S.T.A.T. Evaluation FAQ

Where is the information that states student-centered learning is actually beneficial to students?

- The goal of student-centered learning is for teachers to use data to determine needs and customize instruction for students so that they can personalize their own experiences, allowing them to access and create content that best meets their needs.
- According to a study conducted by the RAND Corporation, there is a positive correlation between personalization of the learning experience and student performance. "The schools [in the study] that exhibited the greatest achievement growth were all implementing three personalized learning features— student grouping, learning spaces that support personalized learning, and opportunities for students to discuss their learning data with teachers." [1]

Why continue with the S.T.AT. initiative if the MSA data suggests our Lighthouse Schools have underperformed?

- Curriculum and instruction were both mapped to the Maryland College and Career Ready Standards, which do not align with the MSA assessments.
- The most recent MSA data (for 2012–2013) represents an assessment when not all BCPS students participated. During the 2012-2013 school year, BCPS (and all school systems in Maryland) administered the PARCC assessment field test, so a portion of BCPS students at each grade level and their performance is not included in the 2012–2013 MSA results. Therefore, these results should not be compared to previous years.
- Regarding any assessment data points, our S.T.A.T. Evaluation logic model clearly states that quantitative measures like MAP and PARCC will not be used in an evaluative manner until Year 3.
- While assessment data is critical, it is not S.T.A.T.'s sole driving factor. S.T.A.T. addresses core content instruction, but also extends to the demands of the 21st century such as media/informational literacy, innovation, and life/career skills.

What role does the device play in the S.T.A.T transformation of teaching and learning?

- To meet BCPS' Theory of Action, we must provide students and teachers with a digital learning device that will help support a more blended, individualized, and interactive 21st century curriculum.
- The device allows teachers to provide opportunities for personalization and customization in ways that address the strengths and weaknesses of an extensive range of learners.
- Flexibility in content, planning, and pacing can provide students with the opportunity to become active participants in the learning process.

How does S.T.A.T. impact student engagement?

- According to the Nellie Mae Education Foundation, "technology can equip students to independently organize their learning process. So, instead of being passive recipients of information, students using technology become active users." [2]
- The S.T.A.T. End-of Year Evaluation states "participants conveyed that students were much more interested in learning and expanding their knowledge to a much deeper level due to the technological affordances available." [3]
- Assessment drives planning and instruction, providing teachers with the ability to effectively determine student needs and assign content resources that are authentic to the learning process and meaningful to students.

[1] Pane, John F., Elizabeth D. Steiner, Matthew D. Baird and Laura S. Hamilton. Continued Progress: Promising Evidence on Personalized Learning. Santa Monica, CA: RAND Corporation, 2015. http://www.rand.org/pubs/research_reports/RR1365.

[2] Babette Moeller & Tim Reitzes (2011) Education Development Center, Inc. (EDC). Integrating Technology with Student-Centered Learning. Quincy, MA: Nellie Mae Education Foundation.

[3] Morrison, J.R., Ross, S.M., Morrison, G.R., Cheung, A.C.K., and Arthur, R.M. (2015). Students and Teachers Accessing Tomorrow-Year One Summative Evaluation Report. Center for Research and Reform in Education: Johns Hopkins University, Baltimore, MD.