The Education Trust-West's
"Bringing Equity to the Common Core" Webinar Series

Bridging the Technology Divide:
Equitable Access to Robust Infrastructure and Digital Content for All

The Education Trust–West

January 30,2014
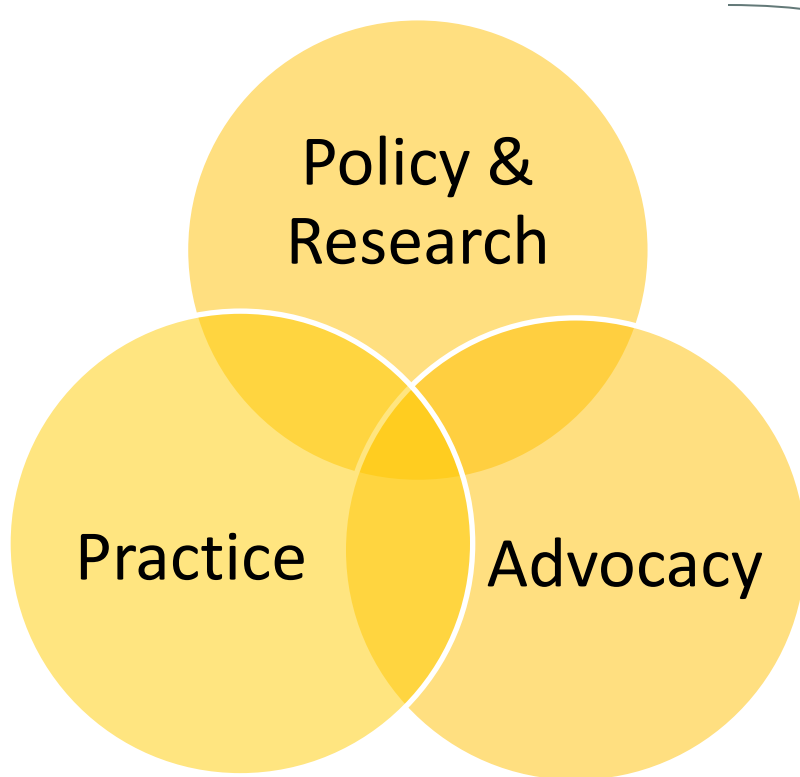
Education Trust-West Staff

- Jeannette LaFors, Director of Equity Initiatives

- Amber Banks, Practice Associate

- Orville Jackson, Senior Research Analyst

Housekeeping

- This webinar slide deck and recording will be archived on our website

- We encourage you to ask questions throughout the webinar via "Questions"

- If you are having any technical difficulties you can call GoToWebinar at 800-259-3826 or chat with tech support online

Poll:
Who is on the webinar?

About Us: The Education Trust- West

Policy & Research

Practice

Advocacy

OUR MISSION: The Education Trust-West works for the high academic achievement of all students at all levels, pre-k through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.

Goals of the Webinar

1. Engage digital equity thought leaders in discourse about key issues related to Common Core

2. Learn about promising practices for promoting digital equity

3. Reflect on digital equity in your school and/or district

Agenda

1. Overview & Context

2. Digital Equity & Infrastructure

3. Implementing Blended Learning Models with Equity in Mind

4. Questions and Closing

Today's Panelists

- **Evan Marwell**, CEO, EducationSuperHighway

- **Brian Simmons**, Director of Accountability, Innovation and Results, San Mateo County Office of Education

- **Chris Florez,** Manager of Digital Learning, Aspire Public Schools (Tennessee)

- **Elena Sanina,** Blended Learning Analyst, Aspire Public Schools (California)

- **Bernadette Lucas**, Director, LAUSD Common Core Technology Project

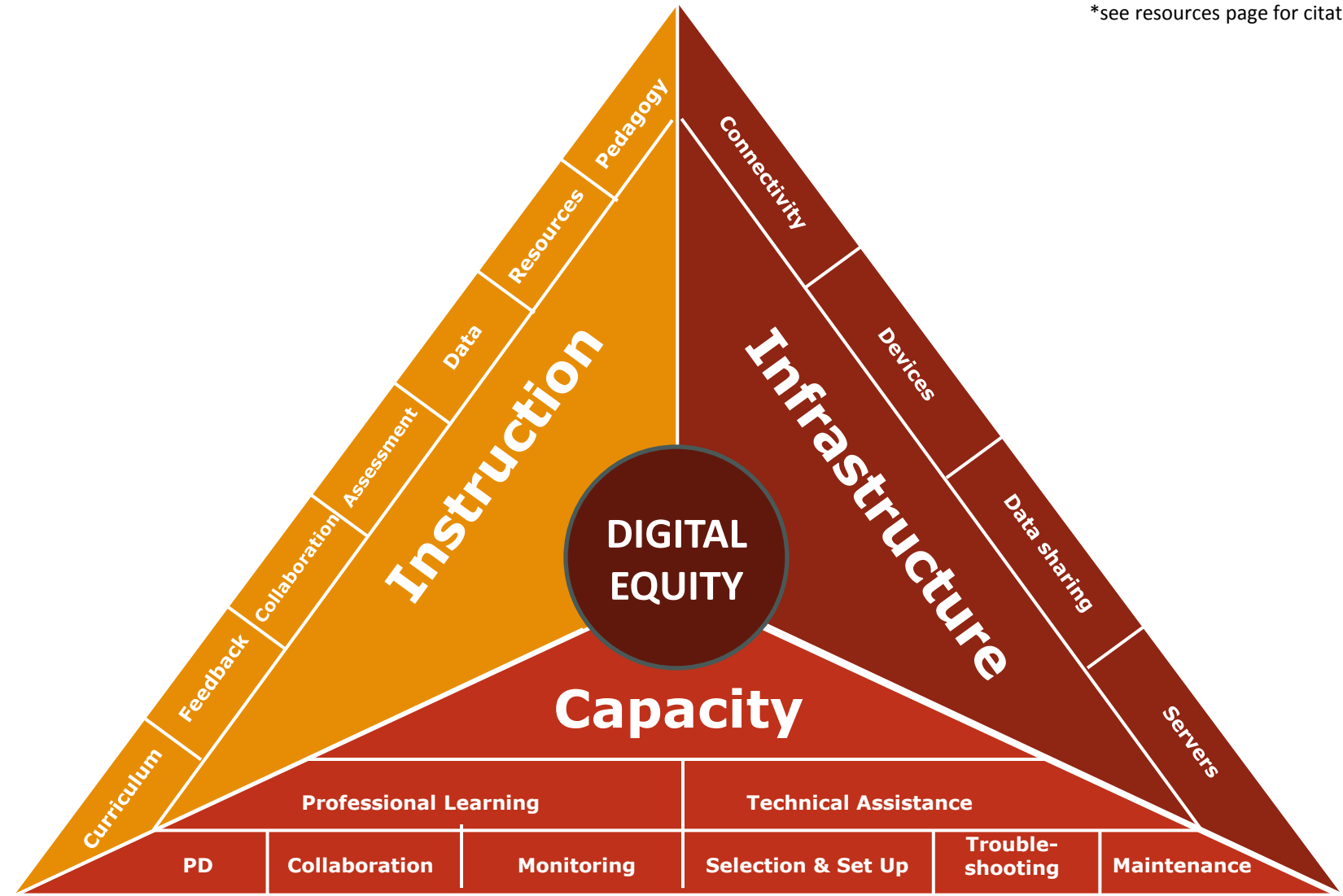# Common Core Digital Equity Landscape
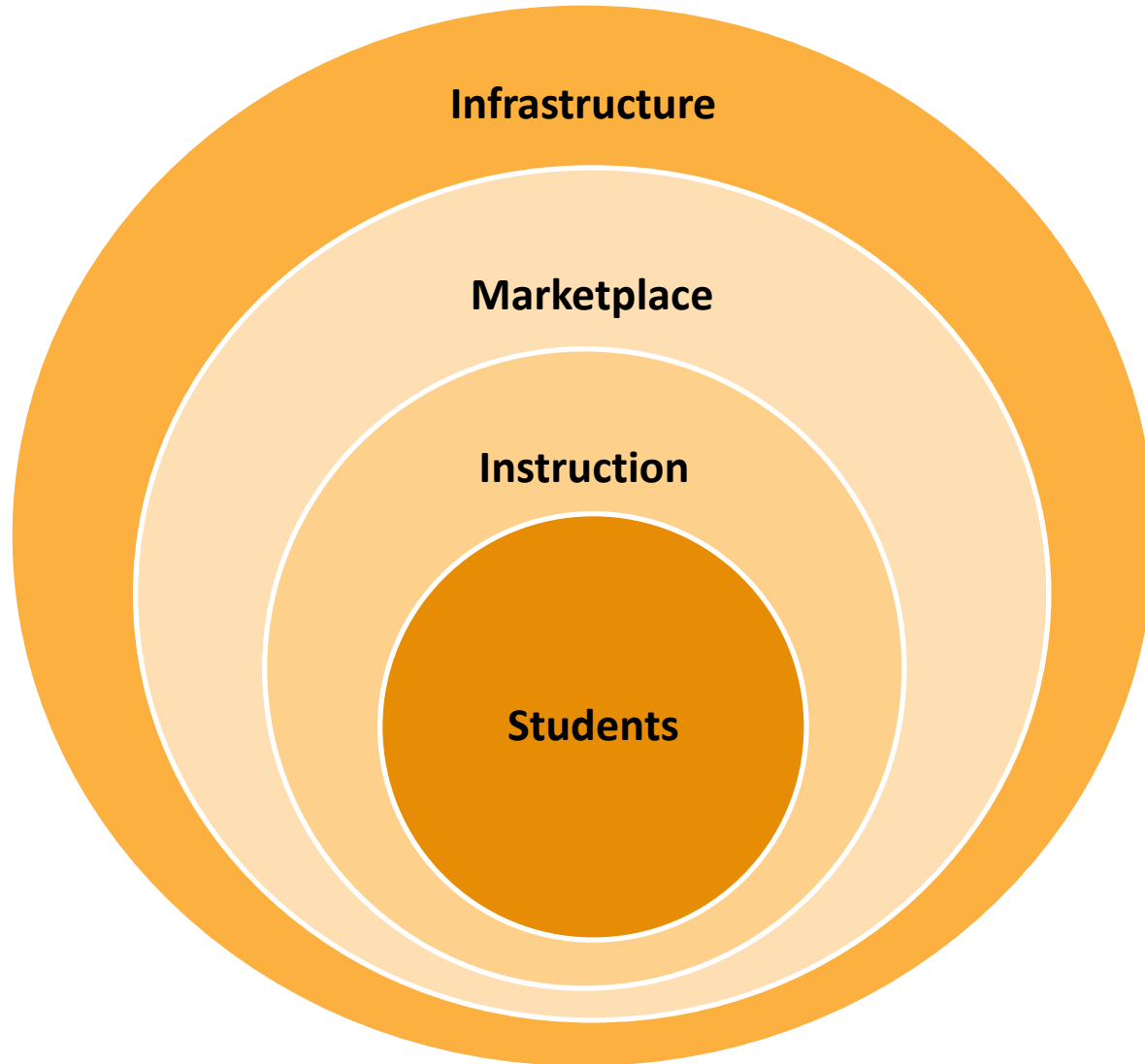
Building a Coherent Vision for Digital Equity

Curriculum

Assessment

Instruction
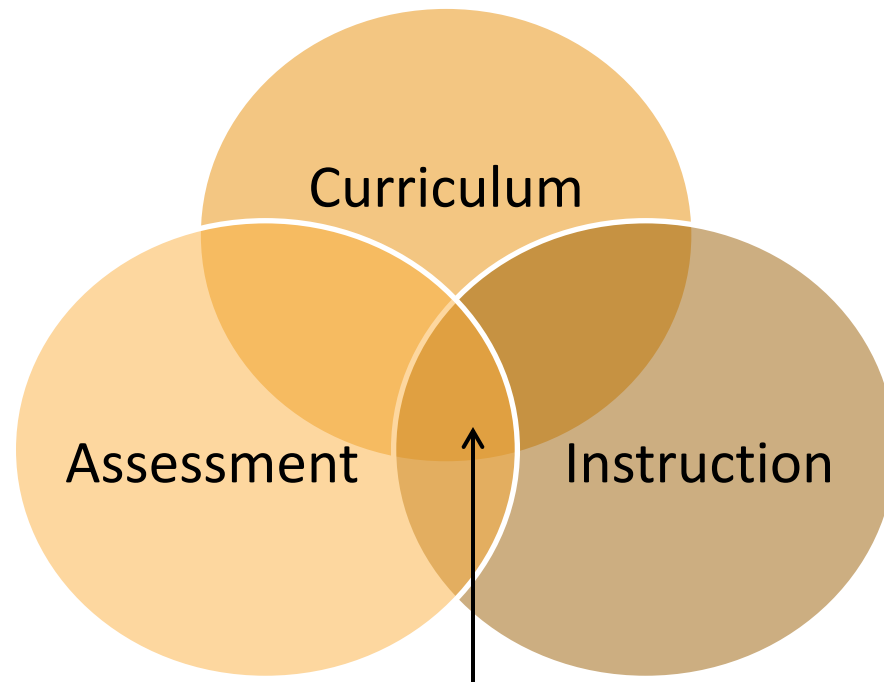
The opportunity to build a vision for digital equity in schools and districts lies at the intersection between the adoption of new curricula and the implementation of new standards and assessments.

What is Digital Equity in an Era of Common Core*?

*see resources page for citation

Instruction
- Pedagogy
- Resources
- Data
- Assessment
- Collaboration
- Feedback
- Curriculum

Infrastructure
- Connectivity
- Devices
- Data sharing
- Servers

DIGITAL EQUITY

Capacity

Professional Learning			Technical Assistance		
PD	Collaboration	Monitoring	Selection & Set Up	Trouble-shooting	Maintenance

Digital Equity: Benefits and Risks

Benefits	Risks
Greater access to digital learning tools and media	Digital Divide (i.e. access)
Engagement with **rigorous content** and opportunities to build **digital literacy skills**	Quality Gap Digital Literacy Gap
More opportunities for **personalization using real-time data**	Limited Teacher Capacity

Equity issues will continue to focus on access and distribution of critical resources

Poll:

What are your most pressing concerns related to digital equity in your school/district/community?

Evan Marwell, CEO, EducationSuperHighway

Brian Simmons, Director, Accountability, Innovation, Results, San Mateo County Office of Education

EducationSuperHighway

America's Leading Non-Profit for K-12 Internet Infrastructure

Mission: Upgrade the Internet infrastructure of every K-12 public school in America for digital learning

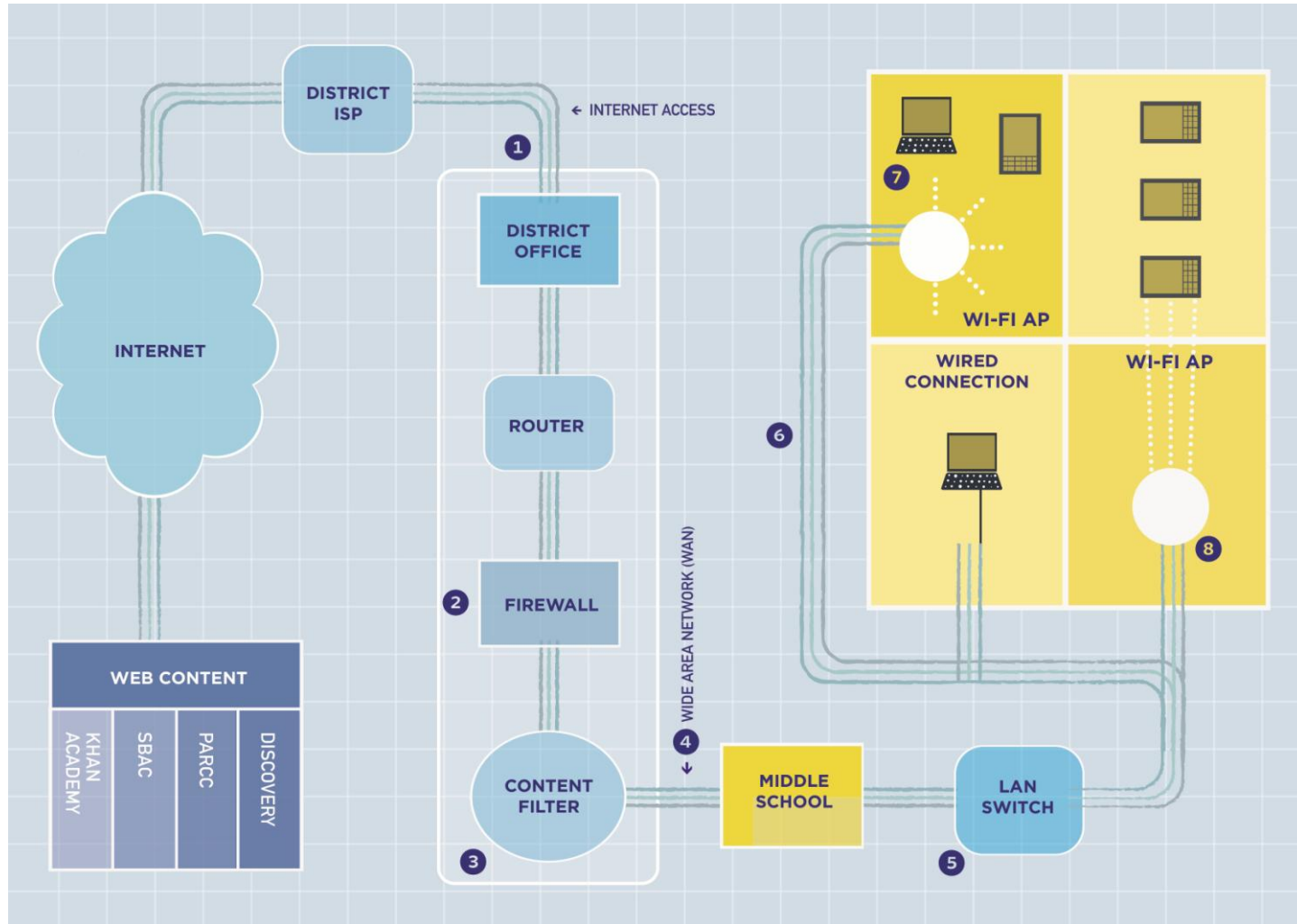| Identify Schools Requiring Upgrades | Help Districts Create Upgrade Plans | Lower the Cost of Connectivity & Equipment | Support E-Rate Modernization |

SchoolSpeedTest.org

Network Snapshot

Broadband On Sale Today!
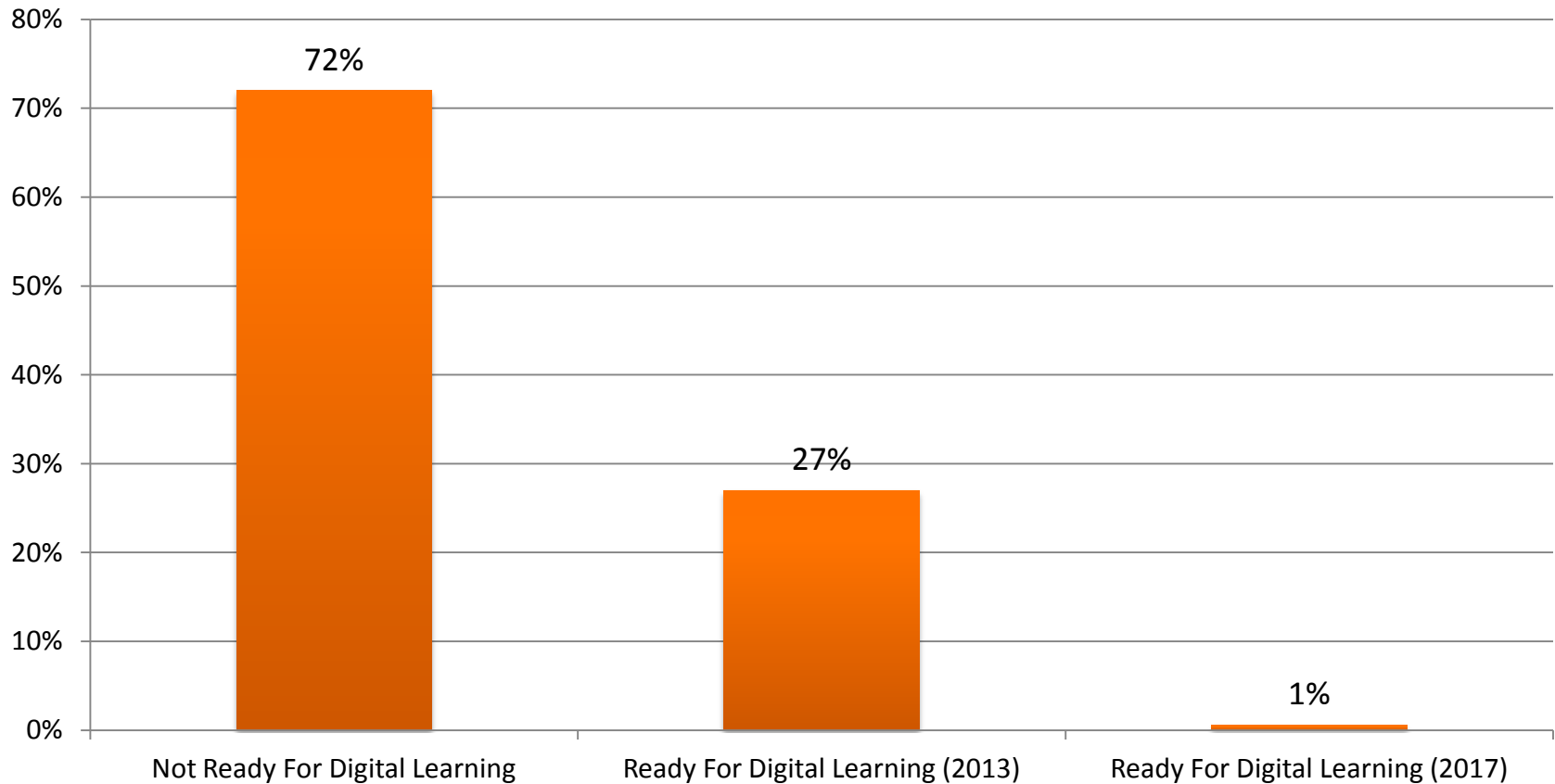
Internet Pricing Portal

E-Rate 2.0

Potential Network Bottlenecks

State of the Nation
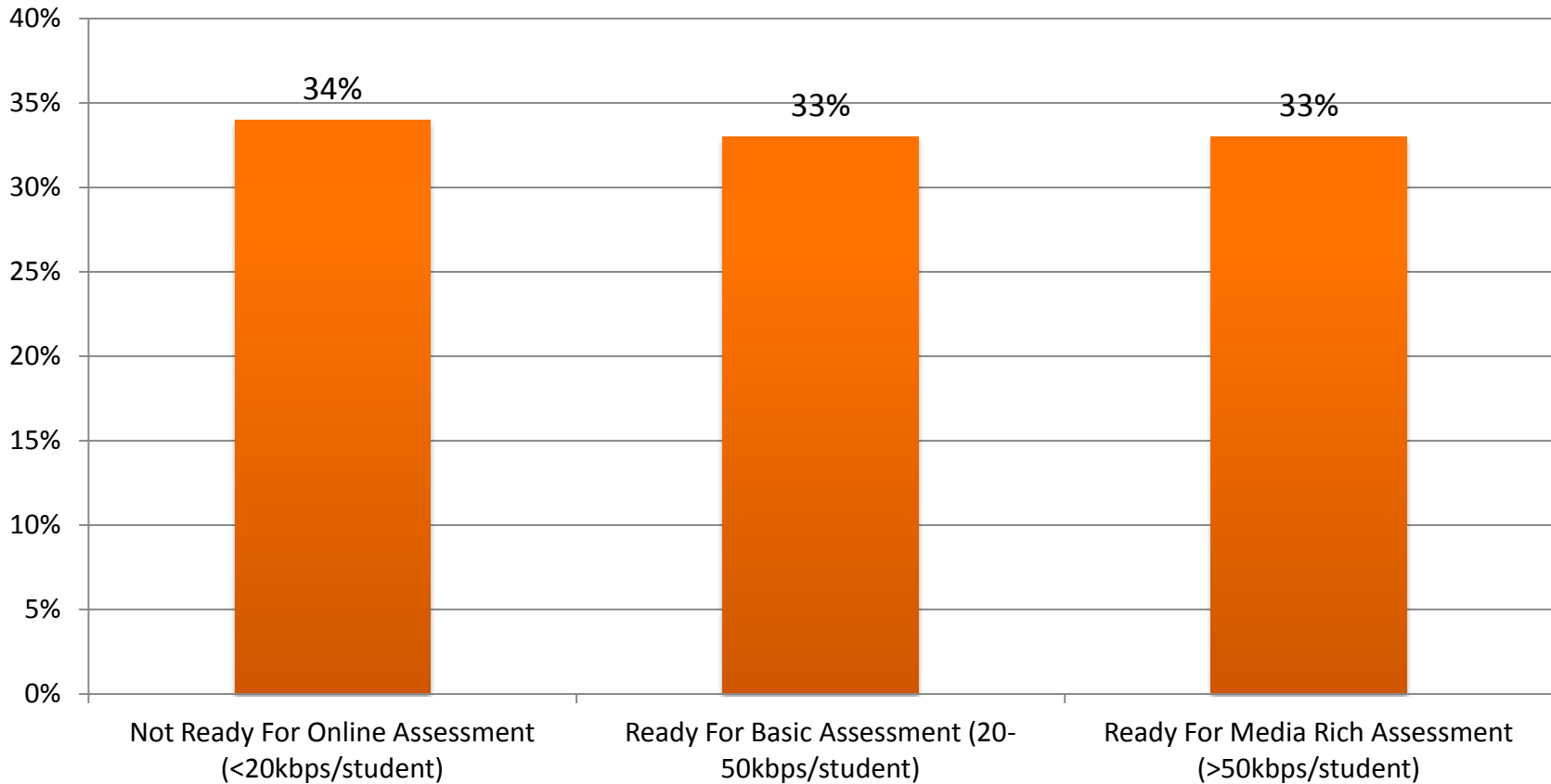
Digital Learning Readiness

Source: EducationSuperHighway National SchoolSpeedTest – Interim Results
Digital Learning Readiness Based on SETDA Standard: 100kbps/student (2013); 1 Mbps/student (2017)

State of the Nation

Online Assessment Readiness

| | 34% | 33% | 33% |

Categories:
- Not Ready For Online Assessment (<20kbps/student)
- Ready For Basic Assessment (20-50kbps/student)
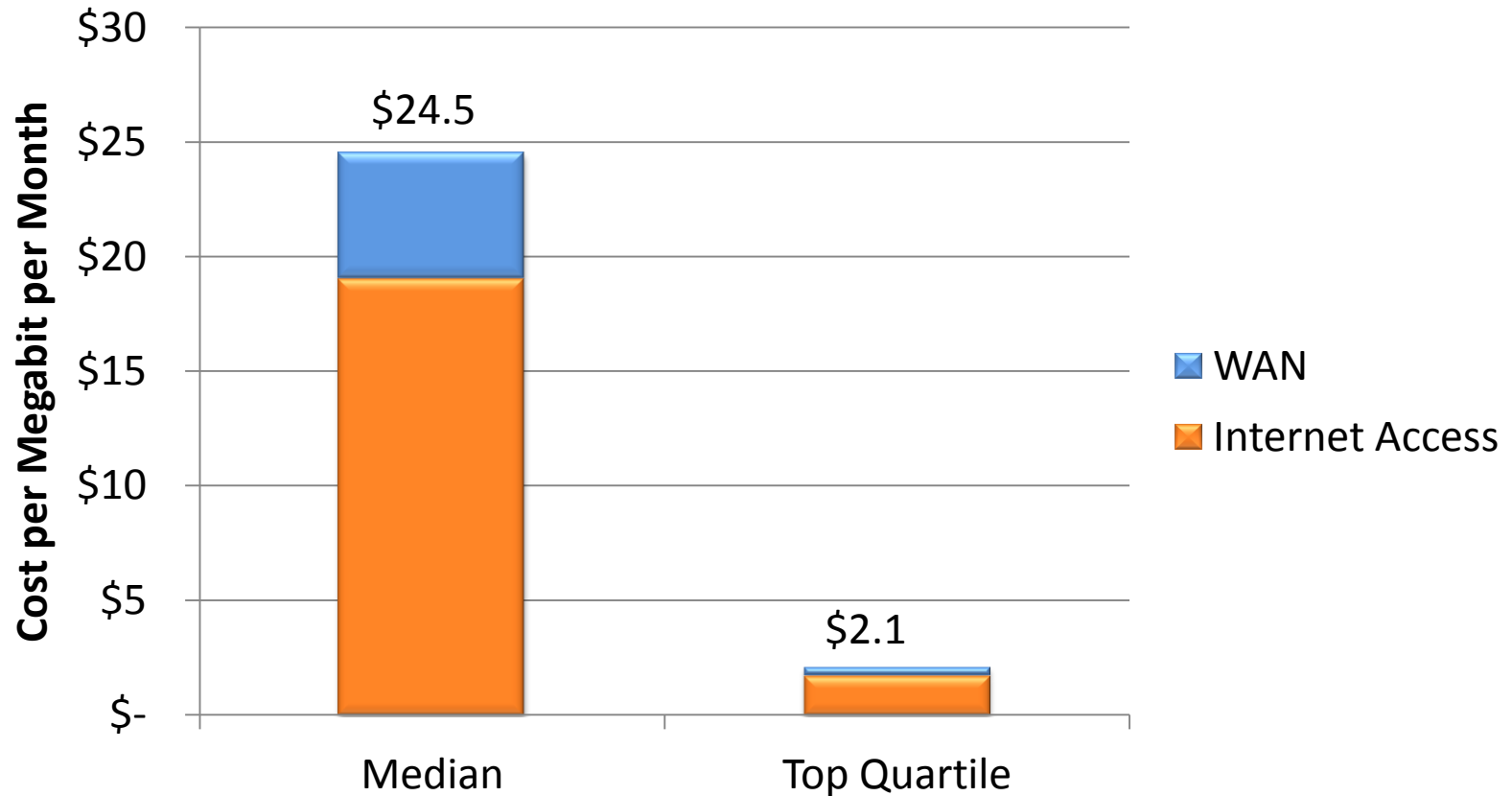- Ready For Media Rich Assessment (>50kbps/student)

Source: EducationSuperHighway National SchoolSpeedTest – Interim Result

State of the Nation

The median school will have to increase its spending on broadband connectivity by **9x** to meet the 2017 digital learning standards. **Cost reduction is an imperative – and is possible**.

Cost of Connectivity

San Mateo County Infrastructure Assessment

- **SchoolSpeedTest** – simple web-based measurement of available bandwidth
  - ➢ 45% of schools ready for digital learning
  - ➢ 80% of schools ready for media rich assessment

- **Network Snapshot** – in-depth interviews with district IT directors and on-site visits
  - ➢ Detailed infrastructure assessment to identify network bottlenecks

- **Internet Pricing Portal** – analysis of broadband and telecommunications costs using E-Rate data
  - ➢ Significant variability in prices paid
  - ➢ Specific opportunities to lower costs by adopting approaches of best practice districts

San Mateo County Network Snapshot Results

District Name	Upstream/ISP	WAN	Wi-Fi
Sequoia Union High	🟩	🟩	🟩
Las Lomitas	🟩	🟩	🟩
Menlo Park City	🟩	🟩	🟩
Redwood City	🟩	🟩	🟩
Ravenswood	🟩	🟩	🟨
Belmont-Redwood Shores	🟩	🟩	🟩
San Carlos	🟩	🟩	🟩
San Mateo Union High	🟩	🟩	🟨
Burlingame	🟩	*Upgrade planned*	🟩
Brisbane Elementary	🟨	N/A	🟨
Portola Valley	🟨	N/A	🟩
Jefferson Union	🟨	🟩	🟥
San Mateo-Foster City	🟩	🟩	Low devices
Pacifica	🟨	🟨	Low devices
Millbrae Elementary	🟨	🟩	Low devices
Hillsborough City	*Upgrade planned*	🟥	🟩
Jefferson Elementary	🟥	🟩	802.11g
San Bruno Park	🟥	🟩	🟩
South San Francisco	🟥	🟩	🟥
Cabrillo Unified	🟥	🟩	🟥
La Honda-Pescadero Unified	🟥	N/A	🟨

Ready for digital learning

Bottlenecked

Hidden bottlenecks

Availability constraints

iZone San Mateo County

Ed Trust West Webinar – January 30, 2014

The Opportunity: *The Perfect Storm*

The Digital Promise

Allows us to create personalized learning opportunities for every student

Nationwide Standard

45 states will be adopting Common Core as a standard by 2014/2015

$1.25B in California

Will be allocated for Common Core implementation and schools may choose how to direct funds

Anne
Gedde

Full Circle Fund
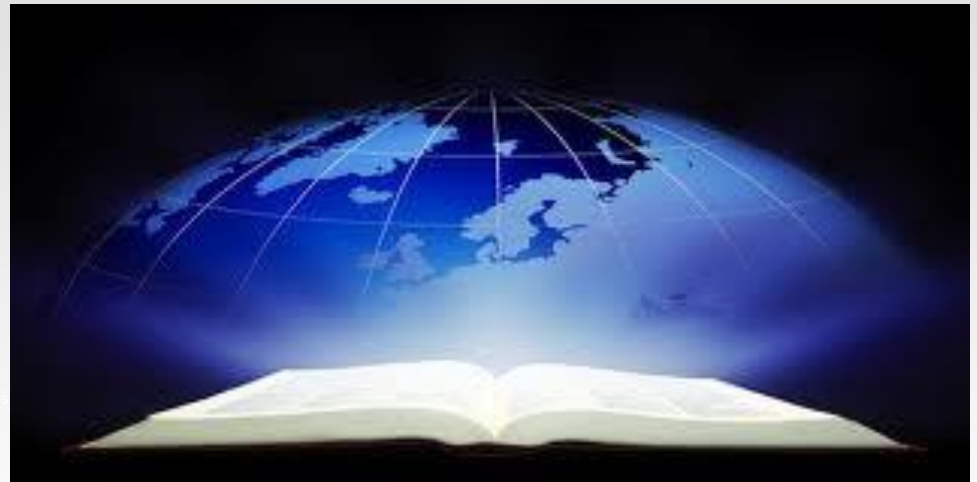
The Challenge: *Are we ready?*

Digital Divide

Many students don't have sufficient infrastructure or access to instructional technology for **Common Core assessments**, let alone Digital Learning

Fragmentation

Schools, districts, business, government and advocacy groups need alignment.

$170 per student

Not enough to manage the transition to the Common Core

Full Circle Fund

Good News: *Great Initiatives Already Underway*

- **Educators** are thinking & acting both outside of the box & collectively with external partners

  – *The Big Lift* – early literacy

  – Cross-grade span articulation: 8th/9th Grade Math transition

  – *Safe & Supportive Schools/Communities* – Adolescent Mental health

- **"EdTech" Providers** are creating new solutions

- **Students** are inspiring us by pioneering technology outside of class

- **Districts** are empowered with new flexibility in resource allocation and a renewed commitment to engagement
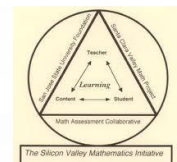
The iZone Mission

Build shared capacity across schools, districts and communities to **accelerate transformation of education for the digital age**, emphasizing:

INNOVATION

helping educators incubate and accelerate new teaching and learning models, tools and practices

EQUITY

helping educators provide equitable learning opportunities for all students with a focus on closing the achievement gap

PERSONALIZATION

helping educators personalize instruction and create engaging, student-centered learning in and beyond the classroom

Areas of Focus

Teams execute on opportunities to transform instruction and learning environments at scale by focusing on:
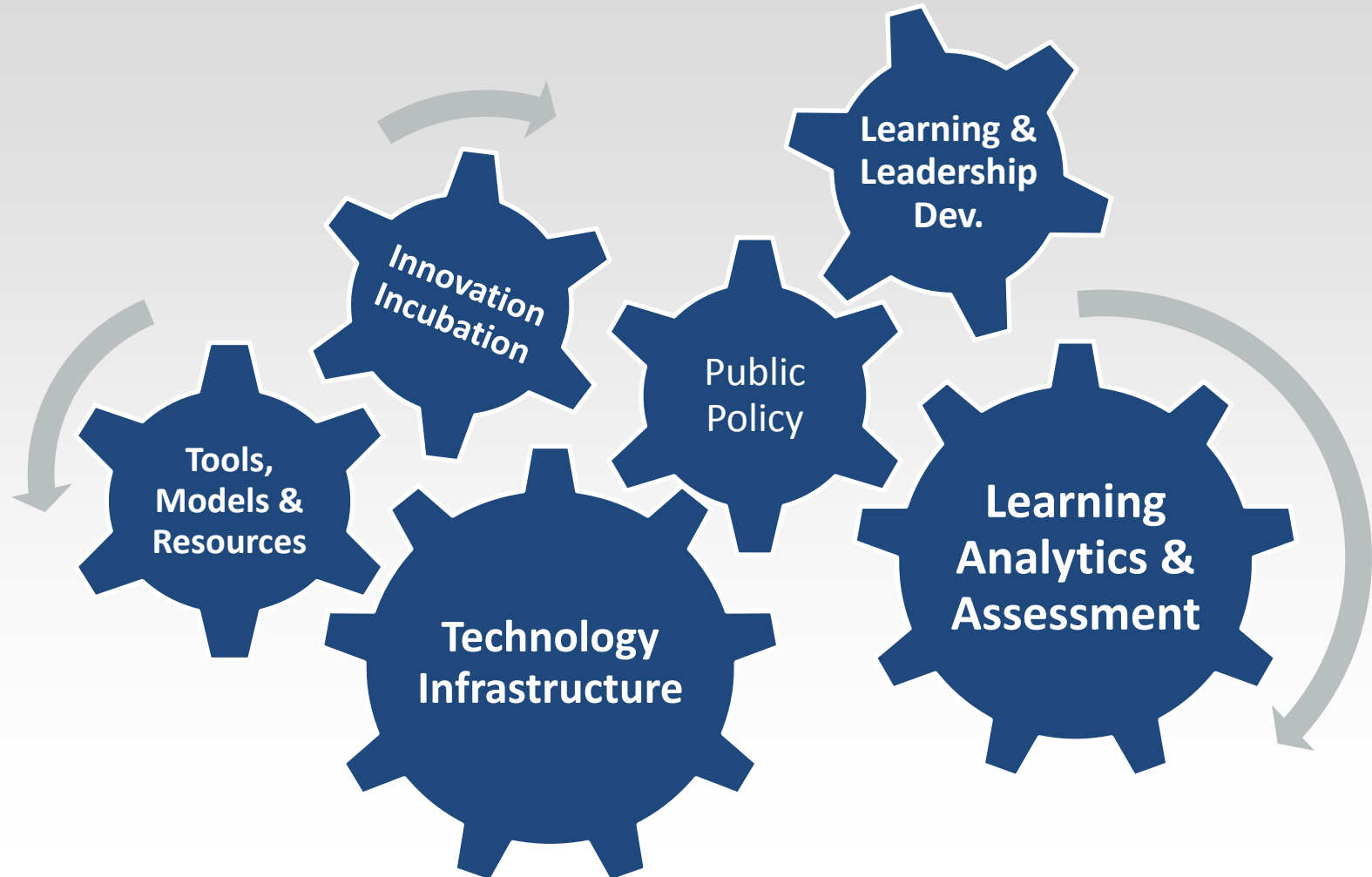
So What is the iZone?

- A network of innovators who will collaborate and share learning

- Facilitation of a process of innovation

- An organized set of partnerships supporting innovations in the network

Infrastructure and Learning Analytics

Partnerships: *Education Superhighway*

- Resource procurement efforts underway
- *Design Thinking* engagements underway to understand the hierarchy of needs and a bottom-up approach to resource allocation
- Cross-sector partnerships
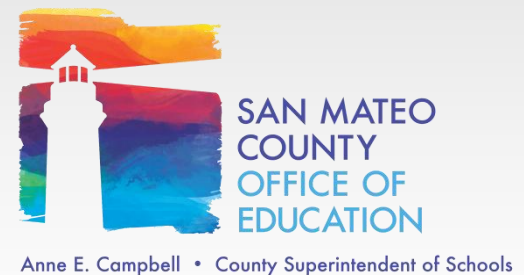
Partnerships: *Silicon Valley Community Foundation*

- SVCF is supporting our work to establish a Common Core State Standards-aligned *Learning Analytics Center* for San Mateo County

- Our collaborative (SMCOE & 9 districts) have received a $400k grant over three years.
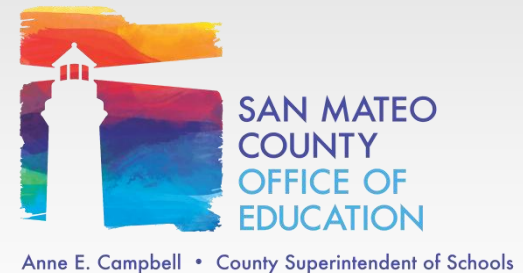
What's next?

- Continued focus on the role of innovation in closing the achievement gap (with both technology and non-technical solutions)

- Partnership development

- Resource procurement

- Continued refinement of innovation blueprint among design teams

Chris Florez, Manager of Digital Learning

Elena Sanina, Blended Learning Analyst

Aspire Public Schools - Overview

- California's **highest-performing,** high-poverty **K-12 school system**

- **Large scale and top-tier results**
  - Over 13,000 students in 37 schools in 10 cities
  - Currently expanding in Memphis, TN:
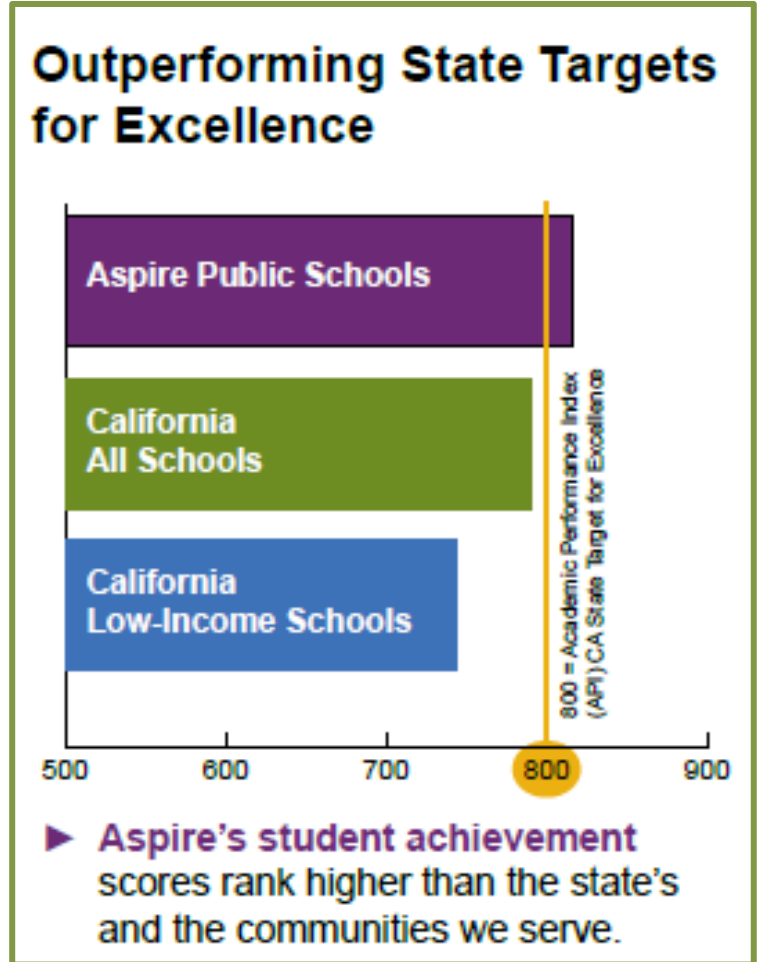
    - 2 Pre-K – 5th grade schools in 2013-2014 adding one grade per year (pre-K-8)

    - 1 Pre-K – 5th grade opening in 2014-2015

    - All three are Blended models

  - Plan to serve another 5,600 students within 5 years

  - As we've grown, our API scores have increased

- **Our kids go to college**
  - For the last two years, **100% of our graduating seniors accepted to four-year colleges**
  - High quality teachers lead to student achievement

- **Efficient, scalable financial model**
  - Minimal private funds leveraged for public funds

Outperforming State Targets for Excellence

- Aspire Public Schools
- California All Schools
- California Low-Income Schools

800 = Academic Performance Index (API) CA State Target for Excellence

500   600   700   800   900

▶ **Aspire's student achievement** scores rank higher than the state's and the communities we serve.

ASPIRE PUBLIC SCHOOLS

Our Schools

Bay Area

Oakland
- Aspire Berkeley Maynard Academy (K-8)
- Aspire California College Preparatory Academy (9-12)
- Aspire College Academy (K-5) *charter shared with California College Prep Academy*
- Aspire ERES Academy (K-8)
- Aspire Golden State Prep Academy (6-12)
- Aspire Lionel Wilson College Preparatory Academy (6-12)
- Aspire Millsmont Academy (K-5)
- Aspire Monarch Academy (K-5)

East Palo Alto
- Aspire East Palo Alto Charter School (K-6)
- Aspire East Palo Alto Phoenix Academy (7-12)

Los Angeles

- Aspire Antonio Maria Lugo Academy (K-5)
- Aspire Centennial College Preparatory Academy (6-7)
- Aspire Firestone Academy (K-5)
- Aspire Gateway Academy (K-5)
- Aspire Huntington Park Charter School (K-5)
- Aspire Inskeep Academy (K-6)
- Aspire Junior Collegiate Academy (K-5)
- Aspire Pacific Academy (10-12)
- Aspire Slauson Academy (K-6)
- Aspire Tate Academy (K-6)
- Aspire Titan Academy (K-5)
- Aspire Ollin Academy (7-9)

Central Valley

Sacramento
- Aspire Alexander Twilight College Preparatory Academy (K-5)
- Aspire Alexander Twilight Secondary Academy (6-11)
- Aspire Capitol Heights Academy (K-5)

Stockton
- Aspire APEX Academy (K-5)
- Aspire Benjamin Holt College Preparatory Academy (6-12)
- Aspire Langston Hughes Academy (6-12)
- Aspire Port City Academy (K-5)
- Aspire River Oaks Charter School (K-5)
- Aspire Rosa Parks Academy (K-5)
- Aspire Vincent Shalvey Academy (K-5)

Modesto
- Aspire Summit Charter Academy (K-5)
- Aspire University Charter School (K-5)
- Aspire Vanguard College Preparatory Academy (6-12)

Memphis

- Aspire Hanley 1
- Aspire Hanley 2
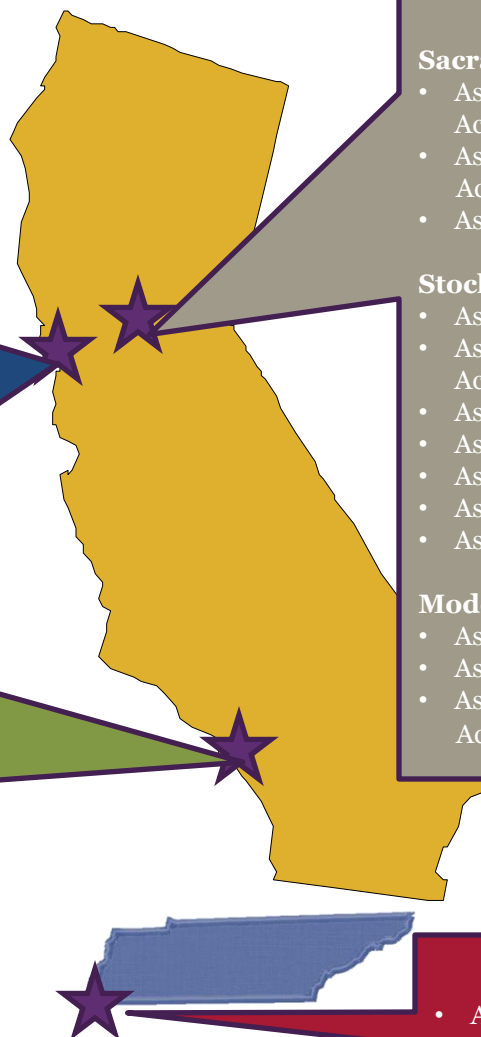
Our Blended Learning Model

- **Designed with Students & Teachers in Mind**
  - *No need to develop additional workstation content*
  - *No need to grade additional activities/assessment*
  - *Real-time data and analytics provided for teachers*
  - *Aligned to Common Core State Standards*
  - *More time to spend on targeted instruction with students: one-on-one and small groups*
  - *Consistent time on activities to support learning, planning, and instruction*

- **More than Computers in a Classroom**
  - *Personalized*, adaptive Math & ELA instruction
  - Meet all students on their individual learning paths
  - Opportunities to learn and apply concepts in different modalities

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Grades K – 5 convert to a classroom rotation model
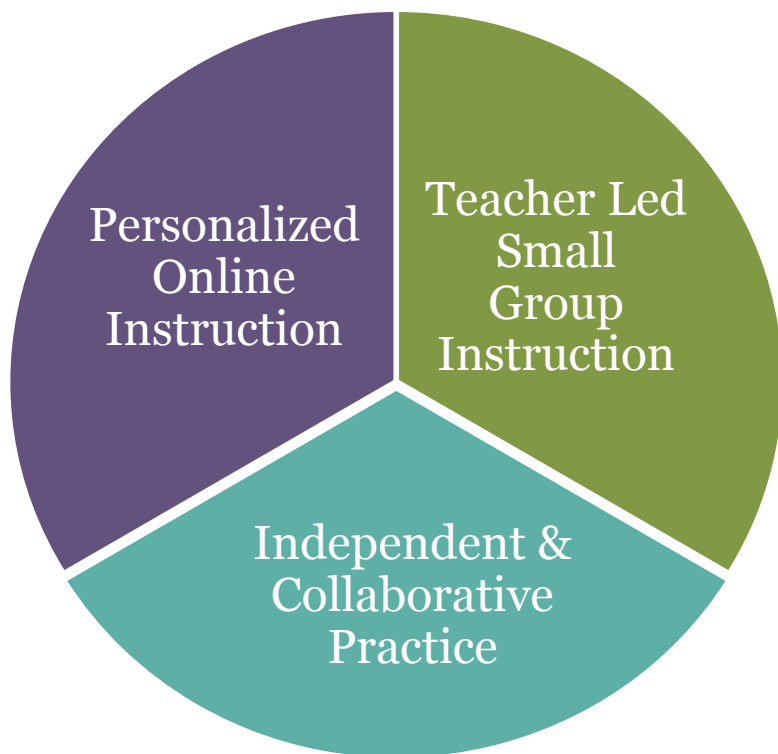
In the classroom, each student will have:

- **30 minutes** of literacy on computers daily

- **30 minutes** of math on computers daily

- **Targeted guided reading lesson daily**

- A classroom structure that supports **teacher development** as a **small group lesson planner** and executor

- A school with a **changing culture** that will focus even more on **individualized instruction**, learning, and achievement

Personalized Online Instruction

Teacher Led Small Group Instruction

Independent & Collaborative Practice

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Blended Learning Pilot Overview - CA

Aspire Millsmont Academy | K-5
- Conversion began 2013-14
  - Lab rotation model

Aspire ERES Academy | K-8
- Conversion began 2011-12

Aspire Titan Academy| K-5
- Conversion began 2012-2013

Aspire Gateway Academy | K-5
- Conversion began 2014

Aspire Tate Academy | K-6
- Conversion began 2014

Aspire Inskeep Academy | K-6
- Conversion began 2014

Aspire Slauson Academy | K-6
- Conversion began 2014

Oakland
HO

Blended Learning Pilot Overview - Memphis

Elementary Grades

Science Lab Rotation Model:
50 minute instructional block every other day for 3rd – 5th grade students.

In-Class Science Instruction:
All K-5 students = 40 minute block per week. 3-5 aligned with Science Lab instruction, informational text, writing.

Technology Rotation Model:
50 minute instructional block for all K-5 students. Utilizes EasyTech software for adaptive, assignable, individualization.

Coding & Robotics:
Afterschool program for 4th - 5th grade students.
Tynker/Scratch in Technology Lab 2x week for 1 hour sessions. NXT robotics on Friday afternoons for 2 hours.
Hour of Code in December for all students.

6th – 8th Grade

STEM Program:
Project-Based

Problem-Based

Science/Math & Humanities Thematic Units

3 Years of Coding (Programming)

1:1 Student-to-Device
Exploring Tablets (Cost and DL)
Maintain Flexible Groups for Blended Learning Rotations

ASPIRE
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College for Certain

CODE Aspire: Memphis

Laptops are permanently locked and powered at tables.

Laptops imaged with program shortcuts on desktop.

Additional (offline) software installed: Scratch, Kodu, Google SketchUp, Rapid Typing,

Individual headphones are stored in reusable laptop cartons at tables.

Technology Integration & Blended Learning

- **Students & Teachers Recognize Value:**
  Relationships, Rigor, Student Ownership, Individualization

- **Personal Achievement:**
  Online learning provides safe, personal space for students to struggle and find success

- Common Core Alignment

- Maintain Integrity of Existing Instructional Program

- Provide More Opportunities for Small Group & Individualized Instruction: Adaptive & Assignable

- Increased Data Access & Usability

- Digital Literacy Development

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Is Every Classroom Ready for Tech?
Blended Learning Readiness Document

Instructional Elements	Description	Next Steps/Goals
❑ Students know and have extension work that they complete without prompting. **They can complete this with 100% independence** **Example:** *When finished with Independent work during math mini-lesson, students have flashcards that they take out and work on independently, without disturbing classmates.*	List or describe what students do for: ELA: Math:	❑ Discuss ideas for building independence with coach ❑ Focus with class to build independence ❑ Ask for coach observation of students working independently

Behavioral Elements	Description	Next Steps/Goals
❑ Behavior Management system is implemented in a way that positively supports student behaviors **Example:** *Teacher gives consequence to a student that requires them to go to the reflection table and the student does so without disruption or question.*	Behavior Management System is: ❑ Displayed in the classroom ❑ used effectively so that instruction or flow of the class is not interrupted by its use. ❑ Supports a positive classroom culture	❑ Discuss ideas to make behavior management system more seamless with coach ❑ Focus with class to build buy-in ❑ Ask for coach support

Use of Data	Description	Next Steps/Goals
❑ Teacher has a clear sense of how students will be grouped, based on data (either behavioral or academic)	Articulate your plan for using data to group students:	❑ Discuss ideas to for using data with coach ❑ Make groups with rationale for discussion with coach

Why Technology, Why Blended?

Meet Josephine*, a 5th grade student at CODE Aspire

Because she's at **CODE Aspire**, Josephine:

- Receives **individualized**, online ELA instruction

- Receives **individualized**, online Math instruction

- Has teachers who **utilize multiple data points** to inform instruction

- Has **teachers who meet weekly** to collaborate and share best practices

- Participates in **daily**, **targeted**, **guided** reading lessons

- Has **clear learning expectations** based on **Common Core State Standards**

- Has **enrichment courses in Science and Technology**

- Leads her afterschool **Robotics team**

- Is teaching her little brother how to **code using KidsRuby**

ASPIRE PUBLIC SCHOOLS

*Josephine is an illustrative, not actual, Aspire student.

Collaboration Across the Regions

- **Hardware and Software Recommendations**
- **Professional Development Resources for Teachers**
  (How to launch and support our Blended Learning model)
- **Data Warehouse & Usability**
  (Growth Comparison & Variable Considerations)
- **Site-Based Newsletters**
- **Account Provisioning**
- **Vendor Relations**

Questions

The LAUSD Common Core Technology Project

Bernadette Lucas, Director

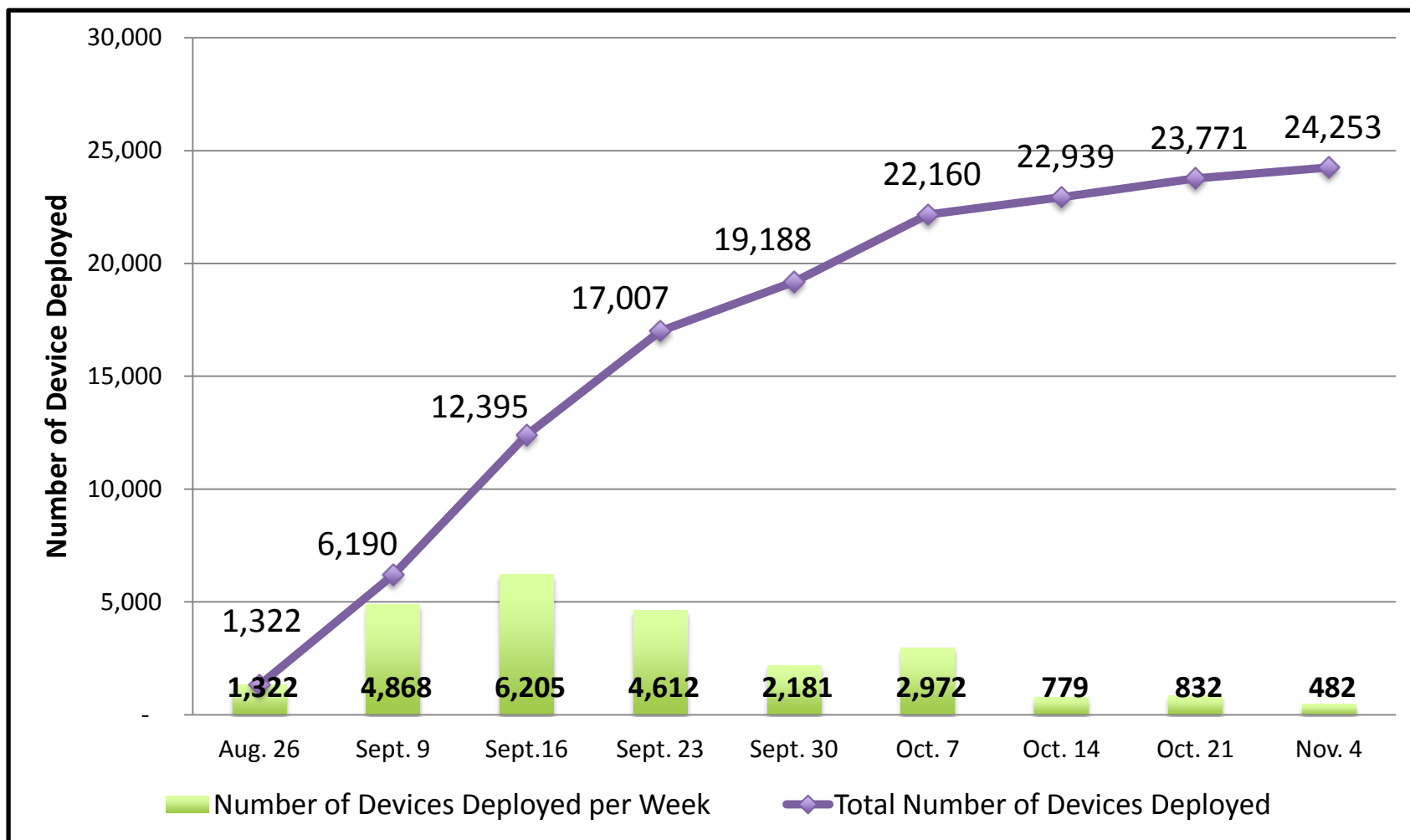Bernadette.lucas@lausd.net

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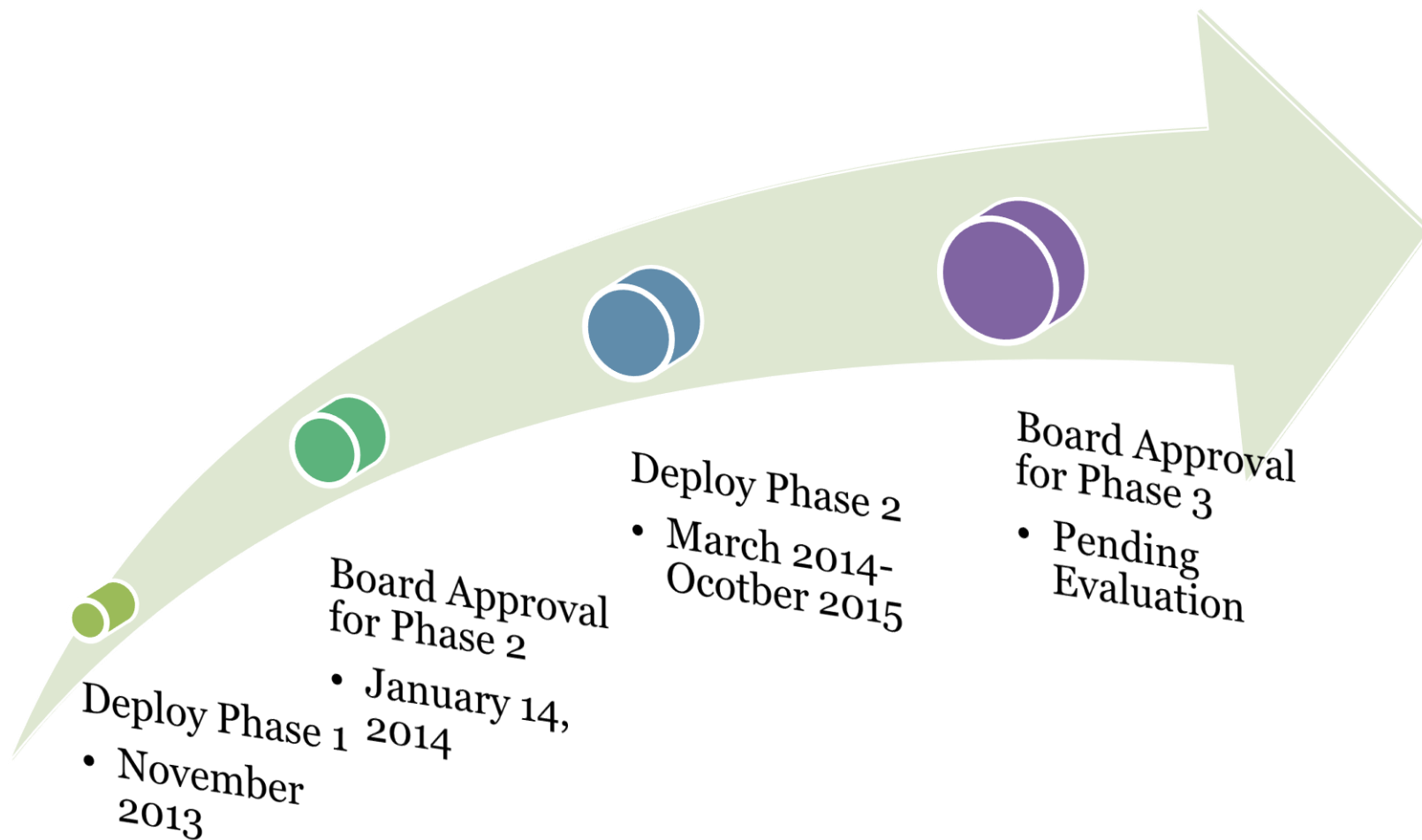
Cctp.lausd.net

Number of Devices Deployed Per Week

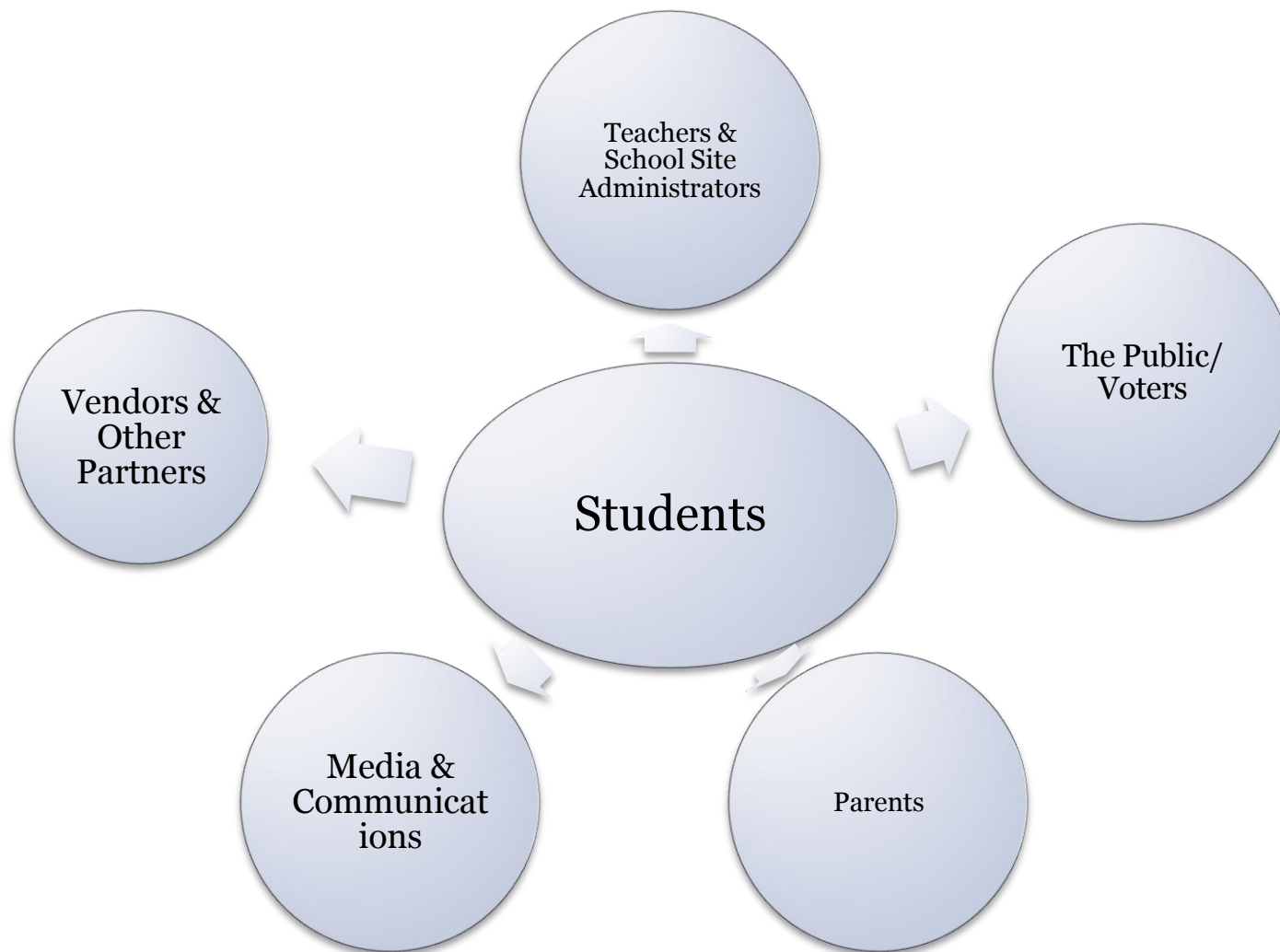# Leading Change that Impacts Equity and Access for All Students

- Deploying to over 25, 000

- **Ensuring quality professional development**

- Establishing systems and protocols that capture and honor the voice of students, teachers, site administrators, support staff, and parents

- **Implementing a communications plan that speaks to the story and purpose of the project**

- Designing and implementing a coordinated plan that meet the needs of ALL students including: English Learners, identified-gifted students, advanced learners, identified-students with special needs

Timeline

Deploy Phase 1
- November 2013

Board Approval for Phase 2
- January 14, 2014

Deploy Phase 2
- March 2014-Ocotber 2015

Board Approval for Phase 3
- Pending Evaluation

Project Stakeholders

Q & A

Poll:
To what extent did we reach our goals for the webinar today?

1. Engage digital equity thought leaders in discourse about key issues related to Common Core

2. Learn about promising practices for promoting digital equity

3. Reflect on digital equity in your school and/or district

THANK YOU!

RESOURCES

- EducationSuperHighway

- San Mateo County Office of Education

- Aspire Public Schools

- LAUSD Common Core Technology Project

- US Department of Education ConnectED Program

- US Department of Education E-Rate Program

- EdWeek, Jan 14, 2014 "Districts Get Creative To Build Faster Internet Connections"

- Core Education Limited, "Submission to the Inquiry into 21st century learning environments and digital literacy." May 2012* See Slide 11