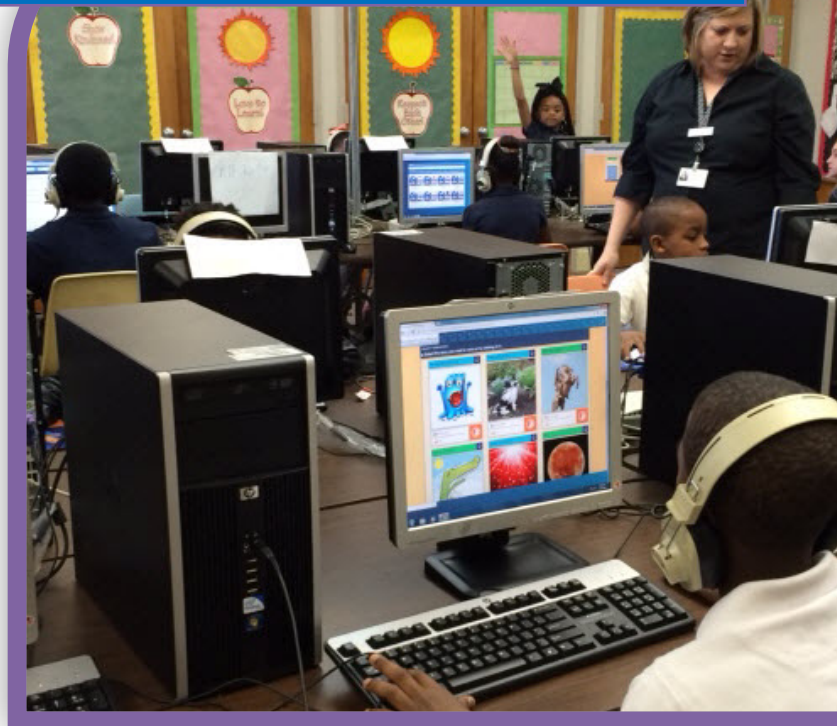




## BrightFish Reading Case Study: Semester Pilot at Escambia County School District



Spring 2016

## Executive Summary

Escambia County Schools began using BrightFish Reading at three campuses in mid-February 2016: AC Moore Elementary, Flomaton Elementary and Escambia County High School. A fourth school, Pollard-McCall Junior High School, started in early March 2016.

The implementation kicked off with two training sessions led by BrightFish Learning on February 15 with approximately 25 teachers. The district instructional technology coordinator accompanied BrightFish Learning and UMA trainers on February 16 to assist with “live startup” with three classes at the three campuses.

Ongoing support was provided by BrightFish Learning by phone, email and online live chat. Most questions were funneled through the instructional technology coordinator. A teacher webinar was conducted on April 26 to review the classroom data and reports features. The webinar was recorded and distributed to all of the teachers involved in the program.

### Student Groups

Target student groups were Tier 1 at risk and Tier 2 (students reading 1-2 levels below grade), as well as some on-level students assigned to higher-grade material. In some schools, the program was used with a wide range of student groupings as part of general reading classes.

### Implementation Model

BrightFish Reading was implemented in resource rooms using computers, Chromebooks and iPads. (Initial security issues on school iPads preventing access were resolved by BrightFish and school IT.) A total of 733 students in the following grades were enrolled in the program:

AC Moore: grades 3 and 4: 245 students

Flomaton: grades 3-6: 198 students

Pollard-McCall: grades 3-6: 196 students

Escambia High School: grades 9-10: 94 students

### Semester Results

Based on data from the BrightFish Reading system, we collected usage and progress metrics during the period of February 16 to May 6, 2016. Results included the following:

- Students who completed at least one story worked for 84.5 minutes on average.
- Pre- and post Cloze testing for 6<sup>th</sup> grade students showed a positive usage effect.
- Average vocabulary scores were 75 percent across grades 3-10, with the lowest scores in a small sample of 5<sup>th</sup> grade students, at 68 percent.



## Class Usage and Completion Metrics

In this section, we review the usage rates for BrightFish Reading over the 12-week implementation in Escambia County Schools. The minimum threshold for usage for inclusion in the report is 30 minutes.

The average training minutes per student is based on the number of students who met the minimum threshold. Summary data is presented across grade levels from the four schools using the program.

Story completion reflects the number of stories finished by students, including all fluency, vocabulary and comprehension activities.

### Time on Task and Story Completion

On average, students across all grade levels who completed at least one story worked for 84.5 minutes in the program. The average time was longest for 3<sup>rd</sup> and 10<sup>th</sup> grade students, who required 97 and 99.5 minutes respectively, based on a limited sample size for 10<sup>th</sup> grade.

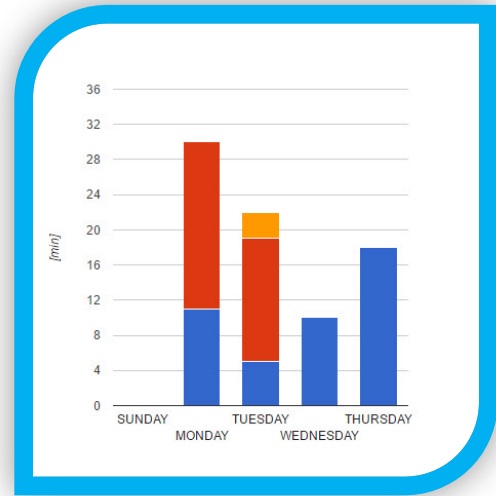
### Usage and Completion by Grade Level

Grade Level	Number of Students (>30 minutes of training time)	Average Training Minutes/Student (based on students with > 30 minutes of training time)	# Students with 1 or More Stories Completed	# Students with 2 or More Stories Completed
3 <sup>rd</sup> Grade	78	62.4	6	0
4 <sup>th</sup> Grade	55	72	21	7
5 <sup>th</sup> Grade	23	47	12	1
6 <sup>th</sup> Grade	35	96.5	23	10
9 <sup>th</sup> Grade	12	62	0	0
10 <sup>th</sup> Grade	18	70	3*	0

### Average Time on Task for Story Completion

Grade Level	Average Training Minutes Per Story
3 <sup>rd</sup> Grade	97
4 <sup>th</sup> Grade	85
5 <sup>th</sup> Grade	63
6 <sup>th</sup> Grade	78
10 <sup>th</sup> grade	99.5*
All grades	84.5

\*Requires more data to reliably predict story completion rates for 10<sup>th</sup> grade.



Daily training minutes in BrightFish Reading Teacher Dashboard

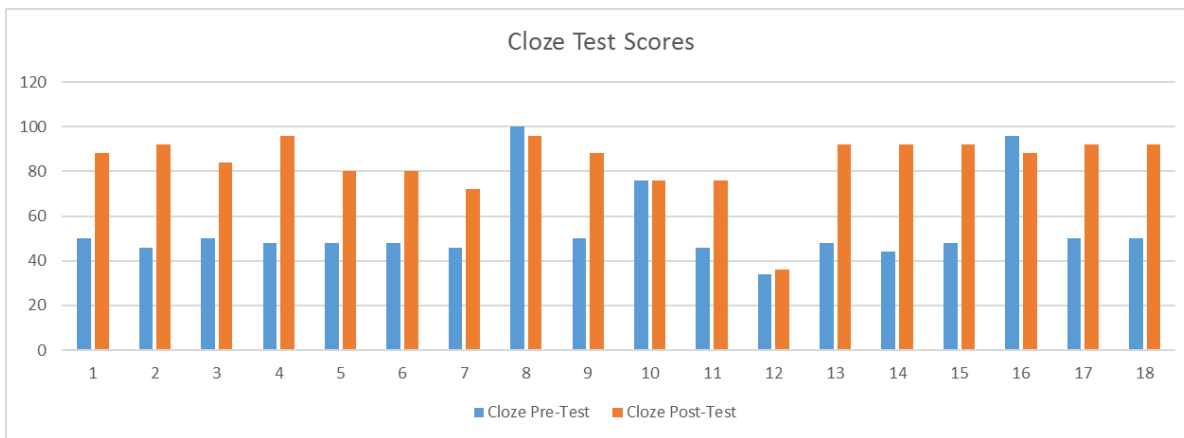


## Cloze Test Gains – Pre and Post-Testing

Based on research best practices and baseline data established during product trials, BrightFish Learning has established a minimum requirement of 120 minutes of training time in the program to correlate gains to usage of BrightFish Reading.

The following graph and table show Cloze gains and training progress data for a 6<sup>th</sup> grade class at Pollard-McCall. A change of plus or minus 10 on the Cloze test is considered no change due to differences in passage length and number of questions in the pre- and post-tests. Early indicators are positive, and BrightFish Learning will continue to gather data for different grade levels and groupings.

### Pre- and Post-test Scores: Pollard-McCall Junior High School: 6<sup>th</sup> Grade



### Training Data by Student

Student	Training Minutes	# Stories Complete	Points Earned	Cloze Pre-Test	Cloze Post-Test	Gain	Reading Range	Level Change
1	81	2	54,603	50	88	38	Independent	Yes - instructional to independent
2	54	0	28800	46	92	46	Independent	Yes - instructional to independent
3	79	1	21338	50	84	34	Independent	Yes - instructional to independent
4	80	0	38745	48	96	48	Independent	Yes - instructional to independent
5	99	2	59686	48	80	32	Independent	Yes - instructional to independent
6	82	1	29926	48	80	32	Independent	Yes - instructional to independent
7	176	2	65190	46	72	26	Independent	Yes - instructional to independent
8	172	4	81760	100	96	-4	Independent	No change
9	186	3	74840	50	88	38	Independent	Yes - instructional to independent

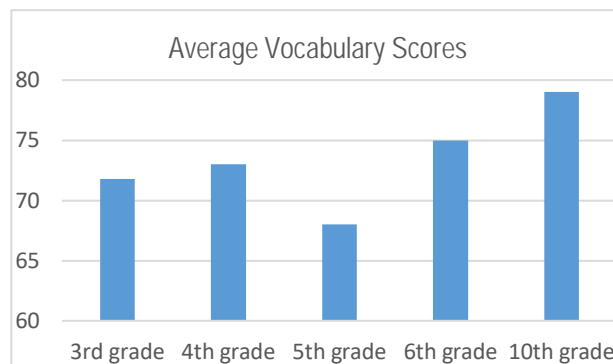


Student	Training Minutes	# Stories Complete	Points Earned	Cloze Pre-Test	Cloze Post-Test	Gain	Reading Range	Level Change
10	94	0	45816	76	76	0	Independent	No change
11	55	0	32200	46	76	30	Independent	Yes - instructional to independent
12	314	2	62960	34	36	2	Frustration	No change
13	142	2	57498	48	92	44	Independent	Yes - instructional to independent
14	90	1	42843	44	92	48	Independent	Yes - instructional to independent
15	74	1	35177	48	92	44	Independent	Yes - instructional to independent
16	215	2	81103	96	88	-8	Independent	No change
17	78	1	38097	50	92	42	Independent	Yes - instructional to independent
18	123	3	70346	50	92	42	Independent	Yes - instructional to independent

### Vocabulary Scores

Based on the BrightFish Reading automated scoring system, average scores were calculated from students who completed vocabulary exercises in the program. Averages were based on a dataset of 83 students who completed vocabulary lessons at the four schools across the following grade ranges:

- Grades 3-5: 50 students
- Grades 6-10: 33 students



### Teacher Feedback

"BrightFish Reading is an engaging and rewarding program for all students. The story choices and activities interested my students and kept them striving to reach their goals. I was especially pleased with the training, customer service, and communication from the BrightFish staff. I hope this is a program my school will continue with for years to come!"  
– Elisabeth Ward, 5<sup>th</sup> grade reading teacher, Flomaton Elementary School.



## Lessons Learned and Recommendations

Based on learnings from the 12-week implementation at Escambia County Schools, BrightFish Learning recommends the following adjustments for the 2016-17 school year.

- **Conduct back to school teacher training:** Some teachers and lab resource staff were not present for the Teacher Training and initial kickoff for the program. Those teachers and classes were less successful in both usage and progress in BrightFish Reading, and less engaged in monitoring the program using Teacher Dashboard tools. We recommend refresher training for BrightFish teachers who are resuming use of the program in 2016-17, and training for any new teachers and lab resource staff who missed the initial training.
- **Increase usage of the Teacher Dashboard:** Some teachers used the Teacher Dashboard frequently to monitor class progress, and reported that the information was very helpful. However, the majority of teachers did not log in during the 12-week implementation. Focusing on the rich data available in the dashboard during refresher training will help to increase usage of the tools.
- **Generate email alerts:** To increase student monitoring and oversight, the BrightFish system will automatically generate email alerts to teachers when students are struggling with activities, with links to the Teacher Dashboard. In addition, the BrightFish team has made dashboard improvements based on teacher feedback, including showing weekly training minutes by student.
- **Provide weekly summary reports:** To ensure that principals and instructional coaches are updated with the latest progress information, the BrightFish team will provide weekly summary reports with class goals, usage and story completion.
- **Encourage live chat:** BrightFish used toll-free phone, email and live chat support during the pilot. Email was the primary communication method – the live chat tool was not used. Once teachers realized the benefits of live chat, they indicated it would be the primary communication tool in future.

