schoolai

Title: Teacher Outcomes and SchoolAI Tenure: A Cross-Sectional Study

Abstract

This study examines whether sustained use of the SchoolAI platform is associated with improvements in teacher professional outcomes. Using cross-sectional survey data from 390 teachers who reported their SchoolAI tenure, we compared outcomes between teachers with less than one year of experience (n=257) and those with one or more years (n=133) across three domains: professional well-being, productivity, and instructional effectiveness. Regression models controlling for teaching experience showed that longer SchoolAI tenure significantly predicted higher scores across all three outcomes ($p < .005$), with small-to-medium effect sizes ($d = 0.30$ to 0.42). Teachers with one or more years of experience reported saving nearly two additional hours per week (8.0 vs. 6.2 hours), and agreement rates were consistently higher across all individual survey items, with the largest gaps on instructional confidence, mission alignment, and data-driven practice. Findings provide promising evidence that the benefits of SchoolAI deepen with sustained use across multiple dimensions of teacher professional outcomes.

Introduction

The promise of AI in K-12 education is not simply that it can automate tasks. It is that it can give teachers back what matters most: time to be present with their students. Early adoption of AI platforms often focuses on immediate efficiencies, such as generating lesson plans, streamlining grading, and reducing administrative burden. But the more consequential question is whether sustained use translates into deeper professional outcomes, whether teachers who integrate these tools over time feel better about their work, teach more effectively, and reinvest the time they save into what brought them to the profession in the first place.

SchoolAI is an AI-powered educational platform designed specifically for K-12 classrooms. Unlike general-purpose AI tools, SchoolAI provides teachers with structured capabilities for creating interactive student-facing learning experiences ("Spaces"), productivity tools for lesson planning and content creation, and real-time classroom monitoring through Mission Control.

This study investigates whether sustained engagement with SchoolAI is associated with improved teacher outcomes by comparing teachers with less than one year of platform experience to those with one or more years. Using cross-sectional survey data, we examine three outcome domains:

1. **Productivity:** To what extent is longer SchoolAI tenure associated with greater perceived productivity, including time saved across instructional tasks and feeling equipped with the necessary tools and resources?

2. **Instructional Effectiveness:** To what extent is longer SchoolAI tenure associated with more effective instructional practices, including data-driven decision making, personalized learning, and integration of diverse resources?

3. **Professional Well-Being:** To what extent is longer SchoolAI tenure associated with higher levels of teacher professional well-being, including confidence in instructional decisions, pride in work, and alignment with professional purpose?

Methods

Survey Design and Recruitment

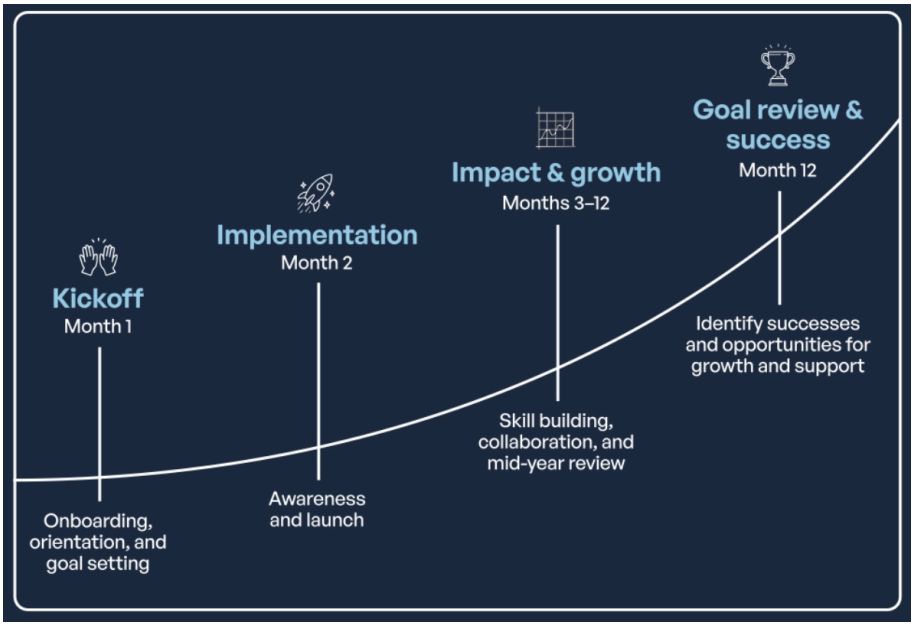
A cross-sectional survey was administered in February 2026 to all SchoolAI users who identified as a teacher. The survey assessed teacher demographics, SchoolAI usage patterns, professional outcomes, and perceptions of student impact. The analytic sample consists of 390 classroom teachers who reported their SchoolAI tenure. Teachers were classified into two groups: less than one year of SchoolAI experience (n=257) and one or more years (n=133).

Sample Characteristics

Respondents represented 48 U.S. states and were predominantly female (70.5%) and White (70.5%), consistent with national educator demographics. The sample skewed toward experienced teachers, with 64.9% reporting 11 or more years of teaching experience. Respondents spanned all U.S. regions (South 27.9%, West 26.7%, Midwest 25.9%, Northeast 16.4%) and school contexts (Suburban 33.1%, Rural 27.4%, Town 19.7%, Urban 15.6%). The majority taught in public schools (83.8%). The sample skewed toward higher-SES contexts, with only 14% in moderate-to-high poverty districts. By grade band, 40.5% taught grades 9-12, 20.5% grades 6-8, 12.8% grades 3-5, and 5.6% K-2, with 17.9% teaching across multiple grade bands. ELA was the most common subject (19.5%), followed by multi-subject teachers (9.7%), Science (8.5%), and Social Studies (7.2%).

Implementation Context

SchoolAI provides partnering districts with a structured first-year implementation program that includes a dedicated Customer Success Manager, full technical onboarding (platform launch, LMS integration, and rostering), and ongoing professional development through weekly live sessions, self-paced courses, and monthly training toolkits. The partner journey follows a phased timeline across the first year:



Survey data from the current sample reflect this early adoption pattern. As shown in Table 1, the majority of teachers with less than one year of experience reported occasional or limited use, consistent with the exploratory phase of implementation. In contrast, teachers with one or more years of experience reported substantially higher usage, with nearly two-thirds using SchoolAI regularly or for most of their planning and lessons.

Table 1. SchoolAI Usage Frequency by Tenure

Usage	<1yr (n=257)	1+yr (n=133)
Most or all of my planning and lessons	7.4%	20.3%
Regularly, alongside other resources	30.4%	43.6%
Occasionally, when it fits my needs	36.2%	29.3%
Used it only a few times	19.1%	4.5%
Never	7.0%	2.3%

Measures

Productivity Perception (2 items, α = .871). Teachers rated their agreement (1 = Strongly Disagree to 4 = Strongly Agree) with the following statements about SchoolAI:

- I save time so I can focus on what matters most for student learning
- I feel equipped with the tools and resources I need to teach well

Additionally,

- Time Saved. Teachers estimated hours saved per week across five instructional tasks:
    - Lesson/plan creation

    - Differentiation/scaffolding
    - Grading/feedback
    - Parent communications and progress updates
    - Administrative tasks (rostering, IEP notes, behavior logs)

Responses were converted to numeric hours and summed to create a total weekly time saved score.

Instructional Effectiveness (7 items, α = .947). Teachers rated their agreement (1 = Strongly Disagree to 4 = Strongly Agree) with the following statements about their instructional practice when using SchoolAI:

- I can effectively engage students who are typically hard to reach
- I successfully personalize learning to match students' interests and curiosities
- I use data effectively to identify student strengths and needs
- I can translate data insights into actionable instructional strategies
- The instructional materials I create are clear, engaging, and accessible to all students
- I effectively integrate diverse resources (e.g., texts, media, worksheets) into my lessons
- I actively seek out new teaching strategies and approaches

Items were averaged to create a composite score.

Professional Well-Being (6 items, α = .920). Teachers rated their agreement (1 = Strongly Disagree to 4 = Strongly Agree) with the following statements about their professional experience since using SchoolAI:

- I trust my professional judgment when making instructional decisions
- I feel confident in when and how to implement different and new teaching strategies
- I feel confident implementing our school's student-centered approach
- I feel proud of the work I do each day
- My daily work aligns with my larger mission as an educator
- I can see how my work makes a meaningful difference in students' lives

Items were averaged to create a composite score.

Analytic Approach

Linear regression models were conducted for each outcome with SchoolAI tenure (0 = less than one year, 1 = one or more years) and years of teaching experience as predictors. Teaching experience was included to account for the possibility that group differences reflect general professional maturity rather than SchoolAI tenure. Initial models also included grade band, and subject area; neither were significant predictors and their inclusion did not change the tenure effect, so they were removed in favor of a more parsimonious model.

Data Privacy and Ethics

Participation in the survey was voluntary. No personally identifiable information was collected beyond an optional email address provided by respondents who wished to enter a raffle for survey completion. Email addresses were stored separately from survey responses and were

not linked to analytic data. All analyses were conducted on de-identified records. AI tools were used to assist with statistical analyses and drafting of this report.

Results

Productivity

Productivity Perception. Teachers with 1+ years reported significantly higher productivity perceptions (M = 3.37, SD = 0.52 vs. M = 3.10, SD = 0.73; d = 0.41). Tenure was a significant predictor (B = 0.28, t = 3.93, p < .001, 95% CI [0.14, 0.42]), and teaching experience was negatively associated with the outcome (B = -0.01, t = -2.54, p = .012). The model was significant, F(2, 387) = 10.59, p < .001, R^2 = .05. As shown in Table 2a, 96% of experienced users agreed they save time to focus on what matters most for student learning, compared to 84% of newer users. Similarly, 94% felt equipped with the tools and resources they need to teach well, compared to 84%.

Table 2a. Productivity Perception: Percent Agreement by Tenure

Item	<1yr	1+yr
I save time so I can focus on what matters most for student learning	84.0%	95.5%
I feel equipped with the tools and resources I need to teach well	84.4%	94.0%

Time Saved. Teachers with 1+ years reported saving more hours per week than newer users (M = 8.01, SD = 7.40 vs. M = 6.16, SD = 5.54; d = 0.30). Tenure was a significant predictor (B = 1.89, t = 2.85, p = .005, 95% CI [0.59, 3.20]). Teaching experience was not significant (B = -0.07, t = -1.79, p = .075). The model was significant, F(2, 387) = 5.48, p = .005, R^2 = .03. As shown in Table 2b, experienced users saved more time across all five workflow areas, with the largest differences in grading and feedback (+0.4 hrs/wk) and lesson planning (+0.4 hrs/wk).

Table 2b. Time Saved Per Week (Hours) by Tenure

Task	<1yr Mean (hrs)	1+yr Mean (hrs)
Lesson/plan creation	1.5	1.9
Differentiation/scaffolding	1.5	1.8
Grading/feedback	1.2	1.6
Parent communications and progress updates	1.0	1.4
Administrative tasks (rostering, IEP notes, behavior logs)	1.0	1.3
Total	**6.2**	**8.0**

Instructional Effectiveness

Teachers with 1+ years reported significantly higher instructional effectiveness (M = 3.26, SD = 0.50 vs. M = 3.02, SD = 0.68; d = 0.38). Tenure was a significant predictor (B = 0.24, t = 3.66, p

< .001, 95% CI [0.11, 0.37]), and teaching experience was negatively associated (B = -0.01, t = -2.53, p = .012). The model was significant, F(2, 387) = 9.58, p < .001, R^2 = .05. As shown in Table 2c, agreement rates were higher among experienced users on every item. The largest gap was on "I use data effectively to identify student strengths and needs" (78% vs. 90%), and nearly all experienced users (98%) reported actively seeking out new teaching strategies compared to 86% of newer users.

Table 2c. Instructional Effectiveness: Percent Agreement by Tenure

Item	<1yr	1+yr
I can effectively engage students who are typically hard to reach	78.6%	86.5%
I successfully personalize learning to match students' interests and curiosities	80.9%	90.2%
I use data effectively to identify student strengths and needs	77.8%	89.5%
I can translate data insights into actionable instructional strategies	78.2%	88.0%
The instructional materials I create are clear, engaging, and accessible to all students	86.0%	94.0%
I effectively integrate diverse resources (e.g., texts, media, worksheets) into my lessons	80.5%	89.5%
I actively seek out new teaching strategies and approaches	86.4%	97.7%

Professional Well-Being

Teachers with one or more years of SchoolAI experience reported significantly higher professional well-being than teachers with less than one year (M = 3.29, SD = 0.46 vs. M = 3.05, SD = 0.64), with a medium effect size (d = 0.42). In the regression model, tenure was a significant predictor after controlling for teaching experience (B = 0.25, t = 3.99, p < .001, 95% CI [0.13, 0.37]). Teaching experience was also significant but in the opposite direction, with more experienced teachers reporting slightly lower well-being (B = -0.01, t = -2.31, p = .021). The overall model was significant, F(2, 387) = 10.34, p < .001, R^2 = .05.

As shown in Table 2d, agreement rates were higher among experienced users on every item. The largest gaps were on "I feel confident in when and how to implement different and new teaching strategies" (79% vs. 95%) and "My daily work aligns with my larger mission as an educator" (83% vs. 94%). Even items with high baseline agreement showed meaningful gains: 94% of experienced users felt proud of the work they do each day, compared to 86% of newer users.

Table 2d. Professional Well-Being: Percent Agreement by Tenure

Item	<1yr	1+yr
I trust my professional judgment when making instructional decisions	89.5%	95.5%
I feel confident in when and how to implement different and new teaching strategies	79.4%	94.7%
I feel confident implementing our school's student-centered approach	81.3%	90.2%

I feel proud of the work I do each day	86.4%	94.0%
My daily work aligns with my larger mission as an educator	83.3%	94.0%
I can see how my work makes a meaningful difference in students' lives	83.3%	90.2%

Limitations

The sample was voluntary and drawn from active SchoolAI users who responded to a survey outreach email. Teachers who discontinued use or were dissatisfied with the platform are underrepresented, which may upwardly bias estimates for both tenure groups. The sample also skewed toward experienced teachers (65% with 11+ years) and higher-SES school contexts (86% in lower-poverty settings), limiting generalizability to early-career teachers and higher-poverty districts.

The effect sizes, while consistently in the small-to-medium range (d = 0.30 to 0.42), correspond to modest absolute differences on a 4-point scale (approximately 0.2 to 0.3 points). The practical significance of these differences for day-to-day teaching practice warrants further investigation.

Finally, the tenure variable captures time since first use of SchoolAI but does not directly measure depth or quality of engagement. Although the usage frequency data suggest that longer tenure corresponds to more intensive use, future research should incorporate behavioral log data to more precisely characterize the relationship between implementation depth and teacher outcomes.

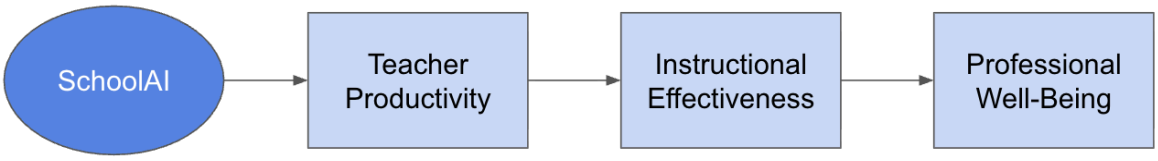
Conclusion

This study examined whether longer experience with SchoolAI is associated with more positive teacher outcomes across professional well-being, productivity, and instructional effectiveness. Across all three domains, teachers with one or more years of SchoolAI experience reported significantly higher scores than newer users, and these differences held after controlling for teaching experience.

The productivity findings illustrate what this looks like in practice. Teachers reported saving meaningful time across every core workflow: lesson planning, differentiation, grading, parent communication, and administrative tasks. SchoolAI gives teachers back what matters most: time to be present with their students. That time does not disappear. Teachers reinvest it where it matters most. The vast majority agreed they save time so they can focus on what matters most for their students, and most reported providing individualized support that makes each student feel valued.

The well-being findings suggest this shift is not just functional but professional. Teachers overwhelmingly reported feeling proud of the work they do each day, actively seeking out new teaching strategies, and seeing how their work makes a meaningful difference in students' lives.

These patterns were consistent across all individual survey items and deepened with sustained platform use, suggesting that the benefits of SchoolAI grow as teachers move from exploratory adoption into regular integration.



These results provide preliminary evidence that SchoolAI's implementation model supports meaningful growth in teacher outcomes over time. SchoolAI is not just reducing workload. It is restoring the conditions that allow teachers to do their best work and to feel it.