

ATTACHMENT XI-B: 1:1 Program Evaluation

Potential motion: Approve the Expansion of the Tablet Program to 9th Grade

Recommended action: Approve the Motion

When the Board approved the 1:1 Tablet Pilot in the spring of 2013, the administrative team agreed to bring back an evaluation of the program at this time. In the past two years, we have a number of other area districts begin to either implement or explore 1:1 programs for themselves. Recently, two high school districts brought teams to visit our program and both teams were extremely complimentary of both our approach and our staff's enthusiasm about the pilot program.

The NBMS presentation will be covered in detail at the meeting. We have improved our instructional differentiation. Teachers are using the tablets well over half of the time. We have increased the use of formative assessment, which I think is one of the most important points from an instructional standpoint.

Overall, the ability to fully integrate technology into the instructional program has the ability to transform the instructional process. Students are more likely to e-mail teachers and communicate about their assignments outside of the traditional school day.

This program was one of the primary reasons that our district was recognized by the US Department of Education as a leader in transforming education.

Attached are the items requested by the Board at the May 4, 2015 Meeting:

- A copy of the proposed warranty for the tablet
- A listing of the repair costs over the past two years for the tablets
- A listing of unpaid NBMS student fees

Implementing a 1:1 Model for North Boone Schools

Why 1:1?

To improve student engagement, improve student productivity, success and to save money

According to Project RED (Revolutionizing Education through Technology) which was supported by the National School Board Association (NSBA), ISTE and the Greaves Group, Karen Cator (former CTO for the US Dept. of Education) and others, those goals are the likely outcomes from a successful 1:1 initiative.

The February 2013 American School Board Journal headlined The Tablet Revolution and spoke to the potential to spur and enhance learning for our children. According to that same issue of ASBJ, 86% of districts nationally are using tablets and another 9% are planning to use them.

“More than 40 million students, teachers, and administrators use Google Apps for Education, including 7 of the 8 Ivy League schools and the majority of the top 100 universities in the U.S....”

VISION



Goal 1: Improve student motivation and engagement

Indicator 1- We hoped to see a decrease in office referrals, detentions and suspensions.

PBIS referrals	Current 7th	Current 8th
August to February 2014	124	33
August to February 2015	61	18
% decrease	50.80% DECREASE	45.45 % DECREASE

Goal 1: Improve student motivation and engagement

Indicator 1- We hoped to see a decrease in office referrals, detentions and suspensions.

SUSPENSIONS in DAYS	Current 7th	Current 8th
August to March 2014	3 days	9 days
August to March 2015	1 day	17 days *14 of these days are from 3 students and 1 incident

Goals 1: Improve student motivation and engagement

Indicator 2- We hoped to see a decrease in the amount of days absent from last year to this year.

Days absent	Current 7th	Current 8th
August to March 2014	526	407
August to March 2015	545 *We had 1 student miss 21 days since December due to incident and he missed 4 TOTAL days last year	523

Goals 1: Improve student motivation and engagement











Indicator 3- We wanted to see an increase in motivation to do schoolwork as measured by an increase in the students completing homework on time.

Homework on Time	Current 7th	Current 8th
2013-2014 School Year	52.6%	76.2%
2014-2015 School Year	78.3%	63%
% change	+15.7%	-13.2%

Goal 2: Staff will increase their use of best practices in technology in order to increase student achievement

Indicator 1-Increase in MAPS and ISAT scores *The ISAT scores were not reported on last Spring







Growth Summary Table

School Year	School	Grade	Subject	Test	Number of Students	Percent Met Benchmark	Value-Added Growth
2013 - 2014	North Boone Middle S...	7	Language	Winter MAP	114	NA	0.32 
2013 - 2014	North Boone Middle S...	7	Language	Spring MAP	111	NA	-0.02 
2013 - 2014	North Boone Middle S...	7	Mathematics	Fall MAP	114	68%	0.22 
2013 - 2014	North Boone Middle S...	7	Mathematics	Winter MAP	112	70%	0.53 
2013 - 2014	North Boone Middle S...	7	Mathematics	Spring MAP	111	68%	0.27 
2013 - 2014	North Boone Middle S...	7	Mathematics	ISAT	110	67%	-0.07 
2013 - 2014	North Boone Middle S...	7	Reading	Fall MAP	114	70%	0.04 
2013 - 2014	North Boone Middle S...	7	Reading	Winter MAP	114	69%	-0.10 
2013 - 2014	North Boone Middle S...	7	Reading	Spring MAP	111	77%	0.11 
2013 - 2014	North Boone Middle S...	7	Reading	ISAT	110	66%	-0.07 

Goal 2: Staff will increase their use of best practices in technology in order to increase student achievement

Indicator 1-Increase in MAPS and ISAT scores

Growth Summary Table

School Year	School	Grade	Subject	Test	Number of Students	Percent Met Benchmark	Value-Added Growth
2014 - 2015	North Boone Middle S...	7	Language	Winter MAP	117	NA	-0.06 
2014 - 2015	North Boone Middle S...	7	Mathematics	Winter MAP	118	64%	0.37 
2014 - 2015	North Boone Middle S...	7	Reading	Winter MAP	118	67%	-0.02 
2014 - 2015	North Boone Middle S...	8	Language	Winter MAP	116	NA	0.18 
2014 - 2015	North Boone Middle S...	8	Mathematics	Winter MAP	116	55%	0.03 
2014 - 2015	North Boone Middle S...	8	Reading	Winter MAP	116	66%	0.28 

Goal 2: Staff will increase their use of best practices in technology in order to increase student achievement

Indicator 2- We hoped that staff would increase their use of best practices and differentiated instruction by at least 25%.

100% of the 7th and 8th grade staff involved in the pilot increased their use of differentiation and best practices by MORE than 50%. All staff are using technology to do a bellringer at least twice per week and they use technology to collect data to inform their instruction at least once per week.

Goal 2: Staff will increase their use of best practices in technology in order to increase student achievement

Indicator 2- We anticipated that teachers would fully utilize interactive technology to embrace using formative assessment in classes.

100% of the 7th and 8th grade staff involved in increased their use of formative assessment through complete integration of schoology as our LMS of choice.

Goal 2: Staff will increase their use of best practices in technology in order to increase student achievement

Indicator 3- Students identified as needing RTI will be able to receive additional interactive interventions.

The delivery of accommodations and modifications through the use of the tablet has been more than we could have asked for.

Compass learning is available to all students, anytime, anywhere.

Goal 3: Reduce ongoing instructional costs

Indicator 1-We will look at the cost of future online materials in place of textbooks and hope to see a reduction in the amount of paper cost.

12/13	\$ 2267.74	
13/14	\$ 1916.40	15.49% decrease
14/15 (as of 2/4/15)	\$ 1181.78	38.33% decrease

Goal 3: Reduce ongoing instructional costs

With the availability of OER's and teacher created materials the district could save a lot of \$. New textbooks alone cost \$50-\$100 when teachers can use OER's to build out curriculum it saves the district hundreds of thousands of dollars.

Schools are challenged to prepare students for the complex demands of the 21st century. As digital citizens, people communicate, gather information, collaborate, and problem solve in a global virtual environment. One to one technology allows NBCUSD the opportunity to enhance the skills necessary to compete and thrive in an ever-changing world. The MS teams embrace one to one computing to engage students and practice the principals of the NBMS Mission Statement:

"...to provide exceptional experiences that vigorously develop the mind and character of Twenty-first Century Learners."

“The use of todaysmeet resulted in the participation of 100% of the students. So many students are too shy to share aloud, but a discussion board gives them an opportunity to express themselves without feeling as self-conscious.”

“The discussion board then served as a quick-reference. I could quickly and easily see and address any misconceptions and provide reinforcement of how accurate the students were.”

Dana Rosenquist

PARENTS



We held 3 informational sessions for parents in August. In addition, a webinar was posted online so parents could watch in their own home. This is our procedure for new students as well.

Do not confine your children to
your own learning, for they were
born in another time.

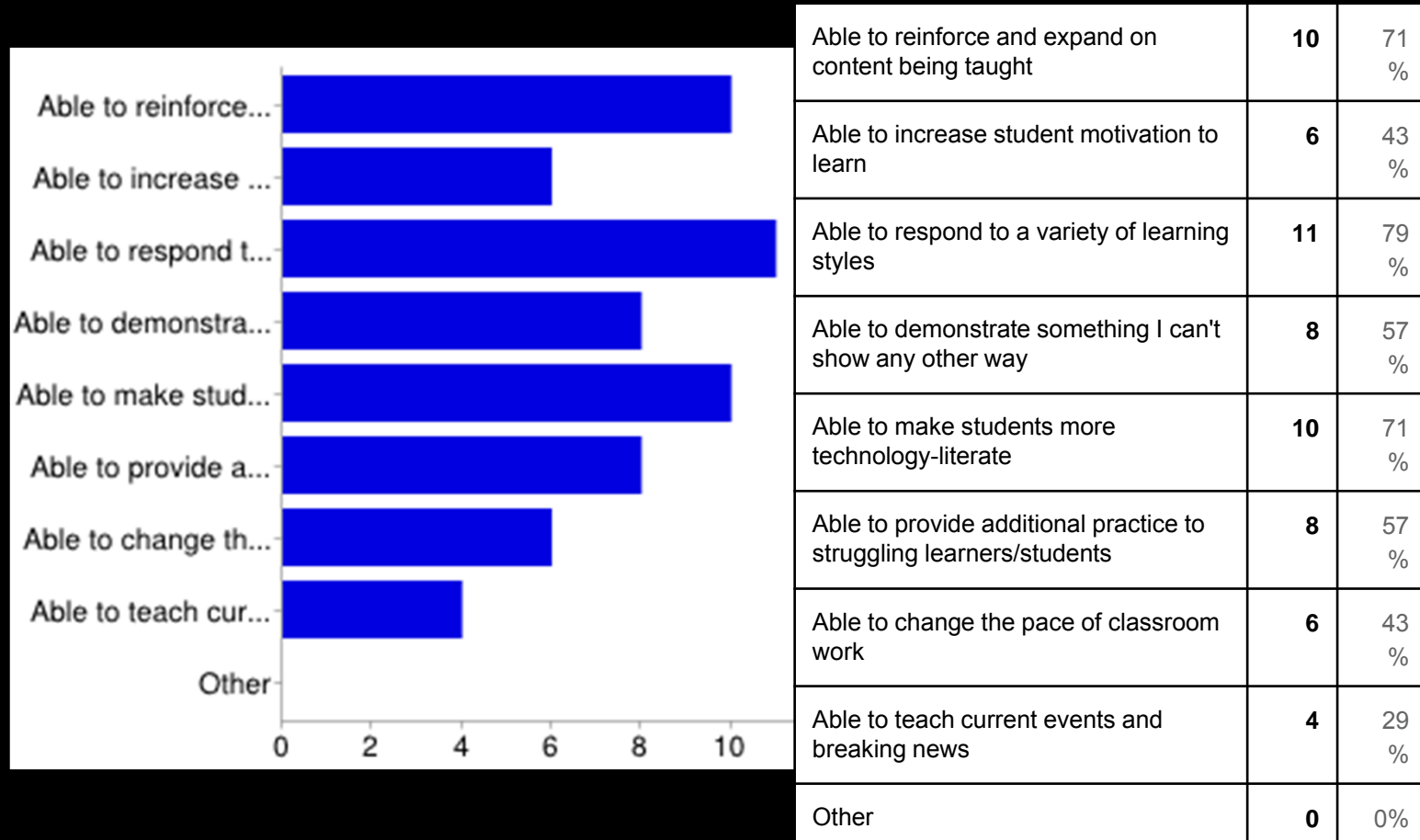
Chinese Proverb

STUDENTS

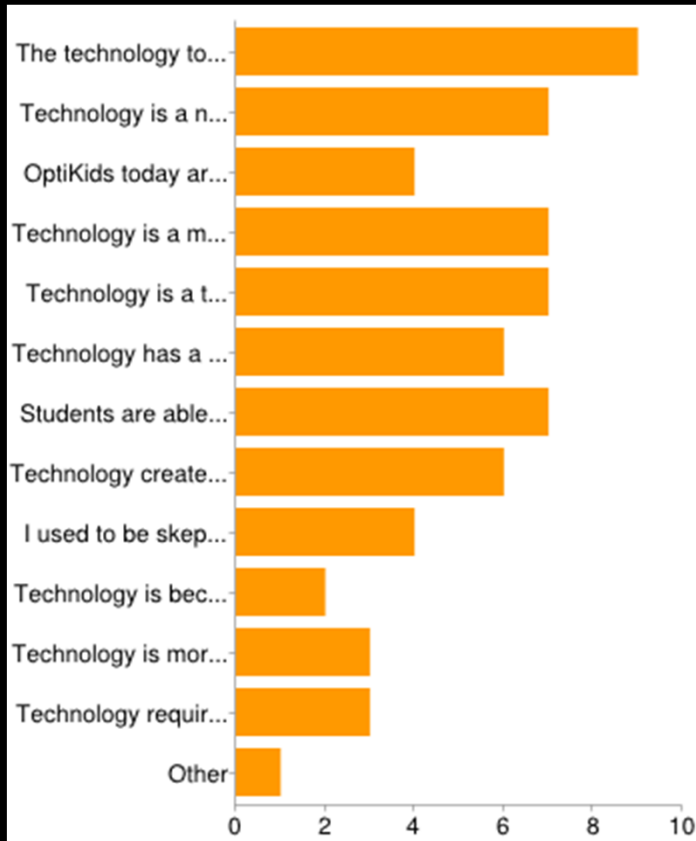




Which of the following benefits have you seen with your students in your classroom due to the use of educational technology?

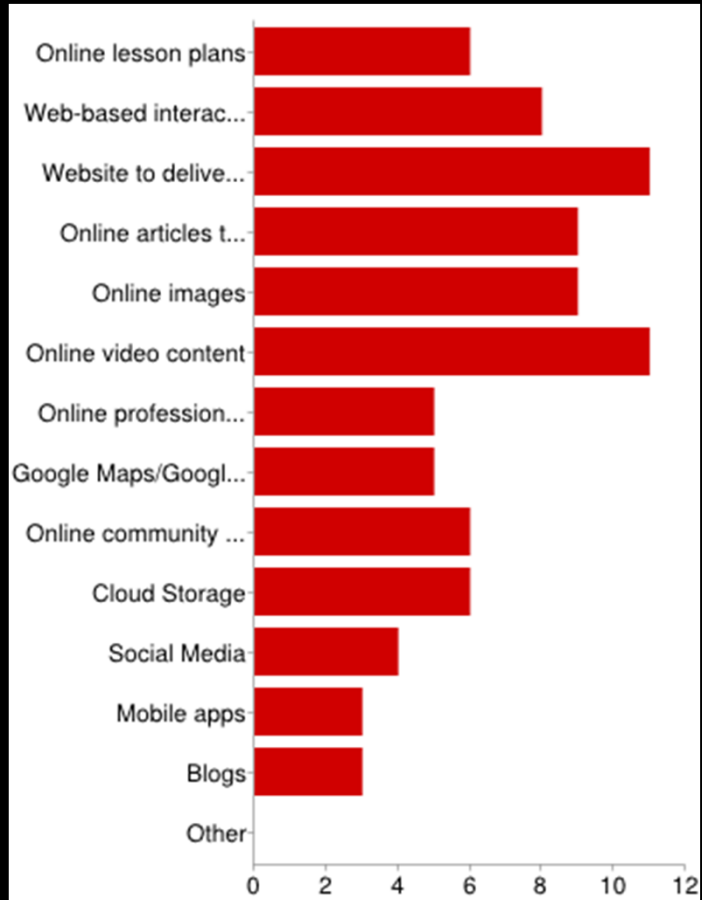


Which of the following statements describe how you feel about the use of educational technology in the classroom today?



The technology today allows teachers to do much more than ever before	9	64%
Technology is a new and exciting way of communicating with and motivating students	7	50%
Kids today are digital natives; we need our classrooms to embrace a 21st century curriculum	4	29%
Technology is a motivating and useful tool, but should not be overly relied upon	7	50%
Technology is a teaching aid that would be hard to live without	7	50%
Technology has a noticeable impact on student learning	6	43%
Students are able to harness the power of the technology that kids are already surrounded by and using it for educational progress	7	50%
Technology creates an environment of greater student collaboration	6	43%
I used to be skeptical about digital media benefits, but am now a strong supporter	4	29%
Technology is more of a distraction than an teaching asset	3	21%
Technology requires too much planning/maintenance	3	21%

Which of the following resources do you currently use to supplement or support your teaching efforts?



Online lesson plans	6	43%
Web-based interactive games or activities	8	57%
Website to deliver/manage class information to parents/students	11	79%
Online articles tied to instruction	9	64%
Online images	9	64%
Online video content	11	79%
Online professional development	5	36%
Google Maps/Google Earth	5	36%
Online community or discussion forums for teachers	6	43%
Cloud Storage	6	43%
Social Media	4	29%
Mobile apps	3	21%
Blogs	3	21%

How would you feel if the tablet program was eliminated at the 7th/8th grade level?

I would like to see the tablet program continued for 7th/8th grade. I am able to do so much more in the classroom because students have their own tablets. I wish the tablets are students use were more reliable. Many students have loaner tablets or do not have one at all because of issues with the tablets we have. How about using Chrome Books?

I would be devastated. In English/Language Arts, we have written our entire curriculum. While the students still read most material in the traditional format, the majority of the activities, assessments, and assignments have been created in tablet formats. I would be extremely upset if all of our hard work became something which had to be re-made again. The tablets have also allowed me to focus more on planning lessons and tailoring for student's individual needs, as opposed to spending countless hours grading assessment.

How would you feel if the tablet program was eliminated at the 7th/8th grade level?

Would be a great loss, and a huge step backwards.

I honestly don't know how I would teach without them now. I would be beyond devastated...

I don't see how that is realistic. You can't just all of a sudden decide that you are going to eliminate tablets. There is no going back now. Teachers and students have come to depend on the tablets.

An open letter from Mrs. Boyer...

Since I teach 8th grade, I was able to observe the 7th grade students participating in the pilot program last year, and I was given the opportunity to use the tablet cart to incorporate technology into my own classroom. I was excited, yet apprehensive to start this school year utilizing tablets in a 1:1 environment. I was nervous to have students who had used the tablets every single day and that their knowledge base would be far above mine, I was anxious I might completely fail, and I was unsure as to how to transform my teaching to a full 1:1 environment. Being 8 months into the program, all of my fears have been completely alleviated and I honestly cannot see myself teaching without tablets in the future. I have surpassed all of my individual goals and are utilizing the tablets for the majority of all of my classes.

This year we transitioned to a new English Language Arts Curriculum, which we created ourselves, tying our assessments and lessons to Common Core and preparing our students for the PARCC Tests. Our ENTIRE curriculum is tied to the capability of having a 1:1 program. Every worksheet, quiz, project, assessment, bellwork, and activity have all been created by us and transferred to a 1:1 friendly format. If we were to lose the ability to teach in a 1:1 setting, we would lose our entire curriculum and have to start from scratch. Devastating does not even begin to explain the effects eliminating the 1:1 program would have on our curriculum and the amount of work we have done to prepare for this. All of my data, including MAP's, formative assessments, and summative assessments from this year have increased from previous years, and I am positive a large part of this is because of the use of tablets.

open letter from Mrs. Boyer...cont'd

Obviously I fear the devastation eliminating this program would have on the teachers, but my biggest fear is the disadvantage we would be putting on our students. These students are learning so many skills simply by being exposed to this type of learning. The level of engagement, motivation, and self correction that this brings is unbelievable. We know that our students are surrounded by technology outside of the classroom and being able to utilize those IN the classroom drastically increases their level of engagement. Allowing students different avenues to show their understanding, as opposed to simply paper and pencil, is every teacher's dream. I can have the students videotape themselves with their answers, type their responses, engage in discussions, or create project-based assignments as a way to reach ALL of them. Without the use of technology, this would be non-existent.

In my 5 years of teaching, I have NEVER had as much communication with the students because of the capability of email. On a daily basis, I receive 3-5 student emails with questions, clarifications, or ideas, which is an exceptional tool for our shy students. I have always given students my email address as a way to communicate, but because of the ease of use the tablets provide, this has dramatically increased. Not only can they email, they routinely check their grades and are able to individually track their progress and assignment completion. With any type of technology, there are going to be "glitches". By allowing the students to troubleshoot problems on their own, they are learning a skill they will not only use in school, but in their everyday lives. I full heartedly believe that we are preparing our students to be 21st Century Learners by surrounding them in a 1:1 environment and because of this capability, they will graduate above and beyond

Instant Feedback to Guide Instruction

Question 1: What is the meaning of the phrase somewhat daunted by this reception in Paragraph 3?

[See stats](#)

[View Responses](#)

Multiple Choice - 1 point

Points Earned - **Most:** 1 • **Least:** 0 • **Avg:** 0.69

Question 2: What textual evidence from Paragraph 3 best supports your answer to Question 1 above? (Quote the text, no explanation needed)

[See stats](#)

[View Responses](#)

Short-Answer/Essay Question - 2 points - Subjective

Points Earned - **Most:** 2 • **Least:** 0 • **Avg:** 0.73

Question 3: What is the meaning of the phrase discomfiture in paragraph 9?

[See stats](#)

[View Responses](#)

Multiple Choice - 1 point

Points Earned - **Most:** 1 • **Least:** 0 • **Avg:** 0.65

Question 4: What context clues in paragraph 9 help you determine the meaning of discomfiture?

[See stats](#)

[View Responses](#)

Multiple Choice - 1 point

Points Earned - **Most:** 1 • **Least:** 0 • **Avg:** 0.73

Feedback is used to guide future instruction

Question 9: Create a summary of the excerpt from Little Women by using 5 statements from the following list placing them in chronological order. Note that all statements will not be used. Pick your 5 major events, and put those in chronological order. #6-8 should be the 3 minor events and they ...

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Ordering - 4 points

Points Earned - **Most:** 4 • **Least:** 0 • **Avg:** 1.63








Question 10: Consider how Jo reflects the story's theme, holding tight to her dreams, throughout the excerpt. Write an essay in which you analyze how Jo's thoughts and actions support this theme. Be sure to include 2 pieces of textual evidence from the excerpt to support your analysis and ...

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Short-Answer/Essay Question - 12 points - Subjective

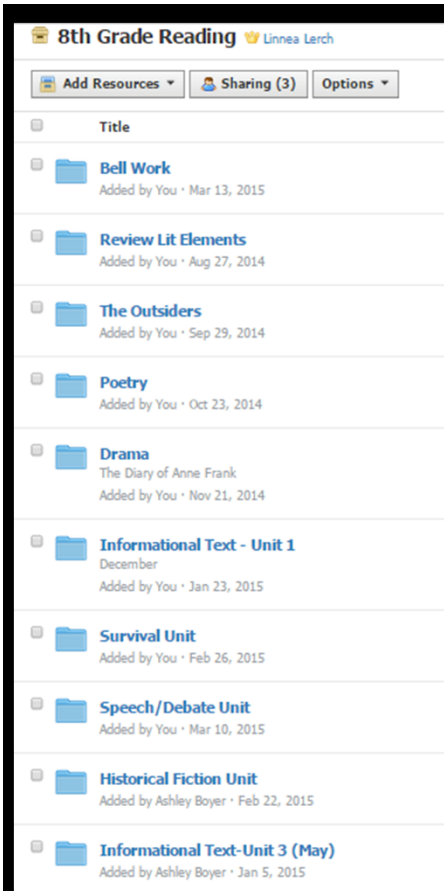
Points Earned - **Most:** 12 • **Least:** 0 • **Avg:** 9.31

Title
 Week 1 and 2-Adjectives Review Added by Ashley Boyer · Jan 13, 2015
 Week 3-Gerunds Added by Ashley Boyer · Jan 27, 2015
 Week 4-Infinitives Added by Ashley Boyer · Feb 3, 2015
 Week 5-Prepositional Phrases Added by Ashley Boyer · Feb 3, 2015
 Week 6-Titles Added by Ashley Boyer · Feb 19, 2015
 Week 7-Ellipsis Added by Ashley Boyer · Feb 26, 2015
 Week 9-Hyphens/Dashes Added by Ashley Boyer · Feb 9, 2015

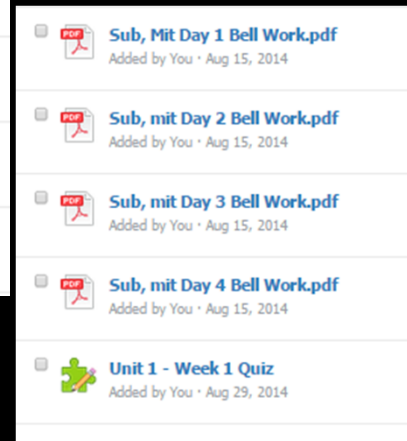
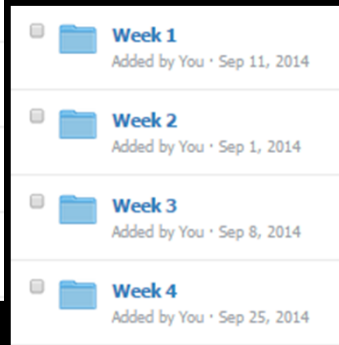
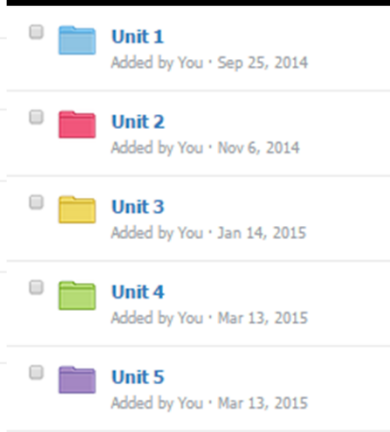
Frequent Mini-Assessments allow us to:

- Monitor progress more closely
- Make immediate adjustments to instruction
- Differentiate for individual students

Without this technology, these mini-assessments would not be possible.



Extensive ELA Resources



Each folder is filled with extensive resources:

- Links to presentations on topic
- Links to websites and helpful web tools
- Documents
- Assignments
- Google Docs/Forms

1:1 and PARCC Testing

PARCC Sample Essay Question:

Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.

from *Confetti Girl*

from *Tortilla Sun*

Read the passage from the novel *Confetti Girl*. Then answer the questions.

from *Confetti Girl*

by Diana López

- 1 Mom always had after-school projects waiting for me. "Can you help decorate cookies?" she'd say. Or, "Go outside and pick some flowers." Or, "Fix my nails, please." She loved to paint them, but since she wasn't coordinated with her left hand, her right-hand nails looked like a preschooler's coloring page.
- 2 I guess these projects were chores, but they were fun, too. Now when I come home, I've got to sweep, fold towels, or scrub the bathroom sink. Dad helps, but sometimes he makes a big mess.

In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

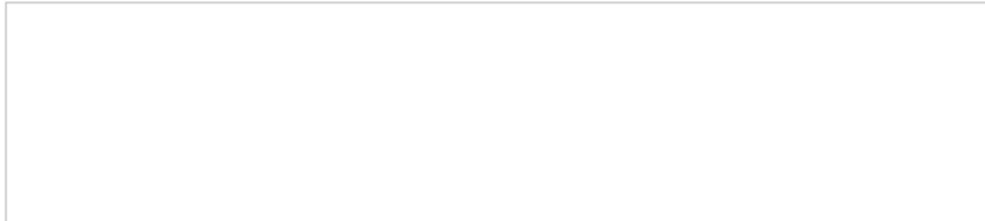
B *I* U ☰ ☷ ↶ ↷

1:1 and PARCC Testing

Schoolology Based Common Assessment Sample Essay
Questions:

Question 8 (18 points)

Written information can be presented in a variety of ways to help the reader gain understanding. "The Surprise Patriot" presents information in dramatic form as well as with photographs and captions. After reading Andrew Jackson 1767-1845 A Brief Biography, identify how the biography is similar to and different from the dramatic text? (Find at least two contrasting points and one comparison between the texts.) Remember to use the Compare/Contrast Rubric.



PROFESSIONAL DEVELOPMENT



What did we continue to do for professional development?

-8th grade teachers attended the ICE conference last year.

-OUR staff is now providing professional development for HS staff.

-We offered 7 “appy” hours to provide even more technology training.

-We offered at least 15 sessions in technology over the 4 institute days.

-We have had 3 schools come to visit our school as the “model” school

Enhancement

Redefinition

*Tech allows for the creation of new tasks,
previously inconceivable*

Modification

Tech allows for significant task redesign

Augmentation

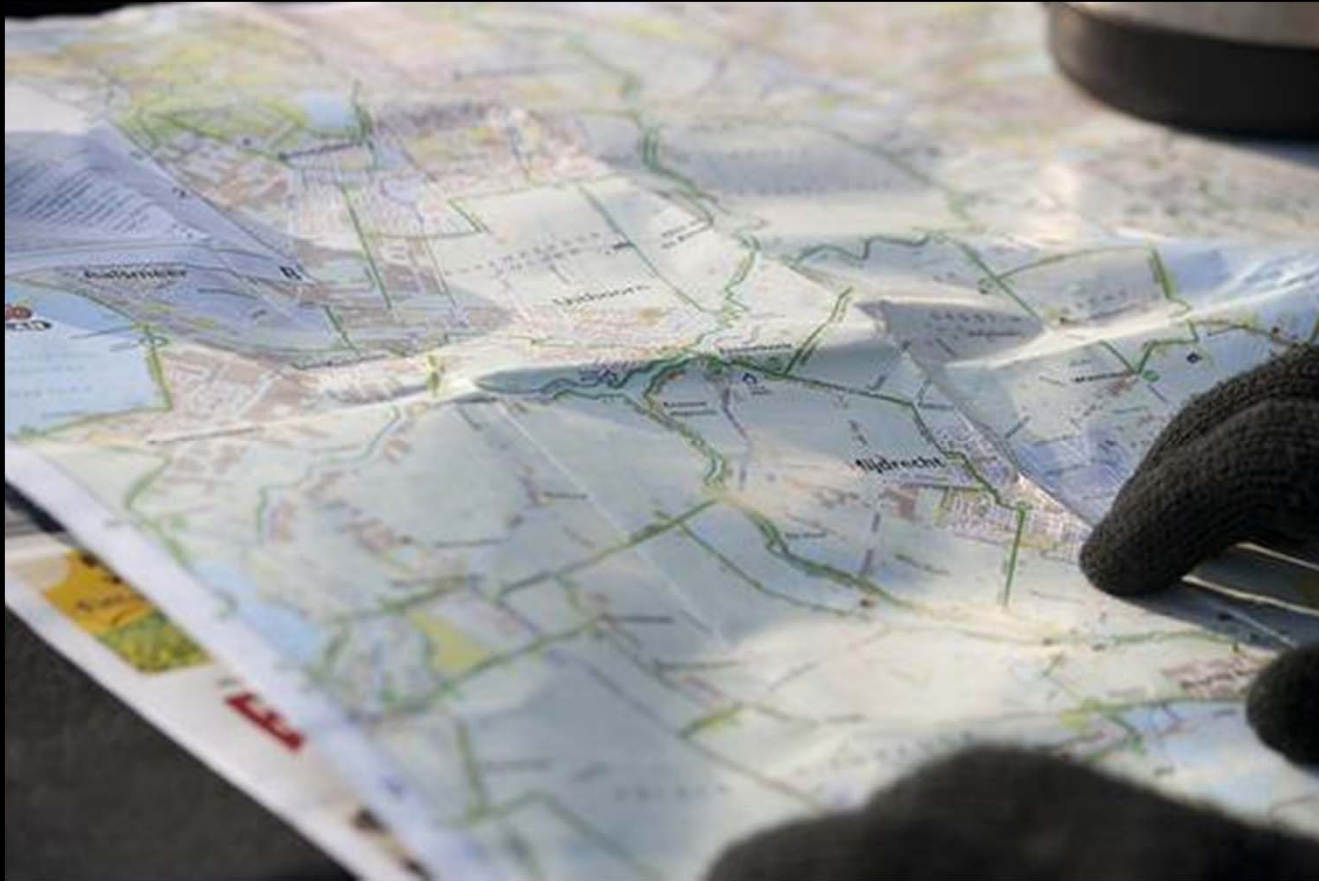
*Tech acts as a direct tool substitute, with
functional improvement*

Substitution

*Tech acts as a direct tool substitute, with no
functional change*

Transformation

Curriculum



SUPPORT



SUPPORT

Jerry Rudolph, Matt Klett and Janet Ellingson have been absolutely amazing during this whole process.

Recommendations:

My wish for the future of the tablet program would be to expand the program 5th-8th grade. As the 9th graders continue into high school I would think we would continue and expand the program.

Food for thought:

Perhaps we should change devices...
Chromebooks were a LOT more expensive than they are now. Leasing is an option to consider.

Perhaps insurance for \$25 is the districts kick in to share some of the responsibility

How else can we improve...

Tech Directors Recommendations for next years 1:1 device.

The touch screen is needed for math, and classes that require handwritten input. It adds about \$100 in cost to the device. Many of the options looked at will not be available until June. The prices are estimates given from corporate salesmen. (Could potentially go down in price)

Google Apps and Schoology are our core classroom applications. The rest of the apps are tools to add value to projects done in our core apps.

Touch Screen Chromebook. (First year of availability)

\$300

Pros: Easy setup -Built for Google Apps - Teacher management capabilities. (Add apps on fly)

Cons: Cannot run all websites. Lacks ability to run internet runtimes. (Java,Flash,Silverlite, esc)

Touch screen Windows device.

\$300 - \$400

Pros: Runs all google apps well - Local storage - Runs all websites - Good tech management capabilities.

Cons: Higher cost - OS licensing issue if we gave the students tablets after 3 years. We would need to wipe the hard drives and students would have to load themselves.

