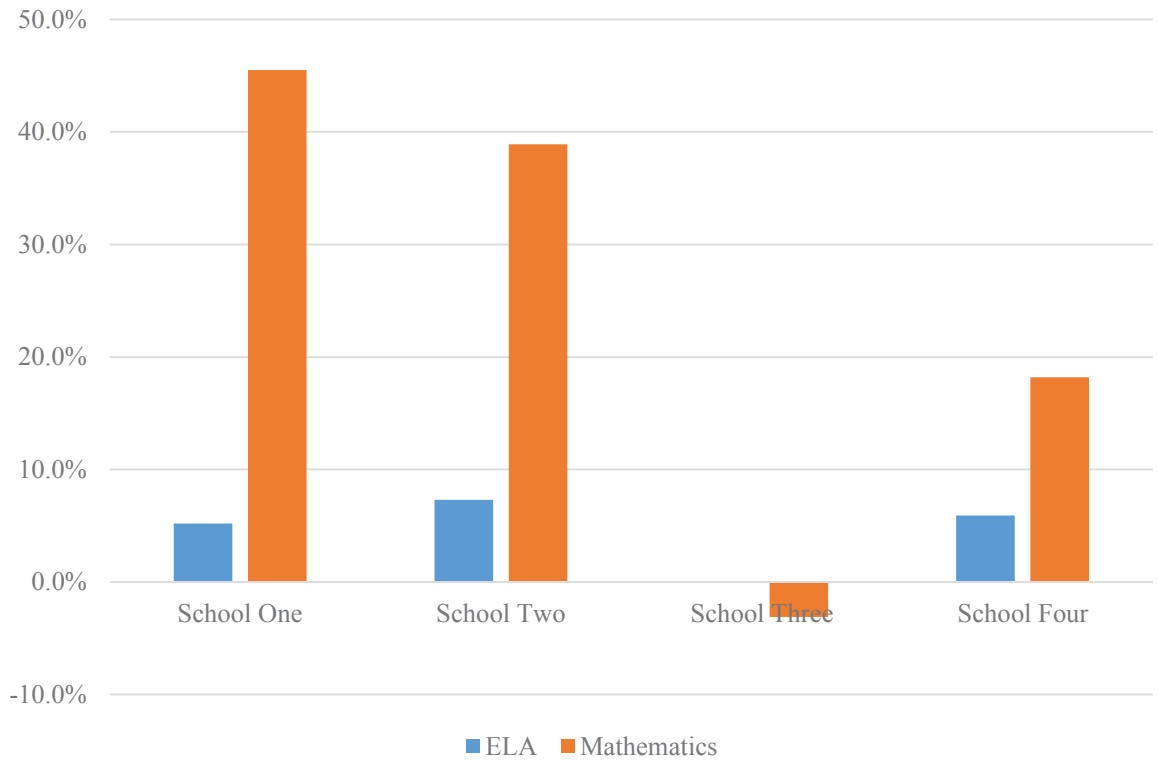

Figure 1. Pre- to postprogram changes in Insight assessment scores by school and subject.

Measuring Up's Impact on Standardized Mathematics Scores

Mathematics standardized achievement data were collected for grade eight students in Schools One, Two, and Four; and for grade six through eight students in School Three. For Schools One and Two, PARCC scores were used in the analyses and for Schools Three and Four, mathematics scores from the STAAR were included in the analyses. Separate paired samples *t*-tests were conducted for each school using students' pre- and postprogram scores to determine the program's overall impact on mathematics achievement. The results indicated growth in

students' mean mathematics scores over time, with three of the four schools experiencing statistically significant increases at the .01 alpha level.

Of particular note here is that School Three used the program solely as a Tier 2-3 RTI-style intervention for those SPED students who did not earn passing scores on the initial administration of the 2016-2017 STAAR assessment. Once students in School Three were identified for treatment, they underwent an eight-week period in which Measuring Up (digital and print) was provided through small group and individual instruction to help improve students' mathematics scores. At the end of the eight-week period, students were reassessed, and those scores were included as the outcome variable in the analysis for this school. Table 2 reports the complete model statistics by school for the inferential analyses examining changes in standardized mathematics scores.

Table 2.

Pre- and Postprogram Changes in Standardized Mathematics Assessment Scores

	Preprogram Scale Score Mean	Postprogram Scale Score Mean	% Increase	*t*	*p*
School One (*n* = 51)*	718.39	719.84	0.2%	.67	.50
School Two (*n* = 51)	713.25	734.82	2.9%	7.61	<.001
School Three (*n* = 40)	1,516.95	1,569.02	3.3%	5.24	<.001
School Four (*n* = 37)*	1,486.19	1,536.08	3.2%	2.83	.01

* Only those students with pre- and postprogram scores could be included in the analyses, so sample sizes may not match total sample sizes reported above for these schools.

Factors Relative to Measuring Up That May Predict Positive Academic Outcomes

Observations. Walk-through classroom observations occurred only in School One on one occasion in the spring of 2017. The observation focused on program structures, instructional support, and student engagement as they related to the Measuring Up program. Observation data revealed that although 100% of observed classroom had technology tools available, students in only half of those classrooms actually access Measuring Up Live using those tools. In other classrooms, print materials were in use. In one classroom, no Measuring Up activities were observed in use at all. In terms of instructional support, teachers were often observed facilitating students' accessing and use of program materials and using appropriate Measuring Up terminology (Dashboard, Insight, MyQuest, etc.). Teachers in all observed classrooms also circulated and encouraged students to engage in program activities. In half of the classrooms observed, students appeared familiar with Measuring Up program components and were actively engaged in Insight and/or MyQuest activities, though these were commonly in print form rather than digital. There were no differences recorded in terms of program structure, instructional support, or student engagement between ELA and mathematics classrooms. A debriefing with the school facilitator at the conclusion of the site visit revealed that teachers in School One preferred the print materials over the digital version of Measuring Up. It is worth noting that this school was also implementing a number of other digital programs mandated by either the state or local education agencies, but Measuring Up was the only program that included both print and digital materials. Although the observations were limited to one site visit, it was clear that program implementation varied widely from classroom to classroom.

Student questionnaire. Questionnaires were administered to participating students after the completion of program activities in spring 2017. A Measuring Up facilitator at each school

served as a gatekeeper and provided students with a link to an electronic questionnaire. Results indicated that responses were only collected from students in Schools One and Two. Students were first asked to describe their experiences with technology tools at home and school. When asked what technology tools they have used at home, the most common response was laptop, followed by desktop computer and smart phones. Students also indicated regular use of such technology tools as calculators, tablet computers, and digital cameras. When asked about their computer use, 76.6% of students indicated they use a computer at home daily or nearly every day and 92.6 % of respondents reported using a computer at school almost every day. Nearly all student respondents rated their overall skill in using technology tools as basic (48.8%) or advanced (46.3%).

Regarding the Measuring Up program, about 40% of students indicated that they use the Measuring Up print materials at least once a week, with 45.8% indicating that they use the Measuring Up Live (digital) program at least once a week. Responses equally indicated use of Measuring Up program materials in ELA and mathematics classes (46.8% for both content areas). However, respondents seemed to prefer the digital version of the program, where 71% of students indicated that they like using the Measuring Up Live computer program compared to only 22.9% stating the same about the Measuring Up print materials.

Students reported overwhelming satisfaction with Measuring Up as a learning tool, with a majority of respondents agreeing that it was easy to learn (80.6%) and easy to use (64.1%). Respondents also reported that the program assisted them in learning (69.6%), helped them prepare for tests (56.7%), and assisted them in areas where they struggle (60.2%). Students also noted satisfaction with the program's feature of providing immediate feedback to students on how they are doing in class (57.2%). When asked through an open-ended question what they best

like about the Measuring Up program, two main themes emerged. Students indicated that they felt their learning was enhanced through the program, commenting that the program "helps me understand things better," that it "tells me what I got wrong and gives me a hint and then I can try again." Students also noted that the program "gives you examples and directions for each lesson" and that it "teaches you things that you need to improve on." Students also indicated a level of enjoyment in using the program, noting that "it is easy to use," and "it shows you creative ways to teach a lesson." One student commented that Measuring Up "is fun, easy, and helps my ability to do better." Overall, students had positive perceptions of the Measuring Up program with a clear preference of the digital version.

Teacher questionnaire. Teachers were also asked to complete a questionnaire near the end of the 2016-2017 school year. Though an estimated 50 teachers participated in the program, only a small percentage responded to the questionnaire. Similar to the student respondents, all of the teacher respondents were from Schools One and Two. Most identified themselves as ELA teachers. All respondents indicated that they had at least some experience with technology tools, with 80% rating their technology skill level as advanced. All respondents also reported that they think use of technology tools is important. When asked to identify the biggest obstacles to using technology in school, respondents overwhelmingly pointed to limited access and technology tools that don't work properly as barriers to effective technology use in school.

Teachers were asked about their experiences with the Measuring Up program. Half of the respondents indicated that they use the program at least once a week but only the print materials, and the other half reported the same frequency of use but with the digital version. One teacher responded that he/she does not use the program at all. A majority of respondents indicated that

they felt the program was easy to learn to use (60%), though a majority also felt that they would benefit from additional professional development for the program (60%).

Regarding student learning, 75% of respondents agreed that Measuring Up had increased student learning and improved student engagement with coursework. Teachers indicated that both they and their students like the digital version of the program, but half of the respondents admitted that they more often encourage student use of print program materials rather than the digital program. Teachers also indicated that they felt that the program assisted with student learning (60%), that their students received immediate feedback on performance through the program (60%), and that the program helps students in areas where they struggle (75%). An overwhelming majority agreed that students were better prepared to take tests because of the Measuring Up program (75%). When asked what they liked most about the program, all teacher respondents indicated that they liked that the program included print materials.

Discussion and Conclusions

The purpose of this study was to evaluate a real-world implementation of the Measuring Up program which is designed to diagnose student deficiencies and identify and provide instruction through practice to promote mastery of standards-based content. This evaluation studied teacher and student activity in four schools to determine the program's effectiveness in improving student outcomes in ELA and mathematics. A review of data gathered from the Measuring Up Live website, from walk-through classroom observations, and from information gathered during attendance at program training sessions indicated that implementation varied widely not only from school to school but from classroom to classroom within some schools. For example, the program was intended to begin shortly after the 2016-2017 school year began in School Two, but teacher training did not occur until late October of 2016, at which time

materials were also first received. Delays such as this result in a loss of valuable instruction time and opportunities to promote use of the program among school staff and can hinder program impact.

Despite this delay and the imbalanced implementation of the program, however, each of the schools experienced gains in student achievement in some manner. Schools One, Two and Four observed gains in student scores on the Insight assessment for both ELA and mathematics from pre- to postprogram. Although School Three experienced a slight decrease in student scores on the Insight assessments, participating students showed statistically significant improvement in their state standardized mathematics assessment scores over a similar period. In fact, all four schools performed better at postprogram assessment point, with all but School One experiencing statistically significant gains in student outcomes. While these were within-group changes, the significant improvements cannot and should not be denied.

Our analysis plan also included a between-group program analysis, where we had planned to construct a similar-sized comparison group of students in the same schools who were not exposed to the Measuring Up program. However, only one school conveyed data on nonparticipating students and the sample size for that comparison group ($n = 3$) was not sufficient to allow a statistical analysis. Other participating schools did not provide data on untreated students despite numerous requests from Mastery Education representatives on behalf of the evaluation team. Although our within-group analyses are scientifically sound, we find it regrettable that we were not able to conduct the between-group examinations as we feel that such analyses would strengthen the findings.

It was unfortunate that site visits were not able to occur on all four of the participating schools. Often, even simple snapshots of classroom activities can provide insight and depth into

program implementation beyond assessment scores and enhance the validity of the outcomes through triangulation of findings. For example, School One observed gains in ELA and mathematics in Insight assessments but is the only school that didn't experience significant gains in standardized assessments. This could be attributable to the observed inconsistent program implementation in this school, but we are unable to draw that conclusion without observational data from the other participating schools.

Also of note is the finding that a large percentage of students indicated that they prefer the digital version of the program (71.1%), though teacher responses indicate that the print materials were most often used by teachers. Many of these student and teacher respondents were from School One, and this could also help explain the nonsignificant increase in mathematics achievement in this school. This disconnect should not be ignored by teachers, school administrators, or Mastery Education. Student voice is a powerful but often overlooked component in change and the students clearly (but not surprisingly) have a penchant for technology in their personal and educational lives.

Overall, the Measuring Up program has demonstrated that it is an effective means of promoting student mastery of standards-based content, which is the program's primary objective. Even with differing levels of implementation, struggling students, many of whom are members of underserved or underrepresented subgroups, displayed substantial academic progress—and that's what it's all about.

References

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O'Connor, R. E., & Sanchez, V. (2011). Responsiveness to intervention models for reducing reading difficulties and identifying learning disability. In J. M. Kauffman, & D. P. Hallahan (Eds.), *Handbook of Special Education* (pp. 703-715). New York: Routledge.

Appendix A

Measuring Up Live Observation Tool (MULOT)

Observer _____ School _____

Date _____ Time: From _____ to _____

Content Area _____ Grade Level _____

# of Instructional Staff _____ # of Students _____

Complete one form for each classroom you observe.

Program Structures	Observed	Notes
Technology tools are available for students to access Measuring Up programs		
Students use technology to access Measuring Up program		
Lessons include Measuring Up activities		

Instructional Support	Observed	Notes
Teacher uses technology to present Measuring Up materials to students		
Teacher facilitates students' accessing of Measuring Up		
Teacher uses appropriate Measuring Up terminology (Dashboard, Insight, MyQuest)		
Teacher circulates and encourages all students to engage in Measuring Up activities		

Student Engagement	No students	A few students	Some students	Most students	All students
Students appear familiar with Measuring Up program components (logging in, using Dashboard, Insight, MyQuest, Rewards)					
Students are engaged in Insight Activities					
Students are engaged in MyQuest activities					
Students are engaged in Rewards activities					

Additional notes: _____

_____

_____

_____

Appendix B

Measuring Up Live Student Questionnaire

Welcome!

This is a survey about your use of the Measuring Up Live program that your teachers may be using in some of your classes.

Your answers are very important to us, they will help determine how well the Measuring Up program is working in your school.

There are no right or wrong answers, and your answers may be different than those of your classmates depending on your experience with the Measuring Up program.

Thank you for your time!

First, tell us a little about yourself.

1. What school do you attend?
    a. Maplewood Middle School
    b. Rafael De J. Cordero School, PS 37

    or

    c. McCowan Middle School
    d. East Middle School (DeSoto)

2. What grade are you in?
    a. 6th grade
    b. 7th grade
    c. 8th grade
    d. Other (explain)

3. What forms of technology have you used, either at home or at school? (check all that apply)
    a. Desktop computer
    b. Laptop computer
    c. Tablet/iPad
    d. Smart phone/iPhone
    e. Interactive white board (Smartboard)
    f. Digital camera
    g. Calculator

4. How often do you use a computer at home (including a smart phone)?
    a. Every day
    b. Almost every day
    c. About once a week
    d. Less than once a week
    e. I don't have access to a computer at home

5. How often do you use a computer at school?
    a. Every day
    b. Almost every day
    c. About once a week
    d. Less than once a week
    e. I don't have access to a computer at school

6. Rate your overall skill in using technology tools.
    a. Advanced (lots of experience)
    b. Basic (some experience)
    c. Limited (minimal experience)

7. How important do you think it is for students to use technology in school?
    a. Very important
    b. Somewhat important
    c. I'm not sure
    d. Not important

8. What is your biggest obstacle to using technology in school? (check all that apply)
    a. My school uses different computers or technology tools than what I'm used to
    b. My school limits my access to technology tools
    c. My school's technology tools are not reliable (they don't work properly)
    d. My classes don't require use of technology tools
    e. I don't have the necessary skills to use my school's technology tools

Now, tell us about your experience with the Measuring Up program.

9. How often do you use the Measuring Up workbook at school?
    a. Every day
    b. Almost every day
    c. About once a week
    d. Less than once a week
    e. I don't use Measuring Up at school

10. How often do you use the Measuring Up computer program at school?
    a. Every day
    b. Almost every day
    c. About once a week
    d. Less than once a week
    e. I don't use Measuring Up at school

11. I use Measuring Up in my _____ class.
    a. Reading/Language Arts/English
    b. Math
    c. Reading/Language Arts/English and Math
    d. I don't use Measuring Up

12. I prefer to use the _____ version of Measuring Up.
    a. Workbook
    b. Computer program
    c. I don't use Measuring Up

Tell us how you feel about the following statements regarding Measuring Up.	Strongly disagree	Disagree	Agree	Strongly agree
13. The Measuring Up workbook is easy to use.				
14. The Measuring Up computer program was easy to learn to use.				
15. Using Measuring Up has increased my learning.				
16. I feel more engaged with my classwork when I'm using the Measuring Up program.				
17. I like using the Measuring Up workbook.				
18. I like using the Measuring Up computer program.				
19. My teacher encourages use of the Measuring Up workbook.				
20. My teacher encourages use of the Measuring Up computer program.				
21. I get immediate feedback on how I'm doing through the Measuring Up computer program.				
22. The Measuring Up computer program provides me with the help I need in the areas where I struggle the most.				
23. I feel better prepared to take tests because of the Measuring Up program.				

24. Tell me something that you like about using the Measuring Up program.

25. Tell me something that you **don't** like about using the Measuring Up program.

Appendix C

Measuring Up Live Teacher Questionnaire

Welcome!

This is a survey about your use of the Measuring Up Live program that you may be using in some of your classes. Your answers are very important to us, they will help determine how well the Measuring Up program is working in your school.

Thank you for your time!

First, tell us a little about yourself.

1. Where do you teach?
    a. Maplewood Middle School
    b. Rafael De J. Cordero School, PS 37
    or
    c. McCowan Middle School
    d. East Middle School (DeSoto)

2. What grade do you teach?
    a. 6th grade
    b. 7th grade
    c. 8th grade
    d. Multiple grade levels

3. What subject area do you teach?
    a. Math
    b. Reading/English/Language Arts
    c. Science
    d. Social Studies
    e. Other (explain)

4. Rate your overall skill in using technology tools.
    a. Advanced (lots of experience)
    b. Basic (some experience)
    c. Limited (minimal experience)

5. How important do you think it is for students to use technology in school?
    a. Very important
    b. Somewhat important
    c. I'm not sure
    d. Not important

6. What is your biggest obstacle to using technology in school? (check all that apply)
    a. My school uses different computers or technology tools than what I'm used to
    b. My school limits my access to technology tools
    c. My school's technology tools are not reliable (they don't work properly)
    d. My classes don't require use of technology tools
    e. I don't have the necessary skills to use my school's technology tools

Now, tell us about your experience with the Measuring Up program.

7. How often do you use the Measuring Up workbook in your classroom?
    a. Every day
    b. Almost every day
    c. About once a week
    d. Less than once a week
    e. I don't use Measuring Up

8. How often do you use the Measuring Up computer program in your classroom?
    a. Every day
    b. Almost every day
    c. About once a week
    d. Less than once a week
    e. I don't use Measuring Up

9. I prefer to use the _____ version of Measuring Up.
    a. Workbook
    b. Computer program
    c. I don't use Measuring Up

Tell us how you feel about the following statements regarding Measuring Up.	Strongly disagree	Disagree	Agree	Strongly agree
10. The Measuring Up workbook is easy to use.				
11. The Measuring Up computer program was easy to learn to use.				
12. I would benefit from additional professional development for the Measuring Up program.				
13. Using Measuring Up has increased my students' learning.				
14. I feel that my students are more engaged with their classwork when they use the Measuring Up program.				
15. I like using the Measuring Up workbook.				
16. I like using the Measuring Up computer program.				
17. My students like using the Measuring Up workbook.				
18. My students like using the Measuring Up computer program.				
19. I encourage my students to use the Measuring Up workbook.				
20. I encourage my students to use the Measuring Up computer program.				
21. My students get immediate feedback on how they are doing through the Measuring Up program.				
22. The Measuring Up program provides my students with the help they need in the areas where they struggle the most.				
23. My students are better prepared to take tests because of the Measuring Up program.				

24. Tell me something that you like about using the Measuring Up program.

25. Tell me something that you **don't** like about using the Measuring Up program.