

Vista

BrainPOP ESL Pilot Study Brief

Product Info

Product Name: BrainPOP ESL

Product Description: A curricular tool that models conversational English through animated movies in an effort to introduce grammar concepts and vocabulary words.

Learning Focus: English Language Learning; Middle & High Schools

Educator Training: Two professional development training sessions made available by the product developer and district in addition to ongoing support from the product developer.

Device Specifications: The product can be used on web-based devices or as an app.

Cost: BrainPOP provides options for licensing by classroom for use of up to 3 computers as well as school licensing options. To purchase BrainPOP ESL licenses for a school, the product costs \$545 per year. The company also offers discounts off school prices based on the number of schools purchasing within a district and the length of the subscriptions.

District Context

District demographics: 25,000 students across 34 schools; 58% receive free or reduced price lunches; 25% ELs and 13% in special education; 64% Hispanic or Latino, 24% White, 4% identify as multiple races/ethnicities, 3% Asian or Pacific Islander

Pilot demographics: Grades 6 – 12; 205 students and 16 educators involved; 61% of students speak Spanish at home; 5 schools involved

Pilot Goal

To find a tool that supports middle and secondary newcomers practice language development and grammar skills.

Implementation Plan

Duration: September 2016 – April 2017

Quality of Support: Educators were somewhat unsatisfied with the professional development training sessions provided by the product

developer and district in October and January, but educators were very satisfied with the ongoing support provided by the product developer throughout the academic year.

Implementation Model: The product was used for English Learners in pull out classrooms.

Data collected: Student and educator pre-surveys administered at the beginning of the pilot; mid-year and post-pilot

Findings

Actual implementation model: Educators tried to implement the tool as planned, but most reduced the amount of time they used the tool during class due to lack of student engagement.

Educator engagement: Educators were excited to pilot the tool and felt supported by their districts, though some educators reported that their workload was not manageable.

Educator satisfaction: Educator satisfaction varied depending on their school level. Middle school educators found the tool beneficial to instruction as it provided a varied activity for students to use outside of silent reading. High school educators did not find the tool useful.

Outcome

Purchasing Decision: Pending

classroom observations and educator focus groups; student and educator post-surveys administered in April; usage data collected from the product developers in April; assessment data collected from district leaders after in April

Student engagement: Middle school students found the tool engaging, but many high school students reported that the tool was too juvenile or too boring.

Student satisfaction: Students were satisfied with the graphics, but several reported that the program was too easy.

Student learning: Overall, pre- to post-Lexile levels did not change. Though results varied by school, no findings were statistically significant.