

DEPARTMENT OF TECHNOLOGY AND MEDIA SERVICES
Wilmette Public Schools

INFORMATION ITEM

Date: March 24, 2014

To: Raymond E. Lechner, PhD.
Superintendent of Schools

From: Adam Denenberg
Director of Technology and Media Services

Subject: Highcrest 6th Grade 1:1 Learning Update

Background

Previous reports on 1:1 learning programs outlined the District's history of technology integration, an ongoing study of successful 1:1 programs (beginning in 2004), and early iPad forays in the areas of Student Services, reading support, and shared mobile carts (beginning in 2010). Reports also described how the District partnered with the CRC committee during the 2012-13 school year to conduct extensive research on 1:1 programs, including site visits of successful programs, a review of articles and professional journals, and an analysis of survey data. Through this process, CRC formulated goals for a 1:1 learning program and in May 2013 recommended that the District implement a pilot program. The CRC determined that a 1:1 learning program would support the District 39 CONNECTED Strategic Plan, and prepare students for 21st century skills, to be lifelong learners, and to develop skills and knowledge for high school, college, and beyond.

District preparation for the pilot program was also highlighted in previous Board of Education reports. The preparation included providing professional development for teachers, creating technology support structures, adopting an iPad Acceptable Use Agreement, and updating the District's network infrastructure. Recent reports also reviewed parent, student, and teacher feedback from surveys and focus groups and noted the potential financial impact of a 1:1 program expansion. In addition, student and teacher presentations at the February Board of Education meeting illustrated how the learning program goals are being achieved. It is clear through classroom observation, student work, and the majority of parent, student, and teacher feedback, the 1:1 learning program is an important part of the sixth grade experience.

This month's report will provide a brief summary of the 2012-13 CRC findings and recommendations on 1:1 learning programs, as well as past 1:1 program updates presented to the Board of Education. Also, three new iPad purchase fee choices will be presented along with next steps for program expansion including staff

development, and collecting end of the year pilot feedback. Finally, the administration is recommending the School Board approve a three-phase 1:1 learning program expansion plan and approve the new iPad fee options.

CRC Research and Recommendations

In the 2012-13 school year, the CRC committee conducted research on 1:1 learning programs, reviewed the CONNECTED Strategic Plan, and concluded that a 1:1 program can directly support the CONNECTED learning goals for students. CRC reported that students in a 1:1 learning environment personify the CONNECTED characteristics of successful learners: creativity, flexibility, risk taking, empathy, persistence, problem solving, self-awareness/discovery, and life-long enthusiasm for learning. A 1:1 learning environment that uses technology to deliver instruction will provide students with opportunities to view global perspectives, learn and practice social responsibility, collaborate in learning, and develop strong communication skills. At the culmination of the CRC study, five overall goals were defined for the District 1:1 learning program:

1. Transform students from consumers of information to creators of content
2. Provide access to “anytime anywhere learning”
3. Increase student engagement and ownership in learning
4. Support the information literacy requirements of the Common Core State Standards (CCSS) and the National Education Technology Standards (NETS)
5. Promote the District 39 CONNECTED Strategic Plan

The CRC committee also highlighted the key implementation strategies for 1:1 programs from their review of the Project Red research. Project Red was a large-scale national study conducted by a group of educators and industry professionals who examined programs at over a thousand schools and identified nine key implementation factors for successful 1:1 programs. The district used the research and program goals defined by CRC, as well as the implementation strategies from Project Red, to help implement a 1:1 learning program pilot in four sixth grade homerooms this year.

Pilot Program Preparation

In preparation for the 1:1 learning pilot program, Board of Education reports last May and June reviewed the thirteen years of technology integration practices in District 39, the ten year research on 1:1 programs beginning with a visit to Palatine in 2004 and regular visits to Avoca School District 37. Updates also provided information on the first District use of iPads on shared carts and for Student Services and reading support. It was reported that students are receiving differentiated instruction through iPad usage on carts in every school and they are using them to conduct research, collaborate through Google Drive and other Internet resources, complete assessments, and create engaging projects. Also, with the wealth of apps that allow students to record audio and video as well as upload pictures taken with the iPad, students are able to create transformative multimedia projects. These iPad carts are in high demand at all schools and requests for additional carts have been made. In addition, the iPads have made a big impact for Student Services and reading support. It was noted that for the first time some

students were able to work independently on classroom assignments that previously required adult support for dictation and writing. Additionally, the iPads have been used as communication devices, audio recorders, text-to-speech converters, and to help students develop life skills. Some of the life skills supported on iPads include organization, scheduling, time management, social stories, and visual learning activities.

In addition, the June report documented how the District is implementing each of the nine key strategies developed by the Project Red research group and recommended by the CRC committee. These nine strategies are:

- Change led by building leadership - The middle school and junior high administrators have been leaders in developing the iPad pilot program and have provided the resources for proper planning and collaboration.
- Intervention classes - Curriculum is being delivered electronically and technology integrated lessons and materials have been made available for English language learners, Title 1, special education, and reading intervention programs.
- Online collaboration - Students use a learning management system and Google Drive to facilitate daily online collaboration.
- Core subjects - The pilot team is regularly integrating technology into core curriculum.
- Online formative assessment - Online formative assessments are being implemented through the online learning management system.
- Student computer ratio - the lower the student to device ratio is, the better the outcomes of the program will be. The pilot program is implementing a 1:1 device ratio.
- Virtual field trips and search engines - Opportunities for virtual field trips as well as search engines are regularly provided. Lessons on information literacy, Internet safety, and Cyberbullying also continue to be part of the instruction.
- Principal training - Administrators are modeling iPad and technology tools throughout their administrative duties as well as leading ongoing dialogue and staff development on 1:1 learning.

The June 2013 update also set a self-insurance usage fee for the pilot year and potential areas for savings with the expansion of a 1:1 learning program were identified. These areas for potential savings included a decrease in copy costs, an eventual move to more online material and books, and a decrease in the number of desktops, laptops, and servers to support in the District.

Pilot Program Updates

This school year two additional reports were presented to the School Board to provide updates on the pilot program and recommend a 1:1 learning program expansion. The December 2013 report reviewed the program goals, preparation, and ongoing staff development being provided. In addition, an update was given on the successful rollout of the sixth grade pilot and highlights from the iPad User Agreement were also discussed. Information on the learning management system being used by teachers (Schoology) was provided as well as some examples of iPad-integrated lessons in all subject areas. The December report also presented the Fall student and parent survey results. While the majority of the feedback was positive, all data was shared with the pilot team and course corrections and improvements were made including turning on the Schoology parent portal to help inform parents of student assignments and continuing to provide options for students to complete math assignments on paper.

Last month's Board of Education update also highlighted the educational benefits of the 1:1 learning program and how the goals of the pilot program are being realized. Two students presented how the iPad program is impacting their learning experiences. One student talked about the increased communication with her teachers and peers, as well as improvements in her organizational skills. Another student highlighted some multimedia projects he has completed including book trailers and electronic book creations. In addition to the students, three teachers presented how the 1:1 learning program is impacting their teaching with students with Special Services, physical education, health, and Spanish. The report reviewed the mostly positive student and parent focus group data and the financial impact of the 1:1 learning program was explored again. The report concluded with various technology fee options with a materials instructional fee reduction.

Since last month's report, the District has worked with the School Finance Committee to further explore fee options and identify areas for cost-savings in an expansion of the 1:1 learning program. The financial impact and technology fee options as reported last month are reviewed next, and new fee options are presented.

Financial Impact

A long-term financial impact study of the 1:1 learning program has been completed. Savings, as well as potential new costs have been documented. Below is an update on these items:

- Rate and cost of iPad repairs and device replacement: At the midpoint of the program two iPads have been replaced due to accidental damage at a total cost of \$100.00 to the District.
- Amount of time required by the District technology staff (both technology support and technology teachers) to setup and support the pilot program: A time study was done by participating staff and technical support for the program.

- Classroom teachers: On average, the classroom teachers piloting the program spend less time than the technology staff supporting the program. The classroom teachers averaged 5-10 minutes a day answering questions related to iPad support. In many cases teachers are helping students with an app or directing them to the library for technical support. All teachers agreed they provided more technical support at the beginning of the project and require little additional time now.
- The Highcrest technology support staff: The building technology and library assistants both help students in the before school drop-in program. On average the program has two to three students per week. Students typically need help restoring or troubleshooting an app, cleaning a screen, backing up their device, or in some cases restoring their iPad. Troubleshooting these items usually takes between 10-30 minutes.
- The 6th grade technology teacher: She averages three hours a week between staff development, planning, collaborating with teachers, and co-teaching with the classroom teachers.
- The District hardware support technician: He averages an hour per week troubleshooting iPads. He has also sent two iPads to Apple for exchanges under the warranty program and runs the iPad management software.
- The Director of Technology: He receives emails from iPadsupport@wilmette39.org. Most emails come from the pilot students and teachers. On average two to three emails come in a week. Most items are solved quickly or passed to the building based technology support. In addition, he attends a weekly 40 minute iPad planning meeting with the pilot team.
- Resources required for the before school technology support program: It is adequately staffed by the building technology support staff with assistance from the library support position.
- Wireless capacity and Internet bandwidth: With the potential addition of iPads at the sixth and seventh grade levels, as well as additional iPads for sixth and seventh grade staff, it was determined that the District bandwidth needs to be increased. The District will be increasing Internet bandwidth to from 100MB to 1000MB.
- Cost of cases and any required peripheral devices if needed, such as keyboards: A \$60 case has been identified.
- Cost of apps and software subscriptions: A \$30/per device allocation has been determined for next year based on refinement and adjustments to the current core set of apps. In addition, a calculator app will be purchased for eighth grade students beginning in the 2015-16 school year. The app currently is priced at \$30.

In addition to these factors, a study of the current technology equipment budget along with a three-phase rollout of 1:1 devices was conducted.

Technology Budget Analysis

With consideration for a potential three-phase rollout of the 1:1 learning program over the next three years, an analysis of the District technology budget was completed. With a shift in the type of equipment used at the middle school and junior high, when students have their own devices, areas for cost reallocation were identified. This change requires the District to reanalyze and forecast the annual refresh and replacement cycle as it introduces new technologies. Since the District may push resources into Highcrest and Wilmette Junior High (and eventually push resources from those schools to K-4) there is a one-time benefit. This one-time cost savings will help launch this new initiative. Details to follow.

As a starting place, the annual technology equipment budget is \$627,000. The District is now in position to begin a new refresh and replace cycle in 2014-15. To begin, this plan includes setting aside funds for existing technologies. A minimum annual cost of \$95,000 was identified as the current replacement plan for District equipment; including equipment for Internet and telephone services, District audio and visual needs, and wireless network equipment. This replacement plan also includes \$35,000 for teacher laptops, \$12,000 for desktop computers, and \$9,000 for K-5 iPads. A new annual replacement plan is extended in 2015-16 and 2016-17 with many items reduced from the current budget with fewer student laptop and desktop computers to be maintained at the middle school and junior high.

After accounting for equipment replacement expenses, **funding available for the iPad program** was identified. This is the District money available under the current structure of the technology budget. Below is a chart illustrating this information.

Three Year Budget Projection	2014-15 Expenses	2015-16 Expenses	2016-17 Expenses
Current Budget	\$627,000	\$627,000	\$627,000
<i>Less MEC/District Equipment Replacement</i>	(\$95,000)	(\$95,000)	(\$95,000)
<i>Less Teacher Laptop Replacement</i>	(\$35,000)	(\$146,000)	(\$146,000)
<i>Less K-5 iPad Replacement</i>	(\$12,000)	(\$29,000)	(\$29,000)
<i>Less Teacher iPad Replacement</i>	(\$3,000)	(\$22,000)	(\$22,000)
<i>Less Desktop Replacement</i>	(\$9,000)	(\$70,000)	(\$70,000)
<i>Less K-5 Laptop Replacement</i>	(\$161,000)	(\$161,000)	(\$161,000)
Funding Available For iPad Program	\$312,000	\$104,000	\$104,000

On the chart from the previous page \$312,000 was identified as the District funding available for the iPad program. Clearly the funding available for the program does not cover all expenses. Next the **total direct cost for one iPad**, including the device, case, insurance, and apps was determined. The total direct cost for one iPad was then multiplied by the sixth and seventh grade enrollment projections for 2014-15 and then the sixth grade enrollment projections for 2015-16 and 2016-17. The chart below shows these amounts over the next three years as the **total direct cost for all iPads**.

Cost of iPads	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Cost of One iPad			
Keyboard Case	\$60.00	\$60.00	\$60.00
AppleCare (Insurance)	\$79.00	\$79.00	\$79.00
iPad	\$479.00	\$479.00	\$479.00
Apps	\$30.00	\$30.00	\$30.00
Total Direct Cost for One iPad	\$648.00	\$648.00	\$648.00
Number of iPads	836	421	395
Total Direct Cost for all iPads	\$542,000.00	\$273,000.00	\$256,000.00

In addition to total cost of all iPads, related costs were also accounted for over the next three years. These include an upgrade in technical support at Highcrest and Wilmette Junior High, an increase in District Internet bandwidth to support all of the new devices on the District network, as well as a projected amount of broken cases based on data from this year's pilot program. The chart below highlights these **total related costs** of the iPad program over the next three years.

Related Costs	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Tech Staffing Upgrade	\$36,000.00	\$36,000.00	\$36,000.00
Additional Bandwidth	\$10,000.00	\$10,000.00	\$10,000.00
Broken Cases (21 per grade)	\$3,000.00	\$4,000.00	\$4,000.00
Financial Assistance	\$22,000.00	\$10,000.00	\$10,000.00
Total Related Costs	\$71,000.00	\$60,000.00	\$60,000.00

The next step was to add the total related costs and the total cost for all iPads to determine a **projected iPad program cost**. Then the annual funding available for the iPad program was subtracted from the projected iPad program cost to come up with an **additional cost to the District** for the next three years. Below is a chart showing this information.

Costs	2014-15	2015-16	2016-17
Total Related Costs	\$71,000.00	\$60,000.00	\$60,000.00
Total Direct Cost for all iPads	\$542,000.00	\$283,000.00	\$266,000.00
Projected iPad Program Cost	\$613,000.00	\$343,000.00	\$326,000.00
Funding Available for iPad Program	(\$312,000)	(\$104,000)	(\$104,000)
Additional Cost to District	\$301,000.00	\$239,000.00	\$222,000.00

The next chart provides the same information in a different format. Here we are looking at budget totals. After adding the current technology budget and the projected iPad program cost, the funding available for the iPad program is subtracted to calculate the amount needed to support the 1:1 program, the **new technology budget**. The **additional cost to the District** was then calculated by subtracting the current technology budget from the new technology budget.

Technology Budget Adjustment	2014-15	2015-16	2016-17
Current Technology Budget	\$627,000.00	\$627,000.00	\$627,000.00
Projected iPad Program Cost	\$613,000.00	\$343,000.00	\$326,000.00
Funding Available for iPad Program	(\$312,000)	(\$104,000)	(\$104,000)
New Technology Budget	\$928,000.00	\$866,000.00	\$849,000.00
Additional Cost to District	\$301,000.00	\$239,000.00	\$222,000.00

In any case, District 39 needs to find resources to support the increases in the technology budget to fund a 1:1 learning initiative. In the long-term this program will cost approximately \$225,000 per year. To cover additional expenses, five different annual technology fees ranging from \$75-\$175 were reviewed last month.

One important point about student fees is that eighth grade students will be able to use a calculator app to replace the current required \$150 graphing calculator. Also, an expansion of the 1:1 learning program will reduce the cost of student binders, as these will be minimized with an online student management system.

As reviewed in the Board of Education report dated February 24, 2014, while \$175 does not cover the cost of an iPad, it reflects a budget neutral fee. As a result, \$175 is a starting place the Board needs to consider when determining the ultimate fee.

With the implementation of iPads, the District can identify savings and fee offsets by shifting costs to electronic resources. These fee offsets/savings will significantly reduce any financial impact to parents. In the next part of this report, we will apply these savings in order to reduce the fee.

Fee Considerations

The administration began a review by considering fee structures for other 1:1 learning programs in the area. Fees vary greatly ranging from no fees at Kenilworth District 38, to West Northfield School District 31 charging \$125 annually for all students K-8.

After the last Board of Education meeting the administration was charged with identifying additional proposals. Thorough discussions were held at two School Finance Committee meetings. Recognizing that parents may feel forced into a purchase program, the administration developed a District “sell-back” option for parents.

The District does not serve as a direct reseller, instead we participate by selling used equipment through online wholesale resellers. The value of a three-year old iPad through online wholesale resellers was determined to be \$150. This \$150 becomes the price the District would pay parents in the sell-back option.

In comparison, for individuals selling a device through online retailers, such as eBay, the value of a three-year old iPad was found to be \$215. This is the average retail price found online. If District 39 were to sell an iPad to parents, this is the estimated residual value of an iPad.

When considering what fee to charge, it is important to give parents choices so they can select an option that meets their needs. Additionally, the District wants to keep fees as low as possible, while living within our means.

Fee Option 1: “Rent to Own”

The **total net cost** to own an iPad with this option is \$150. However, parents will still be able to sell the iPad back to the District at the end of the three years for \$150, which means a budget neutral net cost of \$0.

With “rent to own,” parents would pay an annual \$175 technology purchase fee, receive a \$75 reduction on the instructional material fees, and avoid purchasing a \$150 calculator in eighth grade.

Financial Impact to Parents	Sixth Grade	Seventh Grade	Eighth Grade	Total Cost for Rent to Own	Total Cost for Sell Back
Annual Technology Purchase Fee	\$175.00	\$175.00	\$175.00	\$525.00	\$525.00
Reduction of Instructional Material Fee	(\$75.00)	(\$75.00)	(\$75.00)	(\$225.00)	(\$225.00)
Avoided Calculator Fee			(\$150.00)	(\$150.00)	(\$150.00)
Sell-Back Option	\$0.00	\$0.00			(150.00)
Total Net Cost	\$100.00	\$100.00	(\$50.00)	\$150.00*	\$0.0

**Currently a three-year old iPad can be sold on eBay for an average price of \$215, and the District’s resale value is \$150.*

Fee Option 1 – “Rent to Own” Seventh Grade

Next year’s seventh grade will be participating in the program for only two years. As a result, we need to develop a unique purchase option for them.

The **total net cost** after two years is \$50. To keep the iPad will require an additional \$150 purchase fee. However, seventh grade parents will still be able to sell the iPad back to the District at the end of two years for \$50, which means a budget neutral net cost of \$0.

With “rent to own” seventh grade parents would pay an annual \$175 technology purchase fee, receive a \$75 reduction in the instructional material fees, and avoid purchasing a \$150 calculator in eighth grade.

Financial Impact to Parents	Seventh Grade	Eighth Grade	Two Year Totals	Total Cost for Rent to Own	Total Cost for Sell Back
Annual Technology Purchase Fee	\$175.00	\$175.00	\$350	\$350	\$350.00
Reduction of Instructional Material Fee	(\$75.00)	(\$75.00)	(\$150.00)	(\$150.00)	(\$150.00)
Avoided Calculator Fee		(\$150.00)	(\$150.00)	(\$150.00)	(\$150.00)
Purchase Fee				\$150.00*	
Sell-Back Option	\$0.00				(50.00)
Total Net Cost	\$100.00	(\$50.00)	\$50.00	\$200	\$0.0

** Currently a two-year old iPad can be resold on eBay for an average price of \$290, and the District’s resale value is \$200.*

Fee Option 2: “Rent Only”

Option two is a program for parents who have no intent to own an iPad. In this option the **total net cost** to parents is budget neutral at \$0.

In this option, parents would pay an annual \$125 annual technology rental fee, receive a \$75 reduction in the instructional material fees, avoid purchasing a \$150 calculator in eighth grade, and forego the option to purchase an iPad for \$150*.

Financial Impact to Parents	Sixth Grade	Seventh Grade	Eighth Grade	Total Incremental Cost
Annual Technology Rental Fee	\$125.00	\$125.00	\$125.00	\$375.00
Reduction of Instructional Material Fee	(\$75.00)	(\$75.00)	(\$75.00)	(\$225.00)
Avoided Calculator Fee			(\$150.00)	(\$150.00)
Sell-Back Option	\$0.00	\$0.00	\$0.00	\$0.00
Total Net Cost	\$50	\$50	(\$100)	\$0.00

**However, parents can still purchase the iPad upon graduation at the average price on eBay at that time for a three-year old iPad; today that price is \$215.*

Fee Option 2- Seventh Grade

Next year’s seventh grade parents will return their iPad after only two years. However, they may also purchase it from the District at the estimated retail value of a two-year-old iPad at that time; today that price is \$290.

Fee Option 3: “Bring Your Own iPad”

Option three is a program for families that want to bring their own iPad. In this option, parents would pay an annual \$75 technology fee and receive a \$75 reduction in the instructional material fees. They would save the 8th grade calculator fees, and there would be no incremental cost to parents.

An annual technology fee is charged in this option to account for the related costs of the program such as apps and access to paid electronic services. Likewise, parents in this option also benefit from the annual reduction of instructional material fees.

In the first two options, parents who join the District iPad program will receive hardware support and repairs. The distinct disadvantage with the “bring your own” option is that District hardware and repair support will not be available.

Also, in order to assure all students can fully participate in the learning program in this option, a specific list of devices that will be accepted is provided. Older iPads, iPad Minis, and any Cellular iPads will not be permitted. Acceptable devices are:

- iPad Retina (4th generation) 16 GB, 32 GB, or 64 GB Wi-Fi
- iPad Air 16 GB, 32 GB, or 64 GB Wi-Fi

The same acceptable use and District policies will also apply to all family iPads used in the 1:1 learning program. This means families that provide their own iPad will need to have all of their settings and apps deleted prior to being used at school. The District technology staff will configure settings and assign apps to the device. As with iPads purchased through the District, students will not be able to purchase their own apps on family iPads under this option. Students who use a family device in the 1:1 learning program may take them home over the summer, but will be required to have the District configure them again each school year before they can be used in school. All iPads not purchased through the school will receive technical support on usage, settings, and apps, but not on hardware. Devices purchased through the District will come with Apple Care support and can be serviced quickly at school by Apple certified District employees.

Next Steps

Staff Development

Over the 2013 summer the junior high and middle school technology teachers created a staff development plan to prepare sixth-eighth grade teachers for the potential expansion of the 1:1 learning program. The following essential courses were identified:

- Basic Skills and Troubleshooting
- Appy Hour (core iPad apps)
- Schooled in Schoology Level 1 and 2 (learning management system)
- Apple iPad apps (Keynote, Pages, iMovie, Garage Band)
- Managing the iPad Implementation
- Technology Integration Ideas
- First Days of School in a 1:1 Learning Program
- Playdates

These courses have been offered at each school this year through a variety of avenues including faculty meetings, early release days, lunch and learn, tech-drop-ins, and Academy 39 classes. Also, each sixth and seventh grade teacher received a District iPad on an early-release day in October where they participated in a basic iPad skills and troubleshooting class, as well as a presentation from the sixth grade pilot team.

In addition to these professional development classes, fifth through eighth grade staff members are sent weekly technology tips with relevant tools and sources for a 1:1 learning program. Both schools have developed additional methods to share and review iPad information and ask questions. The junior high hosted a seventh grade early release day focused on cyber bullying, appropriate use of social media sites, and texting. The seventh grade GLAd also began attending the weekly sixth Grade 1:1 pilot team meetings. Sixth through eighth grade teachers have also been observing the 1:1 learning program pilot classrooms at the middle school.

The sixth grade pilot team continues to meet on a weekly basis to provide staff development, collect feedback, share resources, and make recommendations and plans for expanding the 1:1 learning program. At the junior high an iPad Steering Committee also meets on a regular basis to prepare for next year's program. This committee includes junior high administrators, the Director of Technology, junior high technology teachers, and representatives from each seventh grade academic, Related Arts, and World Language departments. The iPad Steering Committee reps also serve as communication liaisons for the rest of the school.

Board policy and acceptable use

The District will review the research and recommendations from this year's CRC committee in May and have revised policies and agreements in place for the start of the 2014-15 school year.

Measures of 1:1 Pilot

As indicated in the 2013-14 CONNECTED Strategic Plan, three measures were put in place to determine the success of the pilot program. They are as follows:

- By June 2014, 80% of 6th grade students participating in the 1:1 Learning Environment initiative will report a desire to continue in a 1:1 Learning Environment.
- By June 2014, 80% of parents whose student participated in the 1:1 Learning Environment initiative will report a desire to have their child continue in a 1:1 Learning Environment.
- By June 2014, all piloting teachers in the 1:1 Learning Environment initiative will report a desire to continue teaching in a 1:1 Learning Environment.

These measures will be reported in a Board of Education update at the end of the year, after the surveys are administered to pilot students and parents.

Success indicators for the 1:1 pilot program were also defined in the 2013-14 CONNECTED Strategic Plan. These indicators were used to develop the parent and student surveys that were administered in October and reported in the December school board update. They were also used to guide the parent and student focus group discussions. Below are the success indicators:

- Increased student engagement and ownership of learning, improved school work and project completion, and less reliance on homework assistance structures
- Enhanced or expanded tools for organizational skills
- Observed purposeful use of the device for academic endeavors
- Improved collaboration with teachers and classmates
- Increased content creation and easier access to information
- Improved abilities for providing feedback to students
- Expanded instructional repertoires through technology integration
- Implemented appropriate structures of support for transitioning to a 1:1 environment
- Ensured responsiveness to students' social emotional challenges of functioning responsibly, respectfully, and safely with 1:1 tools
- Identified aspects of learning management system that were most beneficial

These success indicators will also be used in developing the end of the year student and parent surveys. Those findings as well as an update on the success indicators will also be presented in a Board of Education update at the end of the year.

Recommendations

The administration recommends the Board of Education approve a three-phase 1:1 learning program rollout. It is believed the 1:1 learning program would be beneficial for students in fifth grade as well as sixth-eighth grade. In this plan the following grades will be in 1:1 learning programs:

- Phase 1 (2014-15) all sixth and seventh grade students
- Phase 2 (2015-16) all sixth-eighth grade students
- Phase 3 (2016-17) all fifth-eighth grade students

The Administration recommends the adoption of the new fee options. These options provide parents with choices to meet their unique needs.

Summary

The District has been researching and preparing for a 1:1 learning program for over ten years, and integrating technology at a high level for over fourteen years. While other devices were investigated, the introduction of the iPad provided a cost effective, portable device that is already familiar and similar to the instructional tools used by students and staff and supported by District technology staff. With the help and recommendations of the CRC committee the District was able to quickly form a structured 1:1 pilot program for the 2013-14 school year. The iPads have extended and transformed learning opportunities in classrooms and have had a positive impact on the educational experience for sixth grade pilot students and staff. With all of the preparation and documented benefits of a 1:1 learning program, the administration believes we are now ready to approve a three-phase 1:1 learning program plan and offer three iPad fee options to help offset the cost of the program.

Recommended for presentation To the Board of Education



Raymond E. Lechner, Ph.D., Superintendent