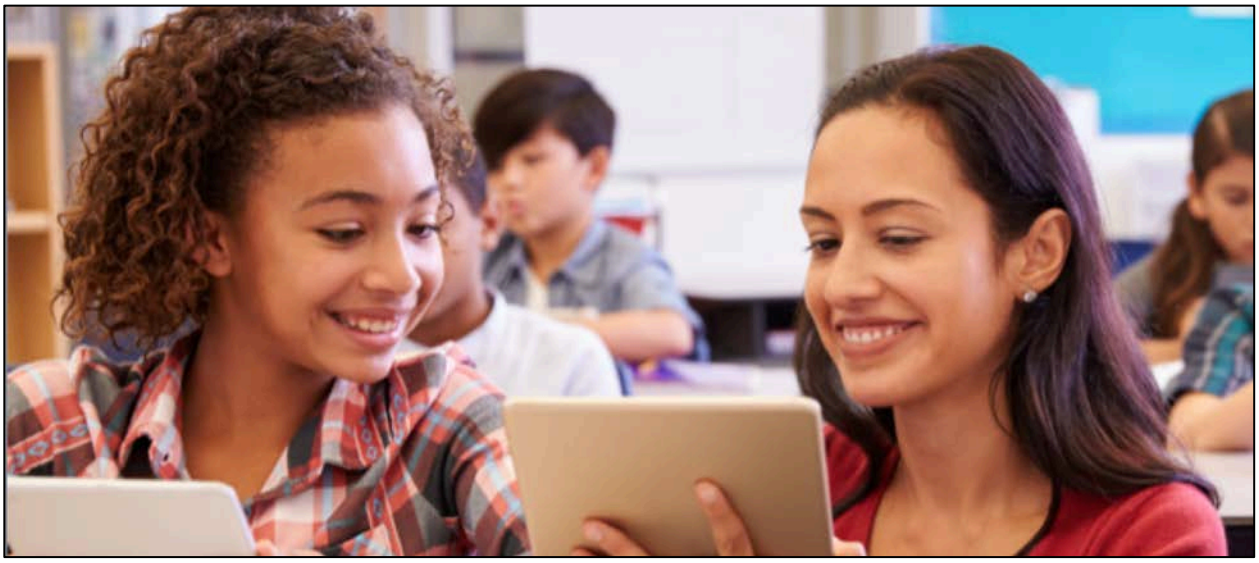
SCHOOL2HOME

2018 – 2019 EVALUATION REPORT



Executive Summary

Prepared by the Metiri Group

The Metiri Group was selected to serve as the Independent Evaluator through a competitive process by the California Emerging Technology Fund (CETF) to implement the Evaluation Core Component of School2Home, an initiative to integrate technology into teaching, learning, and parent engagement at low-performing middle schools in California. The Metiri Group is a small, woman-owned consulting firm that specializes in K-12 educational technology and 21st Century Learning. The Metiri Group has a national and international reputation for systems thinking, evaluation, research, and innovation. Located in Southern California, the firm has a clientele that includes K-12 schools and agencies, foundations, and private sector firms.

Authors/Evaluation Team:
Cheryl Lemke, CEO, Metiri Group
Dr. Jody Britten, Senior Associate, Metiri Group
Ann McMullan, Independent Consultant

Acknowledgements: The authors wish to thank the principals, teacher coaches, parent trainers, and other school leaders who provided valuable interview time, information, and insights. The School2Home staff also offered important program documents, interviews, and assistance.

School2Home is an Initiative of the California Emerging Technology Fund

Executive Summary

Introduction

Schools in the Los Angeles Basin are in the heart of the most productive region in the United States. According to the latest Bureau of Labor reports, Los Angeles County has the highest economic output in the nation. The California Emerging Technology Fund (CETF) is working with schools from these communities to ensure that students are prepared to thrive in the vibrant, economically productive region in which they live. Their pathway to success is academic excellence and digital equity.

Public schools in California face a series of unique challenges. Compared to other states, the student population of California has a larger share of English learners (19.3%, one of the highest in the nation) and a higher percentage of students from low-income families (54.1%) than the national average. Overall, students from these groups rank well below the student average performance on academic testing. Significant achievement gaps also exist among students of certain ethnic groups. Recent trends show that Asian and White students are far more likely to perform better than Hispanic or African American students on academic testing.[1]

In today's society, college and career readiness comprise essential elements synergistic with academic excellence. According to the National Center for Educational Statistics (NCES), "In the 21st-century global economy, computer literacy and skills are an important part of an education that prepares students to compete in the workplace." Emerging research from NCES finds that digital learning and out of school access to digital resources serve as important pathways to higher academic performances.[2] Today, most students from low socioeconomic communities are on the wrong side of the Digital Divide.

The California Emerging Technology Fund (CETF) was established pursuant to requirements from the California Public Utilities Commission to close the Digital Divide in California. A decade ago, CETF brought together leaders from the private, public, non-profit, and philanthropic sectors to design an evidence-based initiative to address both the Achievement Gap and the Digital Divide in California. The result of this effort was School2Home, a comprehensive intervention designed to help build the capacity of low-performing schools to integrate technology to improve teaching, learning, and parent engagement. Since its inception, School2Home has been implemented with 42 Partner Schools in 14 districts throughout California. A signature element of School2Home is the comprehensive framework and focus on the provision of home access to digital devices and broadband, accompanied by increased engagement of parents as partners in their children's learning.

Purpose of the Report

This report summarizes the results from the School2Home Evaluation for the 2018-2019 school year. The purpose of the report is two-fold. First, it provides the CETF Board of Directors with annual evaluation results to inform their guidance of School2Home implementation and its evolution in the

[1] Information from Ed Data express available at: https://eddataexpress.ed.gov/state-tables-main.cfm.

[2] KewalRamani, A., Zhang, J., Wang, X., Rathbun, A., Corcoran, L., Diliberti, M., and Zhang, J. (2018). *Student Access to Digital Learning Resources Outside of the Classroom* (NCES 2017-098). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017098.

future. Second, the report provides useful information that School2Home Management, as well as school leaders and staff, can use to inform decisions, clarify options, identify strengths and weaknesses, and enhance implementation fidelity to drive continuous improvement.

About School2Home

The School2Home framework consists of 10 Core Components and a logic model that are anchored in research and best practices for using technology effectively in low-performing schools. School2Home employs a comprehensive set of inter-related interventions to transform school culture in ways that support student outcomes on a wide range of measures. It supports schools in their focus on the California Common Core Standards, which include multiple references to the use and importance of digital tools. In addition, it is consistent with the Local Control Funding Formula (LCFF) reforms and priorities, enacted into law in 2013. Consistent with LCFF priorities, School2Home addresses academic attainment, school climate, and parent engagement.

Box 1: School2Home 10 Core Components

School Leadership, Assessment, and Planning: A School Leadership Team is formed to assess needs, analyze data, set goals, develop a work plan, and oversee implementation.

Technology Bundles for Students and Teachers: All students receive a computing device to use in the classroom and at home following parent training. Teachers receive powerful devices.

Teacher Professional Learning: Teachers receive professional learning about integrating technology into classroom instruction, homework assignments, and engagement of parents.

Coaching and Mentoring: School personnel are designated as technology coaches and content champions to support teachers and embed professional learning.

Parent Engagement and Education: Parents receive basic digital literacy training to use the device, ensure online safety, communicate with the school, and support their child's education.

Student Tech Expert Development: Students are recruited and trained to help provide basic technical support to other students, teachers, and families.

Online Resources: The website provides support for teachers to prepare lessons and assistance for parents to acquire digital skills and engage with schools and teachers.

Learning Academies: Principals and teachers participate in workshops and online sessions as learning communities to share best practices and learn from one another.

Affordable Home Internet Access: Parents receive information about affordable high-speed Internet service offers and the availability of public broadband access centers.

Evaluation: A comprehensive annual evaluation process provides feedback to schools for accountability and input to program managers for continuous improvement to achieve goals.

Implementation

A dedicated School2Home team within CETF works with participating schools and districts to implement and sustain each of the 10 Core Components. The School2Home team works with district and school leaders to identify schools that have attained an appropriate level of technology readiness and that are committed to a successful implementation. Formal Partnership Agreements delineate the roles, responsibilities, and financial commitments of CETF, district offices, and the Partner Schools. School2Home Program Managers work with participating principals to establish a School Leadership Team to set goals and develop a Work Plan to guide the implementation of School2Home.

Customization
School2Home has found that each district and each school bring a different context at the start of the implementation process. Care is taken to work with each school at a pace that fits their needs and capacities and that builds on work already underway in the area of instructional technology. An important implementation goal is to help each school leverage School2Home to improve student academic performance and other priorities set forth in the Local Control Accountability Plan (LCAP) of their district. While this customization is essential, it can impact outcomes. Where possible, these differences are noted throughout the report.

About the Evaluation

The Evaluation was conducted by the Metiri Group, an Independent Evaluator selected by CETF. The Evaluation Framework, developed by CETF and the Metiri Group, required a qualitative-formative and summative-quantitative analysis of a wide range of both primary and secondary data sources. Evidence from these sources was used to address 5 research questions, based on the School2Home Logic Model:

Research Question #1: School2Home Implementation Fidelity
To what extent and how are the participating schools implementing the School2Home 10 Core Components with the support of the California Emerging Technology Fund?

Research Question #2: School2Home Integration into Classrooms and School Culture
To what extent have participating schools integrated instructional technology into the fabric of the school to actively engage students with technology, involve parents as learning partners, and shift the school culture to one of high expectations and data-driven continuous improvement?

Research Question #3: School2Home Effect on Digital Adoption and Inclusion
To what extent have parents increased their use of broadband technology at home to support the education of their children, model good digital citizenship, and improve the lives of their family members?

Research Question #4: School2Home Impact on Student Outcomes
To what extent have students in Partner Schools achieved higher outcomes in English language arts and math when compared to student results in a similar matched in-district schools and the state cohort of non-participating, similar schools?

Research Question #5: School2Home Influence on Changes in Policy and Practice
To what extent has there been a change in school and district policy and practice to close the Achievement Gap and the Digital Divide?

Data Sources and Methods
The School2Home Evaluation data sources included primary data from site visits and surveys and secondary data from School2Home and the state. All primary data were collected between April and November 2019. A brief summary of each source is provided below. For more details, see the full report.

Site Visits
The Independent Evaluator conducted a full-day on-site visit at each Partner School. The site visit consisted of the following components, each of which was guided by an established protocol: A Principal Interview, a School Leadership Team Interview, 2 to 3 classroom visits, 6 to 10 student Interviews, teacher focus groups, and a whole school walk-through.

Extant Data

- *Management Documents.* These include the School2Home Frameworks, Work Plans, Partnership Agreements, and Implementation Status Reports for each school. Results from the document review were compiled into Status Rating on the 10 Core Components.
- *Local Control and Accountability Plans (LCAPs).* In California, the LCAPS serve as strategic plans for the districts, setting forth their goals, strategies, and associated funding levels. The LCAP for each participating district was reviewed to ascertain the extent to which the district technology strategies aligned to the School2Home Core Components.
- *State Academic Indicators and Descriptive Statistics*. In the fall of 2019, datasets for math, English language arts, and suspension statistics for 2015-2016, 2016-17, 2017-18, and 2018-19 were downloaded from the California Department of Education website. These data were used to establish longitudinal trends, comparisons, and correlations associated with Research Question 4.

Online Surveys

- *Teacher Surveys*. School2Home collected 626 valid teacher surveys, which represents 83% of School2Home teachers.
- *Parent Surveys*. School2Home collected 2,324 valid parent surveys, which represent 22.5% of the parents (1 per student) participating in School2Home. Parents had the option of taking the survey in English or Spanish.
- *Student Surveys.* School2Home collected 8,325 valid student surveys, which represents 52% of the students involved in School2Home.

The Independent Evaluator used a mixed-methods research design involving qualitative and quantitative correlational analysis. The methodology can be reviewed in the Full Evaluation Report for 2018-2019.

The 2018–2019 School2Home Partner Schools

The Partner Schools that participated in School2Home during the 2018-2019 school year are among the most disadvantaged schools in the state. The following statistics describe a student population that is underserved and high need, from low socioeconomic, high-minority families.

The schools:

- Serve high percentages of minority students, with the average across schools at 82% Hispanic, 10% African American, 4% White, and 2% Asian, with remaining percentages approximately 1% or under.
- Serve high percentages of low-income students and English learners, with the School2Home Cohort averages at 90.5% and 23.0%, respectively.
- Report low student proficiency rates (met or exceeded state standard) on standardized state tests compared to statewide proficiency averages for middle schools:
  - 17.8% proficient in math compared to state middle school average of 37.7%.
  - 30.5% proficient in ELA compared to state middle school average of 49.7%.

All Partner Schools are public and are located in high-poverty [urban] neighborhoods and communities where broadband adoption rates are below that of the state as a whole. Of the 26 schools included in the Evaluation, 3 are district-sponsored charter schools and 8 are magnet schools. For a full list of the schools and associated characteristics, see the full report.

Report Highlights

1: School2Home Implementation Fidelity

Partner Schools gave high marks to School2Home program managers for the leadership and support provided to them. Partner Schools appreciated both the proactive and responsive leadership provided by the School2Home program managers. Most school leaders were complimentary of the high-quality convening and for the opportunity to network with schools both in their district and throughout the state during the quarterly regional and yearly statewide Learning Academies.

The sound framework, strong leadership, and flexibility in implementation provided by School2Home enabled a large majority of the Partner Schools to attain moderate to high stages of implementation. All Partner Schools made significant progress in implementing the Core Components, with over 60% at the Full or Moderate Stages of Implementation.

All 27 Partner Schools completed successfully the basic terms of their agreements with the California Emerging Technology Fund. Each of the Partner Schools established a School Leadership Team, which developed an implementation plan for the School2Home 10 Core Components. The School Leadership Team in each school had established a vision for digital learning that aligned to and addressed the 2 key goals for School2Home: Closing the Achievement Gap and the Digital Divide. While the majority of schools met the CETF requirements, some reported that they were hindered by the lack of funding or district support in completing such requirements in 3 Core Components: Coaching and Mentoring, Student Tech Expert Development, and Parent Engagement and Education.

2: School2Home Integration into Classrooms and School Culture

Each of the Partner Schools had established a digital culture. Each school established a vision that addressed the importance of readying students for the high-tech, 21st Century society in which they live. Partner Schools face tremendous challenges as they aspire to close the Achievement Gap and the Digital Divide for underserved students from low-socioeconomic communities. In recognition of the challenge, most have created a digital culture that builds upon a digital learning environment. All 34 schools have learning management systems that include platforms for digital assessments, online communications, access to multimedia, multimodal resources, learning software with embedded diagnostics, digital curricula, class websites, access to test results, and parent portals. However, in 17 of those schools a digital culture is not yet the norm school wide. Thus, across the School2Home Cohort, only 50% of the students enrolled are benefiting from this shift in culture.

Distinct patterns of technology integration have emerged in Partner Schools. As teachers focus on how technology can advance student learning, 5 distinct patterns of technology use emerged: deepening learning, closing basic skill and knowledge gaps, redesigning lessons to address 21st Century skills, using data to inform learning, and addressing the Digital Divide by increasing students' digital acumen and citizenship. In each case, teachers were striving to advance student attainment of the California Common Core State Standards (CCSS). From such uses, statistically significant correlations were identified:

- ***The Partner Schools with the highest percentage of students proficient (or above) in math and English language arts on state tests were also the schools with somewhat higher SAMR levels, i.e.,***

where teachers were redesigning learning to add new dimensions to children's educations not possible without the technology.[3] One of the major premises of School2Home is that, to be effective, technology must be introduced in concert with sound, innovative pedagogies aligned to the new dimensions of learning made possible with digital environments.

- ***The Partner Schools with the highest ELA test scores were somewhat more likely to support programs that extended digital learning into students' homes.*** Results from some of the most important research studies, which support the logic model and final design of School2Home, indicate that students who use technology to learn in their homes are more successful academically than students without such access.[4] This was reinforced in the 2018-2019 findings. A small, but statistically significant correlation[5] was identified between Partner School extension of digital learning into the homes of students and the state test results in English language arts (ELA).

- ***Fourteen (14) of the Partner Schools used technology to go beyond skill development—to deepen learning by providing context, relevance, and personalization.*** In Partner Schools, higher student engagement was strongly and significantly correlated with deep learning and critical thinking, while moderately and significantly correlated with real-world connections.[6] These schools redesigned lessons with higher SAMR levels—using technology to add dimensions to learning not possible without the use of digital tools.

Many of the Partner Schools were intent on closing skill and knowledge gaps by using learning management systems, digital apps, and adaptive software with embedded diagnostics. Optimization of such systems varied across schools. In most schools, diagnostics were used to identify skill gaps and inform prescribed digital interventions. Just over half of the Partner Schools reported weekly or daily usage of learning software that individualized learning based on initial and ongoing diagnostic assessments.

3: School2Home Effect on Digital Adoption and Inclusion

A signature element of School2Home is its emphasis on home broadband and digital inclusion. Partner Schools reported that increasingly high percentages of parents (84%) had home Internet access. Furthermore, 87% of parents surveyed reported that their child had access to a computer at home that was connected to the Internet and could be used for homework on a regular basis.

Through School2Home, parents became more informed about their children's educations. The majority of participating parents reported that they frequently accessed the school portal for information about their child's learning (attendance, grades, assignments, etc.) and to communicate with their child's teachers and school staff. Yet, according to Partner School leaders, there are still many parents who lack the necessary tools and skills to access these systems. The leaders reported that they value the support that School2Home provides to address these challenges. Schools and districts are

[3] Analyses showed a small, statistically significant correlation between SAMR levels in schools and the percentage of students proficient (or higher) on the 2018-2019 state tests for ELA (.38 at 99% confidence level) and math (.33 at 99% confidence level.

[4] KewalRamani, et al., (2018)

[5] Analyses showed a small, statistically significant correlation between the percentage of students proficient (or higher) on the 2018-2019 ELA state test and extended learning in the home (.35 correlation at 99% confidence interval).

[6] Analyses showed a strong, statistically significant correlation between student engagement and classrooms with deep learning (.65 correlation at 99% confidence interval) and critical thinking (.64 correlation at 99% confidence interval), and moderately correlated with real-world connections (.50 correlation at 99% confidence interval).

heavily investing in Learning Management Systems with parent portals. The School2Home parent workshops offer training for parents to use these tools, thereby maximizing the investment the districts are making to provide real-time information to parents.

School2Home leveraged parent engagement as a differentiator in the closing the Achievement Gap and the Digital Divide. Partner Schools have made progress on both fronts. Eighty-two percent (82%) of parents agreed that, as a result of completing School2Home and other technology programs offered at their child's school, they were more likely to spend time with their child reviewing their schoolwork, assignments, and grades. Many parents participated in the School2Home parent trainings, gaining new levels of digital literacy, digital citizenship, and proficiency in using the parent portal offered by their schools. These gains resulted in increased parental guidance in their children's digital citizenship.

4: School2Home Impact on Student Outcomes

While collectively Partner Schools tested far below the state average in math and ELA on the California Assessment of Student Performance and Progress (CAASPP), there were some Partner Schools above or within reach of those proficiency levels. In 2018-2019, the average percentage of students proficient (or above) on state tests in ELA (grades 6-8) for the School2Home Cohort was 30.5%. This was an increase from a baseline of 28.0% but was nearly 20 percentage points below the state 2018-2019 average of 49.7% proficient for those grades. During that same year, the math results for the School2Home Cohort were at 17.7%. This represented an increase from a baseline of 17.2% but was 20 percentage points below the state 2018-2019 average of 37.7% for math at those middle school grades. A close look at individual schools revealed higher scoring outliers, despite the challenges. One Partner School did exceed state proficiency levels in both math and ELA on CAASPP and had an upward growth trajectory in both content areas—a school to look to for ideas. And, there are 5 more Partner Schools that are within 5-10 percentage points of achieving the state averages in ELA or math, most of which had positive growth trends during the last few years.

Over the last year, the growth trajectories of the School2Home Cohort on CAASPP for ELA and math have been flat, which matches the "no growth" state average change in math for grades 6-8 and is just below the single percentage point gain in the state average for ELA for grades 6-8. Between 2017-2018 and 2018-2019, the School2Home Cohort results for ELA and math remained relatively constant with the same percentage of students proficient (or above) both years. If the Partner Schools are to ever reach the average state proficiency levels, they will need to achieve and maintain positive growth trajectories over the course of many years.

Trend data over time show that Partner Schools that participated in School2Home for 3 years or more, have, shown positive annual gains in ELA on average. For the trend analysis, Partner Schools were clustered into 4 cohorts, by year of participation. Trends show that as Partner Schools completed their 3rd year (or higher) of participation in School2Home, on average, they realized gains in proficiency levels in ELA, while maintaining their proficiency levels in math. This evidence suggests that more extended participation in School2Home correlates with higher performances on CAASPP for ELA (see Table 1 and Table 2). These data trends denote correlations, not causation.

Table 1: Trend Data for ELA Averages on State Tests. Partner Schools Grouped by Year in School2Home

All Schools	School2Home Time frame for Data Analysis	ELA (CAASPP) Average Percentage of Students Proficient or Above at Baseline	ELA (CAASPP) Average Percentage of Students Proficient or Above in 2018-2019	ELA (CAASPP) Average Change in Percentage of Students Proficient or Above
Year 1 Schools (5 schools)	2017-2018 to 2018-2019	25.20%	25.60%	0.4% (gain)
Year 2 Schools (4 schools)	2016-2017 to 2018-2019	33.80%	31.40%	-2.4% (loss)
Year 3 Schools (9 schools)	2015-2016 to 2018-2019	28.90%	31.00%	2.1% (gain)
Years 4-9 Schools (8 schools)	2014-2015 to 2018-2019	25.90%	32.50%	6.6% (gain)

Note: Calculations are rounded.

Table 2: Trend Data for Math Averages on State Tests. Partner Schools Grouped by Year in School2Home

All Schools	School2Home Time frame for Data Analysis (Baseline to Current Year)	Math (CAASPP) Average Percentage of Students Proficient or Above at Baseline	Math (CAASPP) Average Percentage of Students Proficient or Above in 2018-2019	Math (CAASPP) Average Change in Percentage of Students Proficient or Above
Year 1 Schools (5 schools)	2017-2018 to 2018-2019	16.40%	16.90%	0.5%
Year 2 Schools (4 schools)	2016-2017 to 2018-2019	22.80%	21.60%	-1.2%
Year 3 Schools (9 schools)	2015-2016 to 2018-2019	15.60%	17.50%	1.9%
Years 4-9 Schools (8 schools)	2014-2015 to 2018-2019	16.60%	16.70%	0.0%

Note: Calculations are rounded.

Overall, Partner Schools showed slightly less growth, on average, than the State Comparison Group in ELA and math CAASPP scores over the years in which they participated in School2Home. As background, a Statewide Comparison Cohort of 60 California schools, was established as a comparison group.[7] As noted above, Partner Schools were clustered into 4 cohorts, by year of participation, with their 1st year used as a baseline. The average growth from baseline to 2018-2019 of the 4 School2Home Cohorts was slightly less than that of the Statewide Comparison Cohort for comparable years. The exception was that of Year 1 Schools in math, where they outperformed the Statewide Comparison Group by 0.3%.

During the years in which they participated in School2Home, the majority of the Partner Schools outperformed or equaled their In-District Match School in ELA and math, based on CAASSP results. Each Partner School was paired up with a similar school in their own district, matched on demographics and academic performance at baseline. Caveat: Given the small pool of available schools, not all parameters were met in each match.

[7] The Statewide Comparison Cohort included 2 sets of schools: 1) The In-District Match School for each Partner School (27 schools) and 2) a representative random sample of CA schools serving similar grade levels, identified through a stratification by type of school [regular, magnet, or charter) and demographic (urban and suburban types) and matched within established ranges for: grade levels served, demographics such as percentage of students qualifying for Free or Reduced Price Meals (FRPM), percentage of Latino and African-American students served, and level of academic achievement.

Over the last 3 years, the School2Home Cohort reduced suspension rates more than the Statewide Comparison Cohort. Between 2015-2016 and 2017-2018, suspension rates within the Partner Schools were reduced by 1.8% points in comparison to a reduction of 1.0% point by the Statewide Comparison Cohort over the same time period. Note: Calculations were run only on the 17 Partner Schools that were participating in School2Home from 2015-2016 through 2017-2018. Data for 2018-2019 were not available for any schools.

5: School2Home Influence on Changes in Policy and Practice

All 6 school districts participating in School2Home included digital strategies in their 2018-2019 LCAPs that aligned to the Core Components. In all 6 LCAPs, technology was positioned as an important tool to advance and deepen learning. Each district considered it foundational to communication and engagement with community, to data-informed continuous improvement, and as an important resource for teaching and learning, including the extension of learning into the home. Missing in all but 1 of the 6 LCAPs were the importance of digital equity in closing the Digital Divide and the significant role instructional technology coaching plays in the digital transformations in schools.

Stakeholders in School2Home support its continuation with existing school or district funds. Most student, teacher, and parent survey respondents and site visit interviewees voiced support for School2Home and wanted to see it continued, even while recognizing that it would require increased investments of existing school or district funds.

The scaling and sustainability of School2Home was hindered by the lack of technology resources and policies that allow devices to be taken home by students. School2Home impacts approximately 50% of the students enrolled in Partner Schools. This partial implementation, as noted earlier, is due partly to the incremental rollouts in schools new to School2Home, but mostly because some of the schools do not have the resources to provide and refresh the devices and bandwidth for 1:1 computing. Currently, 20 of the 26 Partner Schools have 1:1 computing school wide. Another factor that hinders scaling is the lack of take-home policies in 5 of the 26 Partner Schools.

Recommendations

Educators across the nation realize that if students are to be ready to live, learn, work, and thrive in today's vibrant knowledge economy, they need to be technology savvy. However, the digital transformation of schools is complex and takes time. It involves changes in infrastructure, pedagogy, roles and responsibilities, leadership, curriculum, assessment, and communication. Such transformations are particularly challenging for schools that serve students in high-poverty neighborhoods. These students are relative newcomers to a digital culture where technology is a tool for exploration, investigation, problem-solving, data-analysis and representation, composition, production, and communication—uses they will need to master if they are to become college and career ready in today's digital world. Schools nationally are striving to close the Digital Divide while introducing new learning strategies that also serve to close the Achievement Gap.

School2Home 10 Core Components provide a comprehensive framework to guide low-performing schools in this digital transition. School2Home provides Partner Schools with a comprehensive framework, milestones, collaborative networks, resources, trainings, and leadership to guide Partner Schools through the change process. Evidence analyzed by the Independent Evaluator indicates that all

Partner Schools are making progress in implementing the School2Home 10 Core Components. However, this complex process takes time. While School2Home staff attempt to launch as many of the core components as possible, the pacing and timing must align with the resources and circumstances of each school. In addition, implementation is often made more challenging by staff turnover, shifts in district priorities, competing priorities, new curriculum adoptions, and the constant turnover in parent participation as students graduate.

Based on the findings of the 2018-2019 Evaluation, the Independent Evaluator offers the following recommendations for CETF, Partner Schools, and districts to consider as they work together to achieve higher student academic outcomes and increase home access to technology for families that remain on the wrong side of the Digital Divide. These 5 recommendations, many of which were already being implemented prior to the completion of the report include:

- ***Continue to be flexible with Partner Schools in the strategies they employ as they implement the School2Home Core Components.*** One of the strengths of the School2Home approach is that Program Directors and Managers understand that each school is starting at a different point and may need to accomplish the 10 Core Components differently. The evaluation for 2018-2019 has revealed how unique each of the situations is in each school and how important it is for School2Home to allow for flexibility in implementation. Three (3) approaches are offered below:
  - The individual evaluation reports provided to each school are an avenue for providing feedback to inform flexible planning. These reports should be streamlined in the upcoming year and provided to the Partner School to inform spring or early summer planning sessions.
  - Second, School2Home should investigate and encourage alternative ways in which Partner Schools could meet the implementation activities required by the CETF agreement for areas where the schools are currently struggling. Those areas include the Coaching and Mentoring and Parent Engagement and Education Core Components. The full 2018-2019 report offers specific ideas for consideration. These include strategizing with participating principals to ensure and protect instructional technology coaching time to support teachers, augmenting the on-site parent training sessions with additional off-site activities where parents serve as learning partners to support their children's academic progress, and advancing the Partner School commitment to establishing a school-wide, parent-friendly culture.
  - Given the strong emphasis on family engagement in both state and federal education policy, districts should be encouraged to leverage funding for meaningful parent engagement strategies with cross-program benefits. Additionally, more clarity in the targets and metrics for measuring progress towards parent engagement goals would help Partner Schools engage in more reflection and continuous improvement efforts.

- ***Deepen and extend comprehensive partnerships at the district level.*** One of the crucial CETF management documents is the School2Home Partnership Framework, which documents the responsibilities of each party. Given the significant responsibilities of the districts for provision of devices, broadband, instructional coaches, and support to upgrade old equipment, it is clear that close alignment, collaboration, and participation by School2Home with districts is crucial to ensuring full implementation in Partner Schools and potential replication by other schools in the district.

  School2Home should work closely with school districts to facilitate a more comprehensive and collaborative approach to supporting Partner Schools. This is particularly important in reaching and maintaining the 1:1 ratio of students to devices, adopting take-home policies for the devices, coordinating across curricular, instructional, and business operations, recruiting parents as

participants in School2Home trainings, setting expectations and supporting the engagement of parents as learning partners, extending learning into the home, and designing high-impact uses of digital learning in academic classes.

- ***Improve the current academic growth trajectories at Partner Schools.*** School2Home targets and works with schools that are serving students who collectively test far below the state academic CAASPP averages. While School2Home currently provides resources and support for the Partner Schools, some are not yet at full implementation, and thus, need time to scale to 1:1 personal computing and achieve schoolwide results. Meanwhile, School2Home has demonstrated that a sustained effort and fidelity to the 10 Core Components can result in greater parent participation, increased and more effective uses of technology in classrooms, and lower suspension rates, resulting in higher academic gains. Such patterns of success should be further investigated, shared, and scaled. For example, in response to low math scores in Partner Schools, School2Home should identify technology success stories in middle schools with similar demographics both in and outside of the School2Home Cohort. School2Home might also consider establishing a community of practice among math teachers, including those who may not be in School2Home. Another identified through the evaluation was a strong correlation between SAMR levels, which are introduced in the teacher professional learning modules, and academic achievement. In all cases, School2Home should build on these successes to accelerate academic growth by increasing professional learning opportunities and coaching for teachers so they can achieve higher levels of SAMR. Additionally, School2Home should extend networking opportunities across regions and highlight successful schools at the regional and state convenings. Lastly, the impact of School2Home will be magnified once all Partner Schools implement schoolwide.

- ***Develop partnerships with other education non-profit organizations, industry, and philanthropy as well as the State of California to advance policies and practices that will extend the breadth and depth of School2Home.*** This recommendation was included in last year's report, and progress has continued. More and more districts are including School2Home 10 Core Components in their LCAPS, and CETF's Leadership Academies are serving larger audiences. However, there is always more to do. CETF should seek to increase statewide awareness of School2Home and its accomplishments and encourage others to contribute resources and change state and local policies to help schools succeed in preparing students who are ready for college and careers.

- ***Revise and update management tools and processes to enhance continuous improvement.*** School2Home has developed a wide range of management documents to help guide implementation, gather metrics, and measure progress. Some of these guides could be enhanced both through content revisions and changes in the process. The Independent Evaluator recommends increased emphasis on planning sessions between Senior Program Managers and principals to: (1) personalize the Work Plan for each school and serve as a champion for implementation throughout the year; (2) add an orientation program for the School Leadership Team to delineate the role of School2Home and how it is to be integrated to achieve common goals more clearly; and (3) provide detailed guidance on monitoring the implementation; tracking metrics, and documenting participation in each Partner School by Site Coordinators.

A final suggestion is to consider establishing School2Home as a 5-year initiative for cohorts of Partner Schools. After the 5th year, Partner Schools would transition to a new role sponsored by CETF. That new role could be a Mentoring School and a Model School, open to visits by those new to School2Home.