TL2014
May 2013 Survey Results
Overview
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Grades

- Largest % of perceptions about grades, across all groups, falls in the "same" category.
- 54% of <u>all student respondents</u> (middle and high school) indicated access to a laptop computer contributed toward improved grades. This statistic is up by 16% from Fall 2012.
- 29% of <u>all student respondents</u> (middle and high school) indicated access to a laptop computer contributed toward lower grades.
- *Honor Roll and NGA:* Both typically decline from 1st MP to 3rd MP. While student performance, as indicated by Honor Roll and NGA, has declined slightly from 2010-11 when students did not take laptops home, performance has stabilized over the past two years of the TL2014 initiative. The only observable pattern is that student performance declines from 1st MP to 3rd MP. What does the "grade" in a course represent (projects, tests, quizzes, performances, presentations, etc), and has that changed over the course of time?
- *Top Reasons for change:* Seems to be a firm change in locus of control for both MS and HS. Changes are not so much being blamed on the laptop as much as (1) working hard; (2) enjoying courses and teachers.

Communication of Expectations

- There appears to be a disconnect between student perceptions and parent perceptions in the area of how and where expectations for laptop use are communicated.
- The data indicates a gap in parent engagement in the laptop learning initiative. It is recommended for 2013-14, the district focus on ways to engage parents as a critical factor in their children's use of technology.

Benefits

- These have largely remained constant throughout the four surveys. All choices score high, particularly with students - all choices are above 50%.
- Choices include: sharing, access to content, time, location, individualization, engagement, pacing and choice.

Challenges

- Remain largely the same from earlier surveys:
  - *Adults:* distraction and inter-personal skills
  - *Students:* network and restrictions
- Regarding inter-personal skills: The "memorable learning experiences" submitted by teachers, students and parents are a balance between face-to-face and

technology infused learning. There is no evidence in the data that having a laptop computer has reduced or eliminated important face-to-face learning activities.

- *Network* is likely an issue of laptop speed as we upgraded to Mac OS 10.7 and this has been a common challenge with the limited amount of RAM available in the machines.
- New filtering software for 2013-14 may address some of the challenges of restrictions.

Deeper Investigation of Distraction as a Challenge

- Everyone was asked three questions in an attempt to uncover more information about this CHALLENGE.
- Distraction was defined as *any use of the laptop computer that interferes with completing school work (i.e. homework, projects, classwork, etc.)*
- The data is inconclusive as to how pervasive distraction is as a CHALLENGE.
- Student and teacher perceptions of distraction are nearly inverse.
- While 45% of parents perceive *distraction* as a CHALLENGE, only 44 parents responded to the survey. This data may not be valid.
- A large percentage of students (77-78% in MS and HS) feel they are able to manage distraction in order to complete school work.
- Teachers perceive distractions created by access to a laptop computer interfere with the completion of school work *FREQUENTLY* or *SOMETIMES.*
- Parents and students perceive distractions created by access to a laptop computer interfere with the completion of school work only *SOMETIMES* or *RARELY.*
- Improved *FILTERING* may be a strategy to manage distraction.
- CLEARER GUIDELINES from parents and teachers may be a strategy to manage distraction.

Repair Data

- Non-warranty repairs continue to be minimal at both MS and HS. Total non-warranty repairs for this time last year totaled 138. For this year (2012-13), total non-warranty repairs total 92. This is a 34% reduction in non-warranty repairs from year 1 of the program to year 2.
- The top two categories of non-warranty repairs continue to be cracked screens and damaged top cases.
- Laptop repair fund starting balance - September 2012 - $50,112
- Laptop repair fund balance - April 2013 - $27,222.
- *Recommendation for 2013-14:* Maintain the $50 insurance premium (free/reduced lunch students, no charge); and maintain the $50 deductible for non-warranty repairs. The insurance premium and deductible continue to remain low because (1) students continue to care for their laptop computers at a high level; and (2) the computer technicians are able to complete both warranty and non-warranty repairs in-house. Because our technicians are certified, Apple, Inc. reimburses the district for a portion of labor on warranty repairs. When received, these reimbursements are deposited into the laptop repair fund.

Memorable Learning Experiences

- Has the program met the goals of TL2014? Just read the pages of detailed learning experiences in the full May 2013 Report.
- Participants wrote more during this survey administration than during any previous administration, providing a detailed picture of how teaching and learning are changing in the classroom AND meeting the stated goals of the TL2014 initiative...increased opportunities for:
  - developing critical thinking and problem solving, effective oral and written communication, collaboration, creativity and curiosity, adaptability, organization, initiative and entrepreneurialism.
  - student engagement in a dynamic, technology-rich learning environment.
  - project-based and challenge-based learning, mirroring real-world work force and higher education environments.
  - differentiation and individualized instruction through the use of technology.
  - reading and writing in new formats and modes common in the 21st century.

Focus for 2013-14

- *Assessment* - How are the goal areas of TL2014 represented in indicators of academic performance such as NGA and Honor Roll?
- *Parent Engagement* - How can we better engage parents as a critical factor in their children's use of technology?
- *Distraction* - How can the implementation of strategies such as filtering and clearer guidelines for use by teachers and parents impact the perception that distraction is a challenge?
- *Stories* - How do we continue gathering stories of learning that embody the goals of TL2014 and share them publicly as evidence of success?
- *Next Steps* - What are the next steps and goals for teaching and learning in Salisbury Township School District, beyond 2013-14?3