Post-Secondary Success for All Students through a Strategic Plan for Educational Technology

Presented by Jim Schmitt, Director of Assessment & Technology
ECASD Vision Statement

Vision of the Eau Claire School District - All Children in the district are prepared for post-secondary success.

(Approved by the ECASD Board of Education: December 19, 2011)
The Key Work of School Boards – Alignment

“Highly effective boards have a strong student achievement plan in place and then align all aspects of the district's resources and operations to achieve it.”
Agenda 2017

To achieve these goals and advance education for all students, we must focus around four simple, but powerful areas:

**Standards and Instruction:** What and how should kids learn?

**Assessments and Data Systems:** How do we know if they learned it?

**School and Educator Effectiveness:** How do we ensure kids have highly effective teachers and schools?

**School Finance Reform:** How should we pay for schools?
Project Goals

- Leverage technology for personalized instruction
- Increase student engagement
- Promote collaboration
- Prepare students for post-secondary success with 21st Century technical skills
- Enhance student learning
Process for Plan Implementation

1. Implementation areas:
   a. Assistive Technology (AT)
   b. Early Learning
   c. Elementary Education
   d. Secondary Education

2. Areas have different work groups:
   a. Leadership
   b. Planning Team
   c. Technical Team
   d. Site Visit Teams
   e. Building/Site Team
   f. Program Committee Work
   g. Pilot Classrooms
Data Analysis – Collection Points

- Assignment completion
- Assistive Technology program description
- Attendance
- Discipline referrals
- Focus groups (students, teachers, parents)
- Overdrive data (digital textbook checkout)
- State testing (long-term…not available for another year)
- Student engagement survey
- Teacher survey
Leverage Technology for Personalized Instruction

Figure 9  STATEMENT: Technology is important to my student’s learning. (Parents Grades 3, 4, 6)
Leverage Technology for Personalized Instruction

Themes from student focus groups

• The personalization of the iPad creates interactive learning
• Electronic textbooks are convenient
• Learning is engaging and interesting
• Individualizes student learning by customizing lessons to complement learning style (audio, visual, or kinesthetic)
• The iPad has provided the ability to replay information as often as desired and to learn at a student’s own pace
• (AT) Allows for creativity in presenting information to others
• (AT) Listening to teacher podcasts to re-learn math concepts and strategies
• (AT) Camera captures of diagrams
• (AT) Models and notes to maintain complete focus on the instruction
Increase Student Engagement

Figure 10  STATEMENT: Because of the iPad, my student is more engaged in his/her coursework. (Parents Grades 3, 4, 6)
Increase Student Engagement

OverDrive Monthly Electronic Text Checkouts

<table>
<thead>
<tr>
<th>Month</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>274</td>
<td>2182</td>
</tr>
<tr>
<td>December</td>
<td>253</td>
<td>2202</td>
</tr>
<tr>
<td>January</td>
<td>479</td>
<td>8673</td>
</tr>
<tr>
<td>February</td>
<td>526</td>
<td>2876</td>
</tr>
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</table>
Figure 12 QUESTION: In which of the following ways are you using your iPad to more efficiently manage your workload? (Check all that apply) – [Staff Survey]

- Communicating with grade level or department colleagues (63%)
- Taking part in professional online communications (35%)
Prepare Students for Post-Secondary Success with 21st Century Technical Skills

**6TH GRADE ATTENDANCE**

- **2012-13 SCHOOL YEAR**: 95.6%
- **2013-14 SCHOOL YEAR**: 96.4%
Prepare Students for Post-Secondary Success with 21st Century Technical Skills

Office Discipline Referrals - Current Grade 3 Student Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>352</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td>129</td>
</tr>
</tbody>
</table>
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Office Discipline Referrals - Current Grade 6 Student Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
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</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>49</td>
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</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>
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Figure 20 STATEMENT: The iPad has improved the quality of my student’s work. (Parents Grades 3, 4, 6)
Enhance Student Learning

Figure 6 STATEMENT: My student can apply learning in new ways because of the iPad. (Parents Grades 3, 4, 6)
Professional Development

Would you like additional iPad training? (Staff Survey)

71% Yes  29% No (N=174)
Professional Development

Classroom Instruction that Works
RESEARCH-BASED STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT
2nd Edition

Visible Learning for Teachers
MAXIMIZING IMPACT ON LEARNING
JOHN HATTIE
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Research Says:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences</td>
<td>Students should compare, classify, and create metaphors, analogies, and graphic representations.</td>
</tr>
<tr>
<td>Summarizing and note taking</td>
<td>Students should learn to delete unnecessary information, substitute some information, keep some information, write and rewrite, and analyze information.</td>
</tr>
<tr>
<td>Reinforcing effort and providing recognition</td>
<td>Teachers should reward based on standards of performance and use symbolic recognition rather than tangible rewards.</td>
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<tr>
<td>Homework and practice</td>
<td>Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be commented on.</td>
</tr>
<tr>
<td>Nonlinguistic representations</td>
<td>Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge.</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse.</td>
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<tr>
<td>Setting objectives and providing feedback</td>
<td>Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.</td>
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<tr>
<td>Generating and testing hypothesis</td>
<td>Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.</td>
</tr>
<tr>
<td>Questions, cues, and advance organizers</td>
<td>Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.</td>
</tr>
</tbody>
</table>
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Recommendation #1

Provide ongoing professional development
Recommendation #2

- Add iPads for all students in Grade 5

- Add iPads for all students in Grade 6 (Northstar and South)

- Pilot Chromebooks in Grade 7

- Expand the high school Chromebook pilot to include all English classrooms. These devices will also be used for the new state Aspire testing in the fall and spring.