

# Measuring Success: Evaluating I-to-I Initiatives

## Evaluation of Operating Systems and Devices



## Program Goals

Pilot School Goal I: All students are digital learners with access to digital tools and resources to achieve Florida Standards and close achievement gaps.

Pilot School Goal II: All staff are prepared for next generation instruction and assessment using integrated technology and digital tools.

Pilot School Goal III: All schools' infrastructure is ready for next generation curriculum, instructional technology, and assessment.

Pilot School Goal IV: Safe learning and working environment (district goal).

Pilot School Goal V: All community members have knowledge and tools necessary to support student achievement.

## Notes:

## Progress Monitoring

## Progress Monitoring and Program Evaluation

Pilot School Goal II: All staff are prepared for next generation instruction and assessment using integrated technology and digital tools.	Evaluation Rating	Perceived Rating
Objective 2.1: Within four semesters of implementation, professional development attendees will report their training experience as effective or very effective on a 5-point Likert scale.	●	●
Objective 2.2: Within two semesters of implementation, teachers will report that students are using technology for: 30% of instructional time in elementary school; 50% of instructional time in middle school; and, 70% of instructional time in high school.	●	●
Objective 2.3: Within two semesters of implementation, 75% of lessons observed during quarter four will be at the adoption level on the Technology Integration Matrix Observation Tool (YI-active and collaborative).	●	●
Objective 2.4: Within four semesters of implementation, 75% of teachers and students will report having knowledge of district-provided digital tools (SAFARI Montage, LanSchool, LaunchPad, Edmodo).	●	●

Symbols used to Denote Progress Toward Objectives

Symbol	Meaning
●	Objective is approaching target
●	Objective target has been achieved
⦿	Objective exceeds target
○	Unable to assess objective target: insufficient data to assess progress

## Engaging Multiple Stakeholders

## Program Evaluation Strategies

## Recommendations and Considerations

## Resources

International Society for Technology in Education: <http://www.iste.org/standards/iste-standards>

THE Journal: Best practices for student surveys: <https://thejournal.com/whitepapers/2015/10/panorama-education-student-survey-practices-102915.aspx>

The Learning Accelerator: District guide to blended learning measurement:  
<http://learningaccelerator.org/media/ee57b948/DistrictGuidetoBLMsrmnt.pdf>

Technology Integration Matrix: <http://fcit.usf.edu/matrix/>

SEIR TEC: Planning into Practice: <http://ftp.serve.org/seir-tec/P2P.html>

Educational Leadership: Doing Data Right, Nov. 2015: <http://www.ascd.org/publications/educational-leadership.aspx>

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# Program Evaluation Summary

## Digital Curriculum Pilot Program (DCPP)

1

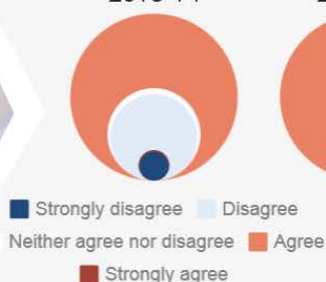


Professional Development

[Teachers] have received effective professional development in order to implement DCPP.

2013-14

2014-15



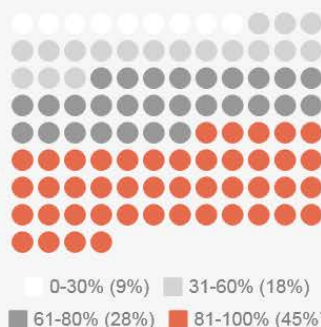
"...the staff as teams [are] planning more and using resources all over the place; much more than they did last year." - DCPP Principal

2



Digital Curriculum Integration

Percentage of class time spent using student devices.



Nearly half of teachers are using student devices for 81-100% of class time.

3



Student Impact



"[Students] are more engaged and they don't want to miss out in class."  
-DCPP Principal

"We can easily use essay programs and research any time we want instead of waiting for computer lab time."  
-DCPP Teacher

"The [device] helps me learn better in school. It has helped me learn English better."  
- DCPP Secondary Student

"[Students] are more engaged and take more responsibility for interacting with teachers and reaching out to them (posting and sending emails)."  
-DCPP Parent



For more information, see the 2013-14 and 2014-15 DCPP final evaluation reports.



Accountability, Research  
and Evaluation  
Orange County Public Schools

# Program Evaluation Summary

## Digital Curriculum Pilot Program (DCPP)



Accountability, Research  
and Evaluation  
Orange County Public Schools

### Professional Development

#### Pilot Schools

In August 2013, OCPS transitioned seven schools to the use of digital curriculum through the two-year Digital Curriculum Pilot Program (DCPP). Students attending pilot schools had increased access to digital devices at a one-to-one ratio.

2013-14 & 2014-15  
pilot schools

Millennia Elementary  
Pinewood Elementary  
Wetherbee Elementary  
Corner Lake Middle  
Hunter's Creek Middle  
Liberty Middle  
Ocoee High

#### Teacher Practice

Although one-to-one programs provide students tools to become successful using 21st Century Skills, teachers must also advance with students. Teachers bring diverse backgrounds with varying skills and experience with technology. Professional development must bridge the gap between teachers and digital natives. In addition, professional development is critical for all educators—both teachers and school-based administrators—to successfully integrate digital learning. Over the course of the two-year pilot, the professional development model has been modified and refined to meet the needs of the OCPS community.



Approximately three years of professional development are required for teachers to be proficient in a 1:1 digital curriculum environment.\*

More teachers in 2014-15 believed integrating digital curriculum in the classroom improved their instructional practices compared to responses in the previous year (see comparison below).

**[Teachers] - Integrating digital curriculum in the classroom has improved their instructional practice.**

2013-14



Strongly disagree (3%) Disagree (12%)  
Neither agree nor disagree (21%) Agree (49%)  
Strongly agree (15%)

2014-15



Strongly disagree (1%) Disagree (8%)  
Neither agree nor disagree (21%) Agree (51%)  
Strongly agree (19%)

The majority of teachers reported familiarity with a variety of digital platforms such as Edmodo, SAFARI Montage, LanSchool and Launchpad. In addition, planning and preparation time for teachers increased from two weeks to nine weeks. This change provided teachers with more time before the start of the school year to practice using digital technology applications and to create their lessons in a digital format. The program evaluation findings also suggest that teachers are becoming more confident implementing digital curriculum over time. One principal explained,

**"...my teachers are far more accomplished in how to navigate in the digital world than they were [last] year."**

Likewise, the percentage of teachers who agreed or strongly agreed that they have received effective professional development has increased from Year One to Year Two of the pilot program.

For more information, see the 2013-14 and 2014-15 DCPP final evaluation reports.

\* [J. Phillips & L. Zulli Jr., webinar, March 25, 2015]