



A Community of Learners

Informational Memo: Mobile Learning Initiative Outcomes: Measures After Year 4 of Implementation

TO: School Board
Superintendent Kocanda

FROM: Maureen Chertow Miller, *Director of Technology*

Date: June 6, 2018

Background Information

The Mobile Learning Initiative (MLI) has been in place for four years. Prior to Year 1, the District defined three student learning outcomes for the MLI based on best practice, research and feedback from staff and students ([School Board Presentation, October 2014](#)). These are the learning outcomes for the Mobile Learning Initiative:

1. Students have increased opportunities for self-directed learning experiences.
 - Examples include: access to devices for digital learning tools such as ST Math, ThinkCerca, and AdobleSpark
2. Students use technology to effectively initiate and engage in collaborative learning
 - Examples include: Using G-Suite (Google Docs, Sites, and Presentations), Schoology Learning Management System for collaboration
3. Students are savvy, strategic, responsible and balanced users of technology.
 - Examples include: Online conversations via Schoology, Peer feedback via Google Docs, Apple Classroom for Classroom Management

We use multiple measures to assess these outcomes, but the CASE (Classroom, Access, Skills, and Environment) Framework from BrightBytes provides the most data. [For additional background, refer to June 9, 2015 packet, page 81](#)

Measuring our Outcomes - June 2018

The following sets of data show our progress from Spring 2015 to Spring 2018. We have seen an overall increase in all four categories (Classroom, Access, Skills, and Environment).

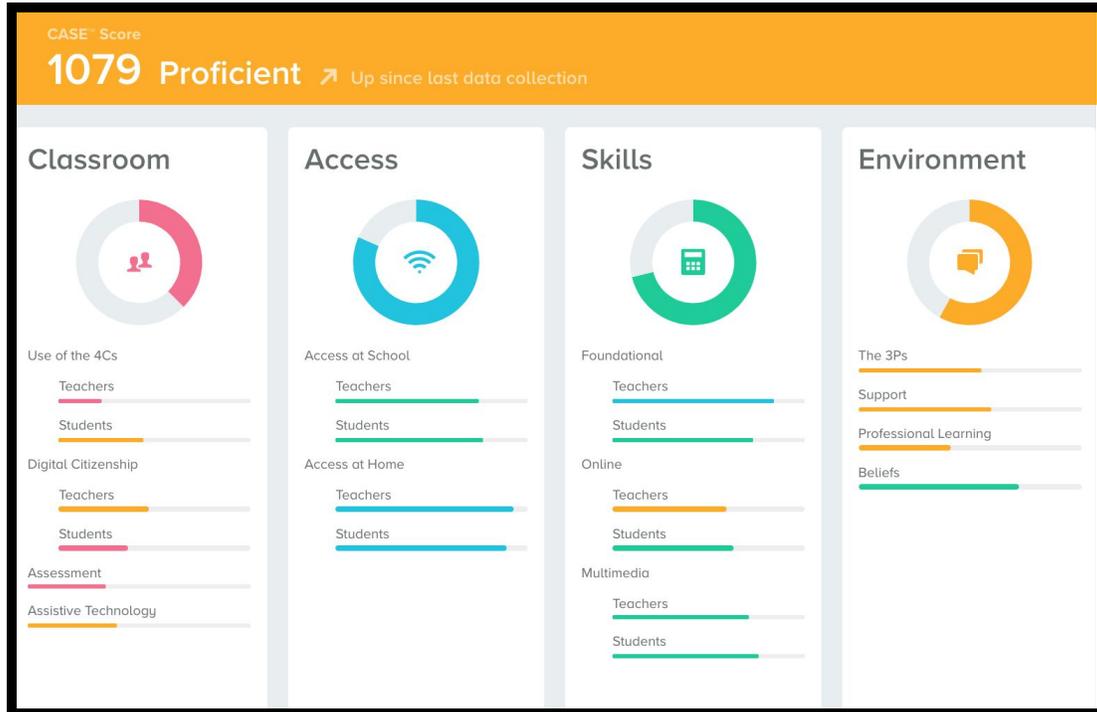
As a reminder, BrightBytes uses a five color maturity scale of Beginning, Emerging, Proficient, Advanced, Exemplary (Figure 1).

Figure 1. CASE Maturity Scale



As shown in Figure 2, our overall score is still in “Proficient” but all five our our schools are now in proficient and we have increased our raw score from 1058 to 1079.

Figure 2. Overall Data Dashboard



Strengths

Our strengths lie in our skills (foundational, online, and multimedia) and access to technology, with our beliefs factoring into a supporting environment for students to flourish.

- **74%** of our students and teachers believe that technology use in class can enhance student learning.
- Teacher-reported ease of collaborating using online documents has increased from **73% to 86%**
- Teacher-reported ease of using web tools to receive information “impossible/difficult” decreased from **13% to 7%**

- Elementary student-reported ease of using online documents increased from **49% to 64%**
- Middle School student-reported ease of using online documents increased from **82% to 93%**

Concerns

Areas of concern are teacher use of the 4C’s and students digital citizenship. Survey questions that tackle these areas ask students and teachers how often teachers use digital tools to communication, collaboration, creativity and critical thinking. While our numbers are lower in these areas a key takeaway is that we are moving the needle.

- Students who responded that teachers “*never*” ask them to do something creative *decreased* from **55% to 48%** and students who selected “*every few months*” *increased* from **29% to 36%**.
 - Ideally, we would like students responding with “*every month*” if not “*every week.*”
- Teachers who responded that they “*never*” ask students to conduct research *increased* from **27% to 34%**.
 - The 8th grade capstone project with Etter/Rice students is an example of something that could move the needle on this measure.
 - Conducting research about topics that interest students results in student-investment in the work and the use of higher-order thinking skills to integrate new and prior knowledge (Heckenlaible, 2008)

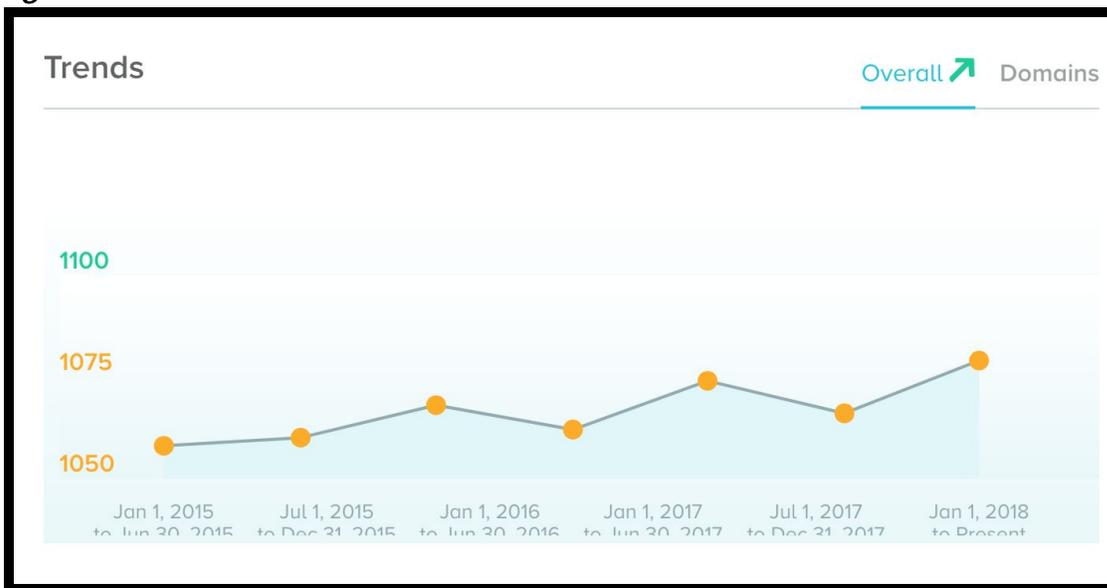
Figure 3. Data Summary from 2015-2018

	Domains	Indicators	2015	2018	Percent Change
CASE Framework	Classroom	4C's- Teacher	898	911	1.45%
		4C's- Student	1016	1020	0.39%
		Assistive Tech	985	1001	1.62%
		Formative Assessment	938	974	3.84%
		Digital Citizenship- Teacher	993	1033	4.03%
		Digital Citizenship- Student	1001	981	-2.00%
	Access	Access at Home	1256	1253	-0.24%
		Access at School	1149	1178	2.48%
	Skills	Foundational	1176	1192	1.36%
		Online	1085	1107	1.98%
		Multimedia	1128	1166	3.37%
	Environment	3P's	1039	1096	5.49%
		Professional Learning	969	1006	3.82%
		Beliefs	1145	1160	1.31%

Although we did not meet our goals for each category, met 11/21 goals ([see goal summary sheet](#)), we did see a steady increase over the years with only two areas that decreased, Student Digital Citizenship and Access at Home. While the School District cannot remedy access at home, we will be working more diligently to support digital citizenship. With the additional staffing at the three elementary schools, we will be able to provide continuous support for digital citizenship.

Every time a student is using a device, there should be a conversation with teachers and students regarding some aspect of digital citizenship- cyberbullying, fair use and copyright, digital footprints, and appropriate use. With the shift to more things being “digital” the conversation is really about being a good citizen.

Figure 4. Overall Trends 2015-2018



Next Steps

Based on student and teacher feedback, the tech department will be implementing changes for 2018-2019:

- Students in grades 3-5 will have a new iPad with touch capacity. Grades 5-8 will be allowed to take devices home.
- Teachers will have the same touch capacity iPad and be provided with Professional Learning opportunities throughout the 2018-2019 school year to support integration of the new device..
- All students in grades 5-8 will receive a keyboard case with their iPad.
- A self-service module will be launched for our Mobile Device Management solution (Meraki) allowing students to download the apps they need, when they need them.

2018-2019 Goals for Mobile Learning

- Increase the use of SeeSaw in grades K-6 for better home school communication throughout the year.
- Continue to build the repository of training resources.
- Provide professional learning opportunities focused on Apple’s “Everyone Can Create” curriculum to increase the use of technology for creativity in our classrooms.
- Further develop student tech leadership teams for grades 4-8.

A transition from the BrightBytes partnership for data collection to Apple’s Learning Technologies Survey (LTS) is being given serious consideration. While data gathered through the BrightBytes tool has shown growth over the four years, the growth indicated by the numbers (quantitative) on their maturity scale is not substantial compared to the progress we have made in our schools (qualitative).

The Learning Technologies Survey (LTS) is a 15-minute survey that provides a research-based assessment of student learning and teacher technology usage. The report identifies strengths and areas for growth in teacher perceptions of technology, professional learning goals, and sense of preparedness. It provides data on student learning products and the elements of learning with Apple- [click to view sample LTS report](#).

[Mobile Learning Initiative Scoring Template \(Baseline-2018\)](#)