The New Education Bargain with Students and Parents

An equal and high-quality education is every child’s civil right; and, as educators, we must deliver on this essential democratic principle. The New Education Bargain is simple: The District will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and collaboration of our students and parents.

IT IS THE PARENT’S RESPONSIBILITY TO:
• Place a high premium on education
• Make sure your child goes to school and to all classes every day
• Make sure your child does his in-school work to the best of his ability and puts in additional study time (up to two hours each day) outside of school hours
• Make sure you and your child show respect for teachers and for staff

Presenters:
• Dr. Genelle Morris, Chief Accountability Officer/Chief Information Officer
• Erica J. Boyce, MCJ & Dr. Ruzanna Topchyan, Program Evaluators
Outline

• Introduction & summary of school evaluation models
• OSA program evaluation and research projects
• Lessons learned
• What do we expect to accomplish in SY2018?
• Discussion, questions & comments
To determine effectiveness of the NEB implementation, the Superintendent supported a new Research division within the Office of Shared Accountability. As NEB is a new district-wide initiative, the division is beginning to evaluate emergent efficacy data.

Where were we?

• **Program Evaluation**: No ongoing research performed/published regarding the effectiveness of the NEB and certain grants (Title I, etc.)

Where are we?

• Sum '16: Hired 2 Program Evaluators
• Ongoing: Monthly Research capsules published to district and web to supplement insights into NEB
• Ongoing: Program evaluation of effectiveness of NEB planks and grants

What’s next?

• Continue to publish research; increase publications to peer reviewed publications; increase number of national conference presentations.
FRAMEWORK OF DOMINANT RESEARCH THEMES

Evaluation Systems
- Standards-based evaluation models
  - Methodologies of measurement
  - Connection to student achievement

Effectiveness Research
- Examination of the history
  - Implications for educational evaluation

State and Federal Policy
- Educational Accountability
  - NCLB, RTTT, ESEA Waiver
• Community Schools – Plank 2
• School Climate Transformation Grant – Plank 5
• Evaluation of ELA Reading Intervention (Title I) - Plank 1
• Grade 9 Student Transfer Survey - Plank 3
• Virtual Pathway Program Evaluation - Plank 3
• Teacher Support by Coaches (Title I) - Plank 6
• Teacher Data Use Survey - Plank 6
• Research Capsules
COMMUNITY SCHOOLS

• Community School Implementation – Plank 2

• **Research Question:** *Is there a significant difference between students’ academic performance if they attend Community Schools vs. non-Community Schools?*

**Data Sources**
- Secondary
- Participation
- Surveys
- Mapping
FINDINGS

- Over 22,000 attendees (6,874 unique individuals)
- 149 Saturday Academies
- Approximately 110 Adult Classes
- 50% of Saturday Academy attendees were students
FINDINGS

“87% agreed it would help them be a better parent.”

“It was another day of learning and time well spent with family.”

“This is a great idea. I as a parent love that my daughter goes to such an amazing school.”

Approximately 950 students within walking distance
SCHOOL CLIMATE TRANSFORMATION GRANT

• Services for the Neediest Children – Plank 5

• **Research Question:** *Is there a reduction in the number of suspensions in schools receiving coaching and professional development on a multi-tiered behavior framework?*

**Data Sources**

• Secondary
• Surveys
• Fidelity Assessment
• Participation
The large majority (83%) of coaching survey respondents agreed that coaching helped or maintained a positive culture in their schools.
Areas Explored:
- Exploration of positive change on DIBELS MOY vs. BOY by subgroups
- Positive change in Title I vs. non-Title I students in Title I schools
- Positive change in Title I afterschool vs. non-afterschool students
- Significance of MOY-BOY Score Difference

Samples: 12,134 students with scores on BOY & MOY
Positive change was noticed in 1,565 (12.9%) students
9TH GRADE TRANSFER – PLANK 3

Areas explored:
- Student Belonging
- Student Engagement
- Learning
- Student-Student Relationships
- Teacher-Student Relationships

Population: 3,512 9th grade students
Responded: 568 9th grade students (16.1%)

Belonging
- Felt did not belong & still do: 9.6%
- Felt did not belong but now OK: 45.3%
- Felt at home on day one: 45.1%

Learning (scale 1-5)
- Learning a lot: 4.1
- Understand what I learn: 3.6
- Remember what I learn: 3.6
- Topics are interesting: 3.4
- Things learned will be useful later: 3.5

Engagement (scale 1-5)
- Attending classes: 4.5
- Paying attention in class: 4.3
- Doing homework: 4.2
- Getting good grades: 4.4
- Finishing high school: 4.8

Student-Student Relationships
- Students from different social classes & races get along well: 91.8%
- Students make friends easily: 79.3%
- Students are kind & supportive: 76.4%
- Students respectfully listen to one another during class discussions: 70.9%

Teacher-Student Relationships
- Teachers treat students with respect: 82.1%
- Teachers treat students fairly: 77.0%
- Teachers take the time to help students work out their differences: 74.9%
- Teachers praise students more often than criticize: 66.5%
**VIRTUAL PATHWAYS PROGRAM EVALUATION – PLANK 3**

**Purpose:**
- Perceptions about learning environment
- Reactions to the Program
- Perceptions about self-efficacy
- Future academic intentions

**Population:** Around 100 students
**Responded:** 27 students (27%)

<table>
<thead>
<tr>
<th>Perceptions about Learning Environment</th>
<th>Reaction to the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel part of the Program</td>
<td>Appropriate amount of individualized attention</td>
</tr>
<tr>
<td>Feel Program promotes a desire to learn</td>
<td>VPP makes me realize that education is important</td>
</tr>
<tr>
<td>Feel belong in Program community</td>
<td>Have to put effort in learning</td>
</tr>
<tr>
<td>Feel confident that others will support</td>
<td>Understand what I need to work on</td>
</tr>
<tr>
<td>Feel connected to others</td>
<td>VPP gives me flexibility in learning</td>
</tr>
<tr>
<td>Students care about one another</td>
<td>VPP meets my learning needs and interests</td>
</tr>
</tbody>
</table>

**Perceptions of Self-Efficacy**
- In VPP I feel that I can figure out answers | 88.5%
- In VPP I understand what I learn | 88.5%
- In VPP I remember things that I learn | 80.8%
- I am doing well in VPP | 77.8%
- In VPP I remember that I am just as smart as others | 76.9%

**Future Academic Intentions**
- Have sense of hope for the future | 88.0%
- Able to do well in education | 88.0%
- I have options for the future | 87.5%
- Need to continue studies year after year | 84.0%
- Convinced not to drop out of school | 76.9%
**TEACHER DATA USE SURVEY – PLANK 6**

**Areas explored:**
- Attitudes towards data use
- Frequency of Discussing Data
- Technology for Data Use
- Leadership support for data use

**Population:** 2,910 teachers  
**Responded:** 199 teachers (6.8%)

### Attitudes Towards Data Use

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Data help teachers plan instruction</td>
<td>80.9%</td>
</tr>
<tr>
<td>Important to use data to inform educational practices</td>
<td>78.1%</td>
</tr>
<tr>
<td>Data helps uncover information</td>
<td>77.5%</td>
</tr>
<tr>
<td>Data informs about concepts students are learning</td>
<td>76.8%</td>
</tr>
<tr>
<td>Data informed instruction beneficial</td>
<td>74.0%</td>
</tr>
<tr>
<td>Data helps identify student learning goals</td>
<td>71.9%</td>
</tr>
<tr>
<td>Using data helps be better teacher</td>
<td>69.5%</td>
</tr>
<tr>
<td>Like using data for instructional decisions</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

### Frequency of Discussing Data

<table>
<thead>
<tr>
<th>Discussion Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>With parent or guardian</td>
<td>16.2%</td>
</tr>
<tr>
<td>With a specialist (e.g. data coach)</td>
<td>28.4%</td>
</tr>
<tr>
<td>With other teachers</td>
<td>29.1%</td>
</tr>
<tr>
<td>With students</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

### Technology for Data Use

<table>
<thead>
<tr>
<th>Technology Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have proper technology to efficiently examine data</td>
<td>67.1%</td>
</tr>
<tr>
<td>The computer systems in my school provide me access to lots of data</td>
<td>64.9%</td>
</tr>
<tr>
<td>The computer systems in my school allow me to examine various types of data at once</td>
<td>57.5%</td>
</tr>
<tr>
<td>The computer systems in my school generate data displays that are useful to me</td>
<td>53.3%</td>
</tr>
<tr>
<td>The computer systems in my school area easy to use</td>
<td>50.3%</td>
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### Leadership Support in Data Use

<table>
<thead>
<tr>
<th>Leadership Action</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Leadership encourages data use as a tool to support effective teaching</td>
<td>79.8%</td>
</tr>
<tr>
<td>Leadership discusses data with me</td>
<td>60.5%</td>
</tr>
<tr>
<td>Leadership creates many opportunities for teachers to use data</td>
<td>51.8%</td>
</tr>
<tr>
<td>Leadership creates protected time for discussing data use with teachers</td>
<td>51.2%</td>
</tr>
<tr>
<td>Leadership is a good example of effective data user</td>
<td>50.6%</td>
</tr>
<tr>
<td>Leadership makes sure there is plenty of training for data use</td>
<td>44.8%</td>
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</table>
Areas Explored:
- Types of coaches being supported
- Number of coaches being supported by teacher length of experience
- Frequency of meeting with a coach
- Reasons for not being supported by a coach

Population: 2,910 teachers
Responded: 130 teachers (4.5%)
Volume 1: October 2016 "Lead Exposure and Impact on Children"
Volume 2: November 2016 "Class Size Reduction"
Volume 3: December 2016 "Focus on Learning 21st Century Skills"
Volume 4: January 2017 "Community Schools"
Volume 5: February 2017 "Problem-Based Learning"
Volume 6: May 2017 "Parental Involvement"
Volume 7: “After school Programs” (upcoming)
Volume 8: “Differentiated Instruction” (upcoming)
LESSONS LEARNED

- Include stakeholders in the discussion of evaluation projects
- Make sure to check the accuracy of databases
- Coordinate surveys across district
- When developing survey items make sure to minimize the number of type-ins
WHAT DO WE EXPECT TO ACCOMPLISH IN SY 2018?

- Strategic Evaluative Plan by identifying internal evaluation priorities (also working with the grants department)
- Refinement of data validation processes to ensure higher accuracy

“The mind is not a vessel to be filled, but a fire to be kindled.”

- Plutarch
Thank you!