STAAR RESULTS: 94% of Campuses Improved Gaining an Average of 29%

with Most Gains in the Student *Masters* Category

29% STAAR GAINS

August 2019

Case study based on 19,000 students' 8th grade U.S. History results with these demographics:

10%	72%	14%	2%	58%	74%	23%
African American	Hispanic	White	Asian	At Risk	Economically Disadvantaged	Limited English Proficiency

CASE STUDY HIGHLIGHTS

- ✓ 94% of Texas middle school campuses using Exploros improved an average of 29% on the U.S. History State STAAR Test (*Approaches* category). Campuses shown in Figure 1.
- ✓ When student populations are disadvantaged or at risk, the results are even better (up to 34% gains).
- ✓ Year-over-year results continue to improve.
- ✓ Students are not just passing, they are excelling – most of the gains are from students achieving the *Masters* level of proficiency.

EXPLOROS SOCIAL STUDIES

Exploros offers device-enabled learning experiences for K12 classrooms throughout the U.S. In Texas, Exploros offers Social Studies including middle school World Cultures, Texas History, and U.S. History, and high school U.S. History. Exploros also offers Proclamation 19 English Language Arts and Reading (ELAR).

Exploros is not like most learning technologies. Teachers use Exploros to teach TEKS-based lessons in the live social classroom. All students contribute to the learning, and collaborate, using social media skills and devices. Students share graphic organizers, drawings, short essays, and many other forms of responses. This student voice increases each student's engagement. Teachers see student posts in realtime and can use this input to gauge the understanding of each student and the class as a whole, which in turn informs discussion and lesson pacing.

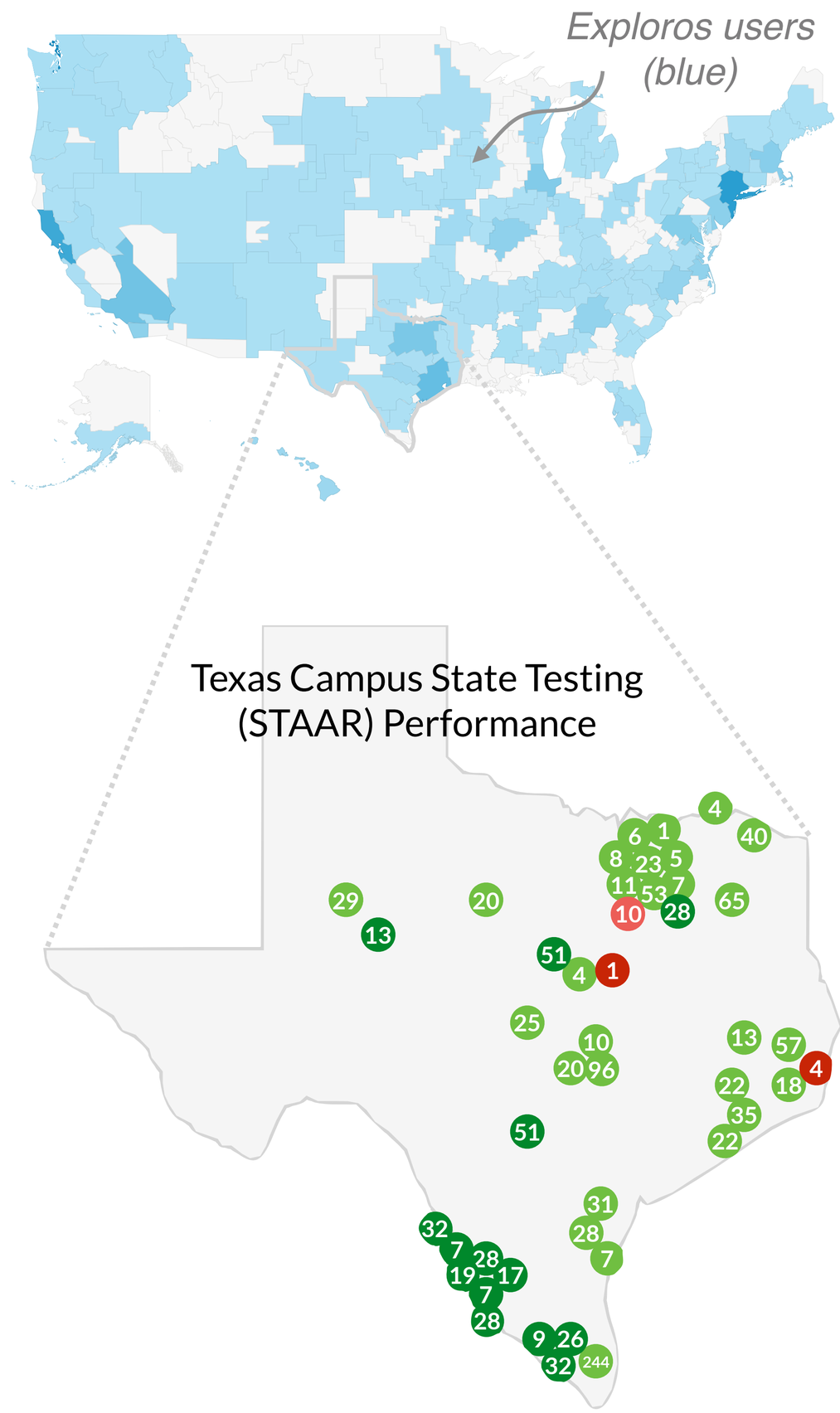


Fig. 1 Campus-Level State Testing Percentage Gains (●) and Losses (●)

Exploros ClassroomAnalytics™ automatically organizes all classroom learning process data, helping teachers and administrators with data-driven instructional improvement.

CAMPUSES ANALYZED

In performing the analysis, we looked at all campuses subscribed and using the Exploros Social Studies Program. Implementation methods with Exploros vary. In some cases, campuses use Exploros extensively during weekly instruction and in other cases, the program is used once or twice a week as a supplement to existing social studies curriculum. We see cases where campuses utilize unit reviews and other cases where these reviews (which feature past-year STAAR items) are not used because in-district benchmarks use some of the same items. In the vast majority of cases, Exploros is used during live classroom instruction, but in some cases Exploros is used to flip the classroom. Intentionally, Exploros can be used in a variety of ways to match district, campus, or individual teacher needs or goals. Therefore, in putting this study together, we selected the simplest of criteria: If a campus was subscribed to Exploros and using it (as measured by assignments made and student responses recorded), the publicly available STAAR results were tabulated in the data for this case study.

All data was gathered from public campus testing data, including the number of students tested and student demographics.

STATE TESTING (STAAR) SCORE CATEGORIES

In Texas, state testing scores are broken into four categories:

1. *Did Not Meet* Grade Level – did not meet (did not pass) indicating students are unlikely to succeed in the next grade without significant, ongoing academic intervention.
2. *Approaches* Grade Level – meet the minimum standard. Students achieving the Approaches Level are likely to succeed in the next grade or course with targeted academic intervention.

Exploros assists in the live, collaborative classroom learning experience. Students post thoughts using devices, and engage in teacher-guided discussion.

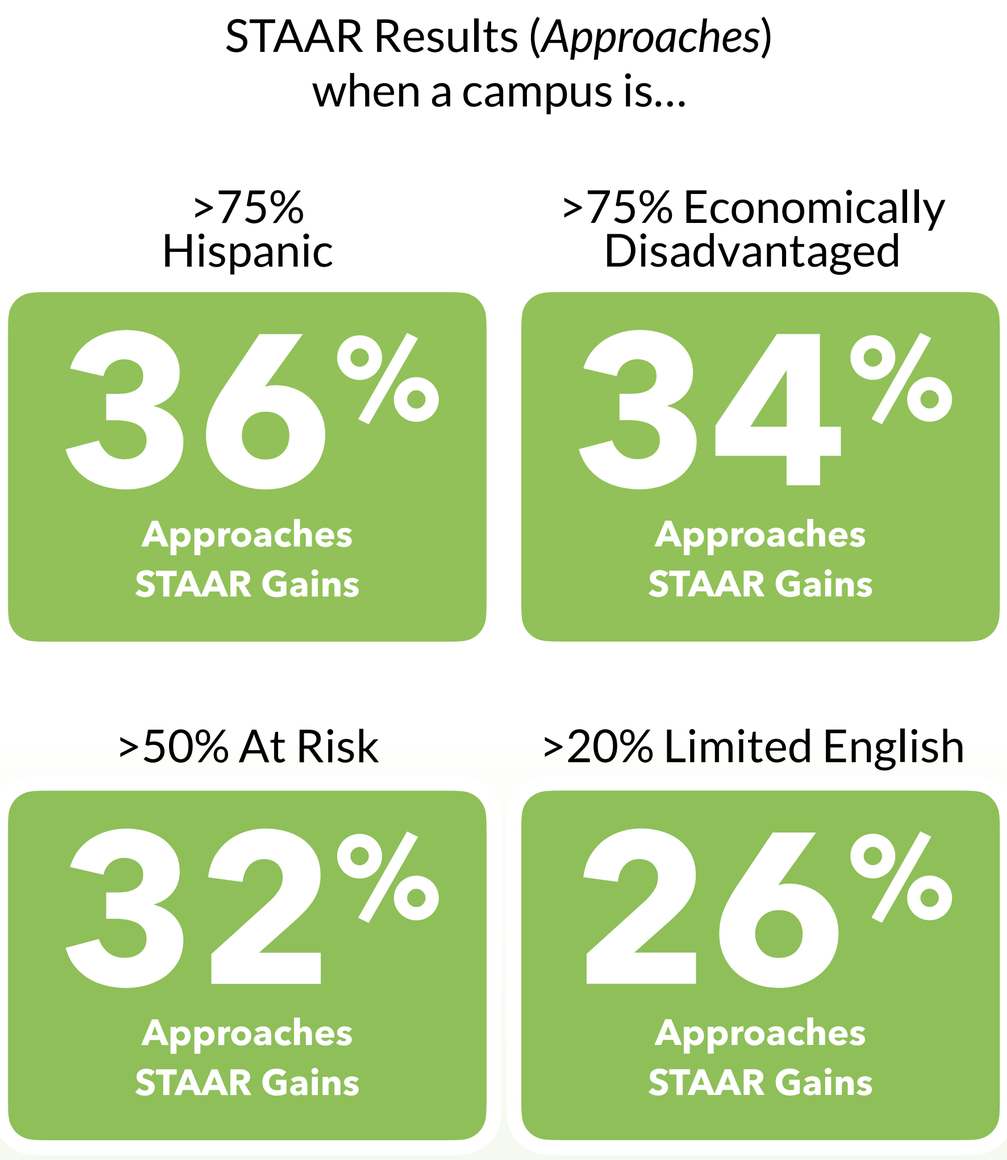


Fig 2. With Exploros, students who are often disadvantaged see some of the greatest gains.

3. *Meets* Grade Level – meet the readiness standard. Students at this performance level have a high likelihood of success in the next grade but may still need some short-term academic intervention.
4. *Masters Grade* Level – reach an advanced academic level. Students at Masters Grade Level are expected to succeed in the next grade level with little or no academic intervention.

The sum of *Did Not Meet* (failing) and *Approaches* (passing) is 100% by definition. All students who achieve *Meets* and *Masters* are also counted in *Approaches*. All students who achieve *Masters* are also counted in *Meets*.

An Approaches score of 67 (the state average) means that 67 out of 100 students achieved that level of proficiency. Within that 67, some of the students may also have achieved *Meets* or *Masters*.

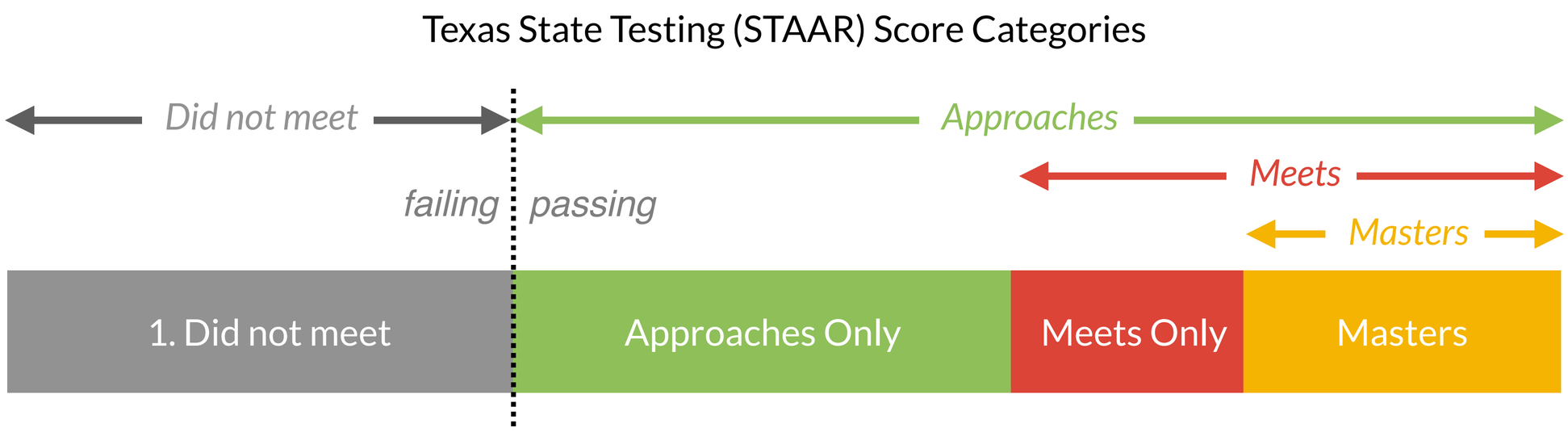


Fig. 3. A diagram of the STAAR testing categories. Note the Approaches category also includes Meets and Masters, and Meets includes Masters.

SOCIAL IMPACT

Figure 1 shows the campus-level *Approaches* gains or losses for campuses using the Exploros Social Studies Program in Texas. Some of these campuses have been using the program for one year (2018-19), and others have been using it for multiple years, where multiple-year campuses are indicated by a darker shade of green or red. The gains represented are a percent increase or decrease in the *Approaches* score. For example, if a campus went from an *Approaches* score of 60 to a score of 70, this is calculated in Figure 1 as a 16.6% increase in the *Approaches* score (a gain of 10 divided by the starting score of 60). When looking across all campuses and filtering for campus demographics, we find that Economically Disadvantaged, At Risk, and Limited English Proficiency campuses all have significant gains (34%, 32%, and 26% respectively) in line with overall averages. We understand the gains come from three key factors:

1) **Student and peer engagement**. With the Exploros program, there are no "by-stander" students. All students engage using a unique approach (US Patent 15/030,946) where students need to contribute to see peer posts. This "pay to play" mechanism ensures that all students participate, resulting in richer classroom dialogue and peer interaction.
2) **Simplified student-centered learning (and quality curriculum).** Exploros does not disrupt the way a teacher teaches. Instead, it augments instruction, making it simpler for any teacher (not just early adopters) to implement proven instructional methods (e.g., 5E Model) and effective technology. Since Exploros hosts standards-based content, facilitates collaboration, and assists in lesson delivery, teachers are freed to focus on student needs, both individually and collectively.
3) **Learning progress data.** Teachers get just-in-time insights into student understanding and can reteach in relative realtime. Longer-term data helps teachers focus on which TEKS state standards students need for remediation, skills development, or mastery.

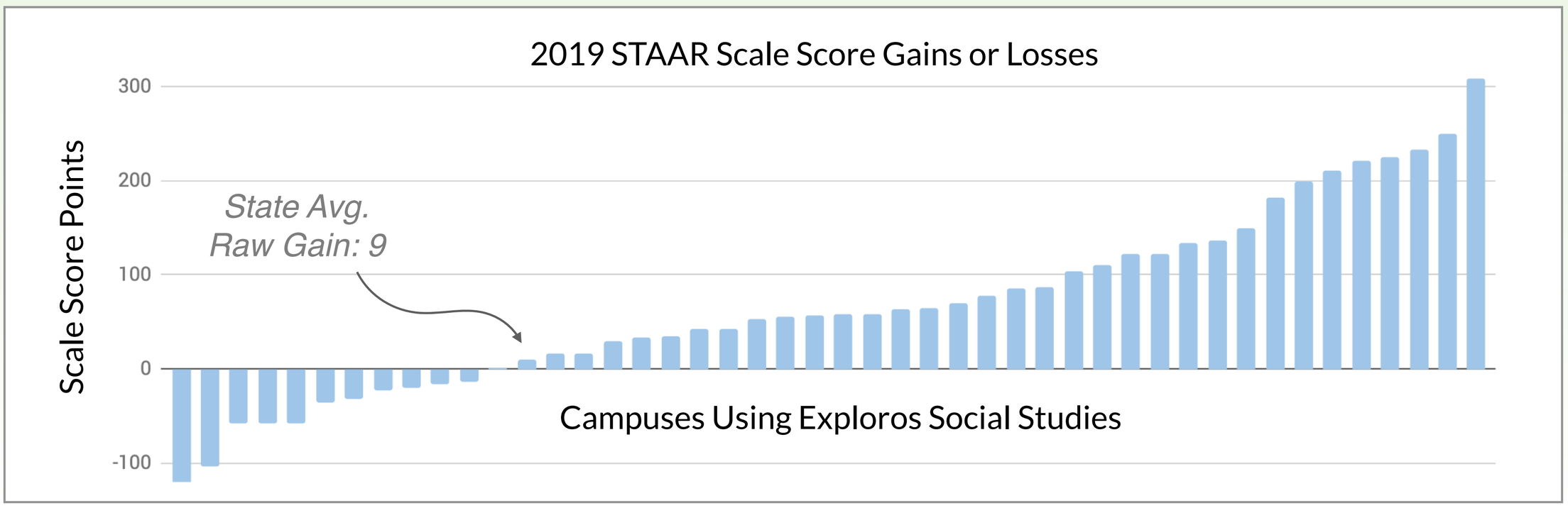


Fig. 4. 2019 STAAR Scale Scores for all campuses subscribed to Exploros MS Social Studies

STAAR 2019 SCALE SCORES

Figure 4 is a graph of the 2019 STAAR scale scores for all cohort campuses. Scale scores are adjusted raw scores used to derive categorized scores. In the graph, the average scale score in Texas increased by 9 points in 2019. The average increase for an Exploros campus was 68 (7.5X the state average).

APPROACHES GAINS FOR 2019

As previously mentioned, the state averages for *Approaches* in 2019 for Texas was 67%. Campuses using Exploros ranged significantly, from the struggling in the low 40's to excelling in the low 90's with an average of 63%. The top graph in Figure 5 shows the *Approaches* gains or losses for all campuses using Exploros in 2019. The values are calculated by looking at the difference between spring 2018 and 2019 test scores. In 2019, campuses statewide improved by an average of 3 points on the *Approaches* score. Campuses using Exploros improved 7.8 points, or 2.6X the state average.

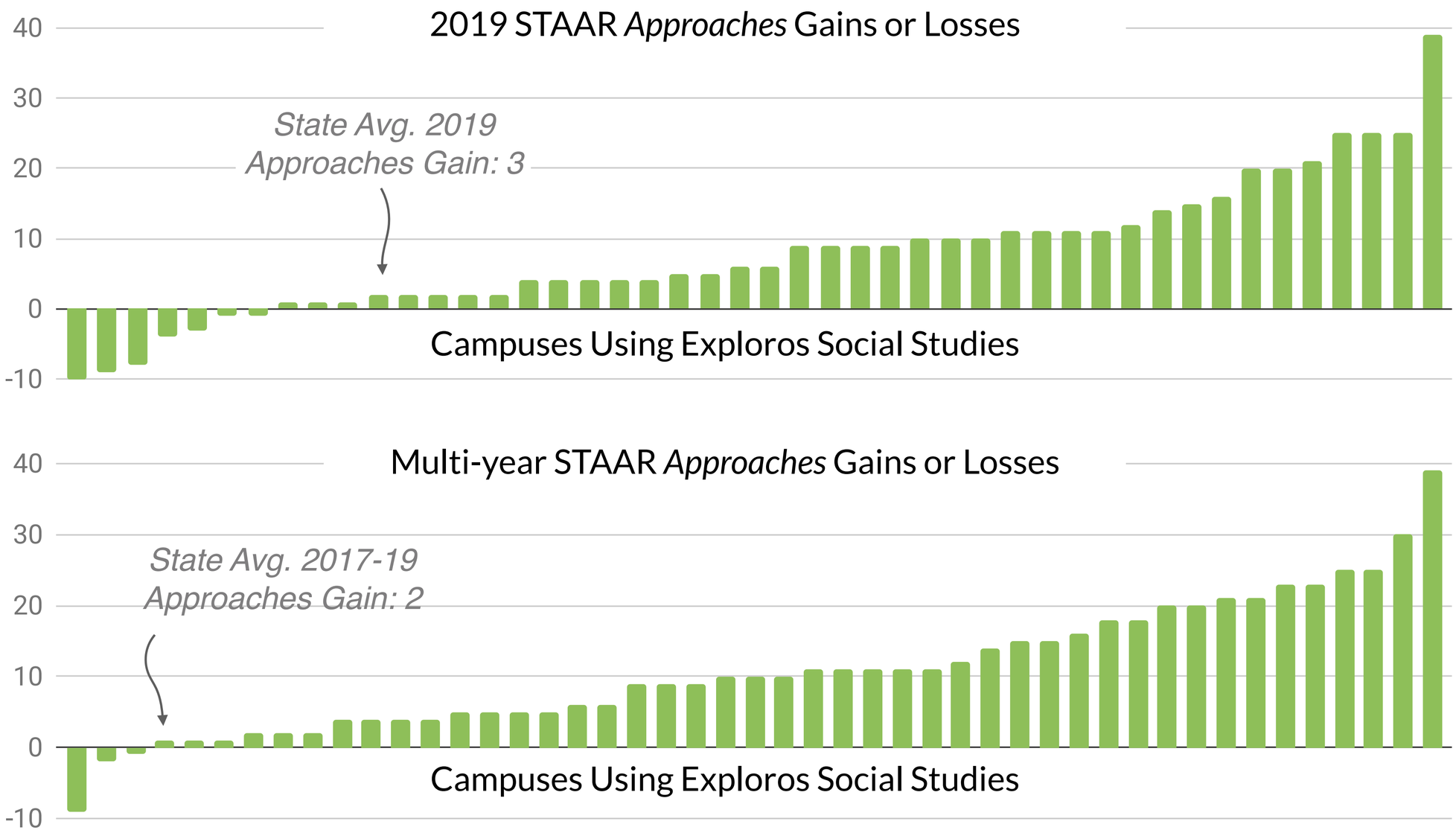


Fig. 5. The top graph shows 2019 Approaches gains or losses by campus. The bottom graph also shows Approaches gains or losses by campus, but plots the data from all years a campus used Exploros.

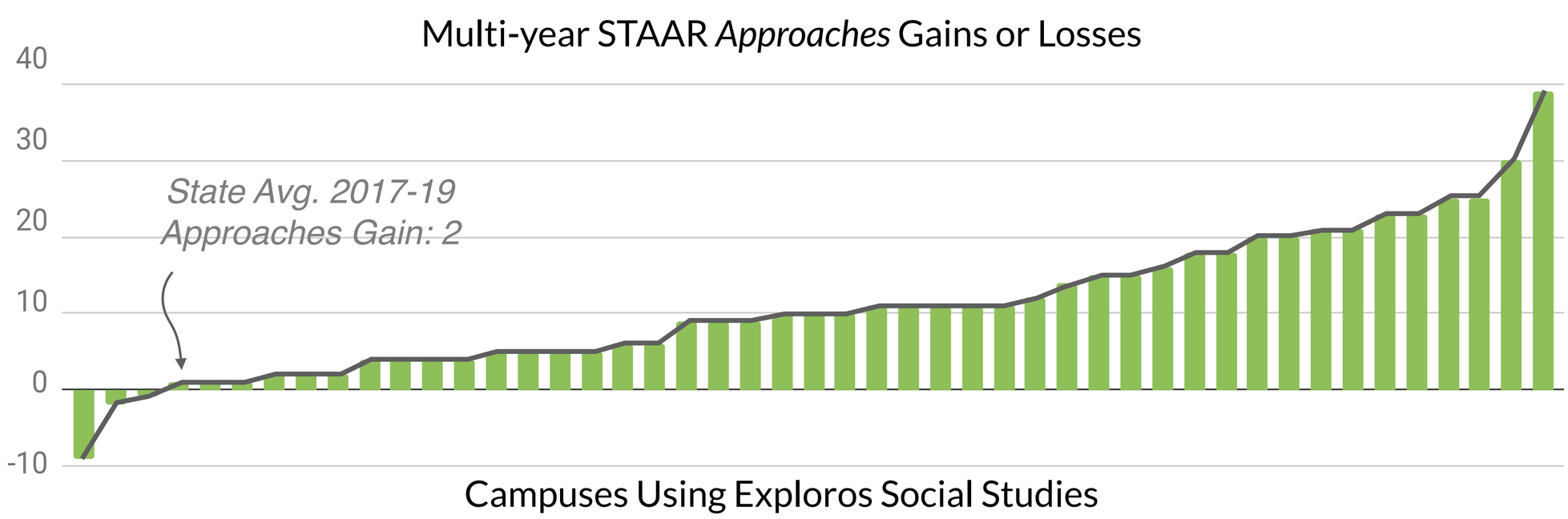
APPROACHES GAINS INCLUDING MULTI-YEAR IMPLEMENTATIONS

The top graph in Figure 5 is just 2019 results, the bottom graph in Figure 5 shows the *Approaches* gains or losses for the same campuses since they began using Exploros. Whereas the state average gain in Approaches over the past three years is 2 points, the average gain for single and multi-year campus use of Exploros is 10.5 points, more than 5X the state average. This is an enormous average jump on a per campus basis, and when calculated in terms of individual campus growth yields the 29% gains figure described previously.

What is important to note is that while Exploros use typically drives impressive year 1 gains, it also leads to year-over-year growth for sustained instructional improvement. This type of year-over-year improvement is significant and implies growing teacher expertise since the students change each year. Teacher expertise is the most valuable asset of any school.

ATTAINING STUDENT MASTERY

Figure 3 shows how *Approaches* scores also include *Meets* and *Masters* level students. Therefore, it is important to analyze the *Approaches* gains more closely to see where the growth is: are students achieving just enough to reach the *Approaches* (passing) level or are they gaining mastery? Figure 6 provides some clarity. The top graph in Figure 6 is the same as the bottom graph in Figure 5 — it is the *Approaches* score gains or losses for all campuses since they began using Exploros. The bottom graph in Figure 6 is this same data, broken out by category of improvement or loss: *Approaches Only*, *Meets Only*, and *Masters Only*. Note that a campus may have a loss in one category that is offset by an even larger gain in another category, resulting in net growth in the overall *Approaches* score.



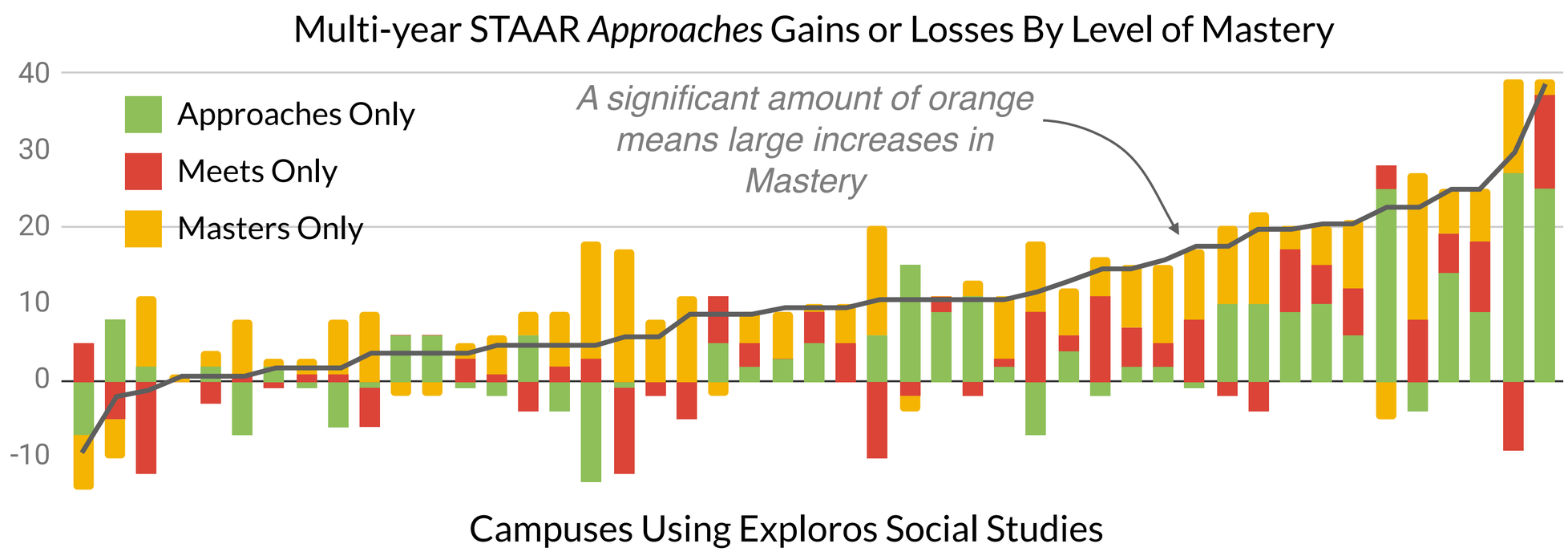


Fig. 6. The top graph shows multi-year gains or losses on the Approaches scores. The bottom graph is the same (see the black line), plotted by level of mastery. The most dominant category of improvement is Masters.

The key takeaway from the bottom graph in Figure 6 is that there is a significant amount of orange, which means that students are not only passing by attaining the *Approaches* level, but they are achieving the *Masters* level of proficiency! To clarify the point, of the growth that each campus sees in their *Approaches* scores, the gains break out as follows: 38% *Approaches* only, 11% *Meets* only, and 51% *Masters* only (Figure 7). This mastery has both significant learning impact and financial impact since students with mastery need little or no academic intervention as they move to their next grade or course.

Using Exploros drives student engagement, assists in the delivery of sound pedagogy, and brings new levels of visibility with learning process data. One outcome is remarkable gains in state testing, where most of the gains come from student mastery.

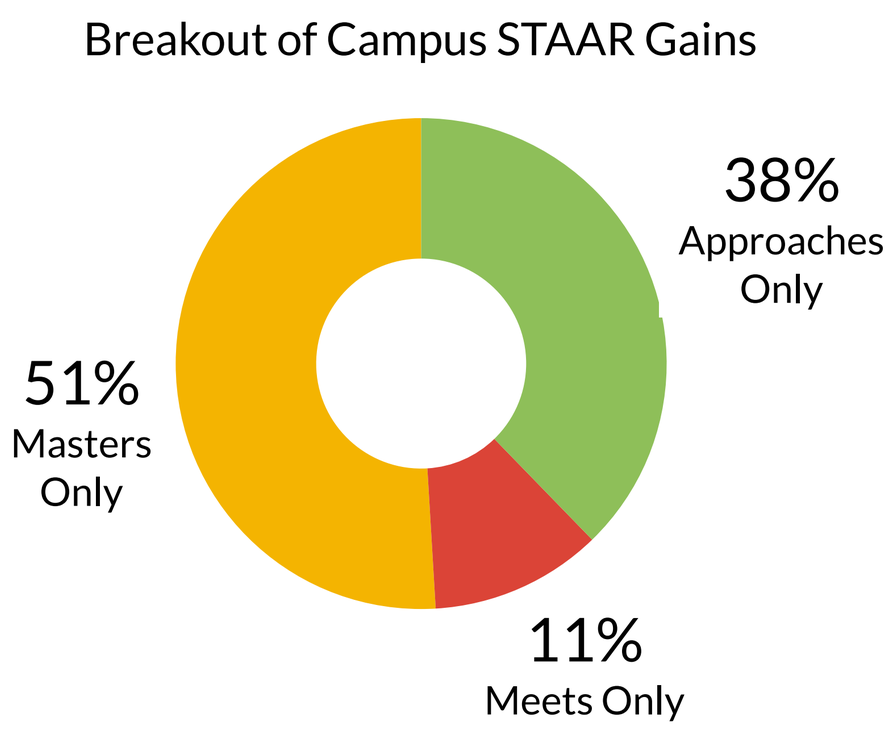


Fig. 7. The majority of gains campuses achieve (51%) using Exploros are in student mastery

"Our students love 'Exploros Days' and we continue to be impressed by how user-friendly the program is. Great teachers with great tools equals productive students. Thanks again for a wonderful product!"

- Paul Miller, Assistant Superintendent, McGregor ISD

When you have awesome teachers with clear insight into student learning, great things happen. Don't leave your STAAR performance to chance — empower your teachers and engage your students with Exploros.

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