

# Kenai Peninsula Borough School District Technology Integration Annual Report 2012-13

## Report Overview

The Technology Integration Annual Report will assist the District in determining the instructional impact on student achievement through the integration of technology. Please complete all parts of this report and submit it to Jamie Meyers, Technology Integration Specialist, by April 20<sup>th</sup>. (Email: [jmeyers@kpbsd.k12.ak.us](mailto:jmeyers@kpbsd.k12.ak.us)/Fax: 262-4288)

NOTE: For your convenience, teacher survey results and school data needed to complete the report are included in Part 3 of this document. School data includes the following:

- Reading: Attendance vs SBA Scores
- Writing: Attendance vs SBA Scores
- Math: Attendance vs SBA Scores
- GPA: Attendance vs GPA
- Behavior: Behavior incidents
- Grad Rate: Attendance vs Timely Graduation

A rubric will be utilized in the evaluation process and is included in Part IV. It is recommended that you reference it as you complete the report.

### ***PART I – GENERAL INFORMATION***

School Name	Soldotna High School
Administrator	Todd Syverson
Administrator Signature	
Student Enrollment	
Number of Teachers	



## ***PART II – ADMINISTRATOR SUMMARY***

After reviewing the data included in this report and assessing the integration of technology in your school, please respond to the following questions.

### **Question #1**

**Based on the school data, how has technology impacted student engagement and learning? Reference SBA data, Attendance, Behavior, GPA, Graduation Rate and Teacher Survey Results included in this report.**

The use of technology has promoted a school environment prepared to meet the demands/challenges that face the 21st century learner. Collaboration between students, staff, and other school sites (via Polycom/Google Docs) has increased motivation and performance in all student subgroups. This is evidenced by 31% increase in our graduation rate since 2010. Incorporating various technologies has fostered student empowerment in the learning process, especially with our at-risk learners. This empowerment has led to fewer behavior incidents since 2009. Our rate of incidents has decreased 42% since the 2009-2010 school year.

For student achievement, the technology utilized has allowed each teacher to develop multimodal lessons that incorporate many styles of learning within the class period(s). The multimodal lessons have proven effective in improving SBA test scores over the past few school years as well as the GPA of our most at-risk learners. For students that are in attendance at school and participating in these multimodal lessons, SBA scores have risen by 2.6% in reading, 3.5% in writing, and 2% in mathematics respectively. GPA for our greatest at-risk population has increased 36% since the 2008-2009 school year.

Our teachers have also reflected on the use of technology and how it has impacted the learning environment. In the most recent survey, 59% of our teaching staff reported that they are currently becoming more comfortable with using technology as part of instruction. First hand accounts of the impact technology has in a classroom, has led to 91% of our staff eager to look for ways to integrate technology into the classroom.

### **Question #2**

**Describe how your school is integrating technology into the curriculum. Give specific examples.**

Each department at Soldotna High School has at least one educator within it that has an updated classroom website. By the middle of the 2012-2013 school year, 70% of teachers at Soldotna High School have created a website or blog for their classes. These online resources provide an opportunity for students and parents to stay informed as to what is happening in the class. These sites also provide an opportunity for teachers to provide enrichment and interventions for student in their class. One example of the intervention strategies incorporated into the teacher sites involves the use of Quizlet. This online resource provides games, flashcards, and activities for students to work on vocabulary. The games work seamlessly on a SMART board, providing opportunities to engage body/kinesthetic learners. SMART boards are daily integrated into all classrooms at Soldotna High School.

Within the math department, one educator is utilizing the SMART recorder to record walkthroughs of daily lessons and chapter reviews. These recordings are then placed on the teacher's website so students and parents can access them. This allows for students to have access to the classroom materials anywhere they have internet access. These lessons are also used by substitute teachers to facilitate lessons to ensure consistent instruction is given while the class moves through the sequence of the course.

Within the language arts department, educators have developed a comprehensive SBA/HSGQE preparation website. This site provides a self-paced opportunity for students to increase their confidence and awareness of the topics covered on the state exams while not compromising valuable instructional time away from the integral scope and sequence of the class.

Within the special services department, iPads are currently being used to assist notetaking, essay writing, differentiating instruction, teaching facial expressions/ body language, and social skills. A key feature of the device that enhances the educational experience is the ability for all words on the screen to be read out loud. This assists students that have deficits with receptive and expressive language by providing them with a tool to increase their accessibility to the content while allowing them to increase their independence.

Within the Family and Consumer Sciences classes, iPad integration has become a weekly occurrence. First Aid/CPR was completed using the American Red Cross app that allows students to explore their manuals digitally. In Interior Design, students were able to use an architecture app to create 2 and 3 dimensional rooms using CAD type software. In Consumer Education, students created budgets and tracked their expenses. In Relationships, students used a decision making app to give advice to other teens. In Nutrition, students engaged in an activity that examined the calorie consumption of the food they eat.

**Question #3**

**Describe the changes in technology integration since last year.**

A major addition to Soldotna High School's technology integration this school year is the utilization of iPads within the classroom. Both the Family and Consumer Sciences and Special Services departments were able to obtain iPads through grants written by educators. The iPads have enhanced learning for students within the special services department by giving them access to an assistive technology device that will allow them to be as independent as possible. Informal anonymous surveys conducted by the FACS teacher produced results stating that about 96% of the students have stated the iPad helps them feel engaged in their learning. When compared to SMARTboards, 93% felt more engaged using an iPad. 95% of the students stated that more classes should use them.

As stated in question 2, Soldotna High School has made a concerted effort to encourage all teachers to have a class website. This has provided content and information to students and parents to assist them in their partnership within the educational process. This has increased student accountability (obtaining missing work/ lectures) as well as teacher accountability (keeping the site updated).

**Question #4**

**How is technology helping to meet the school goals? Explain.**

Goal 1: Increase student engagement by developing long and short term intervention plans by the end of FY13. Measure/Evidence: SBA School Assessment. (Soldotna High)  
Progress: Among our students that attend school, participate in classroom instruction, and have access to technology at school, SBA scores have increased in all three areas- 2.6% in Reading, 3.5% in Writing, and 2% in Mathematics.

Goal 2: By the end of FY13, gather and analyze graduation rate data in order to identify potential causes or precipitating factors for use in a long term goal of increasing the graduation rate at Soldotna High School by 3% annually while decreasing the dropout rate by 5% annually.

Progress: Our graduation rate has increased 31% over the last school year.

Goal 3: Restructure our SLT teams to adapt and enhance our ability to address our assessment needs, goals, policies, and intervention strategies for at risk students

Progress: The new restructured SLT teams have given time for each department to share best practices regarding technology integration. A good example of this occurred within the newly formed special services SLT team in which discussions were initiated about new differentiation tools that are a part of the language arts curriculum. These tools include online leveled stories in which a student with special needs could be included in a class, read the same story, but have it presented at a level that is more in line with their current performance.

Goal 4: Coordinate and research new pathways to enhance parent/community partnerships  
Progress: The utilization of classroom websites has increased the communication between parents and teachers. It is too early to tell exactly how this will effect test scores, graduation rate, and GPA.

**Question #5**

**Based on your observation, what is the percentage of teachers integrating technology into their lesson plans (above and beyond using tools for projecting content)? (check the one that is most appropriate)**

- 0 – 25%
- 26 – 50%
- 51% - 75%
- 76% - 100%

***PART III – DATA REVIEW***

***TEACHER SURVEY RESULTS***

The results from the KPBSD Certified Teacher Survey that was administered in the winter of 2012-13 are included in the form below.

<b>Question #</b>	<b>Question</b>	<b>Results (numbers/%)</b>
<b>1.</b>	When using technology in my classroom (i.e. SMART Boards, computers, clickers, etc.), I have noticed that students are engaged:	
	<b>More often</b>	11
	<b>About the same</b>	10
	<b>Less often</b>	
	<b>I don't use technology for instruction</b>	1
<b>2.</b>	On average, technology is included in my lesson plans:	
	<b>0-25%</b>	4
	<b>26-50%</b>	5
	<b>51-75%</b>	9
	<b>76-100%</b>	4
<b>3.</b>	When using technology in my classroom, instructional time has:	
	<b>Increased</b>	27%
	<b>Decreased</b>	18%
	<b>Stayed the same</b>	55%
	<b>I don't use technology for instruction</b>	
<b>4.</b>	During the past year, my comfort level when using technology for instruction has:	
	<b>Increased</b>	59%
	<b>Decreased</b>	9%
	<b>Stayed the same</b>	32%
	<b>I don't use technology for instruction</b>	
<b>5.</b>	I look for new ways to integrate technology in my classroom:	
	<b>Always</b>	36%
	<b>Often</b>	55%
	<b>Rarely</b>	9%
	<b>Never</b>	
<b>6.</b>	Respond to the following:	
	<b>I need more support in HOW to use technology tools in instruction.</b>	9
	<b>I need more support in HOW to INTEGRATE technology into instruction.</b>	13

***STUDENT SURVEY RESULTS***

It is not necessary for the administrator to complete the following table. However, if the administrator chooses to seek input from students in grades 4-12, the following table is provided to compile the results.

The survey template can be found in Templates on Google Docs and is titled:  
*2012-13 Students & Technology*  
*Questions? Contact Jamie Meyers*

<b>Question #</b>	<b>Question</b>	<b>Results (numbers)</b>
<b>1.</b>	<b>When technology is used in the classroom, are you</b>	
	Always interested	12
	Frequently interested	18
	Rarely interested	1
	Never interested	1
<b>2.</b>	<b>Does having technology in the classroom make you excited to come to school?</b>	
	Always	5
	Frequently	15
	Rarely	9
	Never	3
<b>3.</b>	<b>Does the use of technology in the classroom make learning easier?</b>	
	Always	14
	Frequently	15
	Rarely	3
	Never	0
<b>4.</b>	<b>Overall I am glad that my school is using technology.</b>	
	Yes	32
	No	0
	I don't care	0

***ATTENDANCE/BEHAVIOR/GRADUATION RATE/SBA DATA***

Site specific information has been entered in the tables below.

**Note:** A blank cell indicates that no students fell into that category.

<b>Attendance vs SBA Reading</b>	<b>2008-2009 SBA % Proficient</b>		<b>2009-2010 SBA % Proficient</b>		<b>2010-2011 SBA % Proficient</b>		<b>2011-2012 SBA % Proficient</b>	
	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>0-10</b>	95.0	89.8	95.6	90.6	92.3	89.7	94.7	90.1
<b>11-20</b>	98.4	88.9	98.0	90.2	86.4	87.3	83.3	88.1
<b>21-40</b>	89.3	84.4	92.3	87.4	94.4	83.2	80.0	81.9
<b>40+</b>	100.0	75.4		81.5	66.7	81.0	50.0	83.1
<b>Attendance vs SBA Writing</b>	<b>2008-2009 SBA % Proficient</b>		<b>2009-2010 SBA % Proficient</b>		<b>2010-2011 SBA % Proficient</b>		<b>2011-2012 SBA % Proficient</b>	
	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>0-10</b>	91.9	86.5	88.7	83.9	87.8	86.8	91.0	85.3
<b>11-20</b>	90.8	84.9	92.0	83.5	86.2	82.0	76.7	82.6
<b>21-40</b>	89.3	80.9	84.6	77.4	88.9	76.1	80.0	77.1
<b>40+</b>	100.0	70.2		69.8	66.7	66.1	0.00	72.7
<b>Attendance vs SBA Mathematics</b>	<b>2008-2009 SBA % Proficient</b>		<b>2009-2010 SBA % Proficient</b>		<b>2010-2011 SBA % Proficient</b>		<b>2011-2012 SBA % Proficient</b>	
	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>	<b>Site</b>	<b>District</b>
<b>0-10</b>	82.4	78.5	81.3	80.1	81.4	81.9	83.1	80.4
<b>11-20</b>	81.5	77.0	84.0	79.7	77.6	77.7	56.7	76.4
<b>21-40</b>	59.3	69.9	76.0	73.7	66.7	70.9	66.7	69.3
<b>40+</b>	100.0	63.8		59.6	33.3	54.0	0.00	53.6

Attendance vs Graduation Rate (Calculated for AYP)	2008-2009 Graduation Rate		2009-2010 Graduation Rate		2010-2011 Graduation Rate		2011-2012 Graduation Rate	
	Site	District	Site	District	Site	District	Site	District
Number of Absences								
0-10	94.3	83.7	90.6	81.4	86.2	75.9	81.8	78.5
11-20	91.7	78.0	90.5	86.3	71.4	83.1	96.7	88.5
21-40	66.7	65.5	76.9	66.7	60.0	65.4	96.3	95.0
40+	100.0	44.4	100.0	65.0	66.7	66.7	100.0	96.8

Attendance vs GPA	2008-2009 Average GPA		2009-2010 Average GPA		2010-2011 Average GPA		2011-2012 Average GPA	
	Site	District	Site	District	Site	District	Site	District
Number of Absences								
0-10	2.84	2.81	2.87	2.84	2.84	2.79	2.81	2.93
11-20	2.47	2.29	2.54	2.41	2.34	2.33	2.29	2.44
21-40	1.58	1.80	1.82	1.97	1.80	1.90	1.84	1.88
40+	0.65	1.27	1.76	1.43	1.22	1.41	1.19	1.21

Behavior Incidents	2008-2009 # Students		2009-2010 # Students		2010-2011 # Students		2011-2012 # Students	
	Site	District	Site	District	Site	District	Site	District
0-4	185	1893	207	1863	183	1809	142	1759
5-10	76	420	59	450	38	418	27	398
11-15	24	97	18	101	14	92	8	68
15+	26	103	28	116	21	111	5	105

**NOTE ON ABOVE GRAD RATE INFORMATION:**

*Y = Student Graduated "On-Time"*

*N = Student Did not graduate "On-Time"*

*\*These graduation counts will not match AYP. They are only to be used for comparison between attendance and graduation rate.*

**Factors contributing to differences:**

- 1) The State has access to enrollments outside of our District. Students that we count as not graduating may have graduated at a different district within the state.*
- 2) Dual enrolled students are being counted in both schools whereas the state only counts the ending school year enrollment. If a student enrolled in a school at any time during his/her Cohort year they will increment the school counter in this data collection. This was to avoid not showing those poor attending students that transfer before dropping out.*
- 3) These counts don't include those students that left the district prior to their Cohort year. (No enrollment = No attendance)*

**Questions? Contact David Henson**

**PART IV – TECHNOLOGY INTEGRATION ANNUAL REPORT RUBRIC**

Administrator Name: Todd Syverson	Administrator School: Soldotna High
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Successful reports must receive scores of 2 from all raters in all areas. Reports receiving scores of 1 in any area will be returned for revision.

	<b>2 Sufficient</b>	<b>1 Insufficient</b>
<b>General Information</b> <ul style="list-style-type: none"> <li>• Table completed</li> </ul>		
<b>Question 1</b> <ul style="list-style-type: none"> <li>• SBA data referenced</li> <li>• Attendance data referenced</li> <li>• Behavior data referenced</li> <li>• GPA data referenced</li> <li>• Graduation rate referenced</li> <li>• Teacher survey results referenced</li> </ul>		
<b>Question 2</b> <ul style="list-style-type: none"> <li>• Description included</li> <li>• Examples included</li> </ul>		
<b>Question 3</b> <ul style="list-style-type: none"> <li>• Changes described</li> </ul>		
<b>Question 4</b> <ul style="list-style-type: none"> <li>• School goals addressed</li> </ul>		
<b>Question 5</b> <ul style="list-style-type: none"> <li>• Response recorded</li> </ul>		

**Committee Recommendation:**

<input type="checkbox"/>	Report completed.
<input type="checkbox"/>	Report returned for revision.

**General Comments (optional):**