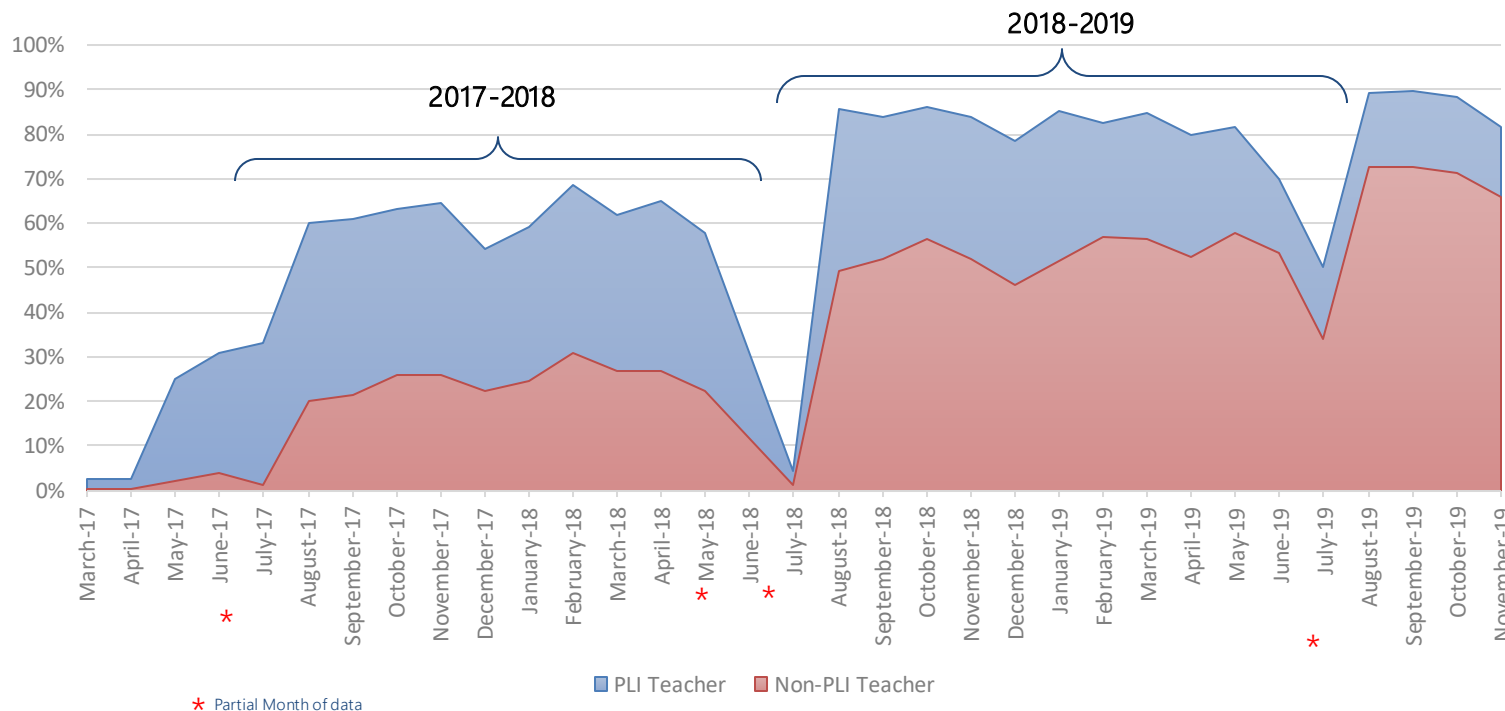




# PLI teachers use Teams as the online collaboration platform to engage in communities of practice

## Fresno Teachers' Use of Microsoft Teams



How to read:

“An African American student with a PLI teacher has a 3.2% ELA score advantage over an African American student with a non PLI teacher e.g. if a non PLI African American student scores (hypothetically) 50 on the SBAC ELA, a PLI student scores 53.2%.”

There is not a strong interaction effect between ethnicity and PLI.

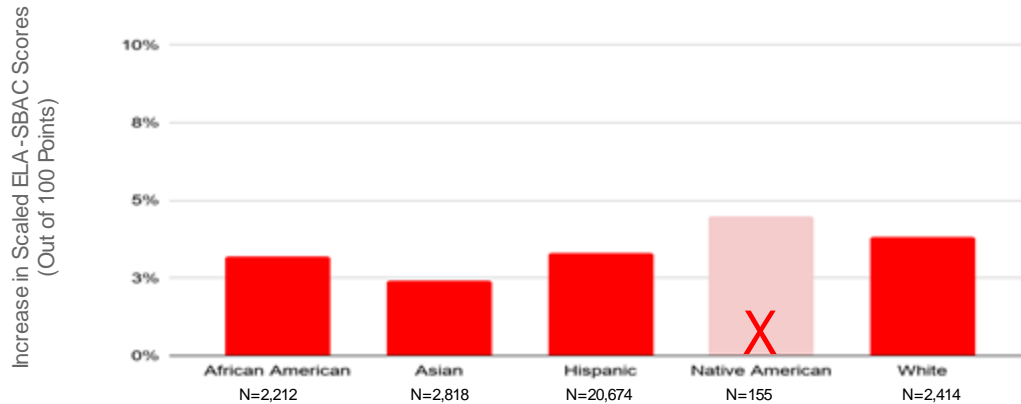
Most PLI students across ethnicities gain, on average, a 3% advantage on SBAC ELA scores.

*Models estimated for each ethnic group*

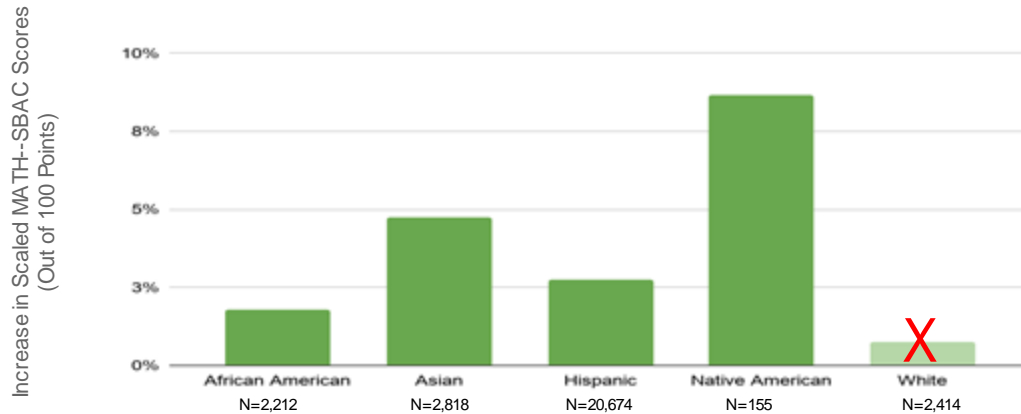
*X light shaded bars = effect not significant*

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Statistically Significant Effect on SBAC **ELA** Scores for PLI Students by **Ethnicity** 2018-2019



Statistically Significant Effect on SBAC **MATH** Scores for PLI Students by **Ethnicity** 2018-2019



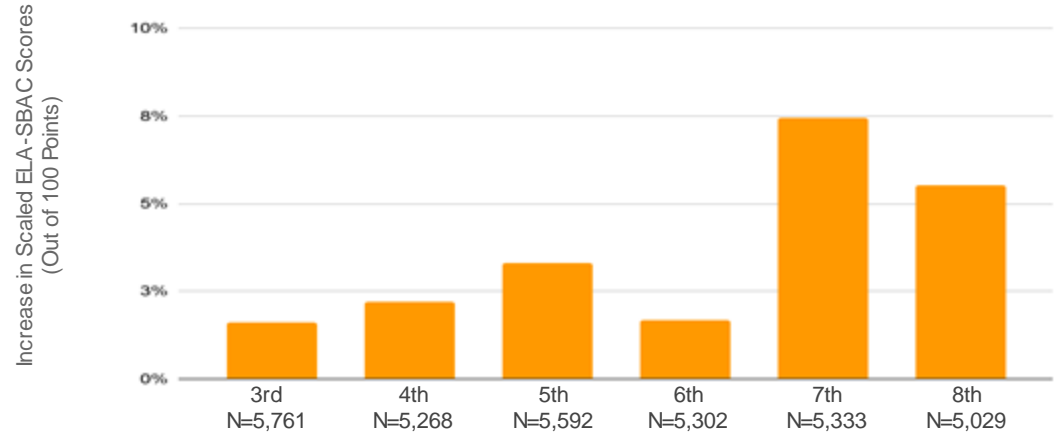
How to read:

“A 7th grade student with a PLI teacher has a 7.5% ELA score advantage over a student with a non PLI teacher e.g. if a non PLI 7th grader scores (hypothetically) 50 on the SBAC ELA, a PLI 7th grader scores 57.5%”

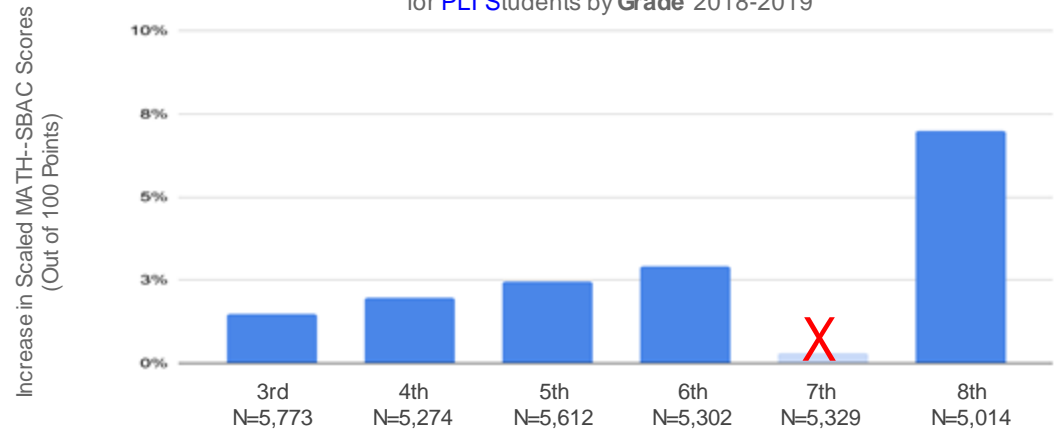
Having a PLI teacher improves SBAC ELA and MATH scores for all student grades, especially 7<sup>th</sup> and 8<sup>th</sup> grade for ELA, and 8<sup>th</sup> grade for Math.

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Statistically Significant Effect on SBAC **ELA** Scores for PLI Students by Grade 2018-2019



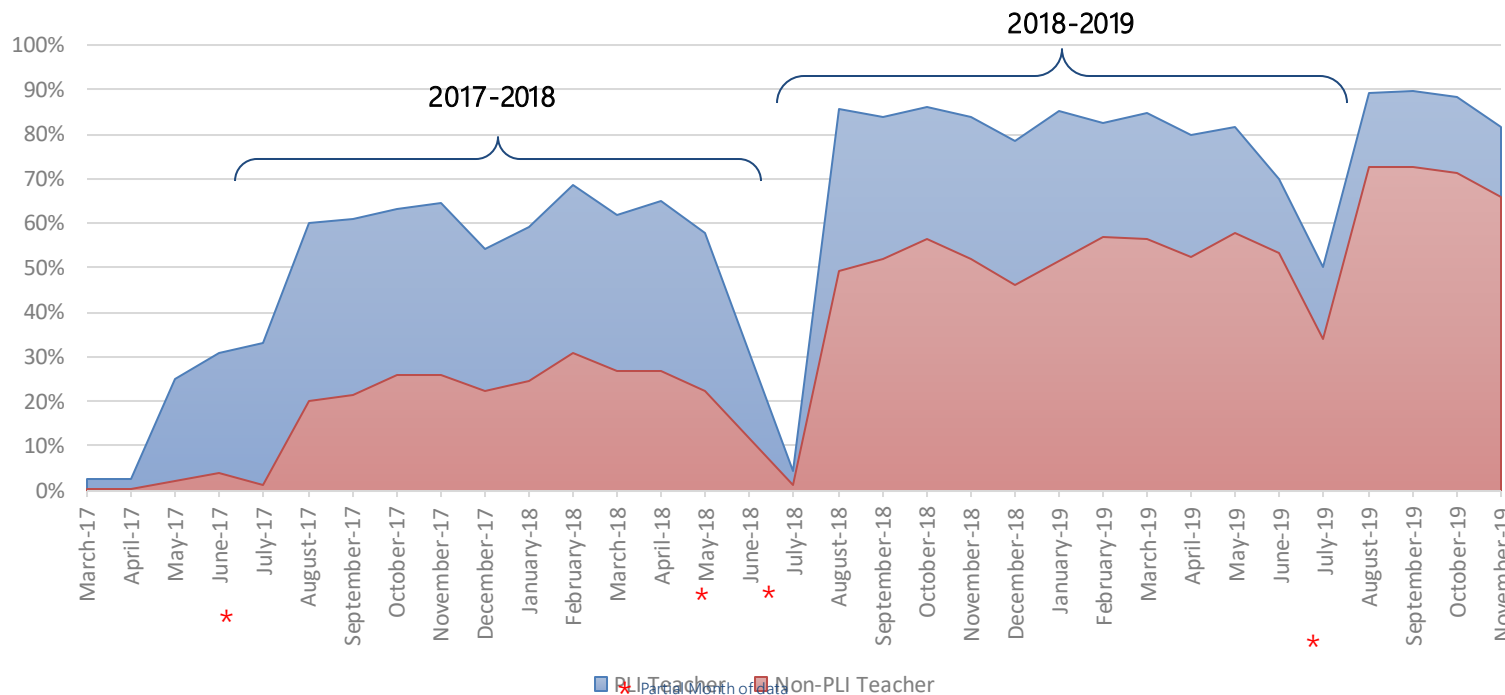
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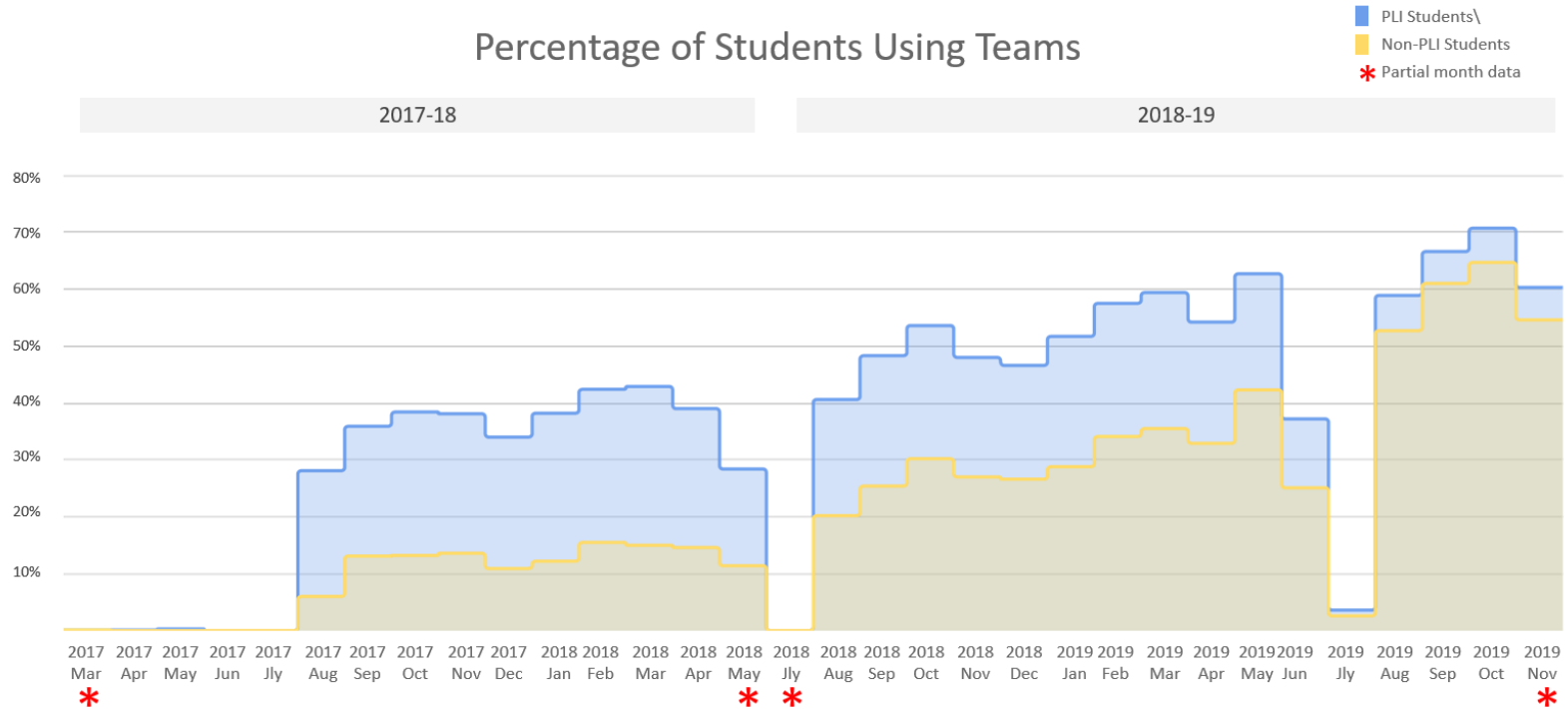


# PLI teachers use Teams as the online collaboration platform to engage in communities of practice

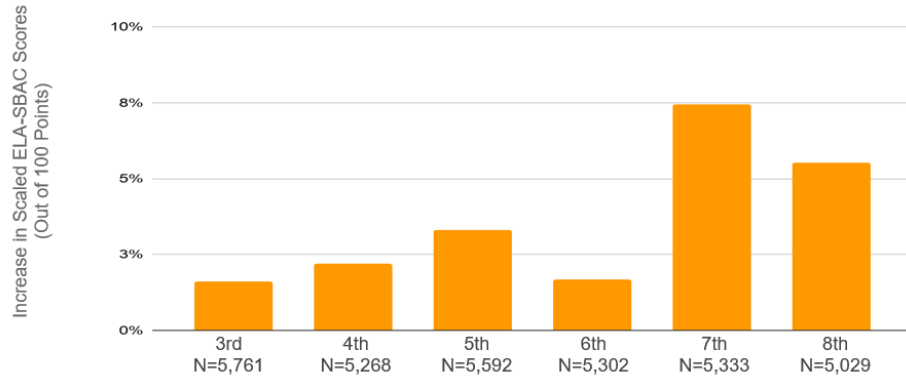
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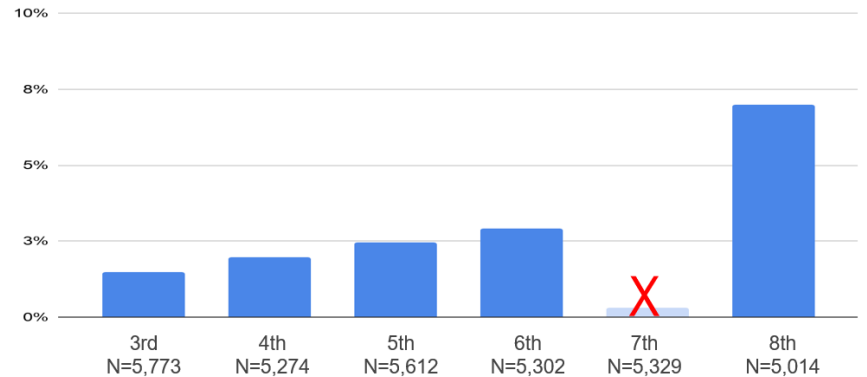
All students increased Teams usage in Year 3, with Non-PLI Students more than tripling usage since Year 2 and nearly closing the usage gap with PLI Students.



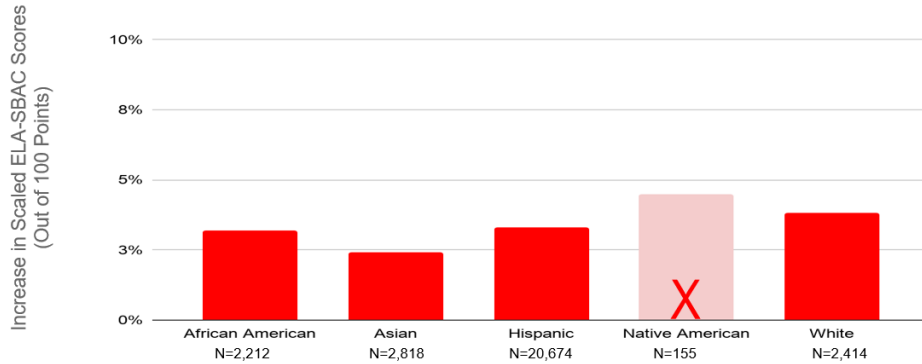
Statistically Significant Effect on SBAC **ELA** Scores  
for **PLI** Students by **Grade** 2018-2019



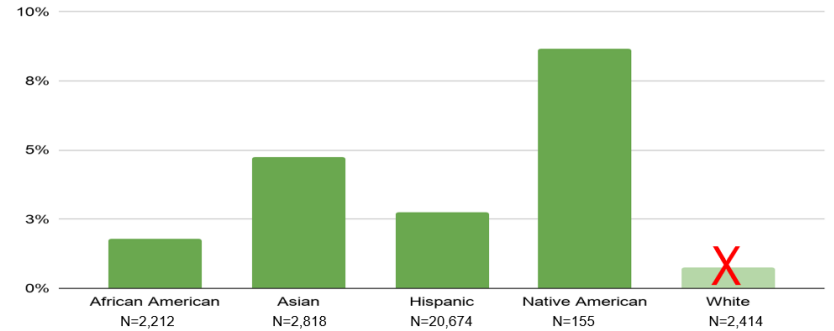
Statistically Significant Effect on SBAC **MATH** Scores  
for **PLI** Students by **Grade** 2018-2019

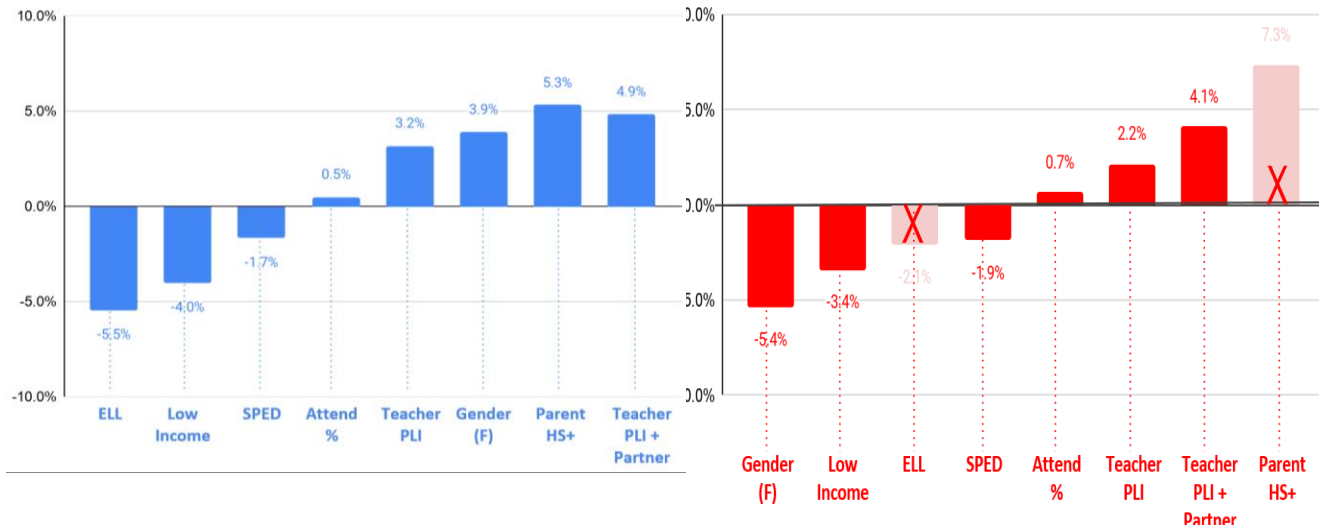


Statistically Significant Effect on SBAC **ELA** Scores  
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Statistically Significant Effect on SBAC **MATH** Scores  
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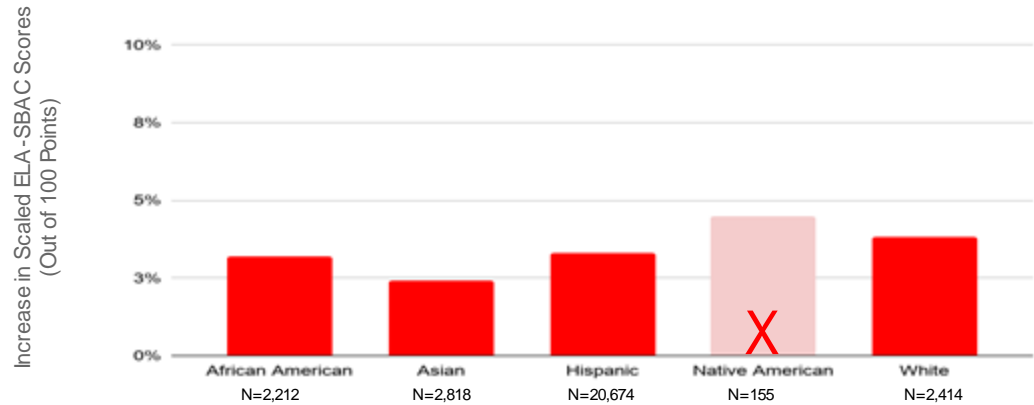
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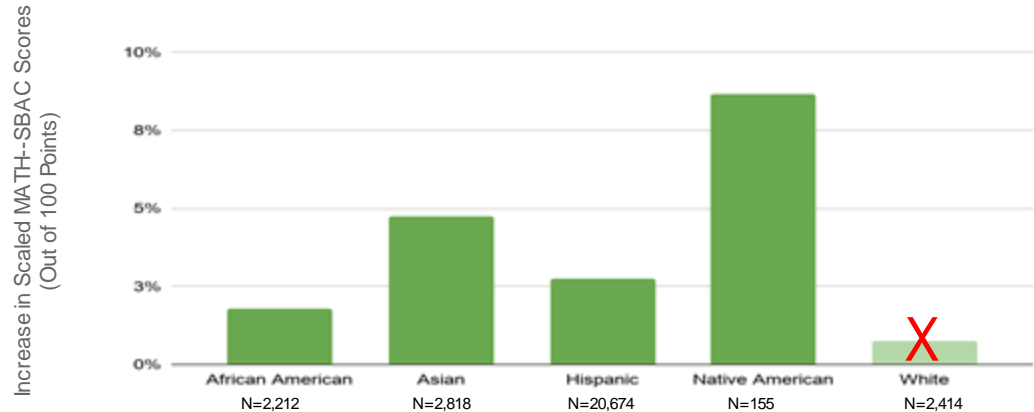
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Statistically Significant Effect on SBAC **ELA** Scores for PLI Students by **Ethnicity** 2018-2019



Statistically Significant Effect on SBAC **MATH** Scores for PLI Students by **Ethnicity** 2018-2019



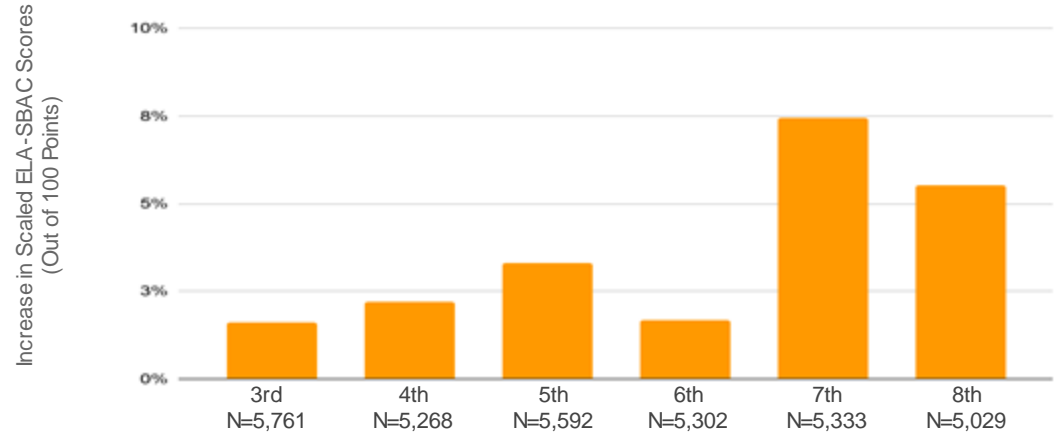
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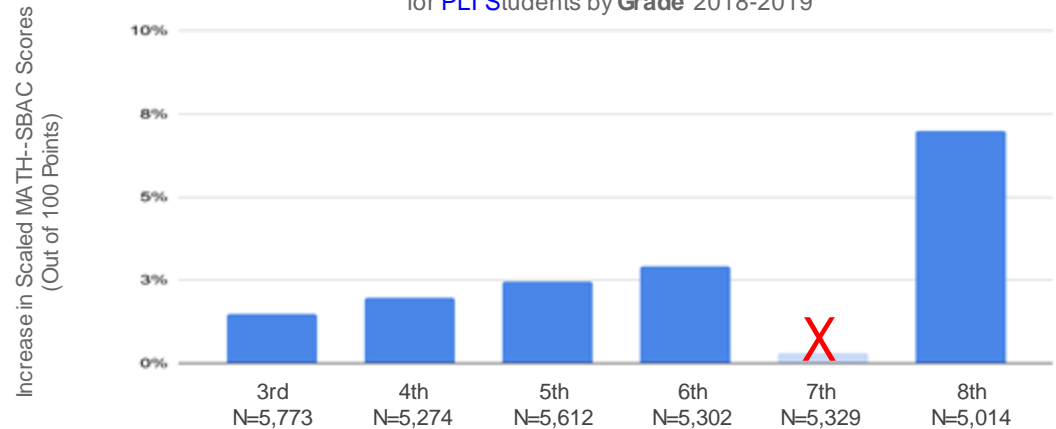
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Statistically Significant Effect on SBAC **ELA** Scores for PLI Students by Grade 2018-2019

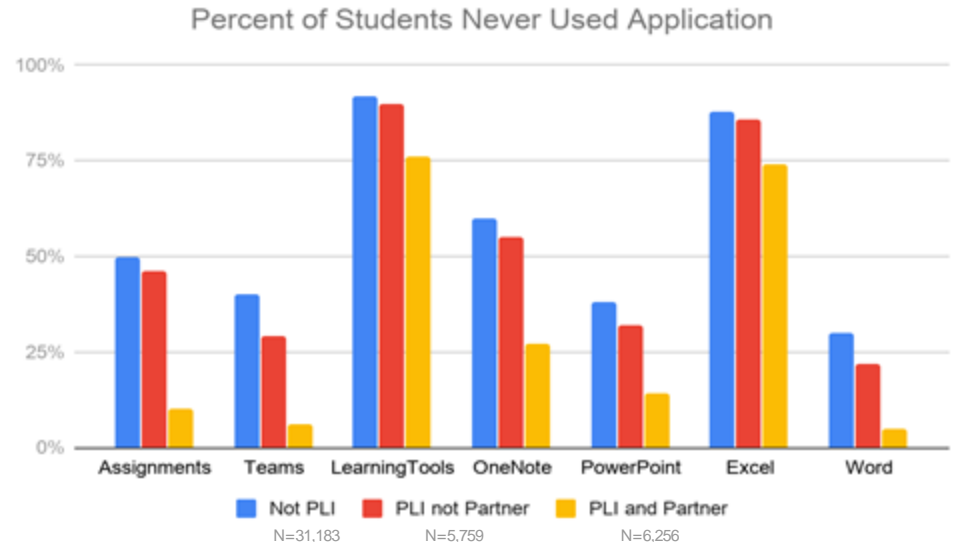
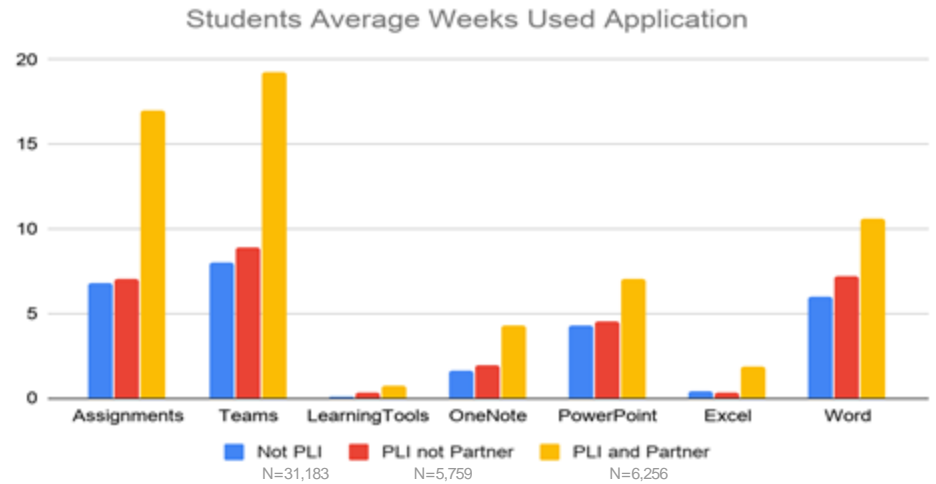


Statistically Significant Effect on SBAC **MATH** Scores for PLI Students by Grade 2018-2019



PLI Partner students are much more likely to use apps, and log more average weeks of usage, than non-PLI/non-Partner students.

A majority of students have not used Excel and Learning Tools.

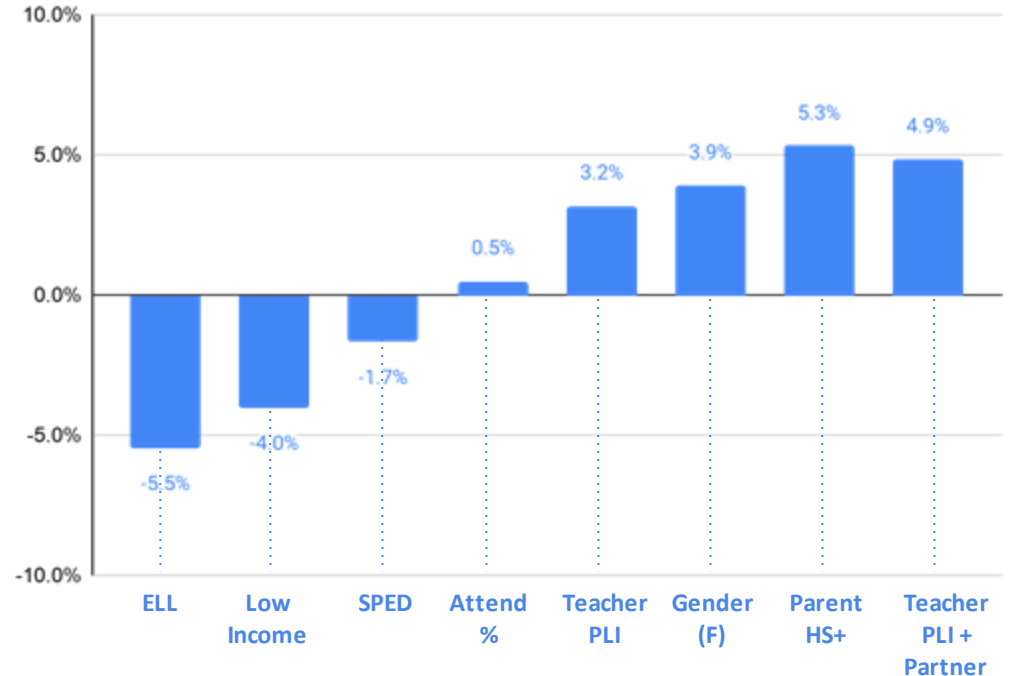


Multilevel regression shows gender, parent education level, attendance and teacher PLI/Partner status have a significant impact on ELA scores.

For every 10% increase in attendance, there is a .5% increase in ELA score.

Low income, ELL and SPED have a negative impact on ELA scores.

Variables with Significant SBAC ELA Score Interaction Effects



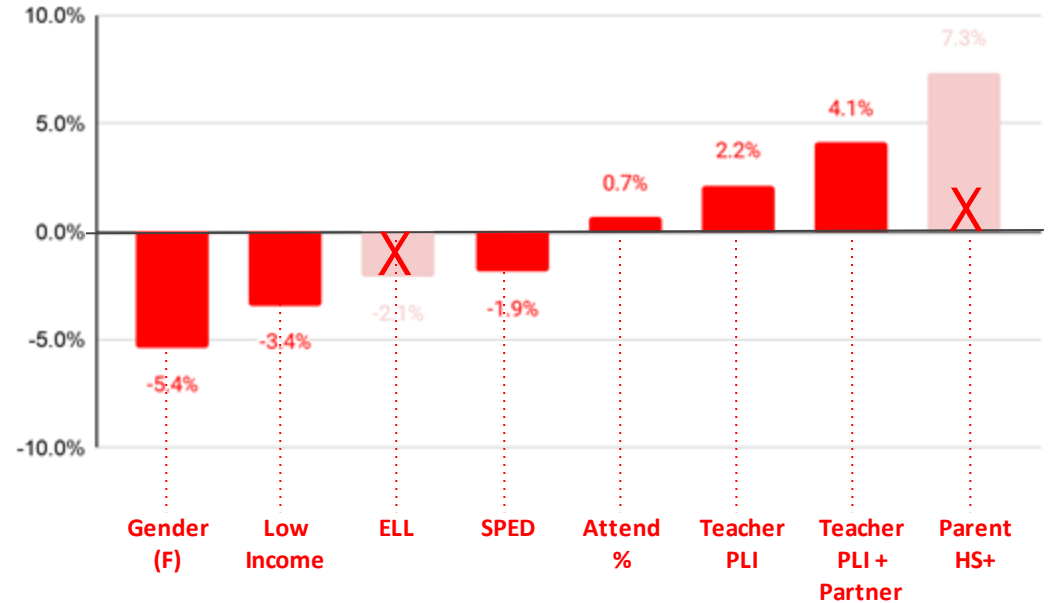
*X light shaded bars = effect not significant  
N=grades 3 through 8*

Multilevel regression shows parent education level, attendance and teacher PLI/Partner status have a significant impact on student SBAC MATH scores.

For every 10% increase in attendance, there is a .7% increase in MATH score.

Gender, low income, and SPED have a negative impact on MATH scores.

Variables with Significant SBAC MATH Score Interaction Effects



X light shaded bars = effect not significant  
N=students grades 3 through 8