

Avonworth

eSpark Pilot Study Brief

Product Info

Product Name: eSpark

Product Description: An adaptive personalized learning platform that provides students opportunities for enrichment based on their mastery of common core standards as measured by standardized assessments.

Learning Focus: Elementary School ELA

Teacher Training: eSpark provided professional development sessions to teachers, including an orientation session and three visits during the year.

Student Usage Minimum: Three times per week for 20 minutes each

Device Specifications: Web-enabled iPads provided by school

District Context

District demographics: Suburban; 1,600 students; 15% eligible for free or reduced price lunches

Pilot demographics:

School District	Ed-Tech Tool Piloted	Number of Students in Pilot	Grade	Number of Classrooms
Avonworth	eSpark	129	First	6

Pilot Goal

To test the efficacy of the platform in providing engaging personalized learning content to help students of all levels make sustained academic progress, specifically in English Language Arts (ELA).

Implementation Plan

Duration: September 2015 - May 2016

Quality of Support: Teachers indicated that the professional development was helpful and adequate.

Implementation Model: Two out of the six teachers implemented a station rotation model - students used eSpark in groups of 3-4 in one of the iPad stations, while other students worked in stations that included more

traditional reading, writing practice activities. The remaining four teachers used a whole class model where iPads were available to all students who used eSpark at the same time.

Data collected: Product usage data, NWEA assessments, short interviews and focus groups with students, classroom observations, two rounds of teacher surveys and interviews/ focus groups, PD session observations, and administrator interviews.

Findings

Educator satisfaction: Teachers reported that, while eSpark provides an engaging learning medium for students, it was not well aligned to reading curriculum in its current form and required modification to meet the needs of students.

Student engagement: Although there was no time usage data collected, student interviews, classroom observations, and student polling indicate that, on average, students found eSpark engaging.

Student learning: Data indicates that the level recommendations do not appropriately increase to reliably enable students to achieve mastery and gain the satisfaction associated with success.



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