

In 2023, the Modern Classrooms Project (MCP) partnered with Chesapeake Public Schools to train educators across the district to implement a blended, self-paced, mastery-based instructional model. With support from MCP staff, Chesapeake led a program evaluation of the MCP program in their district to understand the experiences of early adopters at Hickory MS, Oscar Smith MS, and Western Branch MS during the 2023-2024 school year. This report summarizes MCP's impact in Chesapeake regarding five district-defined goals.

This study uses data from surveys administered to MCP teachers and non-MCP teachers, teacher focus groups, student surveys, and administrative data to determine MCP impact. Our sample includes:

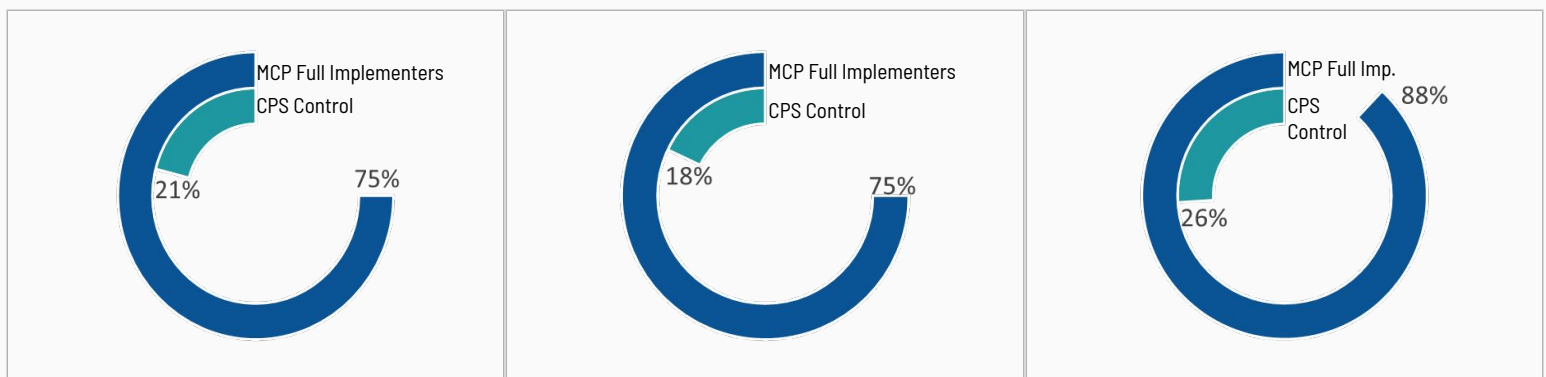
**32**  
implementing teachers

**34**  
comparison teachers

**693**  
students

## Goal 1: Improved Student Engagement and Autonomy

Students assigned to an MCP teacher will demonstrate increased engagement and autonomy. We assessed teacher perceptions of student engagement and autonomy through teacher surveys including 14 teachers fully implementing MCP in their classrooms and 34 comparison teachers at the same schools. Teachers reported over the last school year:



Student behavior has improved.

Student motivation has improved.

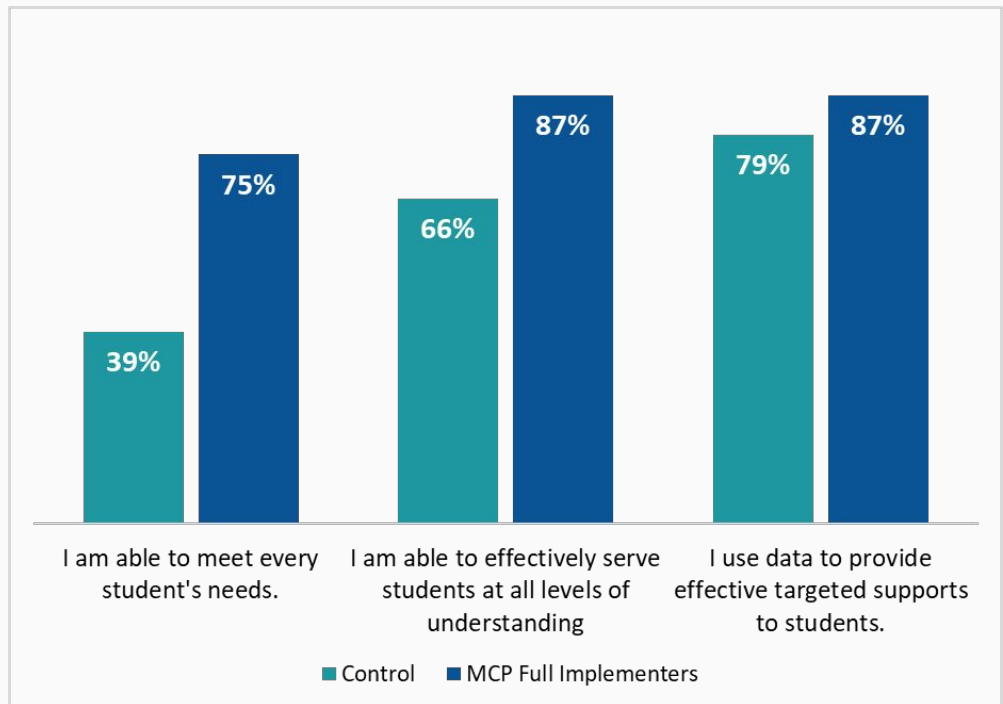
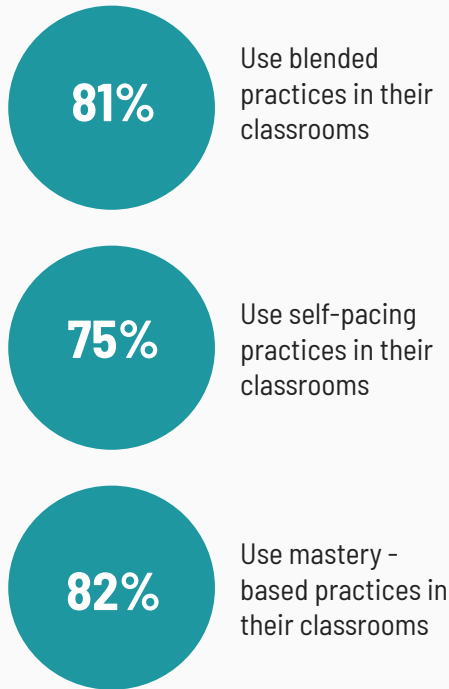
Students are more engaged in school.

“ One of the things that I'm really impressed by is the way the students have learned to **self-govern** and **the classroom culture is a lot more positive and collaborative** than in past years teaching with the more traditional model. ” - Hickory MS Teacher

“ [MCP] lends itself to **no interruption**. You don't have a whole group and a class clown or kids that can't sit still...It's not interrupting my entire class then I have to stop, address the behavior, and then, okay, where was I? I have to go back. ” - Western Branch MS Teacher

## Goal 2: Personalized Learning Experience

Through participating in MCP, teachers will increase their proficiency in providing personalized learning experiences. By the end of the first year, all early adopter teachers of the MCP program will have fully integrated the essential MCP components, including blended learning (instructional videos), self-paced trackers, and mastery checks. Teacher walkthrough observation data and teacher survey data show:

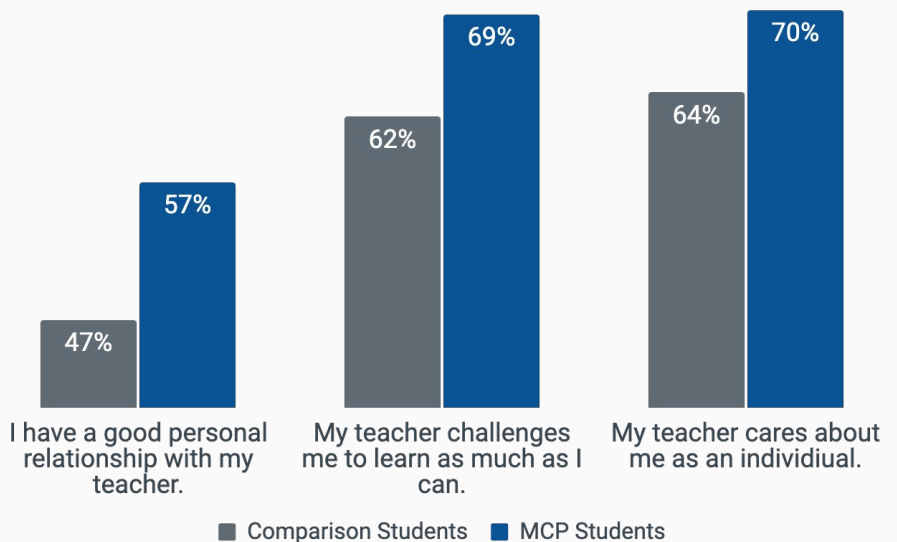


## Goal 3: Strengthened Teacher-Student Relationships

Participation in MCP will lead to stronger relationships between teachers and students. According to our student survey, students in classes led by Modern Classrooms teachers say they have better relationships with their teachers, are challenged by their teachers, and feel their teachers care for them as individuals.

“ **We have the time to find out who they are, so we can meet them where they are.** With MCP, I understand that's what's going on with this kid. Or, this kid's motivated by this or that. ”  
 - Western Branch MS Teacher

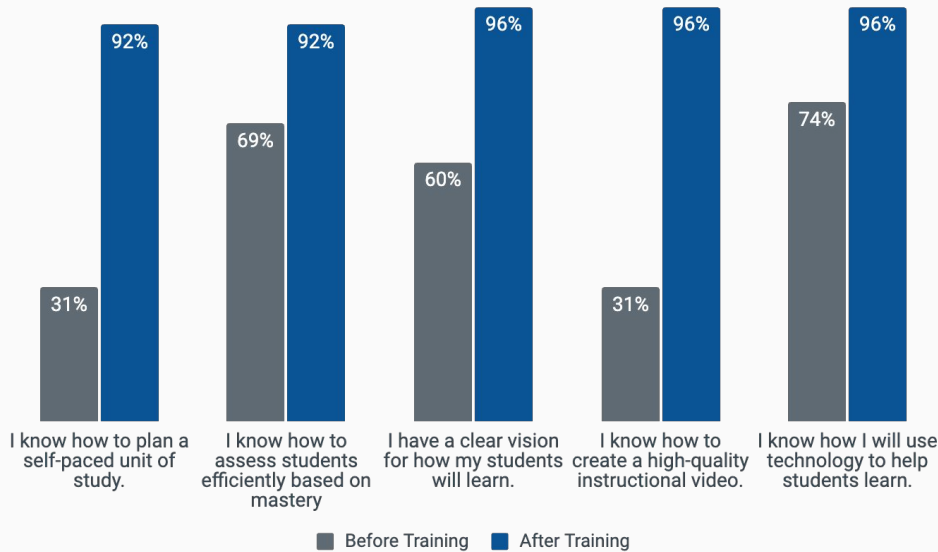
“ I love the fact that now, **I'm just getting to know their levels a lot more.** Getting to know the kids better and then I'm more available to provide the assistance based on their need. ”  
 - Hickory MS Teacher



## Goal 4: Professional Development

In support of the growth in competencies resulting from participating in the Virtual Mentorship Program, Chesapeake’s Department of Professional and Organizational Development will provide professional development targeted toward MCP methodologies to train teachers in the Modern Classrooms Project model within the first year of implementation.

MCP Training: Teacher Competencies

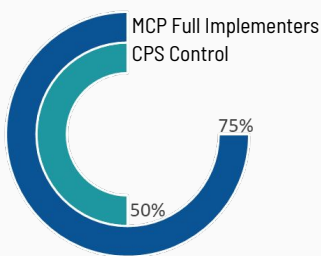


“ This group has been incredible. I have borrowed so much stuff from them into my classroom that has helped tremendously. **It just increases my confidence.** And it just makes you want to keep going, even when it gets difficult. ”

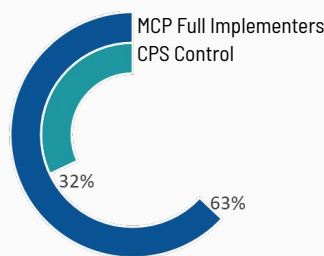
- Hickory MS Teacher

## Goal 5: Teacher Satisfaction

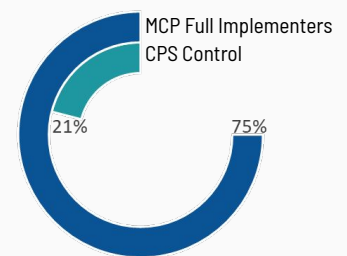
Educators participating in MCP will express higher levels of job satisfaction. CPS’s goal is to increase teachers’ perceived job satisfaction and overall career happiness to reduce undesirable behaviors among students in MCP. Teacher survey data show MCP teachers are more satisfied with their careers:



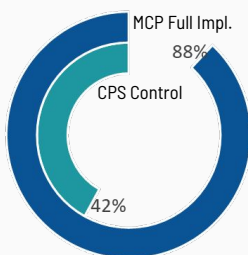
I enjoy teaching more.



I find teaching more sustainable.



I feel more optimistic about the future of education.



I feel like I am part of a movement towards better education.



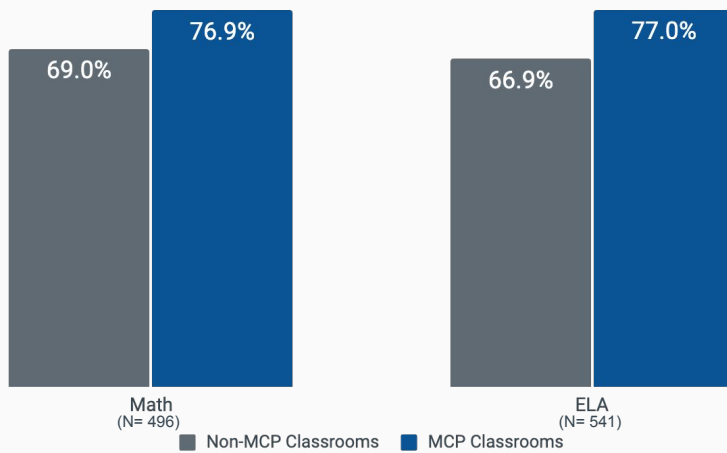
I intend to continue teaching for many more years.

## Student Academic Achievement

In addition to the five goals explored above, we considered the impact of being assigned to a classroom with an educator implementing MCP. We compared student academic outcomes (standardized assessments, attendance, and grades) to those students in the same courses but taught traditionally. We used T-tests to compare averages across the two groups to determine whether those differences were statistically significant or more likely due to chance. We found the following:

**Virginia Spring 2024 SOL Pass Rates**

Percent of Students With Passing Scores

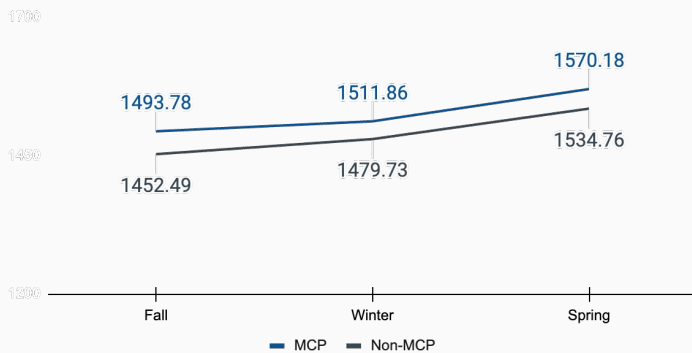


### Key Finding #1: Higher SOL Pass Rates

Students in Math and ELA classrooms implementing the Modern Classrooms model had higher SOL pass rates during the Spring of 2024. This difference was statistically significant for both ELA ( $t = -3.783, p < .001$ ) and Math ( $t = -2.875, p=0.004$ ) SOLs.

**Average 6th Grade Math SOL Growth**

2023-2024 Vertical Scaled Scores

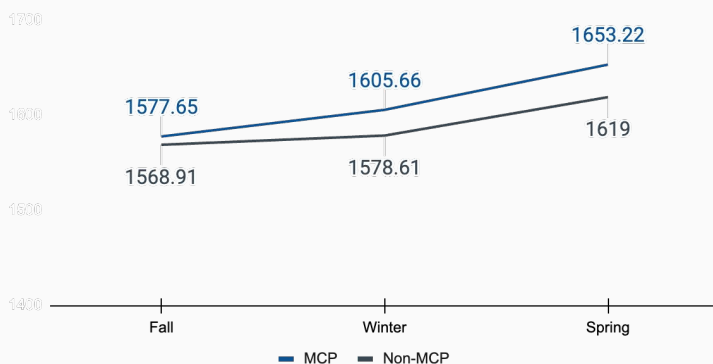


### Key Finding #2: Higher Average SOL Growth (VSS)

Students in 6th-grade math classrooms implementing the Modern Classrooms model had higher average SOL Vertical Scaled Scores during Fall 2023, Winter 2024, and Spring 2024. This difference was statistically significant at each time point.

**Average 7th Grade ELA SOL Growth**

2023-2024 Vertical Scaled Scores



In 7th grade ELA classrooms implementing the Modern Classrooms model, students had higher average SOL Vertical Scaled Scores during Winter 2024 and Spring 2024. This difference was statistically significant for those two time points.

## Student Academic Achievement

In addition to the five goals explored above, we considered the impact of being assigned to a classroom with an educator implementing MCP. We compared student academic outcomes (standardized assessments, attendance, and grades) to those students in the same courses but taught traditionally. We used T-tests to compare averages across the two groups to determine whether those differences were statistically significant or more likely due to chance. We found the following:

**Average Total Absences by Class Period SY 2023-2024**

Total absences in classrooms implementing MCP vs classrooms not implementing MCP (N=84)

■ MCP Classrooms ■ Non-MCP Classrooms

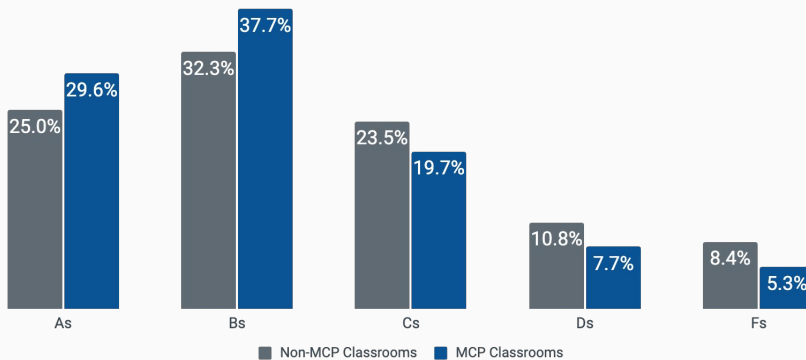


### Key Finding #3: Fewer Absences

On average, classrooms implementing MCP had fewer total absences than the same classes not implementing MCP. This difference is statistically significant ( $t = 5.36, p < 0.001$ ).

**Average SY 2023-2024 Final Grades**

In Classes Implementing MCP Compared to Equivalent Classes Not Implementing MCP



### Key Finding #4: Higher Final Grades

Classrooms implementing MCP, on average, issued more A's and B's (68%) than the same classes not implementing MCP (57%). MCP-implementing classrooms awarded fewer C's, D's, and F's than non-MCP classrooms. These differences are statistically significant.

## Recommendations

### Support Rigorous Implementation

Less than half of Chesapeake teachers implementing the model use all three components. **What are ways CPS and MCP can leverage resources to encourage educators to implement the MCP model with fidelity?**

### Leverage Cohort 1 Teacher Leaders

Chesapeake's early MCP adopters are enthusiastic advocates for the instructional model. Several are implementing at a high level and are currently credentialed Teacher Leaders and Mentors within MCP. **How can these advocates be leveraged to help new implementers?**

### Foster Teacher Collaboration

Early adopters also found the district's PLCs to be an integral support and opportunity for collaboration. **Continue to provide these professional learning opportunities with support from MCP.**