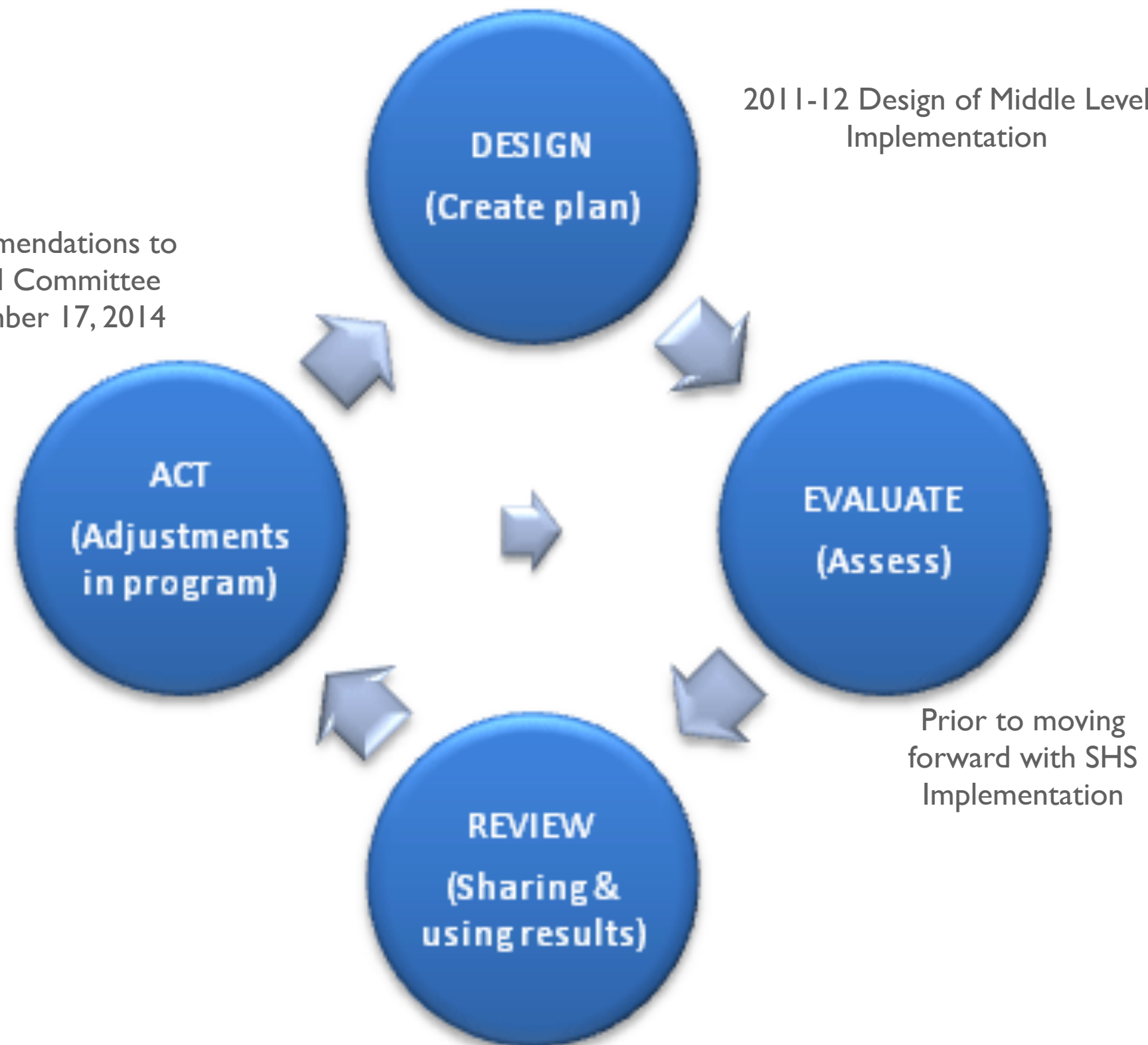

SHREWSBURY DIGITAL CONVERSION

Review and Recommendations

Presentation to School Committee: December 17, 2014

Mary Beth Banios, Assistant Superintendent
Brian L'Heureux, Director of
Shawna Powers, Director of Instructional Technology

Recommendations to
School Committee
December 17, 2014



Fall - Winter 2014



For most of human civilization, the pace of innovation has been so slow that a generation might pass before a discovery would influence your life, culture or the conduct of nations.

Neil deGrasse Tyson

REVIEW OF CURRENT MODEL AND CHANGING LANDSCAPE

FEES

District

- No dedicated staffing to manage the payment and collection process
- Evolving policy at Department of Elementary and Secondary Education

Families

- High School Fees already substantial
- More children in program (5-12) more likely parents will have multiple personal technology fees

Seniors, juniors, sophomores, and current 8th graders

WIRELESS SUPERVISION

- Users cannot remove themselves from the management system
 - “Single App Mode”
 - PARCC
 - Mass configuration of additional restriction
 - Cannot be used with personally owned devices
-

REPAIRS

- Currently district pays for breakage at school for personal technology fee and school use only families
 - Presents some challenges around holding families accountable
-

EQUITY AND MAXIMIZING POTENTIAL

- Equity a focus by providing an attainable path to ownership for all families - next level of equity would be attained if electronic devices follow the same model as textbooks
- Currently, all homework assignments must be replicable without an iPad

School-use only:
102 (5%)
Family-owned:
352 (18%)
Take-home:
1,486 (77%)

MANY DIFFERENT MIDDLE LEVEL PLATFORMS

- Different teams, different management platforms
 - Impact on students and parents
 - SHS implications
-

RECOMMENDED PROGRAM ADJUSTMENTS

We recommend that the district move to a district-owned device program that would enable all 5th -12th grade students to use their device both at school and at home with no fee.

We recommend that the high school utilize one common learning management system (LMS) for all courses.

We recommend moving to a leasing model to fund the acquisition of devices.

TRANSITION PLANNING

ASSUMPTIONS

- Current 8th graders will receive a new device at the beginning of 9th grade at no cost
 - Current 5th - 7th graders will use current device through 8th grade at no cost
 - Current students who are bringing their own iPads would shift to a school owned device at no cost
-

OPTIONS FOR FAMILIES CURRENTLY PAYING TECH FEE

- Pay all four installments of \$165 - own device at end of 8th grade
- Current device would be reclassified as “district owned” and families will not longer pay a fee with understanding that district will reclaim device at end of 8th grade

LEARNING MANAGEMENT SYSTEM

Schoology

LEARNING MANAGEMENT SYSTEM

Benefits

- Common platform across all courses
- Better organization for both students and parents
- PowerSchool and Google Drive Integration
- Audio/video
- Workload Planning
- Professional Development

Costs

- **FY15 costs: \$10,585**
 - Includes implementation and training
 - Grade 4 1:2 pilot students, current Oak users, grade 9-12 students
 - **FY16 costs: \$28,826**
 - Grade 4-12 students & all staff
-

SCAFFOLDING CONTENT WITH FOLDERS

The screenshot displays the Schoology interface for a course titled "Life Science: Section 201" at "Schoology Demonstration School". The top navigation bar includes links for Home, Courses, Groups, and Resources. The left sidebar contains various course management tools such as Updates, Gradebook, Mastery, Badges, Attendance, Members, Analytics, Workload Planning, and Blackboard Collaborate. The main content area shows the course materials, with a red box highlighting the "Unit 11: Ecosystems" folder structure. The folder structure is as follows:

- Unit 11: Ecosystems
 - What will you learn in this course?
 - Organisms and Their Environment
 - Lesson 1
 - Lesson 2
 - Plans and Resources
 - Energy Flow and Ecosystems
 - Elements of Change
 - Carbon Dioxide and Oxygen Cycle
 - Unit 11: Review and Unit Test
 - Unit 11: Plans and Resources
 - Extra Credit

Each folder and document has a gear icon to its right, indicating settings or options. The "Unit 11: Ecosystems" folder is marked as "Must Complete" with a deadline of 11/27/13 11:59pm.

PROJECT ASSIGNMENTS

Edit Assignment

Name:

EXPLORing World Ecosystems: Group Project

Description:

B I U [List Icons] A [Color Picker] [Link Icon] [Table Icon] ABC Para... 12 [More Options]

Each group will be assigned an ecosystem (rainforest, tundra, desert, etc).
Your group willl choose one plant and one animal from that specific biome.
Next, your group will make a **4 Row Table in Schoology** which includes the following information:

Row/Tab 1: Name of Ecosystem
Row/Tab 2: Physical characteristics of the ecosystem (including living and non-living elements)
Row/Tab 3: <ul style="list-style-type: none">Physical characteristics of your animalPhysical characterisctics of your plant

Google Drive Courses.gif Complete Edit Details X

Assignments Job Aid.pdf Complete Edit Details X

Teacher Story: Flipped Classroom & Gamification using Schoology X

Due date:

9/19/14 [Calendar Icon]

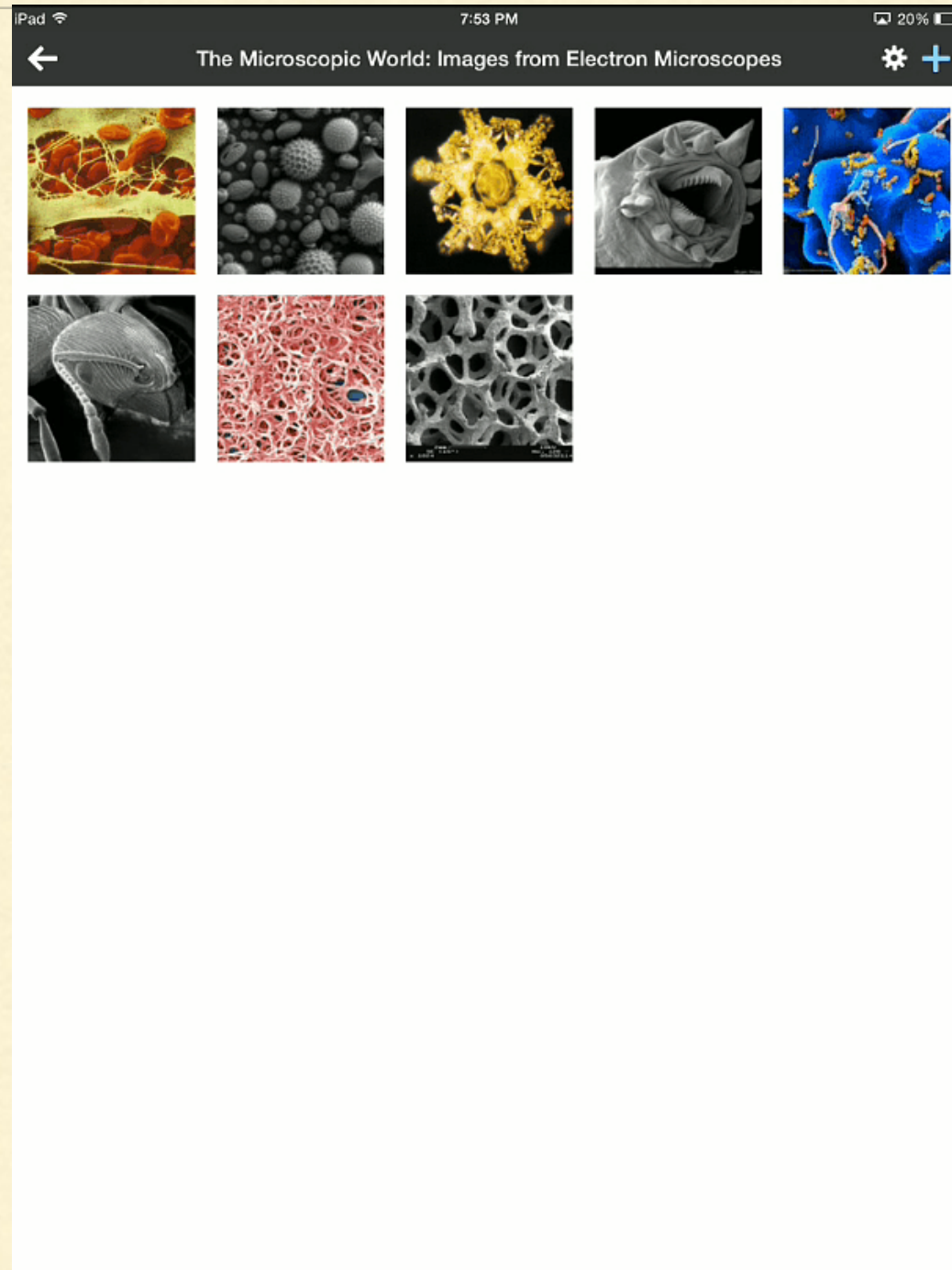
06:00PM

16 pts

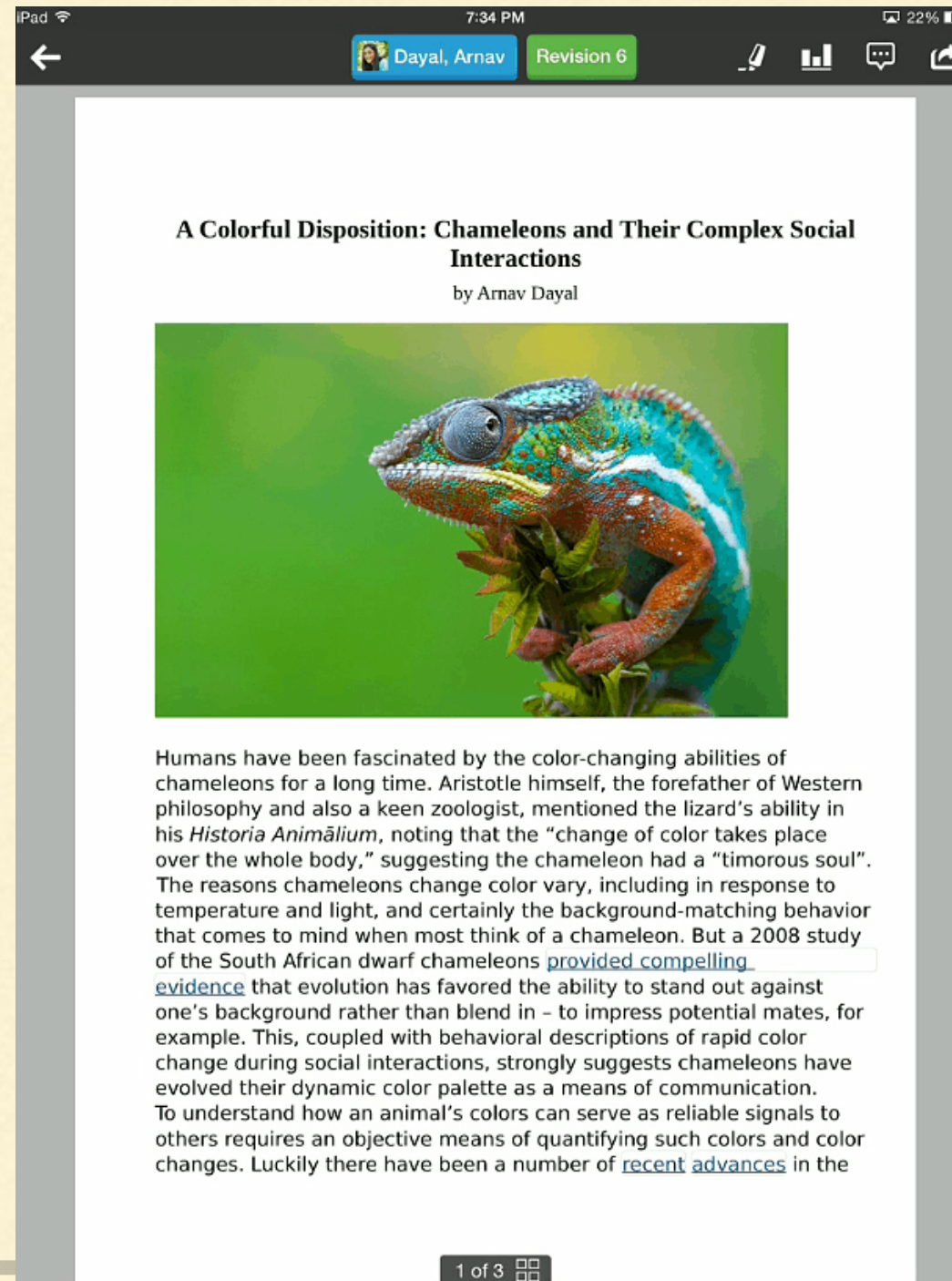
Save Changes

Cancel

THE POWER OF MOBILE: MEDIA & WORKFLOW SOLUTION



THE POWER OF MOBILE: CLOSING THE FEEDBACK LOOP WITH ANNOTATIONS



INTEGRATION WITH GOOGLE DRIVE, GOOGLE APPS

The screenshot displays the Schoology web application interface. At the top, a dark navigation bar includes the Schoology logo, a search icon, and links for Home, Courses, Groups, and Resources. On the right of this bar, there are notification icons (an envelope with a red '1' and a bell with a red '7') and the user's name, Gordon Benoit, with a dropdown arrow.

Below the navigation bar, the main content area is titled 'Science: Section 1' with a document icon and the text 'Mimisbrunnr Learning Institute'. To the right of this title are two buttons: a calendar icon and a 'Notifications' button with a gear icon.

On the left side of the main content area, there is a sidebar. It starts with a large image of a jellyfish and a 'Course Options' dropdown. Below this is a 'Materials' section with a list of icons and labels: Updates, Gradebook, Mastery, Badges, Attendance, Members, Analytics, Workload Planning, Backchannel Chat, and Common Core Mastery. At the bottom of the sidebar is an 'Information' section.

The main content area features two course units. The first unit is 'Unit 11: Ecosystems', indicated by a folder icon and a gear icon. It includes a large image of a coral reef with many small orange fish. Below the image, the text reads 'Let's explore the elements that make up an ecosystem.' followed by a checkmark icon and 'Must Complete'. The second unit is 'The Sun, Earth, and Moon', also indicated by a folder icon and a gear icon. It includes a large image of the Earth with the Moon in the foreground and the Sun in the background.

On the right side of the main content area, there is a 'Reminders' section. It shows '4 ungraded assignment submissions' and an 'Upcoming' section with a calendar icon and the date '15'. Below this, it states 'No upcoming assignments or events' and includes an 'Add Event' link.

ALIGNING CONTENT TO LEARNING OBJECTIVES WITH RUBRICS

Your group will choose one plant and one animal from the...

Next, your group will make a **4 Row Table in Schoology**

Marzano 4 Point Rubric

Criteria	Grading Scale				Pts
SCI.5.9.A Observe the way organisms live and survive in their ecosystem by...	4 Can utilize this standard and extend	3 Demonstrates consistent mastery of skill or standard	2 Can demonstrate mastery of skill with help	1 Cannot demonstrate mastery of skill	4 x
SCI.5.9.B Describe how the flow of energy derived from the Sun, used by producers to...	4 Can utilize this standard and extend	3 Demonstrates consistent mastery of skill or standard	2 Can demonstrate mastery of skill with help	1 Cannot demonstrate mastery of skill	4 x
SCI.5.9.C Predict the effects of changes in ecosystems caused by living organisms	4 Can utilize this standard and extend	3 Demonstrates consistent mastery of skill or standard	2 Can demonstrate mastery of skill with help	1 Cannot demonstrate mastery of skill	4 x
SCI.5.9.D Identify the significance of the carbon dioxide-oxygen cycle to the survival of...	4 Can utilize this standard and extend	3 Demonstrates consistent mastery of skill or standard	2 Can demonstrate mastery of skill with help	1 Cannot demonstrate mastery of skill	4 x

Total Pts: 16

Google Drive Courses.gif Complete

Assignments Job Aid.pdf Complete

Teacher Story: Flipped Classroom & Gamification using Schoology

Due date: 9/19/14 06:00PM 16 pts

Category: Project Grading options

Scale/Rubric: Marzano 4 Point Rubric Show to students






Advanced: [Icons]


Save Changes Cancel

STUDENT COMPLETION - TEACHER

Student Completion [X]

Set Student Completion Rules ☐ Requirements must be completed in sequential order


For 	<input type="text" value="Schoology 101"/>	member must	<input type="text" value="View the item"/>	[X]
For 	<input type="text" value="Quia - Quia Web"/>	member must	<input type="text" value="View the item"/>	[X]
For 	<input type="text" value="Quick Writing Assignmen"/>	member must	<input type="text" value="Make a submission"/>	[X]
For 	<input type="text" value="End of Class Exit Quiz!"/>	member must	<input type="text" value="Score at least"/> <input type="text" value="80"/> /100	[X]
For 	<input type="text" value="Short story with your sp"/>	member must	<input type="text" value="Post a comment/re"/>	[X]

 Add requirement

Save Changes **Cancel**


STUDENT COMPLETION - STUDENT VIEW

Student Progress


**Ralph Moneyham** ▾

60%


▾

**Quick Engaging Activities**


60%

**Schoology 101**


✓

**Quia - Quia Web**


✓

**Quick Writing Assignment**

✓

**End of Class Exit Quiz!**

In Progress

**Short story with your spelling words.**

In Progress

[Recheck Student Progress](#)

FINANCING

3 KEY MESSAGES

- Budget-neutral
 - Shift from purchasing to leasing creates opportunities
 - Sustainable
-

BUDGET-NEUTRAL, FOCUS ON SUSTAINABILITY

- **One-time FY15 expenses**
 - Costs related to adding teachers
 - Costs related to current 1:1 model
 - Telephone system upgrade
 - Oak projector carts
 - PARCC preparation costs
 - New math curriculum
-

LEASE OPTION

- AppleEquity lease
 - Currently used for teacher laptop program
 - Equity rollover increases sustainability
 - Terms of 3 or 4 years
-

LEASE OPTION

- Pros
 - Allows large infusion of equipment upfront
 - Allows equity rollover to increase sustainability
 - Allows trade-ins of devices during term
 - \$1 purchase option at end of term
 - Cons
 - Some finance costs
 - A move from Apple devices would cause a period with payments but no new equipment
-

COST COMPARISON

	FY16	FY17	FY18	FY19
Projected cost of program if devices purchased	\$1,352,995	\$601,615	\$563,651	\$585,958
Projected cost of program if devices leased (4-year lease)	\$578,651	\$640,655*	\$602,691*	\$624,998*

***Not including possible trade-ins,
which may lower cost**
