



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

Rigorous
Early Elementary
Education

Strong
Community
Schools

New
Innovative
High Schools

Extended
Learning Excellence
for All Our
Students

Services for
Our Neediest
Children and
Families

New
Relationship with
Our Teachers

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





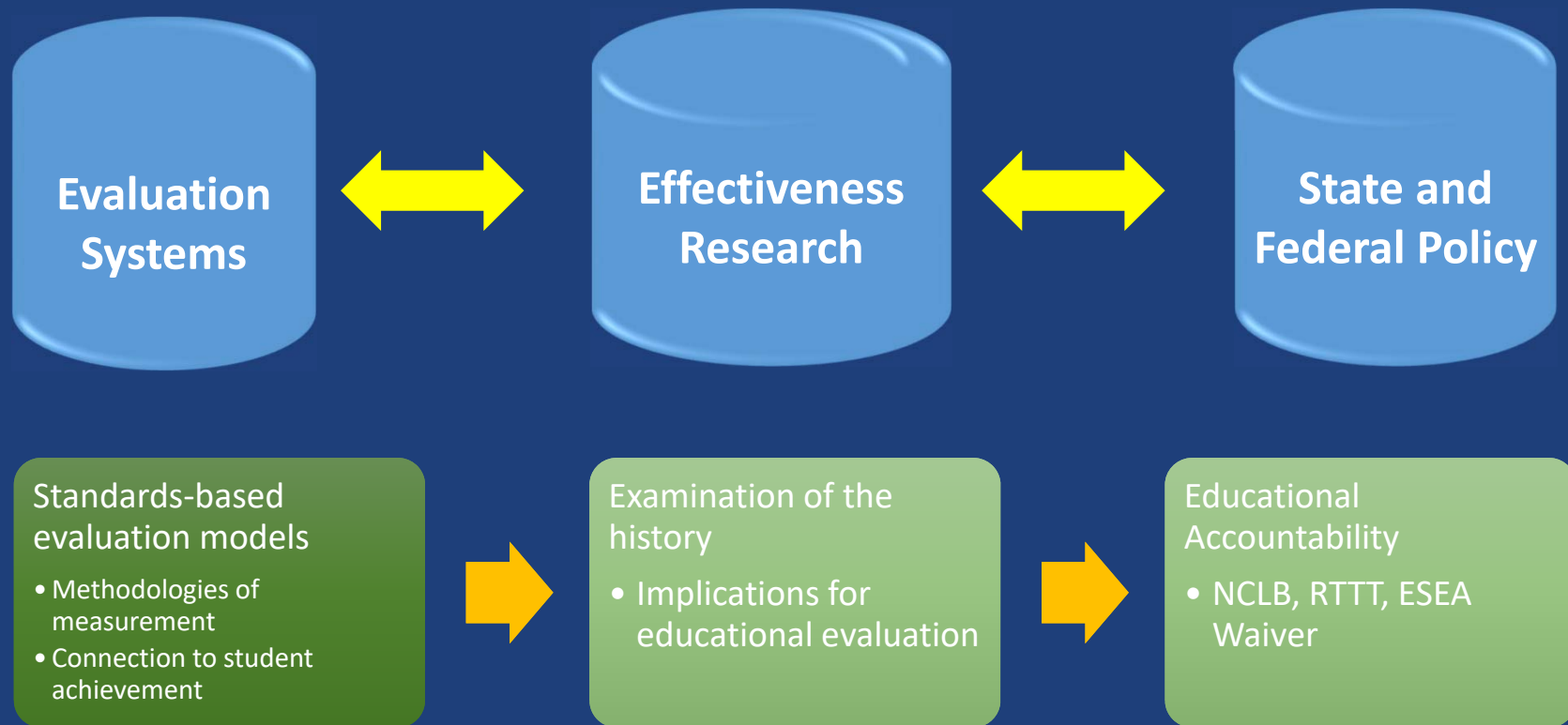
TIMELINE OF DISTRICT RESEARCH

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?	Where are we?	What's next?
<ul style="list-style-type: none">• Program Evaluation: No ongoing research performed/published regarding the effectiveness of the NEB and certain grants (Title I, etc.)	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Continue to publish research; increase publications to peer reviewed publications; increase number of national conference presentations.



FRAMEWORK OF DOMINANT RESEARCH THEMES





OSA EVALUATION & RESEARCH PROJECTS - SY2017

- 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?*



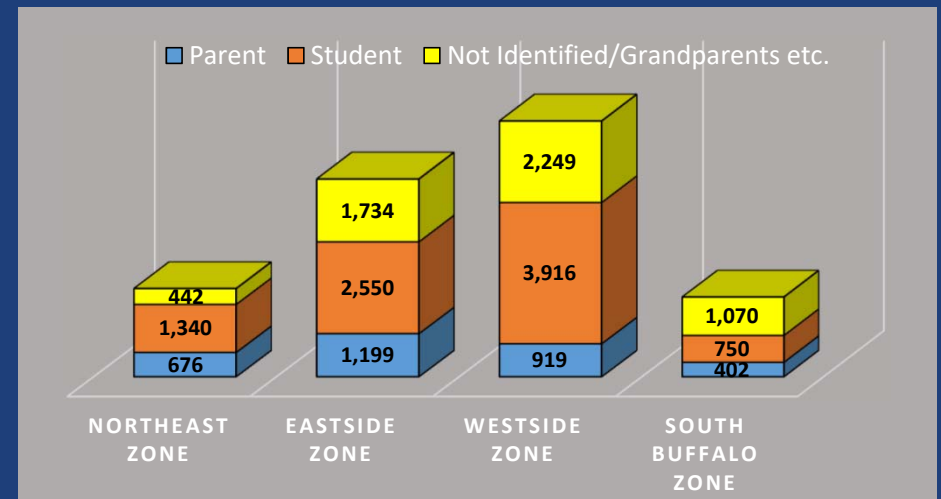
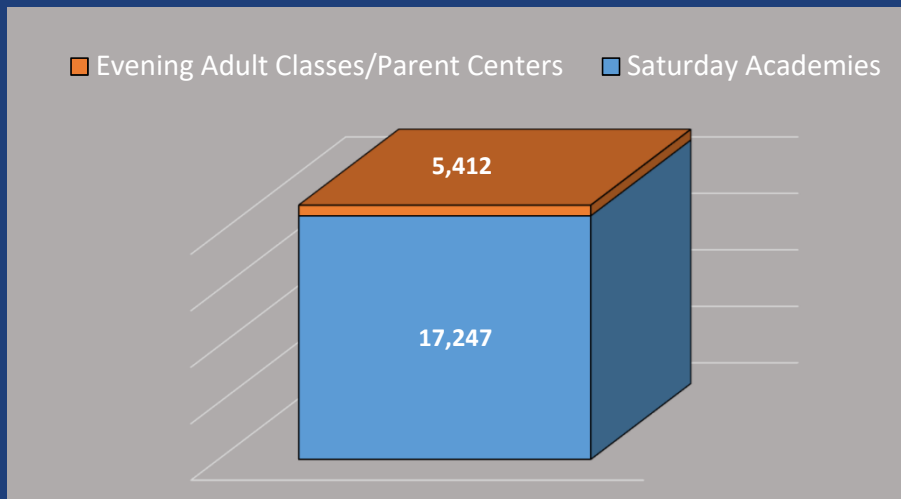
Data Sources

- Secondary
- Participation
- Surveys
- Mapping



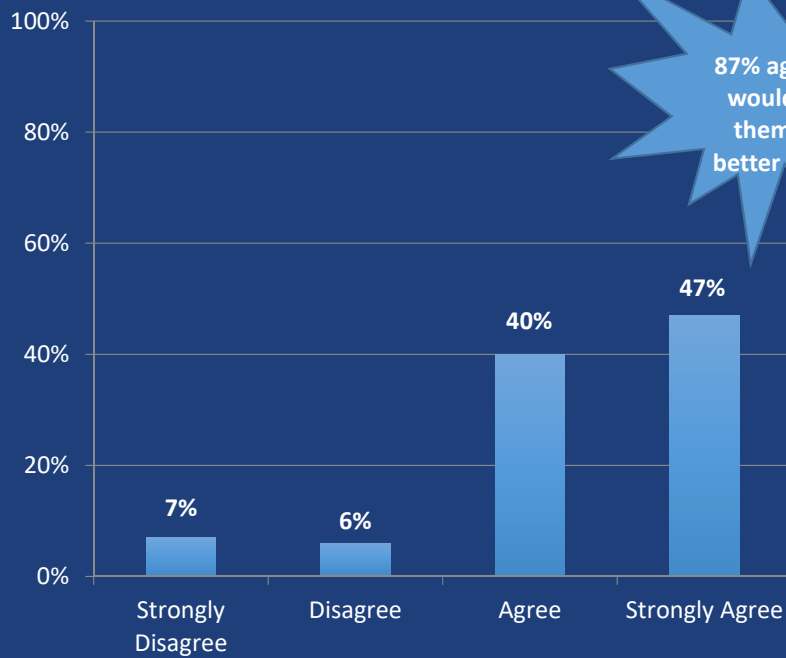
FINDINGS

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



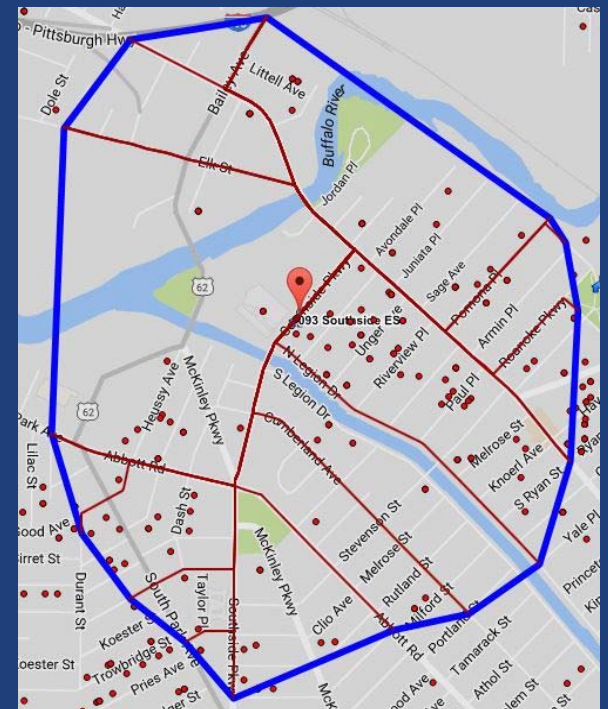


FINDINGS



87% agreed it would help them be a better parent

Approximately 950 students within walking distance



"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."



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?*



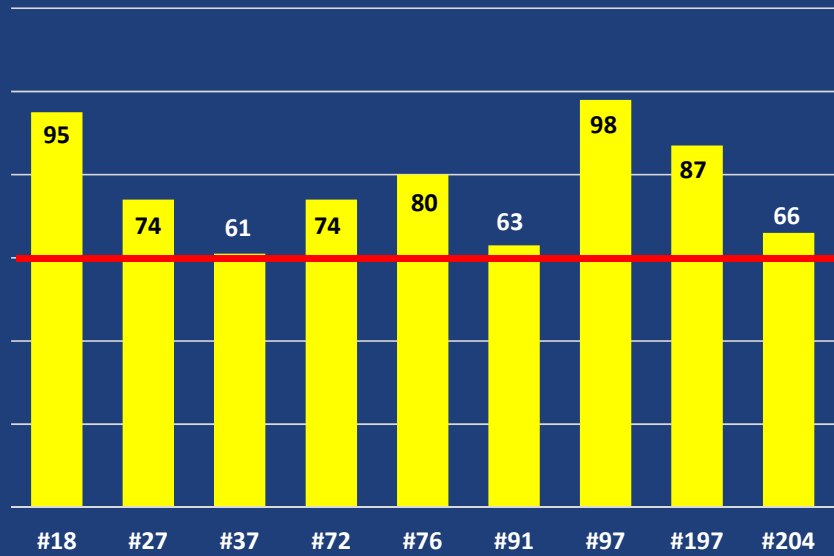
Data Sources

- Secondary
- Surveys
- Fidelity Assessment
- Participation

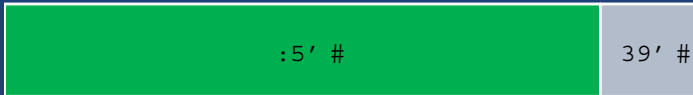
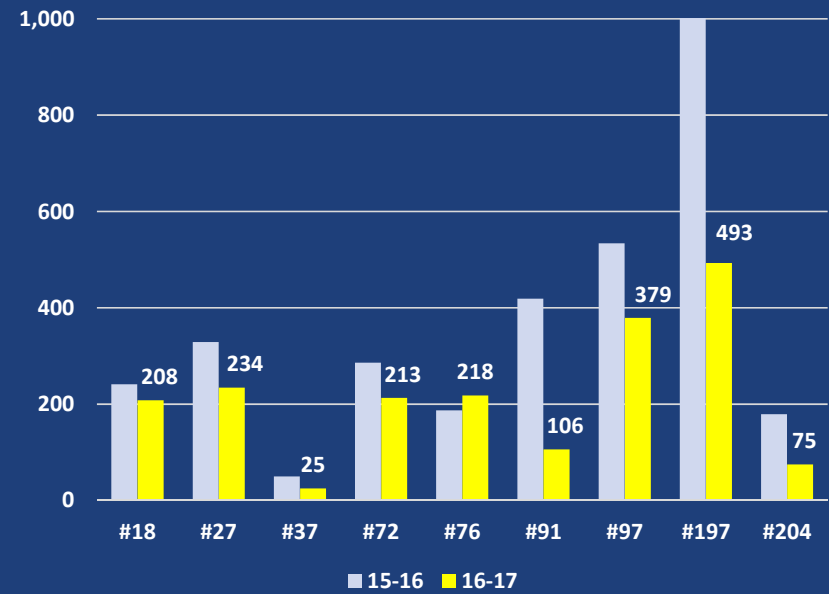


FINDINGS

Coaching Hours



Suspensions



The **large majority** (83%) of coaching survey respondents agreed that coaching helped or maintained a **positive culture** in their schools.

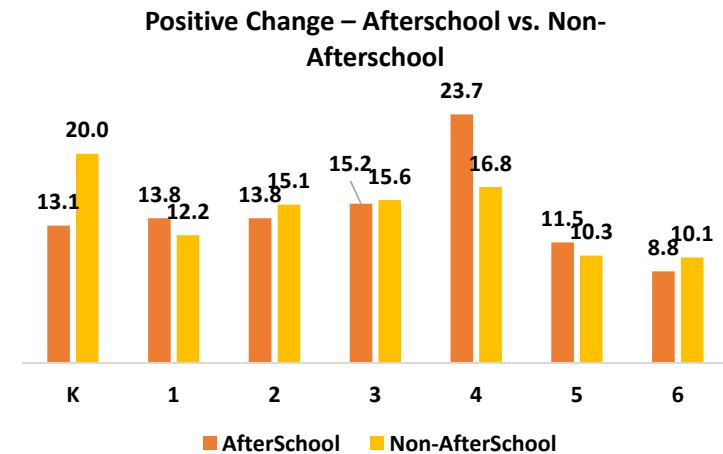
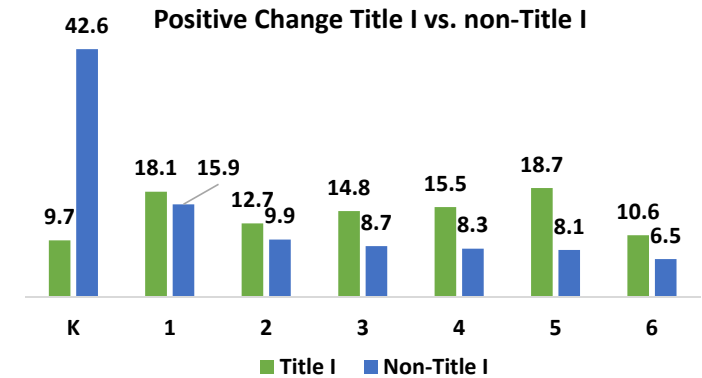
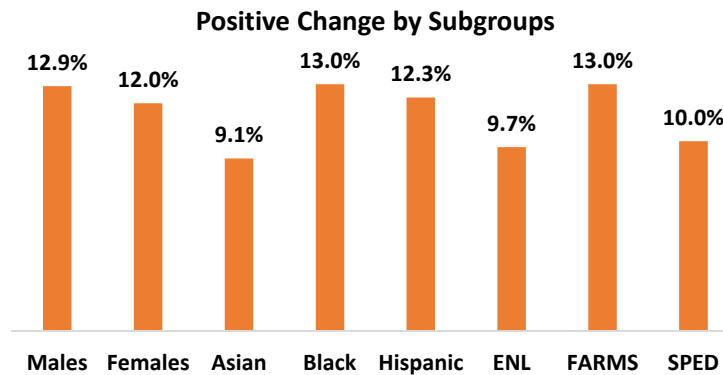


EVALUATION OF ELA READING INTERVENTION (TITLE I) – PLANK 1

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



BOY – MOY Scale Score Difference

Course Name	BOY	MOY	Score Difference
Rtl Benchmark Reading	209	261	52*
Rtl Strategic Reading	212	257	45*
Rtl Intensive Reading	129	169	40*



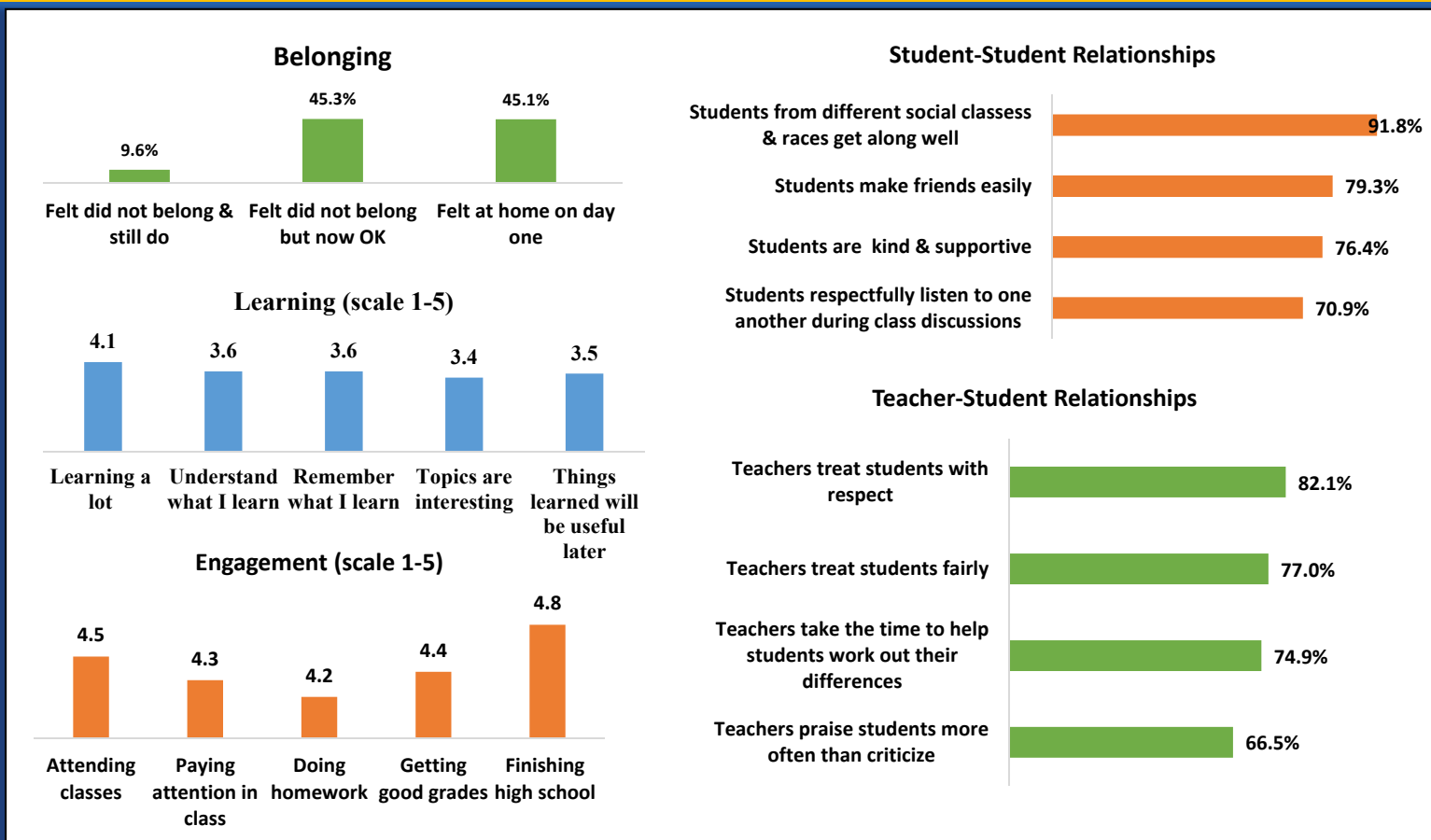
9TH GRADE TRANSFER – PLANK 3

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%)





VIRTUAL PATHWAYS PROGRAM EVALUATION – PLANK 3

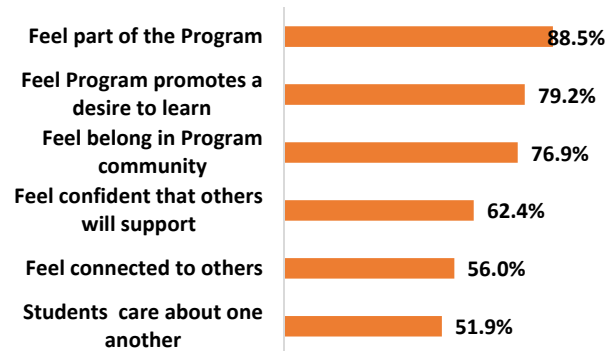
Purpose:

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

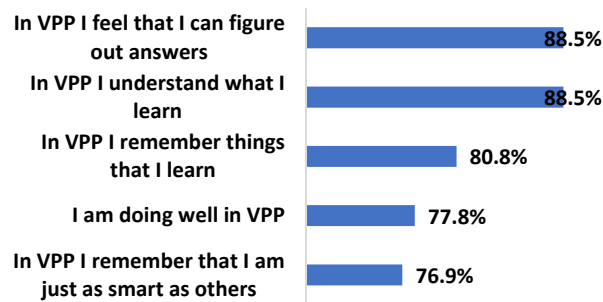
Population: Around 100 students

Responded: 27 students (27%)

Perceptions about Learning Environment



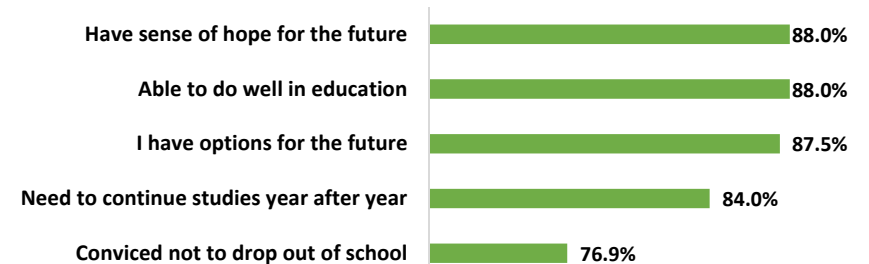
Perceptions of Self-Efficacy



Reaction to the Program



Future Academic Intentions





TEACHER DATA USE SURVEY – PLANK 6

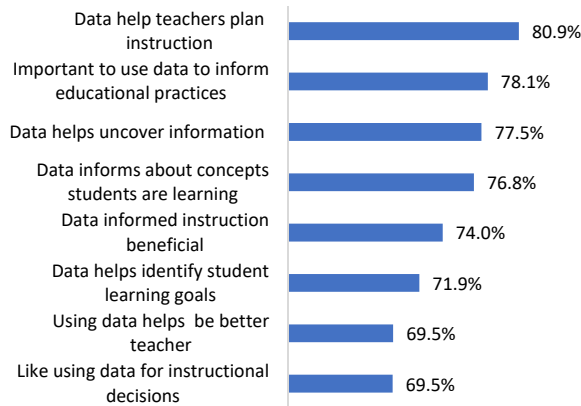
Areas explored:

- Attitudes towards data use
- Frequency of Discussing Data
- Technology for Data Use
- Leadership support for data use

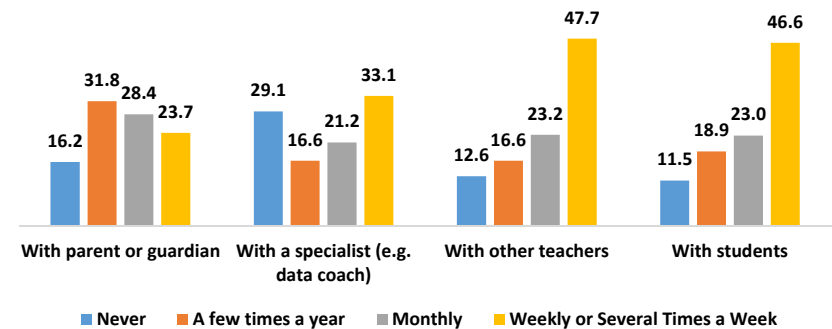
Population: 2,910 teachers

Responded: 199 teachers
(6.8%)

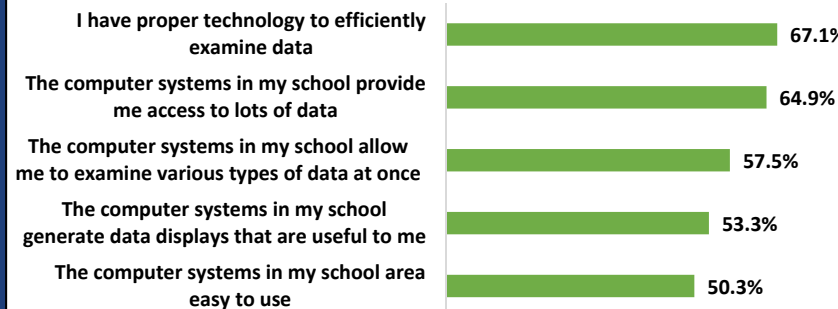
Attitudes Towards Data Use



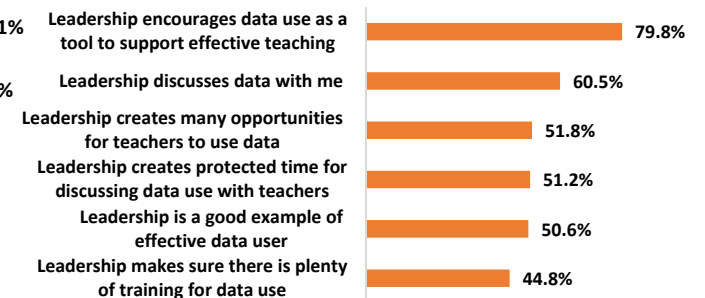
Frequency of Discussing Data



Technology for Data Use



Leadership Support in Data Use





TEACHER SUPPORT BY TITLE I FUNDED COACHES – PLANK 6

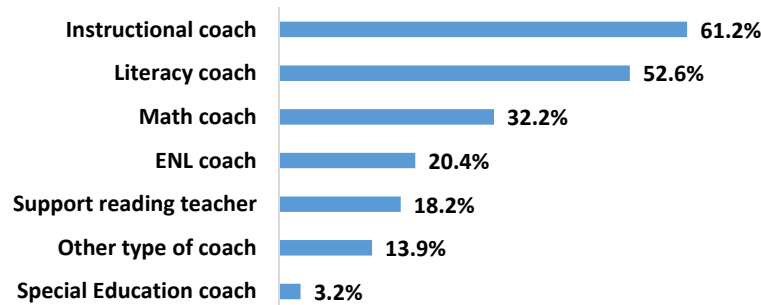
Areas Explored:

- 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

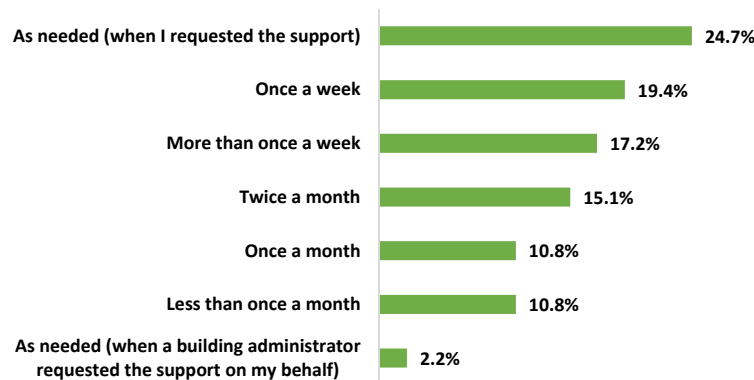
Population: 2,910 teachers

Responded: 130 teachers (4.5%)

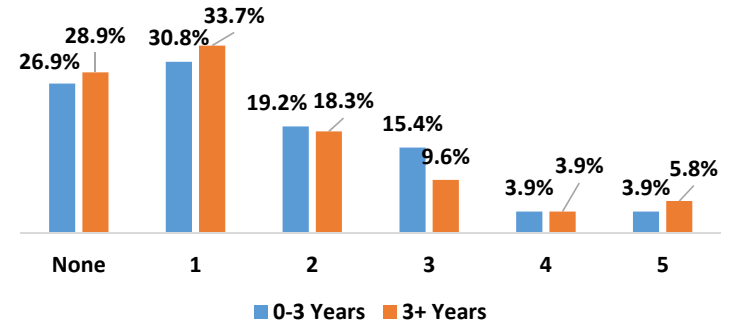
Types of Coaches Worked With



Frequency of Meeting with Coaches



Number of Coaches by Teachers Length of Service



Reasons

Reasons	%
I wanted the support of a coach, but s/he did not have time for all teachers	20.0%
I was not offered coaching support	62.9%
I did not need the coach's help, so I declined the services	17.1%



RESEARCH CAPSULES

- 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

DISCUSSION, QUESTIONS & COMMENTS



CONTACT INFORMATION

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Thank you!