Amplify Games
Summer Learning Study Brief

Product Description

A suite of more than 30 games that help strengthen skills in ELA, math and science, along with an integrated digital library of more than 600 books

Learning Focus: Middle school reading and math

Student Usage Minimum: Flexible per product developers

Device Specifications: Web-enabled iPads

District Context

District demographics: 2,400 students served; 40% Free/Reduced Lunch suburban Pittsburgh; 1:1 computing since 2013

Pilot demographics: 11 rising 6th grade students, 1 teacher, 1 middle school

Pilot Goal

Ease transition from 5th to 6th grade for students at risk of summer learning loss in reading.

Implementation Plan

Duration: July 11-August 18, 2016

Quality of Support: The educator leading the implementation had already used Amplify during the previous school year, so no professional development was offered. The educator was enthusiastic about this paid summer assignment and felt supported by administrators.

Implementation Model: Students were assigned to use Amplify Games 30 minutes a day at home to practice literacy skills and prevent summer learning loss. Amplify Games have been shown to improve student engagement with learning but are not meant to serve as core curricular learning tools.

Data collected: Student pre-post online surveys, teacher interviews, parent surveys, pre-post benchmark student learning data, and product usage data,

Findings

Actual implementation: None of the students met the recommended usage goal of 30 minutes daily. Students engaged with Amplify Games for two hours each week on average.

Educator engagement: The educator monitored student usage and sent reminders to students via email, encouraging them to practice. Students who exceeded expectations

for usage were awarded tickets which could be exchanged for rewards at an end-of-summer celebration.

Educator satisfaction: The educator was satisfied with the support received from Amplify Games, which included updates about student usage and ideas for how to incentivize student usage.

Student engagement: The educator attributed students' low usage to the virtual-only program model, not deficiencies in the tool itself. In the future, the district plans to offer a blended summer learning model to encourage students to collaborate and meet in person at regular intervals.

Student satisfaction: Students enjoyed using the program and showed statistically significant gains in their attitudes about learning from the beginning to the end of the summer.

Outcome

Student learning: The change in student reading benchmark scores from May to August was not statistically significant. Scores neither increased nor decreased in a meaningful way. In addition, a sample of 11 students is too few to generalize findings.

For more information, see:

http://digitalpromise.org/wp-content/uploads/2016/03/dp-rcp-summerprograms.pdf

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