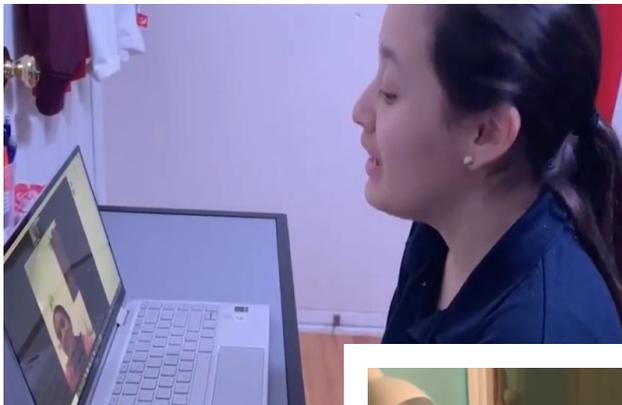




Evaluation of iEducate Remote Support Pilot

July 10, 2020



Example: I died laughing when I saw the (video of the dog) in an alligator costume.

Expression: died laughing
What does this mean? This person was laughing very hard!

1. Justin ate a whole pizza for dinner and said that he was still hungry! He sure is a bottomless pit!
Expression: _____
What does this mean? _____

2. When my teacher told me about the project I knew that it would be a piece of cake. Since I love drawing, projects like these are really easy for me!
Expression: _____
What does this mean? _____

3. Puddles were forming on the street and in my yard, but the sky was dark and the rain pelted against our roof. It was raining cats and dogs!
Expression: _____
What does this mean? _____

... _____ ps when her dog died.



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EXECUTIVE SUMMARY

iEducate's Remote Learning Support Pilot was implemented as an adaptation of the traditional iEducate model due to the school closures resulting from the COVID-19 pandemic. iEducate provided remote instruction support over the course of a 7-week long pilot that comprised 6 weeks during the spring 2020 semester and 1 week during summer school. iEducate's traditional model engages college students referred to as College Readiness Mentors (CRMs) to work alongside elementary teachers to enhance the learning of underserved students. The Remote Support Pilot followed a similar model with CRMs supporting teachers' and students' needs by way of delivering remote instruction.

Five evaluation domains were identified to assess the pilot's goal of supporting teachers delivery of remote instruction in order to effectively engage with students. Each domain is shown below and is linked to one of the three pilot participants: Teachers, College students (CRMs), and underserved students.

1. Teachers - increased effectiveness in delivery of remote instruction
2. Students - Accessibility to remote learning platforms
3. Students - Engagement of students in remote instruction
4. Students - Academic progress via remote instruction
5. College Students (CRMs) - Preparedness to deliver remote instruction

Summary of Methods

The study is guided by the five domains above, and uses a series of data collection tools employed by iEducate (ie. participant surveys and student data engagement data trackers). Descriptive statistics were applied to analyze quantitative data collected.

Results

Key results for each of the five evaluation domains can be seen below.

1. 100% of teachers agreed that having a CRM helped them better address the needs brought about by remote instruction, and that having a CRM provide support would help them better deliver remote instruction next semester.
2. 100% of teachers indicated their CRM was able to increase the # of students logging on to their remote learning platform.
3. On average students received 194 minutes of additional individualized instruction, as a result of working with CRMs.
4. 100% of Teachers indicated that having a CRM enhanced their students' learning in the remote environment.
5. 100% of CRMs indicated this experience better prepared them to teach students remotely next semester.

Conclusion

Findings demonstrate that the Remote Learning Support Pilot had a significant impact on all pilot participants. Teacher effectiveness in delivering remote instruction was increased as a result of having a CRM. The program better prepared CRMs to deliver remote support in the future. CRMs also increased student access to remote learning platforms as well as engagement in remote instruction. Student guardians and teachers alike reported their CRMs had a positive impact on student academic progress.

INTRODUCTION

iEducate is a non-profit organization founded in 2013. It aims to improve educational equity and close achievement gaps in underserved students, by placing highly motivated college students alongside teachers in Title I elementary schools. The college students, referred to as College Readiness Mentors (CRMs), provide whole class support as well as targeted small group instruction for students who are identified by their teachers as needing additional support in order to meet their learning goals.

During the 2020 Spring semester, iEducate piloted a 7-week remote support pilot across 20 classrooms in 6 schools to provide remote instruction support for teachers to effectively engage with students, as a response to school closures due to the COVID-19 outbreak. This pilot was implemented across 18 classrooms in Houston ISD and 2 classrooms in Aldine ISD. The remote support pilot consisted of 17 CRMs assisting 20 teachers and 720 students in 2nd-5th grade classrooms through a variety of available services presented below.

Table 1 - Services Offered

| Service <i>CRMs provided support by:</i> | # of Classrooms | <i>Service was in support of:</i> | |
|---|--------------------|-----------------------------------|-----------------------------|
| | | Synchronous Instruction | Asynchronous Instruction |
| Conducting & tracking IT support sessions for student guardians | 14 | ✓ | ✓ |
| Supporting teachers' live virtual lessons | 18 | ✓ | |
| Hosting one-on-one or small group tutoring sessions with students | 14 | ✓ | |
| Making student support calls consisting of a mental health check-in, help with assignments, & student read-alouds | 2 | ✓ | ✓ |
| Creating content for & interacting with students on Flipgrid | 1 | | ✓ |

The following table summarizes pilot participants across each school.

Table 2 - Pilot Participants

| Participants | Teachers | CRMs | Students | Students With Devices | Students Without Devices |
|---------------------|-----------|-----------|------------|-----------------------|--------------------------|
| McGowen | 6 | 5 | 190 | 93 | 97 |
| R. Martinez | 3 | 2 | 56 | 47 | 9 |
| Cook | 2 | 2 | 128 | 96 | 32 |
| Dogan | 4 | 3 | 182 | 80 | 102 |
| Mading | 3 | 3 | 59 | 44 | 15 |
| Orange Grove | 2 | 2 | 105 | 56 | 49 |
| Total | 20 | 17 | 720 | 416 | 304 |

In order to understand the quality and impact of each service provided, iEducate conducted an evaluation to assess the efficacy of the services provided (listed above). Five evaluation domains were identified in order to assess the pilot’s goal of supporting teachers delivery of remote instruction in order to effectively engage with students. This goal is evaluated through the framework seen in the table below.

Table 3 - Remote Support Pilot Evaluation Framework

| Evaluation Domains | Indicators/Measures |
|--|---|
| Teachers - Effectiveness in delivery of remote instruction | Teachers indicate having a CRM enhances their ability to provide instruction remotely |
| | Teachers and school staff indicate CRMs increased student engagement across various forms of remote instruction |
| Students - Accessibility to remote learning platforms | Student guardians indicate that CRMs provide effective IT support |
| | Teachers and school staff indicate CRMs increase number of students logging on to Teams |
| Students - Engagement in remote learning | Students participated in virtual tutoring sessions & student support sessions offered by CRMs |
| | Students participated in virtual lessons offered by their teacher with a CRM supporting |

| | |
|--|--|
| Students - Academic progress | Teachers indicate student learning was enhanced as a result of having a CRM |
| College Students (CRMs) - Preparedness to deliver remote instruction | CRMs indicate this experience better prepared them for delivering remote instruction in the future |
| | Teachers indicate CRMs were able to effectively deliver remote instruction |

METHODS

Data Collection and Management

iEducate employed a series of data collection tools and systems to track the progress of the pilot and evaluate the quality of the services offered. The data collection tools include: (1) Weekly Teacher Check-In Survey; (2) IT Support Call Upload; (3) Teacher Remote Support Evaluation; (4) CRM Remote Support Evaluation; (5) Campus Remote Support Evaluation; (6) Virtual Tutoring Tracker; (7) Interaction Log; (8) IT Support Feedback Survey; (9) Teacher Fall 2020 Preparation Survey; (10) CRM Fall 2020 Preparation Survey; and (11) Guardian Fall 2020 Preparation Survey.

The following table presents the connection between evaluation indicators/measures and data collection tools. Details of the above tools are listed after the table.

Table 4 - Relation Between Indicators and Data Tools

| Indicators/Measures | Data Collection Tools |
|---|------------------------------|
| Teachers indicate having a CRM enhances their ability to provide instruction remotely | (1), (3), (9) |
| Teachers and school staff indicate CRMs increased student engagement across various forms of remote instruction | (3), (5) |
| Student guardians indicate that CRMs provide effective IT support | (2), (8) |
| Teachers and school staff indicate CRMs increase number of students logging on to Teams | (3), (5) |
| Teachers and school staff indicate CRMs increased student engagement across various forms of remote instruction | (3), (5) |
| Students participated in virtual tutoring sessions & student support sessions offered by CRMs | (6) |
| Students participated in virtual lessons offered by their teacher with a CRM supporting | (7) |
| Student learning was enhanced as a result of having a CRM | (3), (9), (11) |
| CRMs indicate an enhanced understanding of teaching remotely | (4), (10) |
| Teachers indicate CRMs were able to effectively deliver remote instruction | (3) |

- 1. Weekly Teacher Check-In Survey** - a weekly survey sent to teachers through email, aiming at timely identifying issues and teachers support needs for remote instruction, as well as feedback and satisfaction with program implementation.
- 2. IT Support Call Upload** - a form submitted by CMRs upon the completion of an IT Support Call. At the end of each call CMRs were required to ask a series of questions to gauge the understanding of participants. The aim of this form was to determine the success rate of calls, as well as identify any potential issues student guardians may be facing with connectivity to technology.
- 3. Teacher Remote Support Evaluation** - a singular survey sent to teachers at the end of the Remote Support Pilot to gain a more in depth understanding of Teacher satisfaction with the program. A series of questions were also asked to gauge satisfaction of different program aspects to help determine which were the most necessary and desired if remote support is to continue.
- 4. CRM Remote Support Evaluation** - a singular survey sent to CRMs at the end of the Remote Support Pilot. The aim of this survey was to assess CRMs' experience and provide information on which aspects of the program worked efficiently and which needed improvement.
- 5. Campus Remote Support Evaluation** - a singular survey sent to campus coordinators and principals at the end of the Remote Support Pilot to gain a more in depth understanding of their satisfaction with program services. They were also asked which services would be most useful if remote learning were to continue.
- 6. Virtual Tutoring Tracker** - CRMs were requested to submit daily information regarding tutoring sessions they held. information includes whether the CRM hosts any tutoring sessions, specific students that joined the session, duration of the sessions, skills targeted, student comprehension, and student behavior performance during the sessions
- 7. Interaction Log** - a google sheet specific to each classroom was created and shared with CRMs. It provided a list of students and a key showing them how to record each interaction they had with students. This was used to track students that joined Virtual Lessons on their own and with a reminder from CRMs, as well as students that participated in virtual tutoring sessions.
- 8. IT Support Feedback Survey** - an optional survey was sent via text message to student guardians after they participated in an IT support session. The goal of this survey was to examine parents perceptions on the effectiveness of the IT support session.
- 9. Teacher Fall 2020 Preparation Survey** - a survey sent to teachers after program completion with the aim to help gauge the impact of their CRM on their classroom.
- 10. CRM Fall 2020 Preparation Survey** - a survey sent to CRMs after program completion with the aim to determine the impacts the program had on their understanding of teaching remotely.
- 11. Guardian Fall 2020 Preparation Survey** - a survey sent to guardians of students who participated in a virtual tutoring session or support session with a CRM. The aim of this survey was to

understand how they thought CRM(s) impacted their students’ growth and involvement through remote instruction.

Sample Data

This report includes best available data from the collection tools listed above as well as first hand data collected by iEducate. In total, iEducate collected 186 Virtual Tutoring Trackers, 56 weekly feedback surveys from teachers, 47 weekly feedback surveys from CRMs, 20 Remote Support Evaluations from teachers, 17 Remote Support Evaluations from CRMs, 8 Remote Support Evaluations from coordinators and principals, and 9 feedback surveys from student guardians.

The following table presents details of each tools’ distribution and collection.

Table 5 - Data Distribution and Collection

| Data Collection Tools | Total # Distributed | Total Completed | | Total Missing | |
|---------------------------------------|---------------------|-----------------|------|---------------|-----|
| | | n | % | n | % |
| Weekly Teacher Check-In Survey | 62 | 56 | 90% | 6 | 10% |
| Weekly CRM Check-In Survey | 52 | 47 | 90% | 5 | 10% |
| Teacher Remote Support Evaluation | 20 | 20 | 100% | 0 | 0% |
| CRM Remote Support Evaluation | 17 | 17 | 100% | 0 | 0% |
| Campus Remote Support Evaluation | 12 | 8 | 67% | 4 | 33% |
| Virtual Tutoring Tracker | 226 | 186 | 82% | 40 | 18% |
| IT Support Feedback Survey | 34 | 9 | 26% | 25 | 74% |
| Teacher Fall 2020 Preparation Survey | 20 | 9 | 45% | 11 | 55% |
| CRM Fall 2020 Preparation Survey | 17 | 14 | 82% | 3 | 18% |
| Guardian Fall 2020 Preparation Survey | 70 | 17 | 24% | 53 | 76% |

**The Interaction log was not added to the table because it does not fit in the same model of distribution as the other tools. 15 interaction logs were used throughout the pilot and were kept up to date 73% of the time.*

Data Analysis

The quantitative data from all surveys and other tools were analyzed using descriptive statistics. The qualitative data were summarized as themes based on the content. All surveys applied a 4-point Likert scale coded as 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. Responses of 1-2 were counted as negative, while responses of 3-4 were counted as positive. Respondents were also given the choice of selecting “Does not Apply” for questions related to services not implemented in each classroom. These responses were not included in analysis.

Respondents’ level of agreement for each survey item will be presented in the following Results section.

RESULTS

Domain 1: Teachers - improved effectiveness in delivery of remote instruction

The following table presents mean scores and respondents’ overall level of agreement for items related to teachers delivery of remote instruction, when working with a CRM.

Table 6 - Teachers’ ability to deliver remote instruction

| Teacher Impact | N | Mean | Agree % |
|---|----------|-------------|----------------|
| Teachers indicate having a CRM helped them better address the needs brought about by remote instruction. | 9 | 3.67 | 100% |
| Teachers indicate having a CRM made it easier for them to teach remotely. | 18 | 3.61 | 94.4% |
| Teachers indicate having a CRM provide support would help them better deliver remote instruction next semester. | 9 | 3.67 | 100% |
| Teachers indicate their CRMs were able to provide valuable support to their remote learning process. | 46 | 3.8 | 100% |
| Teachers indicate their CRMs were able to provide valuable support to their virtual lessons. | 38 | 3.84 | 100% |

On statements related to teachers improved ability to deliver remote instruction, all but one show 100% level of agreement. Teachers that indicate having a CRM made it easier for them to teach remotely showed the lowest level of agreement with 94% of respondents agreeing and a mean of 3.61. The one teacher that did not agree elaborated on their response saying “We connected too late, she didn't get a chance to add value towards my lessons.” It is worth noting that the CRM for this classroom started 8 days later than the rest of the CRMs on this campus due to a scheduling conflict and delayed access to the remote learning platform. Both statements of teachers indicate having a CRM helped them better address the needs brought about by remote instruction and teachers indicate having a CRM provide support would help them better deliver remote instruction next semester showed a 100% level of agreement with a mean of 3.67.

The following table presents mean scores and respondents’ level of agreement for items related to CRM ability to increase student engagement in remote instruction. Response rates vary depending on which services were implemented in each classroom.

Table 7 - Student Engagement Items

| Student Engagement | N | Mean | Agree % |
|--|----------|-------------|----------------|
| Teachers indicate their CRM increased student attendance in their live virtual lessons. | 9 | 3.67 | 100% |
| Teachers indicate their CRM increased the # of students submitting assignments. | 11 | 3.64 | 100% |
| Teachers indicate their CRM helped increase the number of students they are able to get in touch with. | 2 | 4 | 100% |
| Teachers indicate their CRM(s) increased the # of students participating on Flipgrid. | 1 | 4 | 100% |
| Coordinators indicate CRMs on their campus increased student attendance in their teacher's live virtual lessons. | 6 | 3 | 66.7% |
| Coordinators indicate CRMs on their campus increased the # of students participating on Flipgrid. | 2 | 3 | 100% |
| Coordinators indicate CRMs on their campus increased the # of students submitting assignments. | 8 | 3.1 | 85.7% |
| Guardians indicate having a college mentor assisting my student's teacher made my child more interested in participating in the remote learning. | 17 | 3.59 | 100% |

Statements related to student interaction (ie. responses for CRMs helping increase the number of students that teachers are able to get in touch with and CRMs increasing the number of students participating on flipgrid) had the highest mean of 4. However these services were only implemented in two classrooms, so the sample size is markedly limited. Out of the items with at least 9 teacher responses, the response with the highest mean of 3.67 and 100% agreement was CRMs helping increase attendance in live virtual lessons. For items completed by coordinators, responses indicate that CRMs increasing the number of students submitting assignments had the highest mean of 3.1 with 85.7% agreement. CRMs increasing the number of students participating on flipgrid had the highest level of agreement with 100% of respondents agreeing and a mean of 3, however this sample only included two responses. CRMs increasing attendance in teachers' live virtual lessons had also had a mean of 3, and showed the lowest level of agreement at only 66.7% of respondents agreeing.

Domain 2: Student accessibility to remote learning platforms

The following table presents mean scores and respondents' level of agreement for items related to effectiveness of IT support calls. The survey was an optional survey student guardians may complete after their IT support calls with a CRM.

Table 8 - IT Support Items

| IT support effectiveness | N | Mean | Agree % |
|---|----------|-------------|----------------|
| Student guardians indicate the process was easy to follow/understand. | 9 | 3.67 | 100% |
| Student guardians indicate the service was provided in a reasonable amount of time. | 9 | 3.56 | 100% |
| Student guardians indicate they feel comfortable accessing Teams on their own next time their student has a lesson. | 34 | NA* | 83% |

**There is no mean for this item because it was a yes or no question so we could not assign the same values based on the 4-point likert scale as the other survey questions.*

On statements related to the IT support call process overall, results indicate that the process being easy to follow/understand had the highest mean of 3.67 with 100% of respondents agreeing with the statement. The second statement on the service being provided in a reasonable amount of time had a slightly lower mean of 3.56, with 100% of respondents agreeing. In addition to data collected from the survey items each student guardian participating in an IT call was asked the question “do you feel comfortable accessing Teams on your own the next time your student has a lesson?” Responses to this question showed that 83% of those participating in a call responded positively.

Teachers and coordinators were asked a question in regards to the number of students logging on to Teams as a result of their CRM. The following table presents mean scores and respondents’ level of agreement for items related to the number of students accessing Teams.

Table 9 - Student Access to Technology Platforms (Teams)

| Students’ access to Teams | N | Mean | Agree % |
|---|----------|-------------|----------------|
| Teachers indicating their CRM increased the # of students logging on to Teams | 10 | 3.7 | 100% |
| Coordinators & principals indicating the CRMs on their campus increased the # of students logging on to Teams | 5 | 3.2 | 80% |

In regards to statements on school staffs’ perceptions of increased # of students logging on to teams, teacher responses had the highest mean of 3.7 with 100% of respondents agreeing. Results for coordinators and principals showed a lower mean of 3.2 and only 80% of respondents agreeing.

Domain 3: Student Engagement in Remote Instruction

The following table provides a summary of CRM and student interaction through virtual tutoring sessions and student support sessions. Total minutes and number of students participating in each are presented below.

Table 10 - CRM Sessions with Students

| Time Period | Virtual Tutoring Sessions | | | Student Support Sessions | | |
|---------------------|---------------------------|---------------|--------------------|--------------------------|---------------|----------------|
| | # of classrooms | Total Minutes | Student Attendance | # of classrooms | Total Minutes | Total Sessions |
| Week 1 4/20-4/24 | 6 | 0* | 0* | 0 | - | - |
| Week 2 4/27-5/1 | 6 | 15 | 3 | 0 | - | - |
| Week 3 5/4-5/8 | 16 | 45 | 2 | 0 | - | - |
| Week 4 5/11-5/15 | 20 | 2011 | 91 | 2 | 71 | 2 |
| Week 5 5/18-5/22 | 20 | 1775 | 83 | 2 | 550 | 13 |
| Week 6 5/25-5/29 | 20 | 1348 | 80 | 2 | 291 | 6 |
| Week 7 6/8-6/12 | 5 | 244 | 19 | 0 | - | - |
| Total | 20 | 5,438 | 278** | 2 | 912 | 21 |

**Tutoring sessions were not part of implementation during Week 1 of the program. CRMs had not yet received Teams logins, and were focused on conducting IT Support Sessions during this time.*

**Student support sessions were only conducted during weeks 4-6.*

***This number represents the number of unique students that participated in tutoring sessions. The average number of minutes of additional instruction per student was 194 minutes over the course of the pilot.*

The tracking of CRM interactions with students shows an overall increase in participation throughout program implementation. Virtual tutoring sessions reach a high for both minutes and number of students attending in week 4, while student support sessions reach their high in week 5. Numbers were lower for both types of interaction in week 6, likely due to it being the last week of the school year.

In addition to CRMs working directly with students, they also supported synchronous lessons delivered by their partner teacher. A summary for student interactions through this method of support is presented below.

Table 11 - Support of Teachers' Synchronous Lessons

| Time Period | # of Classrooms | Total Minutes | Student Attendance |
|--------------------|------------------------|----------------------|---------------------------|
| Week 1 4/20-4/24 | 6 | *0 | *0 |
| Week 2 4/27-5/1 | 6 | 125 | 17 |
| Week 3 5/4-5/8 | 16 | 520 | 60 |
| Week 4 5/11-5/15 | 20 | 1653 | 337 |
| Week 5 5/18-5/22 | 20 | 1756 | 354 |
| Week 6 5/25-5/29 | 20 | 1505 | 250 |
| Week 7 6/8-6/12 | 5 | 2641 | 152 |
| Total | 20 | 8,200 | 1,170 |

**During week 1, teachers had not successfully begun delivering lessons remotely due to challenges around getting students logged onto Teams. For that reason, CRMs focused on conducting IT Support Sessions during this time to help students gain access to Teams and allow teachers to deliver synchronous lessons.*

Interactions through support of teachers' synchronous lessons followed a similar pattern to individual CRM interactions with students, reaching a high in week 5 with 1,756 minutes spent in lessons and 354 students joining.

Domain 4: Students - Academic progress

The following table presents mean scores and respondents' level of agreement for the single item related to student growth and progress made through remote instruction.

Table 12 - Student academic progress

| Student Impact | N | Mean | Agree % |
|---|----------|-------------|----------------|
| Teachers indicate having a CRM enhanced their students' learning in the remote environment. | 9 | 3.56 | 100% |

Teacher responses indicated a 100% level of agreement with a mean of 3.56 in regards to the statement that having a CRM enhanced their students' learning in the remote environment.

Domain 5: CRMs - Preparedness to deliver remote instruction

The following table presents mean scores and respondents level of agreement for items related to CRMs experience and ability to deliver remote instruction.

Table 13 - CRMs preparedness to deliver remote instruction

| CRM Impact | N | Mean | Agree % |
|--|----|------|---------|
| CRMs indicate this experience better prepared them to teach students remotely next semester. | 14 | 3.93 | 100% |

CRM responses indicated a 100% level of agreement with a mean of 3.93 in regards to the statement that this experience better prepared them to teach students remotely next semester

The following table presents mean scores and respondents level of agreement for items related to CRM effectiveness in delivering remote instruction.

Table 14 - CRM ability to deliver remote instruction

| CRM Impact | N | Mean | Agree % |
|--|----|------|---------|
| Teachers indicate their CRM(s) effectively tutored students through remote instruction. | 17 | 3.76 | 100% |
| Teachers indicating their CRM(s) effectively answered student questions in the chat during remote instruction. | 14 | 3.71 | 100% |
| Teachers indicating their CRM(s) provided valuable student support sessions. | 2 | 4 | 100% |

All items related to effectiveness of CRM support showed a 100% level of agreement. Teachers indicating their CRMs provided valuable student support sessions showed the highest mean of 4, but only had a sample size of two. For items related to effectiveness with sample sizes larger than 13, teachers indicating their CRM effectively tutored students through remote instruction showed the highest mean of 3.76. Inversely, teachers indicating their CRMs effectively answered student questions in the chat during remote instruction showed the lowest at 3.71.

CONCLUSION

Summary of Findings

Findings demonstrate that the program had a significant impact on each of the three main pilot participants (Teachers, CRMs as potential future teachers, and low-income students.) Key findings for each of the five domains are summarized below. Results for each domain support the Remote Support Pilot's goal of providing remote instruction support for teachers to effectively engage with students.

Teachers' ability to deliver remote instruction was enhanced as a result of having a CRM.

Overall, teachers indicated that having a CRM helped them be able to more effectively deliver remote instruction to their students. 100% of teachers agreed that having a CRM helped them better address the needs brought about by remote instruction, and that having a CRM provide support would help them better deliver remote instruction next semester. Only one teacher did not agree that having a CRM made it easier for them to teach remotely this semester due to her CRM joining the program more than a week after her peers.

CRMs effectively increased student access to remote learning platforms.

The ability of CRMs to increase student access to remote learning platforms was measured by (1) student guardians after IT support sessions were conducted and (2) their teachers indicating they were able to increase the number of students logging on & participating in their remote instruction initiatives. 100% of student guardians who participated in the optional post-survey after their IT support session indicated the process was easy for them to follow & that the service was provided in a reasonable amount of time. When asked if they felt comfortable accessing Teams on their own the next time their student had a lesson, 83% of student guardians answered yes. In addition, 100% of teachers & 80% of coordinators indicated their CRM was able to increase the # of students logging on to their virtual learning platform.

CRMs increased student engagement in remote instruction.

Student engagement throughout the remote pilot was measured by (1) teachers & coordinators indicating increased engagement and (2) increased academic interactions with students as tracked by CRMs. 100% of teachers indicated their CRMs were able to increase student engagement through their attendance calls during live virtual lessons, student assignment submission, and student participation on Flipgrid, with no significant difference in level of agreement across the services offered. 66.7% of coordinators, however, indicated that CRMs were able to increase student attendance in their teacher's live virtual lessons, with 85.7% of them indicating that CRMs were able to increase the number of students submitting assignments.

In total, students participated in 299 sessions with CRMs logging a total of 6,350 minutes. Student

participation in these sessions peaked during weeks 4 & 5 of pilot implementation, with over 4400 minutes logged in total across 189 sessions with students.

Students showed academic progress as a result of working with a CRM.

Having a CRM encouraged students to make academic progress because of increased synchronous and asynchronous learning. With no formal indicators for student academic growth, progress was measured through teachers' perceptions of student learning, as a result of interactions with CRMs. 100% of teachers indicated that having a CRM enhanced their students' learning in the remote learning environment.

CRMs are more prepared to deliver remote instruction as a result of program participation.

100% of CRMs indicated this experience better prepared them to teach students remotely next semester. In addition 100% of teachers indicated that their CRM(s) effectively tutored students through remote instruction.

APPENDIX A

Qualitative Narratives from Participants

Narratives were collected from all pilot participants through the data tools presented in the methods section of this evaluation. All of the surveys administered provided respondents a text area to record any additional thoughts. Anecdotes are shown below for different groups of participants.

Teacher Narratives

- My CRM would weigh in and help me identify students who were not participating.
- She was kind and learned the strategies well and was able to model problems with our students.
- Helpful in regards to operating larger virtual classrooms.
- Loved how she connected with the students.
- She is always available to support the students.
- One-on one intervention was great.
- Having Alexandria as another voice to reach out to parents was very helpful.
- My CRM went above and beyond in assisting me to contact parents and students. He was consistent in communicating online with students and held weekly tutoring sessions that reinforced what they learned during our online lessons. His presence added value to my students' online learning experience.
- The CRM was a joy to collaborate with. She provided academic and technical support to whomever needed it (EL's, Sp.Ed., Struggling Readers...). The CRM was actively involved in instruction, provided intense instruction through small group breakout sessions via Zoom, was responsible, flexible, and consistently used the system for communicating throughout the day.
- My CRM added value to my class by hosting a tutorial session.
- Great support system
- She was very supportive and helped students with lessons that I taught to give additional instruction.
- My CRM was a great asset to our learning environment. She was able to reach out and offer IT support to struggling students/parents.
- My CRM added value by being available to field students' questions and support them with their technology.

Campus Coordinator Narratives

- The CRMs were able to provide one to one instruction with our scholars. Whenever, our students are able to get direct instruction and immediate feedback they get a better understanding of the content.
- The CRMs collaborated with teachers very well and also provided additional instructional aid to students. They were able to help by answering questions in the comment sections of Microsoft teams which made it easier for the teacher to navigate through the lesson.

- During this pandemic, virtual attendance was a huge dilemma. The CRMS were able to help bridge the technology gap and help students log into Teams.
- CRMs were able to work with certain students and keep in close contact with the families to ensure they are logging in.
- The ability to provide small group instruction to students and increase the human capital invested in our scholars is always a plus. CRM's were open to feedback and to learning best practices to ensure our scholars receive quality instruction.
- They built relationships with students and teachers. They closed gaps by assisting with small groups.
- CRM are committed to support student growth and they will do what it takes to help students.
- iEducate was a support system I wish we would have had in place sooner. The CRMs were responsive and willing to meet the needs of our scholars.

CRM Narratives

- For the time I was able to be in the virtual classroom I was very supportive for my teacher in regards to managing the chat room and answering questions when asked by students. I was essential in making sure students were able to log on to Teams.
- I believe iEducate provided all of the support they possibly could. They made it so easy for me to get through things.
- I feel as though I was an extra helping hand for those parents who had to work and are trying to do the best they can .
- I feel like I brought connection and built relationships with the students that helped me work with them better.
- I like that Teams has pretty much everything you need to effectively hold lessons. At first, teams seemed really complicated.
- I think that we received the proper training, but it would be great to have more required training on how to use the different tools in Teams.
- The kids enjoyed my presence and felt comfortable reaching out to me over trams for assistance. Classroom etiquette over TEAMS was necessary in order to maintain lesson progression. I was watching and responding to questions over chat while selected students read or while the lesson was instructed by the teacher.
- Well it made me happy to see that even though the students did not know me in person they were still willing to learn and participate to be in the meeting. I encouraged them to finish all their pending work and some of them were able to catch up and finish.

Student Guardian Narratives

- I overheard the interaction and monitored the instructions! It really did help!
- Yes. My child told me that it's better to get a second point of view.