



SY19-20

**David Douglas
School District**

Year 2 TechSmart Evaluation Report



Prepared by Pacific Research and Evaluation, LLC

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PROJECT SUMMARY



Project Objectives:

- ➔ Increase student achievement in the area of **mathematics**
- ➔ Close the achievement gap for historically underserved populations, including students of color
- ➔ Increase parent and family involvement



Population Served:

- ➔ Menlo Park & Mill Park Elementary Schools
- ➔ Grades 3 through 5



Funded:

- ➔ Technology Integration Coach that supports both schools (0.5 FTE at each)
- ➔ Classroom technology supports (Chromebooks, SMART boards, iPads)



EVALUATION METHODS



Grant Implementation Timeline: **Year 2 of 3 (SY 19-20)**

Teacher Survey

20 Teachers completed a survey in Fall 2019.
14 Teachers completed a survey in Spring 2020.

District Leader Interviews

Interviews with:
1 principal
1 coach

Teacher Interviews

Interviews with:
3 Menlo Park teachers
3 Mill Park teachers

TEACHING EFFECTIVENESS

Districts support regular, inclusive and shared professional development (PD) among teachers.

Year 2 PD Activities

Individual coaching from Technology Integration Coach; easily accessible by email or text

Ongoing support for LearnZillion math management and Google Classroom integration

In the shift to distance learning, the coach created support videos available on a website

Year 2 PD Impact

92% of teachers rated the individualized PD as very or extremely useful and 72% rated the group PD as very or extremely useful.

DDSD Teachers' Self-Reported Technology Skill Level

Levels Range from 1 to 5



- New programs being used for instruction:
- Flipgrid
 - SmartBoard
 - Epic! Books
 - Imagine Learning
 - Google Classroom
 - Online Worksheets
 - Google Docs
 - Kahoots
 - Imagine Math
 - LearnZillion

By the Spring 2020, 64% of teachers were at Level 4

TEACHING EFFECTIVENESS

Districts support regular, inclusive and shared professional development (PD) among teachers.

Top 3 ways that teachers report using new technology for instruction:

“ I do my lesson planning on Google Slides all day, every day... I love it because everything is integrated there, my videos are integrated there, my web links, my learning targets, my assessments, my links to other curriculum, everything's in one place, the kids know what to expect. That has just been super helpful. **-DDSD Teacher** ”

- 1 Planning and Preparation
- 2 Engaging Students in Learning
- 3 Communicating with Students

Changes in DDSD Teachers' Instructional Strategies

Altering instructional use of technology based on the newest research

Integrating research on teaching when using technology



By Spring 2020, 29% of teachers were altering instruction

By Spring 2020, 29% of teachers were integrating research

TEACHING EFFECTIVENESS

Districts support regular, inclusive and shared professional development (PD) among teachers.

Year 2 Academic Outcomes

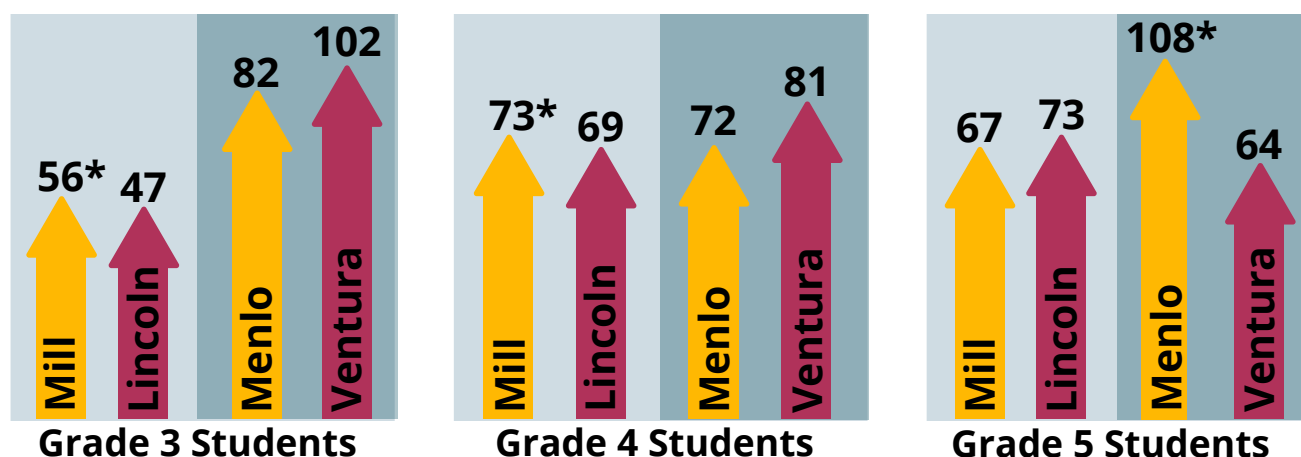
Due to COVID-19, SBAC Math scores were not available to analyze, DDSD provided Math Inventory (MI) data for grades 3-5 from Fall 2019 and Winter 2019-20.



Overall, by Winter, students in the **Comparison** schools performed better than the students in **Treatment** schools



However, for certain grades, students in the **Treatment** schools made higher **GAINS*** than students in **Comparison** schools



Technology Integrated Instruction for at-risk student subgroups



I think technology allows kids to control their learning in different ways. Maybe one student is going to do it in a speaking way, while the other one can type it out... Using that assistive technology allows kids to get what is inside them out. **-DDSD Teacher**

Effective Strategies:

- ➔ Programs like Imagine Math assist in **differentiation**
- ➔ **Visual aids** accessible through technology
- ➔ Google Translate helps improve **communication**

DIGITAL AGE LEARNING CULTURE

District embraces a cultural shift and views technology as positive.



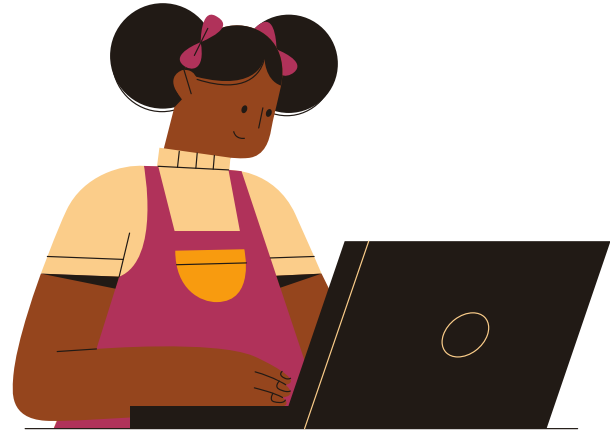
Teachers use **digital content** and **resources** in their instruction



Teachers observed their students were more comfortable using **digital tools** for learning



Students have adequate access to **technology resources** in the classroom

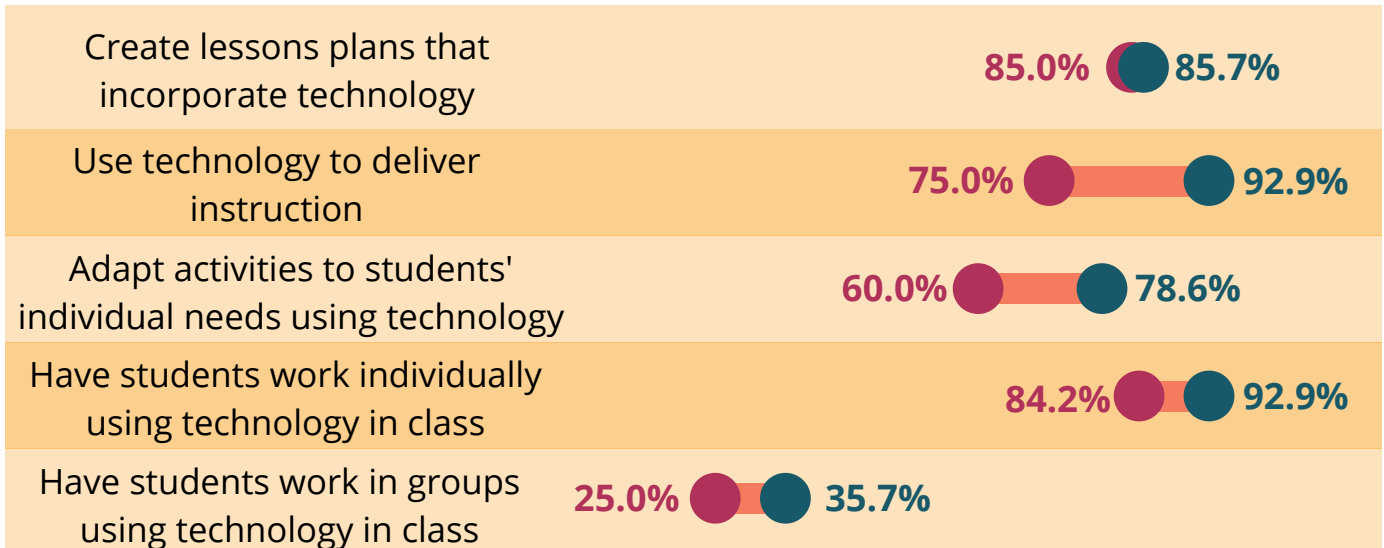


In SY19-20, teachers increased their ability to deliver instruction and adapt to individual needs using technology

The percentage of teachers who frequently...

● = Fall 2019

● = Spring 2020



DIGITAL AGE LEARNING CULTURE

District embraces a cultural shift and views technology as positive.

DDSD teachers affirmed their school supports a culture of technology integration.



95%

Administrators are supportive of **technology integration** efforts

86%

Teachers share an understanding about how **technology** enhances learning

86%

Teachers are continually learning and seeking **new ideas**

Parent Involvement

- ➔ Teachers increased their use of communication techniques with parents and guardians through technology
- ➔ Teachers would like to use technology more effectively to help them directly communicate to parents who do not speak English

“There are definitely some barriers for us as far as parent involvement and in terms of communication, it's been a longstanding issue”

-DDSD Teacher

DIGITAL AGE LEARNING CULTURE

District embraces a cultural shift and views technology as positive.

DDSD Transition to Distance Learning

DDSD Teachers were Prepared



- Teachers had established Google classroom environments
- Teachers knew how to embed videos and links in classroom content
- Teachers were able to use more sophisticated tools due to comfort level learning new technology

“ I felt very prepared to do Google classroom. We were already using it. I'm so grateful for the grant. The grades who were not in the grant couldn't get their students logged on, compared to 3-5 graders who already knew how. ”

-DDSD Teacher

“ We all sort of stay stuck in our comfort zones, and you tippy-toe into something new. In a way distance learning forced us to do a lot of those changes... rather than just tiptoeing through it and complaining, 'I can't make this happen. It's too hard.' ”

-DDSD Teacher

DDSD Students were Prepared

- 1 Students knew how to log on
- 2 Students were familiar with Google classroom
- 3 Students knew how to use Chromebooks

“We had already been using Google Classroom. Kids already knew what to do. It was easy to come up with a plan right at the start.” **-DDSD Teacher**

VISIBLE LEADERSHIP

District leadership is actively involved and working with key communities to accomplish change.

- The DDSD Technology Integration Coach participated in the East County Technology Consortium and received invaluable support from others implementing technology integration at the district level.
- Teachers feel supported by the district providing the Technology Integration Coach but are concerned about how the district will support technology efforts after the grant ends.

DATA-DRIVEN IMPROVEMENT

Current, relevant, and high-quality data from multiple sources are used to improve schools, instruction, professional development, and other systems.

100%

of teachers are confident in their ability to assess students' progress and provide feedback.

100%

of teachers are confident in their ability to differentiate instruction using student data.



FUNDING & BUDGET

District's budget repurposes resources and seeks outside funding to focus on promising practices and technology supports.



David Douglas distributed **3,500 Chromebooks** in the Spring.



“This grant has been a huge blessing for our district and our building for sure, because what it did is also provided an opportunity to free up some technology for some of our younger grade levels. **-DDSD Teacher**”

STRATEGIC PLANNING

District strategic plan reflects shared commitment to improving outcomes for students.

According to DDSD interviews:



The technology integration coach stressed the importance of having support along with new technology.



Teachers agreed that the district should create a long-term plan to provide ongoing technology integration support.

"It has to do with equity. We want to get every kid what they need. That is different for every child...and with math, that's the big goal."
- DDSD Principal



EVALUATION INSIGHTS



1

The district's Technology Integration Coach was consistently emphasized as the critical contributor to DDSD's success thus far in implementing TechSmart within Mill Park and Menlo Park schools as well as managing the shift to distance learning. Teachers explained the coach's valuable role in their PD and their ability to support their students.

2

Teachers seem engaged in transforming their instruction using the technology involved with implementing TechSmart. Many interview participants referenced how teachers are not only replacing activities or adding activities that involve technology but using the technology to drive instruction through the ability to differentiate among students' needs and support student achievement.

3

Teachers reported substantially higher average skill levels with technology broadly, as well as with specific tools (e.g., Smartboards, FlipGrid) from the beginning to end of SY 19-20. Teachers also reported higher comfort levels with technology.

4

Student achievement data were not available as planned, but Math Inventory data from Fall and Winter indicated certain grades at both Menlo Park and Mill Park had higher gains than the Comparison schools. Recommendations for future analysis would be to have Math Inventory data disaggregated by subgroups or at the student level for more sensitive analysis.

5 DDSD teachers seemed particularly engaged in providing instruction that benefits and targets to those students from at-risk subgroups. Many participants described use of the adaptive technology such as Imagine Math to support equity in access to learning. Other participants discussed how Chromebooks, Smartboards, and other devices have increased their ability to differentiate learning and provide activities that satisfy and challenge a wide variety of levels of student ability.

6 Culture seems to be generally positive regarding support for instructional practices that integrate technology. The majority of teachers indicated that they share understanding about how to use technology, seek out new ideas, and are not afraid to learn about and use new technologies. The Technology Integration Coach was emphasized as important to building the culture of support.

7 Menlo Park and Mill Park grade 3-5 teachers felt especially prepared in the shift to Distance Learning that occurred due to COVID-19 in SY 19-20. Teachers indicated a sense of preparedness that enabled them to continue instruction remotely through the technology they had already integrated into their classes.

