

# **PROGRAM EVALUATION**

## **Southern Boone County R-1 Schools**

**Program Evaluated:** Social Studies

**Date Submitted to the Board of Education:** March 15, 2021

**Person(s) Responsible:**

Social Studies Vertical Team Members

Primary: Sarah Francis, Jordan Helms

Elementary: Kelsey Redden, Erika Hill, Emily Becker, Rachel Sappington,  
Shelby Smith, Paige Thompson

Middle School: Shyla Barnett, Noah Raines, Ron Smith

High School: Ana Frein, Alexis Miller, Jenn Kervian, Trevor Kocour

**What data/evaluation criteria illustrates the effectiveness of this area?**

**Primary School**

- Building wide weekly PBS lessons and expectations taught based on PBS data.
- Teacher observations/checklists completed for GLE's
- Observations and rubrics for hands-on projects

**Elementary**

Summative team created Google Forms, Presentations (google slides), Chapter Inquiry projects. Formative-Student Inquiry journal pages, supplemental activities (ex: skits, posters, digital google slides questions/presentations)

**Middle School**

Regular formatives (bell ringers/exit slips etc.) to gauge understanding and reteaching needs before the summative assessment

**High School**

- Instructors of core classes conduct SLO assessments and use the outcomes to determine if they are adequately teaching learning objectives.

- Formative assessments such as bell ringers and knowledge checks are used both in the classroom and when virtual to determine if students are understanding material in lectures, activities, and assignments.

## **What has changed since the last program evaluation?**

### **Primary School**

Each grade level has revised monthly/yearly unit plans based on BYOC Social Studies curriculum.

### **Elementary**

New Curriculum Resources - McGraw Hill

Third: Missouri

Fourth: Impact-Regions of the United States

Fifth: Impact-US History

Standards have been restructured from the previous evaluation.

### **Middle School**

Middle School is progressing to standards based grading so we are only taking formatives and summatives for a grade. Daily assignments are referred to as learning practice, and though we review this work, it does not go into the gradebook as it did in the past. We have only been doing this for the 2nd semester, but so far the number of low grades has minimized. Missing assignments no longer penalize students and formatives are of low point value so a bad formative will not tank a student's grade.

### **High School**

- Created and adopted Power Standards for all core classes and the electives Psychology and Street Law. Developed departmental common Power Standards across curriculum:
  - Analyze cause and effect of historical events in order to evaluate the role of continuity and change in ancient history and its ties to the present.
  - Interpret and analyze primary/secondary sources, maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, art, historical literature, and artifacts.
- Department collaborated to create standard forms of source analysis to be used in all core social studies classes across grade levels in order to fulfill common Power Standards:
  - Visual Primary Source Analysis Tool - Visual SOCC
  - Document Primary Source Analysis Tool - Document SOCC

- Political Cartoon Source Analysis Tool - POWTOY
- Document Secondary Source Analysis Tool - LIDAR
- Department began creating standardized curriculum for core classes using Build Your Own Curriculum (BYOC) in 2019-2020. \*This has been suspended during 2020-2021 because of difficulties finding subs for the entire department to take the day to work together. Curriculum is being developed but we have not been able to work on BYOC.
- Ancient Civilizations has been added to the curriculum as a required semester (0.5 credit) course at the Freshmen level.
- The department created and taught two new elective courses in 2020-2021
  - Vikings, Fall Semester, 2020 - Enrollment = 18
  - Military History, Spring Semester, 2021 - Enrollment = 16

## **What next steps would better serve our students?**

### **Primary School**

Continued collaboration on standards across all primary grade levels and third grade. Identifying when and what part of the curriculum is being taught in each grade level. Time to work with these vertical teams as well. In need of additional resources such as maps and trade books.

### **Elementary**

Continued collaboration on standards and identifying when taught in curriculum. Additional resources and professional development when needed. Time set aside to collaborate with other grade levels and to write and update curriculum.

### **Middle School -**

Continued evaluation of power standards and alignment of assessments with those standards. Continue to develop lessons that align with standards. Prioritize increasing students depth of knowledge and higher order critical thinking skills.

### **High School**

Recommendations specific to the Social Studies Department:

- Ancient Civilizations is now required for Freshmen, but if students fail they do not have to make it up. Instead, students who fail simply have to take an additional social studies elective. We feel as a department that the critical thinking, primary source analysis, and map reading skills developed during Ancient Civilizations are important foundational skills for the social studies curriculum and that passing this class should be required for all Freshmen to ensure that they have these

skills when they enter Western Civilizations their Sophomore year. We recommend that the High School require students to pass Ancient Civilizations and, if they do not, that they take it again. This could be facilitated by offering it during the summer to allow for schedule flexibility for retakes - it is already offered both semesters during the school year. We are in discussions with Mr. Van Deven and the Counseling Dept. about this issue.

- The high school library currently has access to the high school versions of databases such as EBSCOhost and Academic Search Elite. The social studies department would like to recommend that the library look into the cost of upgrading from the high school version of EBSCOhost to the college version. The reason for this recommendation is that, as a department, we would like to increase the amount of scholarly research we are able to conduct in core and elective classes. Current databases provide access to limited ebooks and few academic journals and the situation has meant that when we assign research students are often unable to find the requisite number of scholarly sources for projects. We do understand that expanding database usage is expensive and so we recommend that exploration be made into which other high school departments would use these resources if they were available. If, as we believe, other departments such as English and science would benefit from expanding our database access we would then ask that this expansion be made.

Continued High School-Wide Recommendations:

- Assign all students school issued Chromebooks. This would allow for us to lock summative assessments when we need to administer them to students who are in class or at home so that they can not access websites or google docs during exams. This would also allow us to set time limits on certain assessments. Additionally, if all students have school issued Chromebooks we do not have problems with students' personal devices being unable to access materials or websites that the class is using.
- Teaching students both in the classroom and at home at the same time requires better technology than we currently have access to. We recommend that microphones and webcams be provided so that we can use classroom computers in recording lectures and activities, including making it easier for virtual students to hear class discussions and student questions.