

Looking Past the Limelight of Digital Curriculum Sunnyside Unified School District

Erika Hannemann, Tech Intervention Coordinator
Stephanie Ponce, Digital Content Coordinator

District Overview



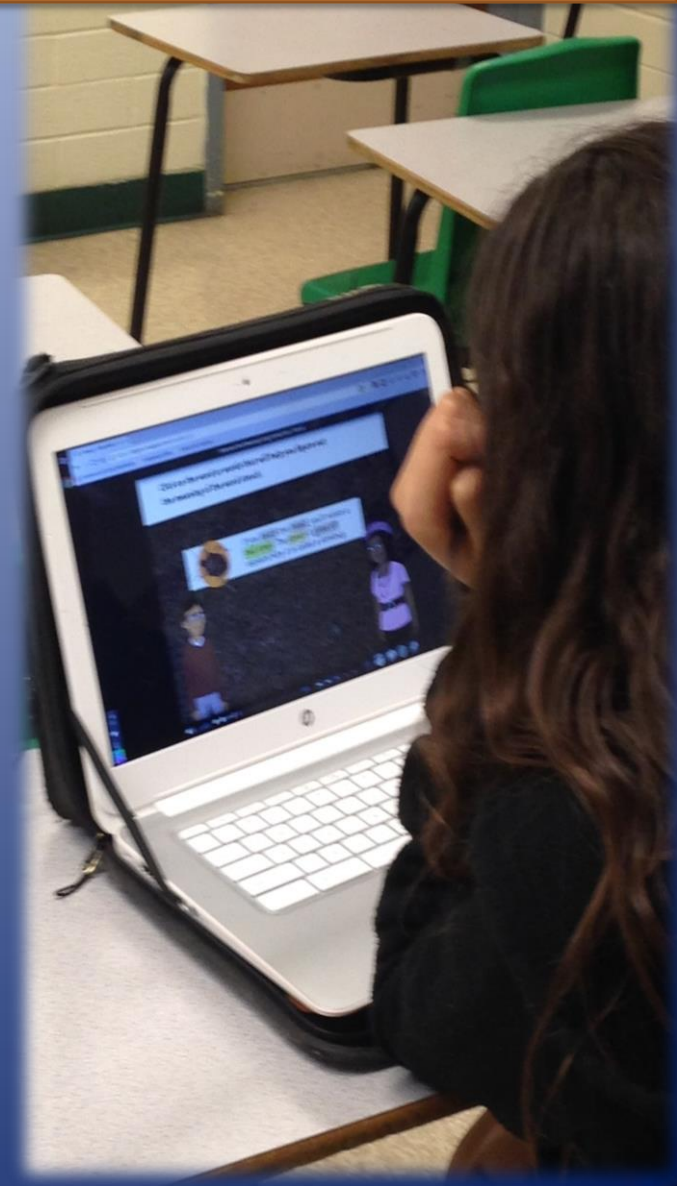
We are able to fund our digital environment through the support of the community and the passing of an \$88.8 million bond

Year	Grade Level
2011	5 th at all elementary
2012	5 th -6 th
2013	4 th -8 th
2014	4 th -9 th
2015	4 th -12 th

District Overview

2014-15 Scope (12,000+ student laptops)


1:1 Implementation Grade Levels	Devices
K-2	713 iPads for IFL 2 nd grade labs, X200
3 rd	Los Amigos/ Craycroft 2:1 other elementary schools Asus Netbooks (Ubermix)
4 th , 5 th	Chromebooks
6 th , 7 th , 8 th	Chromebooks
9 th , 10 th , 11 th , 12 th 11 th , 12 th Grade Expansion	HP ProBook Laptops



Process and System

- Standards of Practice (SOP)
- Criteria of Digital curriculum
 - Meets the spec needs
 - Student Engagement
 - Developed for AZCCRs not aligned with
 - Real-Time data
 - Automated rostering through student management system
 - Naming Convention for student log on
- Evaluation Rubric
- School Alignment of curriculum


Content Area	Essential 1	Essential 2	Essential 3	Essential 4
Interface and Design	Clarity of Content Text features, menus and links	Student Engagement Site content and activities	Integration Capacity to integrate system	Communication and Collaboration Tools



Elem-MS Digital Curriculum

Contact information


Director of I-1	Pam Batten
Director of K-4	Romana Rizzo



HS Digital Curriculum

Contact information

Director of	NO User
SSMS Principal	Joe Gustum
DIVMS Principal	Adriana Tibolina



Sunnyside USD Digital Curriculum 2014-2015

When adopting a digital curriculum and/or pilot these are the look for:

- Programs are research-based and demonstrate results (Gold standard research preferred)
- Ease of usability with interface and design
- Compatible with current district devices (HP, Chromebooks, iPad)
- Aligned with AZ College and Career Ready Standards
- Interface and design will provide an engaging environment for all students needs
- Differentiation and instructions provided for all learning levels
- Alignment to assessments consortium formats, real time data on performance objectives to provide data analysis
- Rostering is compatible with a daily automated data upload
- Capacity to provide PD to optimize the tools and curriculum
- Accessible technical support infrastructure

March 12, 2014

Tools for

Used into daily

sent

design

student

and

riculum

and

time online

Curriculum Rubric

Content Area	Essential 1	Essential 2	Essential 3	Essential 4
Interface and Design Overall Score ____	Clarity of Content Text features, menus and links are clearly marked and easy to see and read.	Student Engagement Site content and activities are fun, motivating and engaging for student learners.	Integration Capacity to integrate system, including data import/export, data automation and rostering through PowerSchool	Communication and Collaboration Tools System interface allows for communication and collaboration to be tied into daily use to increase student interactions.
Curriculum Content Overall Score ____	Standards All content is developed for AZCCR and/or appropriate state/national education standards	ELL Capacity to accommodate for all levels of ELL and RFEP program and students	SPED Capacity to accommodate for SPED teachers and students	Components of Design Capacity to integrate student discussions, project and products into the curriculum design.
Differentiation Overall Score ____	Student Learning Styles System provides for a variety of student learning styles and accommodation (e.g. auditory, visual...etc.)	Teacher Led Instruction Capacity to provide teachers with skills necessary for targeted small group instructional support	Licensing Option to use program instructors to assist student learning	
Assessment Overall Score ____	Types of Assessments Supports introductory, reinforcing and summative activities with alignment to consortium assessment formats that are tech based interactive.	Data Analysis and Interpretation Capacity to identify and represent a broad variety of student data points related to performance objectives in real-time analytics.	Diagnostic Assessment Capacity to prescribe learning sequence, ie concept recovery	Attendance Automated reporting and recording of student time online
Technical ____	Administrative Options Administrative options to allow for course modification			

Consultants ability to bring their services to scale

Capacity to address the Curriculum needs of all schools across the district from Preschool through High school. From 16 to 80 _____

What Does Teaching and Learning Look Like?

Talk about how teaching and learning looks in your classrooms?

Student Use-Teacher Facilitator



- Varied delivery
- Grade level AZCCRS content
- Targeted
- Empowering
- Engaging
- Immediate feedback

What Do We Use...

Sunnyside USD Digital Curriculum for 2014-2015

- Math: Conceptua, AgileMind, Math XL, ALEKS, Ready Toolbox
- Reading: Innovations for Learning, SFA, Ready Toolbox
- Writing: College Springboard
- Science: Discovery Education
- Social Studies: Discovery Education
- Intervention: iReady, Reading Plus, Lexia, DynEd, MindPlay



Adoption/Contract



Paper Adoptions (Traditional)

- 5-6 year contract
- Changes cannot be made in books if standards change
- Teacher, student access
- Books are not to leave school (normally)
- Paper copies for activities
- PD: Year 1 Training of program

Digital Adoptions

- 1-2 year contract
- Updates made daily
- District, teacher, student, parent access
- Anytime, Anywhere learning
- Flexibility for differentiation
- Data Usage
- PD: Year 1 training, coaching, modeling

Implementation



The Important Role of Data

Data is the foundation of any effective digital curriculum.

- Data informs us which students need interventions
- Data drives the curriculum selection process
- Data tells us if we are meeting our goals

Weekly Implementation Updates

Good afternoon I-ready pilot implementation team. Attached is a summary of data from the start of the program to 3/14/14. Below is an explanation of the information in the tabs. Starting next week, I will send a weekly report that shows how classes are doing relative to the implementation targets. The targets are recommendations, the data must be interpreted through the lens of your site's context.

- First tab – detailed data per student for diagnostic and instruction so far. Please note column X – the “Rush” flag indicates that these spent very little time on the diagnostic – less than 21 seconds per question.
- Second tab – summary of levels from first diagnostic disaggregated by grade level. -1 is below kinder and 0 is kinder.
- Third tab – summary of implementation to date disaggregated by class and color coded for implementation targets. Implementation targets are at least 1 hour (60 minutes) per week and 3 or more lessons per week. The implementation timeframes and targets were adjusted for conference and Rodeo. There is a key for the color coding to the right of the table.

Please let Erika or I know if you have any questions or need additional support.

Row Labels	Ave Lessons Passed	Ave Minutes on Program
Tutorial 61008	4.04	41.75
Tutorial 61019	1.92	32.69
Tutorial 61681	5.14	45.90
Tutorial 61682	13.04	71.19
Tutorial 61683	1.36	9.82
Tutorial 61704	1.50	8.50
Tutorial 61705	3.90	60.10
Tutorial 61706	1.83	17.83
Tutorial 61707	2.27	14.09
Tutorial 61720	3.19	23.81
Tutorial 61748	7.03	94.97
Tutorial 70333	3.07	32.21
Grand Total	5.25	48.17

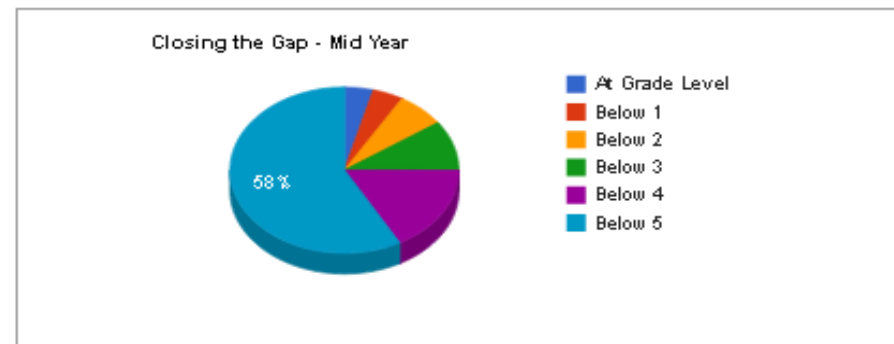
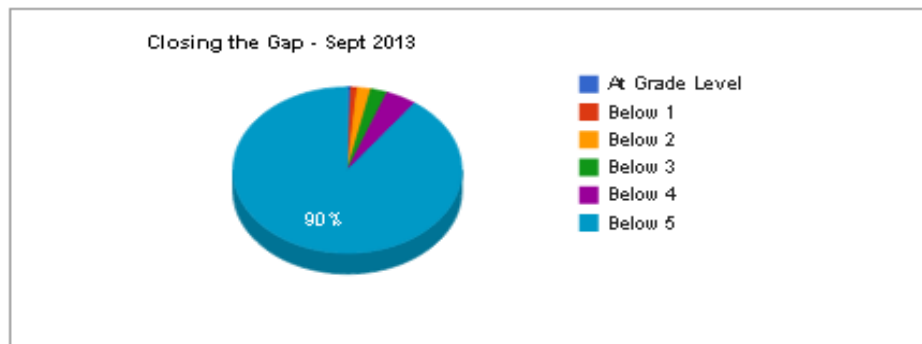
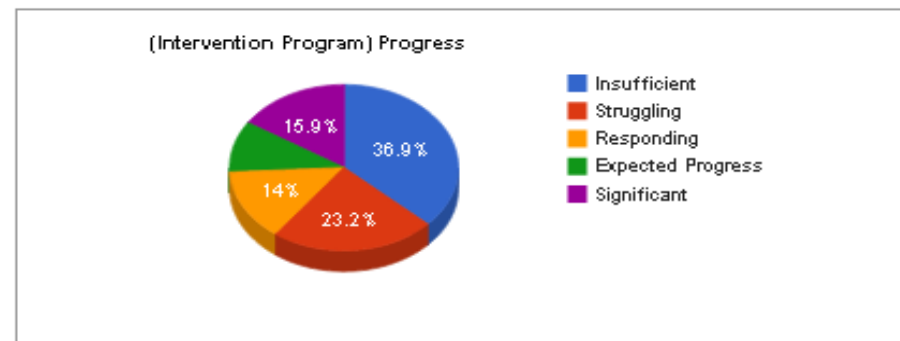
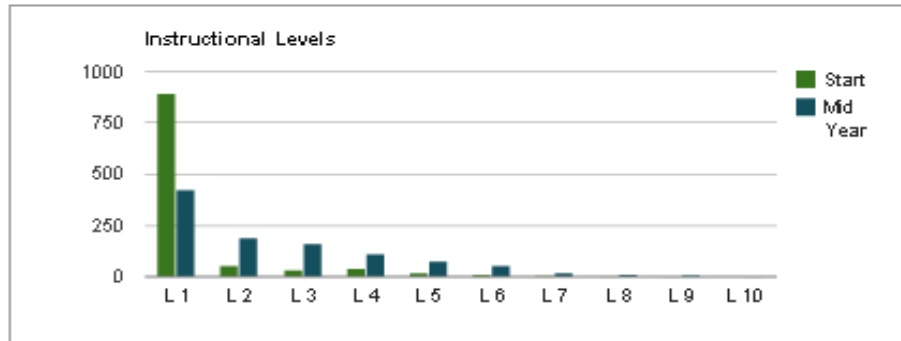
Key for Implementation Target Color Coding

Green	target implementation - at least 1 hour per week
Yellow	target implementation - approx 4 lessons per week, dependent upon level and length of lesson
Red	less than 30 minutes
Green	3 or more lessons per week
Yellow	2 to 3 lessons per week
Red	less than 2 lessons per week

Quarterly Dashboards

Goal: Middle School students using (Intervention Program) will close the gap in _____ achievement to within one level of grade level by completing at least 2 hours and 4 sessions per week (2 or 3 levels in a year).

Expected implementation for first semester was 24 hours and 48 sessions for level growth of 1 level or more.



Growth by Sch

School	N	Ave Time	Ave Sessions	Ave Level	Level Reg	Level ELL	Level SPED	Level Both
Site A	220	12.91	41.46	1.51	1.53	1.13	1.84	1.13
Site B	89	4.52	14.42	0.71	0.80	0.44	0.00	0.00
Site C	114	18.42	50.75	1.64	1.73	0.92	1.85	2.38
Site D	152	5.75	16.05	0.57	0.67	0.34	0.55	0.00
Site E	482	9.88	32.29	1.29	1.59	0.97	0.57	0.31
Site F	83	9.97	40.38	2.13	2.20	2.20	1.82	1.00
Site G	58	4.76	20.50	1.64	1.89	1.83	0.13	
Overall	1198	9.46	30.84	1.36	1.49	1.12	0.96	0.80

Evaluation: End of Year

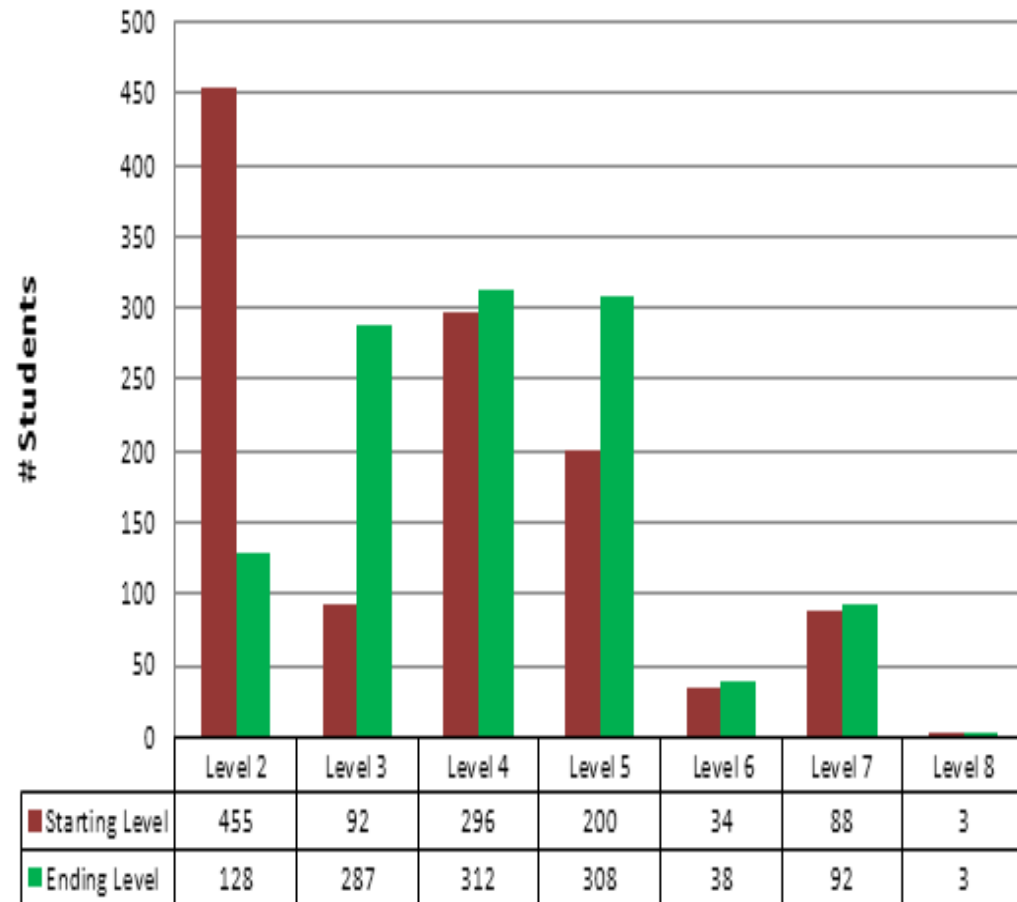
AIMS Scale Score Differences for Matched Students Intervention vs. Non-intervention

	Growth Target	Int		Non		Int		Non		Int		Non	
		Int	Non	Int	Non	Int	Non	Int	Non	Int	Non		
Grade 6	17	10	-6	12	-13	15	1	3	-5	0	-6		
Grade 7	13	29	22	15	4	12	11	19	14	18	15		
Grade 8	15	16	2	16	3	17	7	4	5	16	9		

Did students i

show growth through program measures?

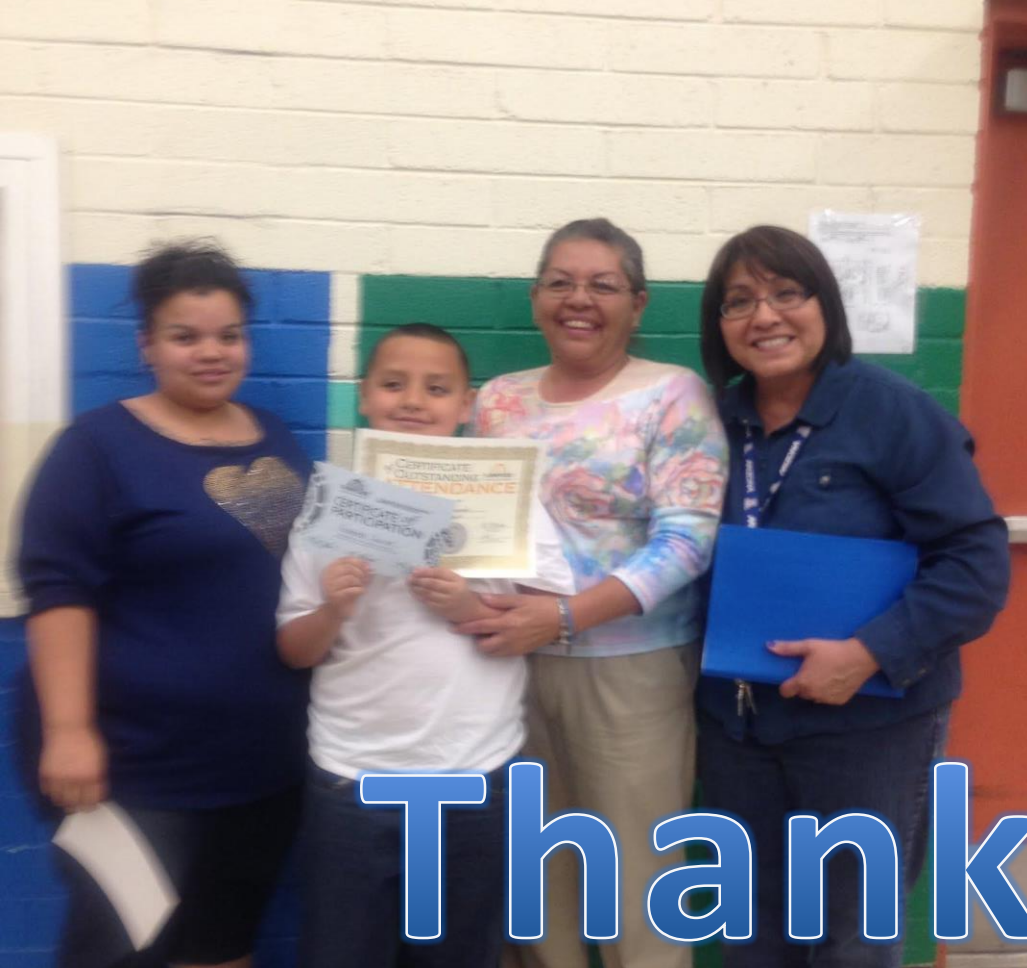
Starting and Ending Levels (All Middle)



Difference between Grade Level and Ascend Level

	Start	End	% Start	% End
At or above grade level	64	69	5%	6%
1 year	124	178	11%	15%
2 years	211	245	18%	21%
3 years	198	308	17%	26%
4 years	296	230	25%	20%
5 years	162	114	14%	10%
6 years	113	24	10%	2%

The amount of time spent in the program and the number of objectives that students are able to complete are moderately correlated and significant. ($r = 0.526$)



Thank You

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