Off2Class Logic Model

Study Type: ESSA Evidence Level IV

Prepared for:
Off2Class

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EXECUTIVE SUMMARY

Off2Class engaged LearnPlatform, a third-party edtech research company, to develop a logic model for its tool of the same name, Off2Class. LearnPlatform designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).[1]

Logic Model

A logic model provides a program roadmap, detailing program inputs, participants reached, program activities, outputs, and outcomes. LearnPlatform collaborated with Off2Class to develop and revise the logic model.

Study Design for Off2Class Evaluation

Informed by the logic model, the next phase will focus on planning for an ESSA Level III study to examine how Off2Class engagement relates to student and classroom learning outcomes.

Conclusions

This study provides results to satisfy ESSA evidence requirements for Level IV (*Demonstrates a Rationale*) and will serve as the foundation for an ESSA Level III study.

[1] Level IV indicates that an intervention should include a "well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and an effort to study the effects of the intervention, that will happen as part of the intervention or is underway elsewhere…" (p. 9, U.S. Department of Education, 2016).

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TABLE OF CONTENTS

Introduction 3

Logic Model 4

Study Design for Off2Class Evaluation 8

Conclusions 8

References 9

Introduction

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Off2Class acknowledges that explicit English language development (ELD) instruction is essential to improve proficiency for ELLs, particularly in middle and high school. Yet, much of the nation's school system has a shortage of staff with ELD teaching experience and skills (e.g., Gandara, Maxwell-Jolly, Driscoll, 2005). Off2Class responds to this need by providing administrators, educators, and students with a toolkit that aims to improve educator training in ELD instruction, district resiliency in managing unpredictable enrollments of English Language Learners (ELLs), and ELL language skills and academic performance; and increase teacher retention.

This ESSA Level IV report addresses the following objectives:

1. Define the Off2Class foundational research base and logic model.
2. Define an ESSA Level III study design.

Previous Research. English language learners (ELLs) often experience difficulty in meeting academic standards, classroom expectations, and effectively engaging with society (Altavilla, 2020; Chang, 2019), but some tools and resources offer promising solutions. Virtual English Language Development (ELD) programs and tools may offer one solution for addressing ELL needs, with previous research finding these programs can enhance students' engagement in self-directed learning and improve self-efficacy and communication skills (Gibson, 2016; Zhang, 2022). Furthermore, when ELD programs incorporate the following evidence-based principles, ELLs can benefit from improved comprehension abilities, communication skills and academic achievement:

- Provide scaffolded instruction in academic language embedded within subject areas (e.g., Alvarez et al., 2014; Baker et al., 2014; Neri et al., 2014; Zwiers, 2008).
- Provide instruction in academic vocabulary (Alvarez et al., 2014; Anstrom et al., 2010; Baker et al., 2014; Neri et al., 2016; Gibson et al., 2016).
- Promote student-to-teacher and student-to-student dialogue (Piazza, Rao & Protacio, 2015; Neri et al., 2016).
- Offer visuals with recognizable contexts for multicultural and international students (Piazza, Rao & Protacio, 2015).

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ELD programs should also recognize the unique needs of educators. Studies find that educators without ELD training are often unprepared to support the needs of ELLs (Anstrom et al., 2010), but professional development in ELD instruction can be an effective solution (Sharma & Sharma, 2022), such as training on the importance of incorporating students' lived experiences and backgrounds into instruction (Gonzalez, Moll, & Amanti, 2005). Additionally, educators can benefit from access to regular formative assessment and associated data reports on ELL students' progress, allowing them to quickly respond to students' needs and personalize instruction (Alvarez et al., 2014). Educators can also benefit from support with time management and instructional delivery (e.g., Koksal & Genc, 2019). Taken together, an ELD program that responds to the unique challenges of ELLs and their educators offers a promising classroom solution.

Logic Model

A logic model is a program or product roadmap. It identifies how a program aims to impact learners, translating inputs into measurable activities that lead to expected results. A logic model has five core components: inputs, participants, activities, outputs, and outcomes (see Table 1).

Table 1. Logic model core components

Component	Description	More information
Inputs	What we invest	What resources are invested and/or required for your product to function effectively in real schools?
Participants	Who we reach	Who receives the product or intervention? Who are the key users?
Activities	What we do	What do you do with the resources identified in Inputs? What are the core/essential components of your program? What are you delivering to help students/teachers achieve the program outcomes you identify?
Outputs	Products of activities	What are numeric indicators of activities? (e.g., key performance indicators; allows for examining program implementation)
Outcomes	Short-term, intermediate, long-term	Short-term outcomes are changes in awareness, knowledge, skills, attitudes and aspirations. Intermediate outcomes are changes in behaviors or actions. Long-term outcomes are ultimate impacts or changes in social, economic, civil or environmental conditions.

LearnPlatform reviewed Off2Class resources, artifacts, and program materials to develop a draft logic model. Off2Class reviewed the draft and provided revisions during virtual meetings. The final logic model depicted below (Figure 1) reflects these conversations and revisions.

Off2Class Logic Model Components. Off2Class invests several resources into their program, including:

- sequential ELD curriculum with synchronous, embedded skill development notes (designed to inform and train educators in real-time);
- effectively scaffolded lessons with embedded international and multicultural themes in real-life contexts;
- standards-aligned, teacher-guided curriculum (e.g. WIDA, CEFR);
- assessments to measure and track progress;
- platform with multiple teaching formats (i.e., online lessons, classroom, in-person, mobile learning)
- live manipulation tools for teacher adaptation to students' needs and interests;
- student management dashboard; and
- flexible use of program components to meet various academic programming needs (e.g. core academic year, supplement during the summer).

Ultimately, the Off2Class program aims to reach administrators (i.e., ESOL/ELL Coordinators, Federal/Special program coordinators, Local Education Agencies, State Education Agencies), educators (i.e., ESL-certified teachers; non-ESL trained certified teachers; paraprofessionals, such as tutors; volunteers), and students (grade 7-12 English Language Learners [ELLs], including newcomers and long-term ELLs, and adult learners [e.g., parents and adult ed students]).

Using these program resources, administrators, educators, and students can engage with the Off2Class platform in the following activities:

- Students complete placement test; administrators create level-cohesive class groupings based on test results; and educators are briefed on student proficiency levels.
- Educators instruct through live, synchronous lessons while reviewing teacher notes in Off2Class prior to and during lessons.
- Students receive explicit vocabulary and grammar instruction and focus on communicative and academic language.
- Students complete homework as reinforcement to educator-led lessons.
- Students complete assessments to measure progress and new lessons are recommended based on performance.
- Educators participate in professional development (average: 2-3 times per year).
- Educators provide asynchronous courses for increased student reinforcement of content and technical areas of ELD.
- Educators work with on-demand teacher trainers to help them with Off2Class features and provide advice on delivering ELD lessons.

Off2Class can examine the extent to which core activities were delivered and participants were reached by examining the following quantifiable outputs:

- total hours educators spend in the platform
- number of placement tests students completed
- number of educators briefed on student proficiency
- number of lessons delivered by educators and completed by students
- number of homework assignments and assessments completed by students
- number of asynchronous courses offered by educators
- percentage of students passing progress monitoring assessments
- number of hours of professional development completed by educators
- number of educators requesting support from teacher trainers and hours spent with trainers

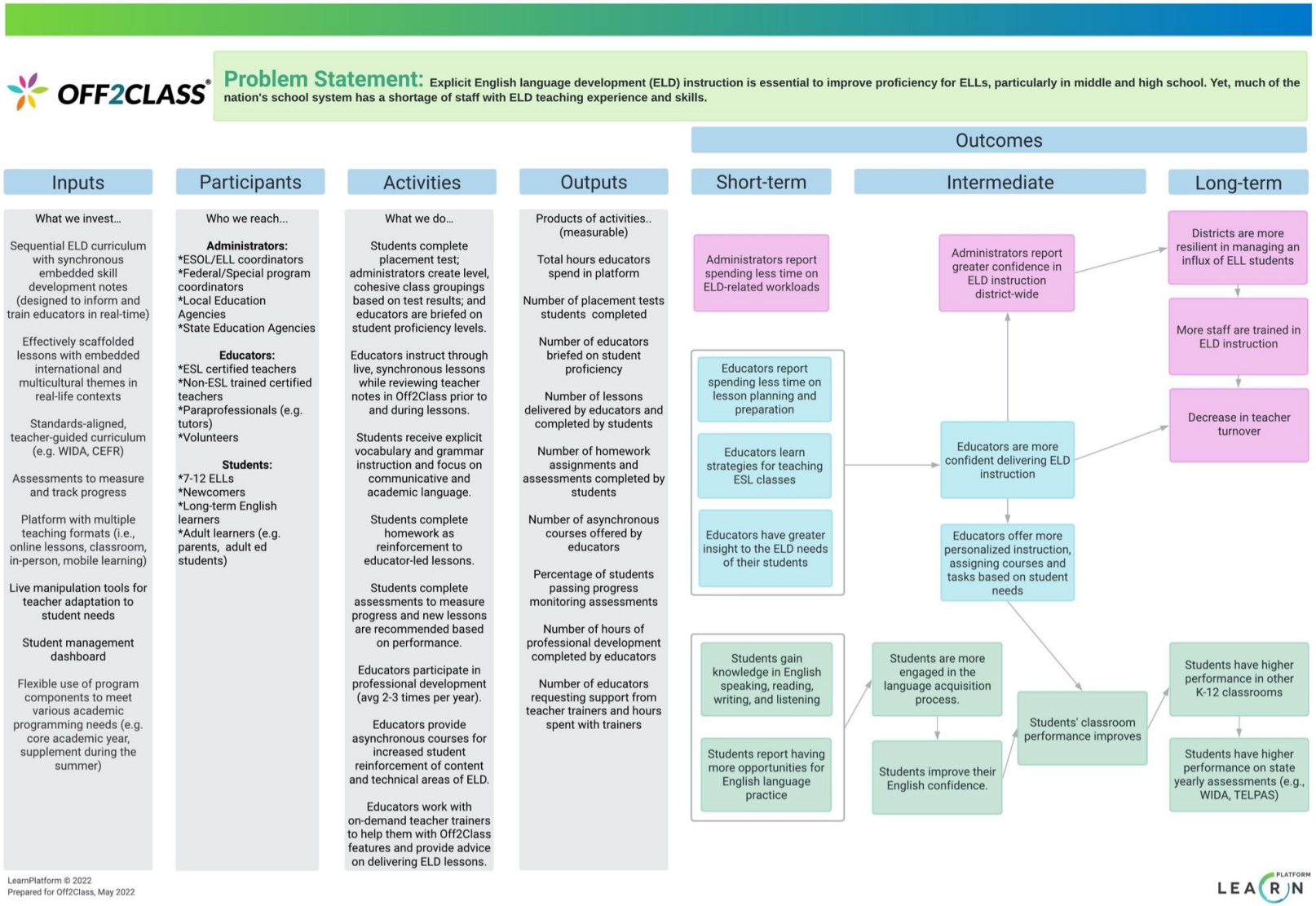


Figure 1. Off2Class logic model

If implementation is successful, based on a review of program outputs, Off2Class can expect the following short-term outcomes. Administrators will report spending less time on ELD-related workloads, such as planning curriculum, managing student intake, and teacher training. Additionally, educators will report spending less time on lesson planning and preparation; learning strategies for teaching ESL; and having greater insight into the ELD needs of their students. Finally, students will gain knowledge in English speaking, reading, writing, and listening, and will have more opportunities for English language practice, leading to students being more engaged in the language acquisition process and improved confidence in understanding and using the English language.

These short-term outcomes will lead to several intermediate and long-term outcomes for administrators, educators, and students. Specifically, educators will be more confident in delivering ELD instruction, leading administrators to report greater confidence in their ELD instruction district-wide, culminating in greater district resiliency in managing an influx of ELL students, more staff trained in ELD instruction, and decreased teacher turnover. Educators' increased confidence will also lead to more personalized instruction and course delivery based on students' needs, resulting in improved student performance in classrooms and on state yearly assessments (e.g., WIDA, TELPAS).

Study Design for Off2Class Evaluation

To continue building evidence of effectiveness and to examine the proposed relationships in the logic model, Off2Class has plans to conduct an evaluation to determine the extent to which its program produces the desired outcomes. Specifically, Off2Class has plans to begin an ESSA Level III study to answer the following research questions:

1) To what extent did middle and high school students and educators engage in Off2Class?
    a) How many lessons and homework assignments did students complete?
    b) How many hours did educators spend on the platform?
    c) How many hours did educators spend in Off2Class professional development and working with on-demand teacher trainers?
2) Do middle and high school students with greater Off2Class engagement perform better on school-wide progress monitoring and relevant standardized assessments?
3) Do middle and high school educators with greater Off2Class engagement have classrooms with higher performance on standardized assessments?

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Promising Evidence*). Specifically, this study met the following criteria for Level IV:

✅ Detailed logic model informed by previous, high-quality research
✅ Study planning and design is currently underway for an ESSA Level III study

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