

# Measuring the Impact of an Embedded School-University Partnership

Prepared for Barberton City Schools by

Summit Education Initiative

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## *About the project*

The school-university partnership project is designed to increase opportunities for both high school students and university pre-service teachers. High school students benefit from exposure to rigorous learning experiences, increased expectations and increased support. University students benefit from a more sustained, consistent placement experience a semester before beginning their student teaching. This research study is designed to determine the effects of the project on high school students' social-emotional development and academic achievement.

## *Research Questions*

- Will students report more positive attitudes toward teachers, their peers and the school itself?
- Will students report higher personal motivation during the project?
- Will students report increases in sense of self and aspirations for the future?
- Will the project have positive effects on student academic achievement?

## *Research Measures*

### *School Climate*

- Academic Press (Adults in this school push me to be my best)
- Academic Support (Adults in this school care that I am learning)
- Peer Connections (I look forward to seeing my classmates at school)
- Sense of Safety (I feel comfortable in school; School is a place where I feel safe)

### *Personal Motivation*

- Mastery Orientation (It is important to me that I learn as much as I can this year)
- Self-Efficacy (I can learn almost anything in school if I work at it)

### *Sense of Self and Aspirations*

- Future Self (I know what my interests are for the future; I know what I plan to be in the future)
- College-Going Identity (I plan to go to college or some advanced training after high school)
- School Value (Doing well in school will help me have the kind of life I want later)

### *Academic Achievement*

- Second Quarter Grade Point Average (after controlling for Quarter 1 GPA)
- GPA improvement from Quarter 1 to Quarter 2

## **Research Results**

### *Students in the partnership classes felt more connected with school*

Students in the university partnership classes reported increases in **academic press, academic support, peer connections** and **sense of safety**. Effects were most pronounced during the project period. From a personal motivation perspective, students in the partnership group placed a significantly higher value on the importance of school than other students throughout the project.

### *Students in the partnership classes had better academic achievement*

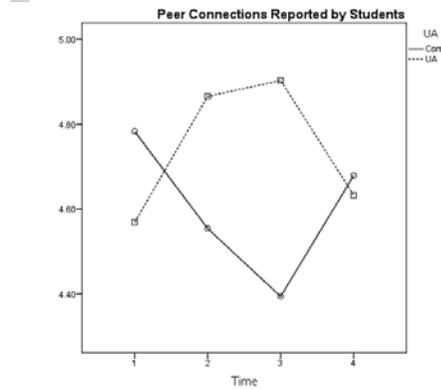
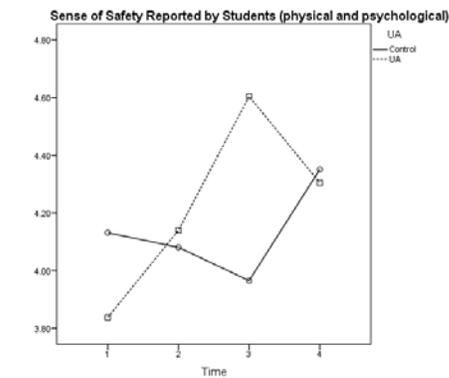
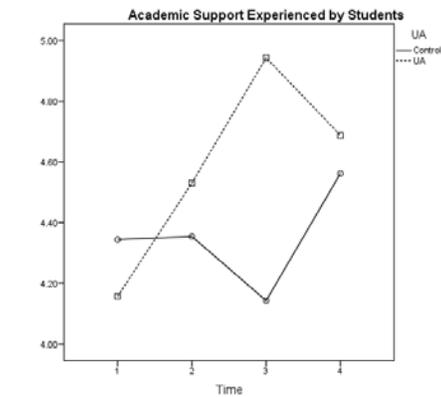
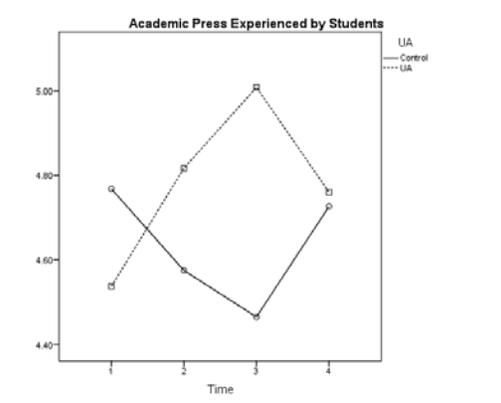
On average, students' GPAs declined from first quarter to second quarter by 0.2 quality points (about 5%). Students in the UA partnership were significantly less likely to experience any declines in GPA. In fact, **students in the partnership were 2 ½ times more likely to earn higher GPAs in the second quarter than other students** (Exp (B)=2.58,  $p < .01$ ).

Comparison of Groups at Each Survey Administration (shaded boxes represent statistically significant differences at that point in time)

Time	Group	Academic Press*	Academic Support*	Sense of Safety*	Peer Connections*	Mastery	Self-Efficacy	College Identity	Future Self	School Value
1	Control	4.77	4.34	4.13	4.78	4.92	4.85	5.21	4.93	5.17
	UA	4.54	4.16	3.84	4.57	4.89	4.73	5.15	4.83	5.27
2	Control	4.58	4.35	4.08	4.55	4.63	4.72	5.05	4.99	4.93
	UA	4.82	4.53	4.14	4.87	4.94	5.07	5.47	5.02	5.35
3	Control	4.47	4.14	3.97	4.39	4.69	4.81	5.09	4.97	4.97
	UA	5.01	4.94	4.60	4.90	5.04	5.10	5.35	5.25	5.37
4	Control	4.73	4.56	4.34	4.69	4.82	4.84	5.13	4.97	5.07
	UA	4.76	4.69	4.30	4.63	4.80	5.04	5.31	5.30	5.27

\* Significant interaction effect for these variables; students in the UA group started off lower and ended up higher.

Changes in academic press, support, peer connections and sense of safety (note: Time 3 was the end of the fall project).



Academic achievement outcomes associated with the project

	GPA Change*	
	Declined	Improved
Control	72.1%	27.9%
UA	50.0%	50.0%

\*Students in the partnership group were 2 ½ times more likely to earn higher GPAs in second quarter, compared with all other students.

Significant effects of university project on student GPA

