

# Evaluation of Technology Grants

Fayette County Public Schools

September, 2008  
Department of Education Technology

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## Executive Summary

Two rounds of Technology RFP's were issued in 07/08, and 41 schools were awarded grants. These grants were funded with KETS (minority) and School Board appropriated one-time funds (majority). Each school was asked to give a progress report on by answering six questions. Those questions and responses follow.

### 1. Briefly describe your school's project and how you are implementing it.

The projects are described in the detailed write-ups beginning on page 7. Awards were made in the following areas:

Area	Number of Awards
Math	11
Reading	3
Science	2
Social Studies	6
Arts and Humanities	1
Practical Living/Vocational	1
Writing	19
No specific content areas	8

The predominant kinds of technology awarded were:

Technology	Number of Awards
Laptop computers	34
Desktop computers	2
Projectors	4
Smart classrooms (projectors, interactive whiteboards, document cameras, and individual responders)	11

### 2. Describe PD that was done for your teachers.

At most schools, key individuals trained the teachers who were the most directly involved in the project. Many also followed up with in-class support and additional training for students.

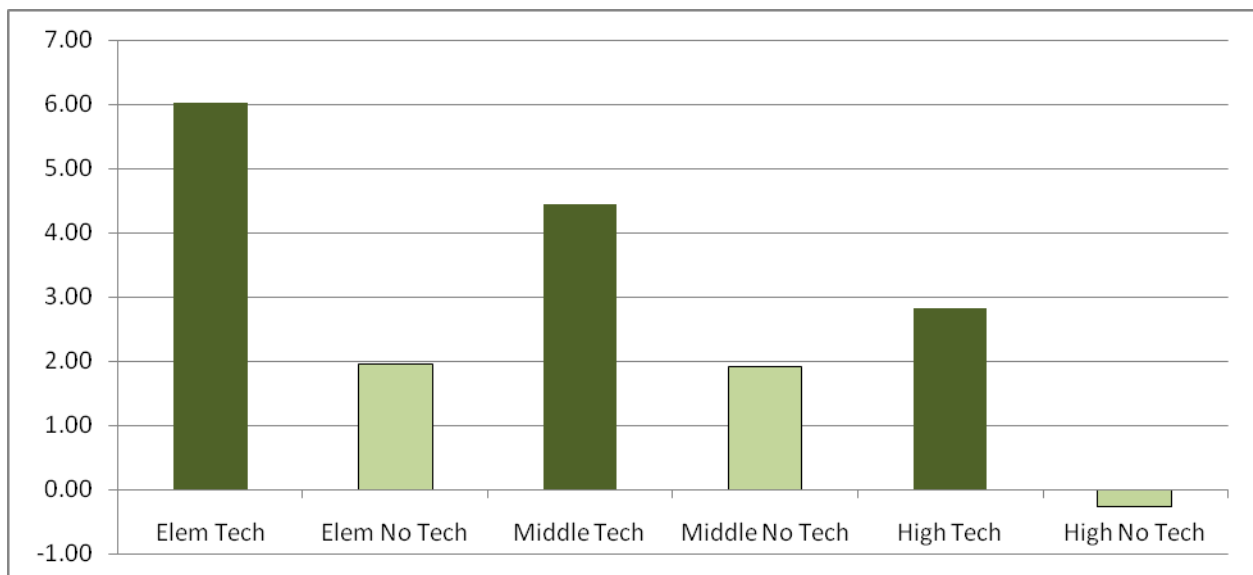
### 3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below.

Schools' goals were based on KCCT scores. When schools submitted their end-of-year reports, those scores were not yet available, so the individual schools reported secondary measures of success such as formative assessments, surveys, and some preliminary writing portfolio scores.

KCCT scores were released in 9/08 and below is a summary of the impact the technology grants have had on schools' test scores. A complete list of schools and their KCCT scores is in Appendix A.

Most schools targeted technology-based interventions in specific assessed areas. Comparing those targeted interventions with areas where there was no technology intervention, the scores in targeted areas were higher. The largest gains were seen in elementary schools where scores in technology areas showed an average increase of 6.03 points vs. 1.96 points for non-technology areas. In middle schools, the increase in technology areas averaged 4.44 points vs. 1.91 points for non-technology areas. In high schools, the increase in technology areas averaged 2.83 points vs. an average decrease of 0.26 points for non-technology areas. Based on these data, our schools clearly made more significant progress in targeted areas where technology interventions were implemented.

Gains on KCCT Scores by Level and Technology Usage from 06/07 to 07/08



Most schools requested laptops or smart classrooms. The table below shows the impact those technologies had. Schools had more success with laptops than smart classrooms. However, with the exception of smart classrooms in high schools, both were effective and both were associated with greater gains in achievement than non-technology approaches.

Gains on KCCT Scores by Kinds of Technology from 06/07 to 07/08

	Laptops	Smart
Elem	6.66	4.61
Middle	5.45	1.79
High	2.83	-0.49

Another factor in successful schools seemed to be how focused they were. Specifically, some schools selected just one or two assessed areas and concentrated their interventions in those areas. For example, Arlington focused on writing and Beaumont focused on math. Other schools used their technology in all areas – reading, math, science, practical living/vocational, etc. As shown in the table below, schools with more focused interventions experienced more improvement than schools with less focused interventions.

Gains on KCCT Scores for Focused vs. Less Focused Interventions from 06/07 to 07/08

Year	Elem		MS		HS	
	1 or 2 Content Areas	Many Content Areas	1 or 2 Content Areas	Many Content Areas	1 or 2 Content Areas	Many Content Areas
06/07	88.95	102.19	75.30	91.43	75.45	N/A
07/08	98.53	105.07	82.21	95.16	78.28	N/A
Change	9.58	2.88	6.91	3.73	2.83	N/A

Following are some highlights from individual schools. More details are provided in each school’s full report.

**Gaps:**

ACE – Reported that gaps between African American and white students began to close.

Cassidy – Low SES students improved preliminary writing portfolio scores from 62% proficient or distinguished in 06/07 to 95% proficient or distinguished in 07/08. The school as a whole scored 95% proficient or distinguished in 07/08, so the previous gap in writing scores seems to have been eliminated.

**Writing:**

Arlington – Academic index gain of 21.06

Harrison – Fourth graders used laptops for writing. In 07/08, 65% of 4<sup>th</sup> graders scored proficient in writing – up from just 28% in 06/07. In their report, it stated “This increase in proficiency occurred due to the ability to conduct small group instruction while students had access to portfolio pieces. Being able to immediately edit pieces helped students apply knowledge instantly. (Based on a survey,) students’ attitudes about writing changed dramatically.”

J.R. Ewan – The school used laptops to improve writing and close writing achievement gaps among subgroups. Overall portfolio scores increased from 58% proficient or distinguished in 06/07 to 90% proficient or distinguished in 07/08. Gaps were reduced or eliminated. For example, white students’ index scores improved from 89 to 99.1 while African American students’ scores improved from 82 to 97.1; a reduction of 5 points.

Leestown – Leestown provided more extensive PD than other schools. They covered a broad range of strategies for using technology to improve writing. As a result, their writing index improved by 16.39 points from 06/07 to 07/08.

Southern Middle School – When using laptops and netTrekker, a search engine with filters for specific instructional content, Southern’s writing index improved by 9.57 points from 06/07 to 07/08.

**Math:**

Garden Springs – Students used computers for more intensive math instruction. The school’s goal was to have 85% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders score proficient on PAS Math tests. They surpassed that goal with 86% proficient.

James Lane Allen – Students who used laptops for SuccessMaker gained 0.43 grade level after just 3 months of usage. The largest gain was among 5<sup>th</sup> graders who gained half a year in 3 months.

**Various Subject Areas:**

Dixie – Based on February learning checks, Dixie’s academic index among classrooms that were upgraded with Smart Classroom Technology rose from 84.7 in Feb. ’07 to 102.7 in Feb. ’08.

Lansdowne – Fifth graders who used laptops for SuccessMaker, PAS practice probes, and/or additional learning programs made a 12 point gain in reading and a 14 point gain in math from February to the end of March.

Millcreek – In groups where SmartBoards were used during ESS, PAS scores were 10% higher than groups in which SmartBoards were not used.

**Technology Skills:**

ACE – Pilot group students who used mobile laptops gained 39.9% on a technology skills test from October to May. Students who did not have additional access to technology gained only 22.9%.

**Survey Data:**

Leestown – 97% of students said they prefer using laptops in their classroom to working in the computer lab. 95% agreed or strongly agreed that the quality of their portfolio pieces was better because of using laptops. 87% agreed or strongly agreed that using their student email account to communicate with their teacher helped improve the quality of their work. Despite the positive ratings by students, teacher survey results suggested that teachers still need more training.

**Survey Comments:**

ACE – Student: “I don’t want to go home in the afternoon. This isn’t like learning. This is fun!” Teacher: “What the students have learned and what I have learned is just amazing.” Parent: “How do I get my child in this class next year?”

Beaumont – Teacher: “The ELMO (document camera) has become indispensable in my teaching. The major impact has been the ability of students to show their work immediately. This is incredibly motivating for middle school students in math.... Homework completion has also increased because students know that they may be called upon to show their assigned problems.”

Bryan Station High School – Teacher: “Laptops actually saves us time because we could deliver comments and feedback electronically. They also saved us time going to the computer labs. In addition, the classroom climate changed because students felt empowered and important to be using a laptop.”

Rosa Parks – Teacher: “The (projector) truly allows learners to dig deeper than just reading and allows teachers to expand on concepts very easily. It is an asset to my classroom.”

Squires – PSA: “Several classes have created digital talking books with the equipment on the carts. This project alone has allowed students to demonstrate their learning in a new way. The products from these activities have also allowed students the opportunity to work together and then discuss their own learning.”

Winburn – Teacher: “The laptop made me a better teacher. I spent more time preparing lessons than I did before I got the laptop. I was willing to invest the time because I knew there would be no problem with having the laptop/projector readily available. In the past, it was a hassle to reserve and track

down a laptop/projector.”

**Secondary Benefits:**

Beaumont – When the PTSA saw success with document cameras, they bought the school 10 more at a cost of approximately \$600 each.

Lafayette – Having the laptops, enabled more students to use the regular labs. Because of that, 90% of seniors have completed all components of their online Individual Learning Plans (ILPs).

Rosa Parks – The school budget committee and PTA purchased an additional 12 projectors.

Most Schools – In the RFP, schools were encouraged to match district funds with their own funds or in-kind contributions. The majority of schools did provide a significant match.

**Negative Findings**

Very few negative findings were reported. Ones that were reported had more to do with logistical factors than with actual student performance. For example, several schools experienced technical problems causing them to get a late start in implementation. Some projects were not funded until late in the year, so they didn't have adequate time for the technology to make a real difference.

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

Most schools plan to go ahead with their projects in 08/09 as originally planned. However, some schools learned valuable lessons last year that will help them be more effective. For example, schools that got digital projectors had difficulty getting them mounted in classrooms in a timely manner. In the future, schools need to consult with Maintenance in advance about logistics for mounting projectors and other hardware. At one school, it was decided that SmartBoards would be mounted on rolling carts so they could be shared among several classrooms. That did not work out well because teachers indicated it was difficult and time consuming to set them up every time they're needed. Some schools pointed out their teachers need more training.

Many schools said they are getting good results and they would like to expand their project in 08/09 and provide more technology for more of their students. In some cases, they are discovering that hardware they received can be used for more than they originally envisioned, so they plan to branch out to new uses. For example, some schools plan to make more use of the district's iSchool learning management system.

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

This turned out to be one of the unanticipated benefits of the RFP process. During site visits to schools, the Coordinator of Instructional Technology identified some ongoing technical problems that he was able to help resolve. Most were problems that school staff were aware of but had not reported because they were not perceived as very important until they began implementing their projects. For example, one school requested a wireless access point in an area of the building where there was poor wireless coverage. Some additional technical problems were noted in the reports and that information was useful for the Department of Education Technology. Technicians were given a list of issues to resolve over the summer.

**6. Was the technology grant helpful to your school and should the district put out another technology RFP next year if funds are available?**

Every school indicated that the grant is helpful and they would like the district to continue it if funds are available.

It's important for the district to focus its technology funds on projects that have a positive impact on student achievement and meet the needs of our schools. According to a reported called "America's Digital Schools 2008", there are six predominant technology trends to watch:

1. One-to-one computing programs
2. Online formative assessment
3. Interactive whiteboards (now viewed as "standard equipment" in schools, according to the report)
4. Learning management systems
5. Various computing devices (e.g., laptops, handhelds, tablet PC's)
6. Increasing Internet bandwidth

Fayette County is addressing all six trends to some degree. Future technology RFP's should take those trends into consideration. Future RFP's will also take into consideration the major findings from the 07/08 technology grant evaluation. Those include:

1. Emphasize more focused grants that concentrate on just one or two areas instead of trying to show improvement in all areas.
2. Middle and high schools lagged behind elementary schools, so we need to find ways to help the secondary schools close that gap.

# Individual School Reports

School: **KECSAC Agencies**--- including Lexington **Day Treatment, Florence Crittenton School and Bluegrass Youth Development Center.**

Evaluator: Kathy Isenhour

**1. Briefly describe your school’s project and how you are implementing it.**

Lexington Day Treatment is an alternative school that serves 60 at-risk students. There are five regular education teachers and two special education teachers. Bluegrass Youth Development Center is a program that is designed to educate youth sex offenders. There are three regular education teachers and two special education teachers. And lastly, Florence Crittenton School serves up to 30 female students that are pregnant living at home in Fayette County or in the Florence Crittenton Home.

Being located at in an isolated school, technology is not always the highest priority. As a result, historically more emphasis is placed on student behaviors then in technology readiness.

**2. Describe PD that was done for your teachers.**

The members of the STLP group at Day Treatment were first trained in how to use the cameras. Then the teachers in all the programs were each given a digital camera and general instruction on how to use the cameras. The laptops were each labeled and assigned to each classroom teacher throughout all three programs. Simple instructions were given on how to log on to the teacher account and how to log onto the student account. In specific classrooms, the teacher chose to leave the equipment hooked up to the projector and the digital document camera. Some teachers are using the equipment as it was designed to be used and are making future plans for more use as they learn how to write lesson plans that incorporate the use of technology in them.

**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

Using AGS Reading and Math Scores, This chart represents performance data based on pre/post data	Lexington Day Treatment Students Grade 6-12	
	Reading Performance AGS Reading Assessment	Reading Performance AGS Math Assessment
Number of long-term students, 90 days and over		
1. Number of students who tested below grade level upon entry.	90	78
2. Number of students from row 1 who took both pre- and posttest.	20	40
3. Number of students from row 2 who showed negative grade level change from the pre-to posttest.	10	12
4. Number of students from row 2 who showed no change in grade level from the pre-to posttest.	2	2
5. Number of students from row 2 who showed improvement of up to 1/2 grade level from the pre- to posttest.	1	9
6. Number of students from row 2 who showed improvement of up to one full grade level from the pre- to posttest.	4	6
7. Number of students from row 2 who showed improvement of more than one full grade level from the pre-to posttest.	3	11

Note: All students that enter LDTC are pre-tested. The data in the above graph only represents the students who scored below grade level on the pre-test. Not all students pre-tested were post tested. Some students have not been in the program over 90 days, some students left the program before they were enrolled 90 days, and some of the students are continuing on through the summer and won't be post tested until they leave.

Using Survey Monkey, the teachers in all programs were surveyed using the KETS RFP proposed outcomes as survey questions. Based on the responses, it is clear that more professional development needs to be provided to the teachers in order to make full use of the equipment. Some teachers are eager to use the equipment and others see the equipment are intimidated by it. Most teachers state that they have plans for increased use in the upcoming year. With continued support from the School Technology Coordinator, there should be gains in this area for next year. *See survey at the end of this report.*

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

One of the goals was to teach the students how to use power point and movie maker so that they could make student produced media presentations. Having limited use of the computer lab has posed an obstacle to implementing this plan. Currently, we are researching the cost of a “herd” of laptops and a storage cabinet that will allow for whole class instruction. Additionally more support needs to be provided to the teachers in learning how to use the equipment. This can be accomplished through support from both the STC and Technology Resource personnel in the district.

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

We relied on the district to help us get the new computers initialized. When we were still not able to play DVD's, a district representative was able to come out and fix the problem and show us how to fix the problem in the future.

**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

Yes, the grant was very helpful. Although our test scores may not demonstrate growth, there are other ways that growth has occurred. Previous to getting the grant, there was no use of laptops and projectors in some of the classrooms. Now, each classroom has used the laptop and projector at some time. At least 5 teachers keep the laptops and projectors hooked up ready to use on a daily basis. If any of the programs are able to get a herd, then whole class instruction can take place in the classroom. The STLP group can meet to do outside projects.

The chart below shows the results of a teacher survey. These questions were adapted from the KETS RFP based on desired outcomes.

1. Indicate the number of times you have Used Power Point format for presenting instruction		
	Percent	Count
0	33.3%	4
1-3	16.7%	2
4-6	25.0%	3
7-14	25.0%	3
15+	0.0%	0

2. Indicate the number of times you have Used Movie Maker (after collecting student filmed videos) for presenting instruction		
	Percent	Count
<b>0</b>	<b>66.7%</b>	8
1-3	25.0%	3
4-6	8.3%	1
7-14	0.0%	0
15+	0.0%	0

3. Indicate the number of times you have incorporated music into a lesson		
	Percent	Count
0	16.7%	2
1-3	8.3%	1
4-6	25.0%	3
7-14	8.3%	1
<b>15+</b>	<b>41.7%</b>	5

4. Indicate the number of times you have Used Video streaming of related academic videos into instruction		
	Percent	Count
<b>0</b>	<b>33.3%</b>	4
1-3	25.0%	3
4-6	25.0%	3
7-14	0.0%	0
15+	16.7%	2

5. Indicate the number of times you have used whole class internet searching		
	Percent	Count
<b>0</b>	<b>33.3%</b>	4
1-3	0.0%	0
4-6	16.7%	2
<b>7-14</b>	<b>33.3%</b>	4
15+	16.7%	2

6. Indicate the number of times you have led instruction of setting up a power point to teach students		
	Percent	Count
<b>0</b>	<b>41.7%</b>	5
<b>1-3</b>	<b>41.7%</b>	5
4-6	16.7%	2
7-14	0.0%	0
15+	0.0%	0

7. Indicate the number of times you have led instruction of setting up movie maker to teach students		
	Percent	Count
<b>0</b>	<b>58.3%</b>	7
1-3	33.3%	4
4-6	8.3%	1
7-14	0.0%	0
15+	0.0%	0

8. Indicate the number of times you have led instruction of completing a writing assignment using a computer/laptop		
	Percent	Count
0	0.0%	0
1-3	16.7%	2
4-6	33.3%	4
7-14	8.3%	1
<b>15+</b>	<b>41.7%</b>	5

<b>9. Indicate the number of times you have led instruction using Avermedia Digital Document Camera</b>			
		Percent	Count
<b>0</b>		<b>41.7%</b>	5
1-3		16.7%	2
4-6		8.3%	1
7-14		0.0%	0
15+		33.3%	4

<b>10. Indicate the number of times you have Displayed a multi-media presentation from a field trip</b>			
		Percent	Count
0		25.0%	3
<b>1-3</b>		<b>66.7%</b>	8
4-6		8.3%	1
7-14		0.0%	0
15+		0.0%	0

School: **Arlington Elementary**  
Evaluator: **Amy Galloway**

1. Briefly describe your school’s project and how you are implementing it.

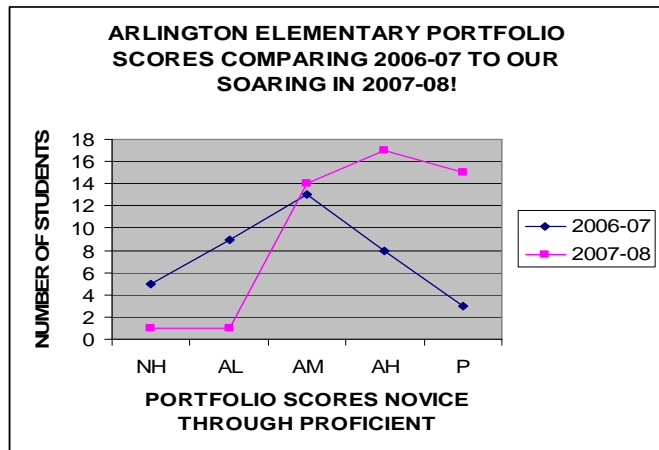
**Our objective was to use a mobile computer lab with the 4<sup>th</sup> and 5<sup>th</sup> grade students to help them with the entire writing and portfolio process. SCAPA used a mobile computer lab with their students last year and their results were double digit gains in their writing portfolios. At Arlington, writing is one of our weakest areas and our portfolio scores have been some of the lowest in the district. Our goal was that through the use of 1 to 1 computer technology the students writing will grow and improve from 7.89% Proficient or above to 30% proficient or above by April 2008. PRELIMINARY RESULTS SHOW THAT WE REACHED THIS GOAL AND BEYOND!!! Through the use of the mobile computer lab with our students during the writing process preliminary results show that we were able to reach 31.25% Proficient which means an academic index gain on writing portfolios of 20.32!!!**

2. Describe PD that was done for your teachers.

**Professional development was provided on ways the mobile lab can be used to enhance instruction and assessment in writing as well as across all subject areas.**

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

**The mobile computer lab used with the students helped us to achieve a 20.23 point academic index jump in our preliminary portfolio scores. This academic improvement shows that the mobile lab helped us to accomplish the academic achievement that we hoped for. In fact, we hoped to go from 7.89% proficient last year to 30% proficient this year when we wrote the grant. We succeeded at this by reaching 31.25% proficient.**



4. Do you need to make any changes in your project for next year? If so, what do you need to change?

**The changes that would increase the project next year would be to expand the project to include a 2<sup>nd</sup> mobile writing lab. This has been wonderful!**

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

**None**

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

**YES!!!!**

School: Ashland Elementary  
Evaluator: Steven Givan

1. Description of school’s project and how it is being implemented

Initially, the mobile computer lab was to be used for improving math scores and student monitoring of KCCT-like assessments and open responses. Due to the number of licenses available for SuccessMaker, it was decided not to load the program on to the laptops. The decision to keep SuccessMaker on the computer lab and classroom computers allowed teachers to use the mobile lab for other projects (including classroom projects using Microsoft Office programs, Windows MovieMaker, and Google SketchUp). As for the student monitoring, the school had a system already in place, using hand drawn/colored charts. Once the computers were available, the intermediate staff was trained, but decided to wait until next year for the implementation of monitoring assessments with Excel. For the second half of the 07-08 year, teachers used the mobile lab for the classroom projects mentioned earlier.

2. Description of PD’s

Two professional developments were given to the staff. The first one was on basic operation and maintenance of the mobile lab, while the second was on idea development for the student monitored reports. Teachers received one hour on the operation and maintenance of the mobile lab. Ideas and concepts discussed during this time was to watch out for the Wi-Fi switch being turned off when the laptops were placed back in the carts and leaving the user disconnected from the school server. It was also mentioned how each laptop should be numbered and students in the classes were assigned their own. This helped to reduce the problem of lost files (in the event the student saved their document to the desktop or another location on the computer). Teachers who would be available for tech support were identified and helped throughout the year. Three hours were set aside for the development of the monitor reports. During this time I showed my idea of using Microsoft Excel as a tool for entering data and graphing results, but the teachers decided since they did not start the year using this, they would prefer to save it for next year. Currently, new professional developments are being planned for August to develop a new monitoring system and how to post them in a community location for others to view. All teachers in accountable grades will have a weekly 30 minute time slot for their students to enter data from previous week.

3. Impact on Student Achievement

Since the initial project was not implemented this year, student achievement cannot be measured. A new report will have to be submitted at the end of next year to show growth. Below is a chart on averages for how often the mobile lab was utilized by all teachers, according to the checkout log on SharePoint (though not all users signed up through SharePoint each time).

Grade	Number of uses (Jan-May 2008)	Total number of hours	Average time (per use)
Kindergarten	0	0	0
First	6	8	1.33
Second	0	0	0
Third	8	18.5	2.31
Fourth	93	124.63	1.34
Fifth (includes 4/5 split class)	53	92	1.74

#### 4. Changes in project for next year

As outlined, further implementation of the original student monitoring records will be created for the coming school year. Grades 3-5 will receive instruction and a site will be created (either on the internet, or with the school server) to post data and compare with other classes/grades. PTA and other school monies may be requested to purchase 3-4 more laptops since the school will be looking at a larger enrollment next year.

#### 5. Technical Problems

Including the Wi-Fi switch getting turned off, some of the laptops have a hard time acquiring an IP address. For some reason, there are times certain laptops cannot find Trapeze. Occasionally it depends on the location in the school, but sometimes it forgets and needs to be re-installed. Some students don't understand this and think that they have a connection, but they are actually connected through a local server in the neighborhood. Other than connections, though, the students have enjoyed using them and the problems are rare.

#### 6. Helpful to School

These laptops have given many computing opportunities throughout the school. According to the chart, 4<sup>th</sup> grade seems to have benefitted the most, though I believe some of the usage was for portfolios. Next year, along with checking them out on Sharepoint, I am going to encourage teachers to identify what they intend to use the laptops for, so there is better documentation of their usage.

School: Athens-Chilesburg Elementary  
Evaluator: Dayna Lykins

**1. Briefly describe your school’s project and how you are implementing it.**

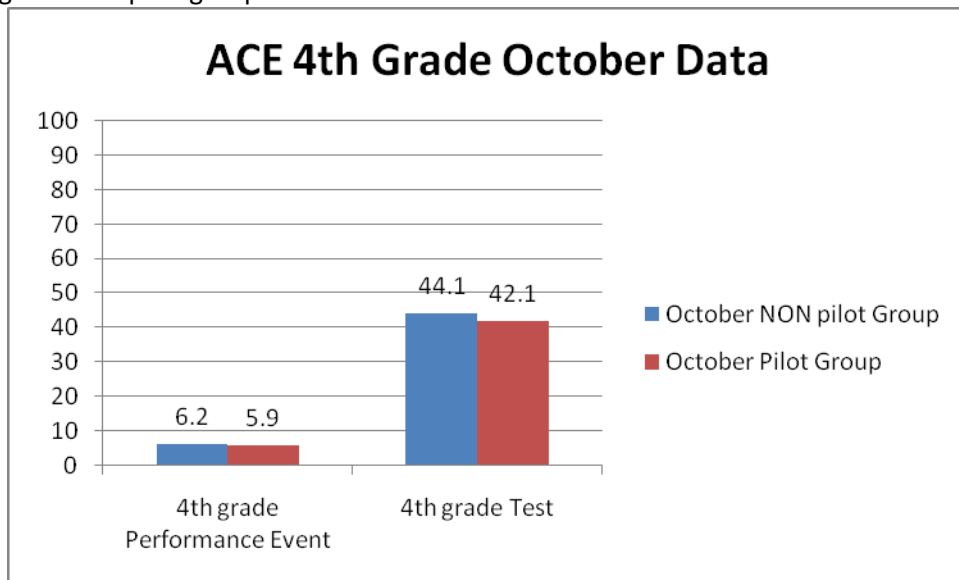
A significant gap has been identified in the areas of math and science in fourth grade between African Americans and Whites. Thanks to the KETS grant, we received 2 mobile laptop carts. As a pilot in our school, we designated two classes of students to use the laptops throughout the day. The laptops were used for all subjects, but there was a strong emphasis on math and science. By the end of the year, Learning Checks and PAS data shows that the gap between African Americans and Whites had begun to close.

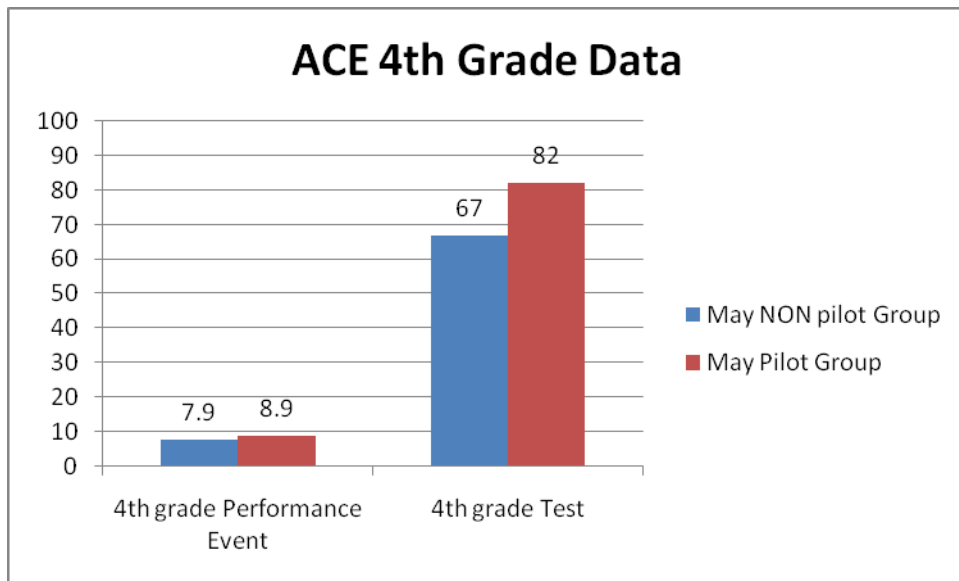
**2. Describe PD that was done for your teachers.**

The teachers received many hours of professional development, including the following: basic use of laptops, troubleshooting laptop problems, creating classes and assignments in Moodle and attending The Tennessee Educational Technology Conference that focused on attending sessions and workshops dealing with integration, differentiation and improving teaching skills that blend core areas with technology.

**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

Weekly assessment and evaluation data was kept in an electronic assessment folder (spreadsheet). Students kept track of Flashback, SuccessMaker, Test, and all significant scores daily and consistently challenged themselves and even each other to do BETTER. A written pretest on technology, and a technology performance event was given to both groups in October and in May. The chart below shows percent correct on pre and posttests among a fourth grade pilot group and a fourth grade non-pilot group.





We also surveyed students, teachers and parents to find out their opinions about the laptop initiative. 100% of students and teachers rated the experience as positive. 100% of parents rated the experience as positive. Below are sample comments made by all three groups.

Student: I don't want to go home in the afternoon. This isn't like learning, this is fun.

Teacher: What the students have learned and what I have learned is just amazing.

Parent: How do I get my child in this class next year?

Long term evaluations will be completed when comparing 2007 KCCT scores with 2008 KCCT scores.

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

No changes as far as implementation and orientation, but changes will be made on how far we take this, many more student-centered projects as well as daily use of Moodle.

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

- Occasionally our network connection was weak, even with the access point located in our room.

**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

**Yes, the grant was very helpful. It had a positive impact on achievement in the two classrooms that participated. Additional funds from a future KETS RFP would be very helpful in expanding the project so we can benefit more students.**

School: Beaumont Middle School  
Evaluator: Steven Hamm

1. Briefly describe your school's project and how you are implementing it.

Beaumont requested and was awarded several ELMO document cameras and full classroom sets of Texas Instruments graphing calculators. These items were primarily directed to the math department. Beaumont also acquired two Smart Technology's Airliners and two CPS sets.

2. Describe PD that was done for your teachers.

Training was provided to each individual teacher by the school microcomputer specialist. In addition to basic training when he installed the ELMOs, he would attend the class and assist with the technical aspects while the teacher learned how to implement the new technology. In addition to this one on one training, the math department would often turn department meetings and lunch gatherings into impromptu training sessions on their new ELMOs sharing tricks and tips that they had learned.

The graphing calculators did not require any special training. All teachers were proficient with their use before the grant was awarded. Class sets just enabled the students to all use the same type of calculator and prevented the teacher from having to teach to several different calculators.

The CPS units were a welcome addition to Beaumont. Two teachers on staff were extremely proficient with the units from previous schools. One teacher volunteered to be our building expert. She would provide training to other teachers needing to use the units and other teachers would often visit her class to see how the CPS units were used on a daily basis.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Mathematics scores on the district Learning Checks did improve. Data can and will be provided soon. Our main method of evaluation was to be the KCCT scores which we do not have at this date. Perhaps though the most interesting and unforeseen benefit of the project has been the excitement amongst the teachers and the students. The best gain to this point may best be expressed qualitatively. This new technology breathed new life into our math classes. The ELMOs have been one of the best purchases / request Beaumont has ever made.

"The ELMO has become indispensable in my teaching. The major impact it has had has been the ability of students to show their work immediately. This is incredibly motivating for middle school students in math. During practice of new skills, individuals can show how they solve a problem, other students can add to it, and, if desired, I can also work on the same problem. Students are also motivated to show different ways that they have solved the same problem. Homework completion has also increased because students know that they may be called upon to show their assigned problems."

- Annette Wittenmyer

"The Elmo is indispensable in my classroom! It allows me to accurately show students exactly what they should be doing and how to do it. In math, the precision allowed by the Elmo is greatly improved versus and overhead projector or my old document camera. Most importantly, students can share their work with the rest of the class! I often have student work in pairs or small groups and then present their findings to

the class. Having the Elmo saves time as students can directly present their work and not have to rewrite it on an overhead!”

- Paula Cissell

“I have used the ELMO in class for notes, which are then saved to my webpage for students’ use. Students can easily see 3-D shapes for use in geometry concepts. I also read a math related literature book and could show the book to the class at the same time on the screen.”

- Jill Ferguson

“The Elmo has made it easier for me to enhance students’ learning. Many middle schoolers are visual learners so anytime they can SEE the concept we are studying, their understanding is much greater. The students also enjoy using it themselves to present as well. We’ve used it to share pictures/photos that they students have brought in and student work, all of which has naturally enhanced our class discussions.”

-Rebekah Gilbert

“I use my ELMO almost daily. My students love it. Whenever we work with a manipulative, my students and I both use it to demonstrate each step or process. We also use the ELMO to grade homework and class work. It has saved me a fortune in transparencies alone. “

- April McGuire

Students have also really taken to the ELMOs. They keep inquiring about when their teacher is going to get one. They ask constantly if they can use the cameras and are eager to share their work. In this age of iPods, cell phones, etc the assumption could be made that the kids would have been most interested in the CPS and the Airliners – that has not been the case. THEY LOVE THE ELMOs!

Since Beaumont received the grant, the PTSA graciously purchased us several more ELMOs. The success of the units led departments to purchase their own. As of the end of the year, Beaumont will have over twenty ELMO units in use!

The calculators filled a great need. The CPS and the Airliners are nice to have, but the ELMOs have had a major impact on teaching and learning.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?  
No drastic changes are needed at this point. The project has spread far outside of the math department with the majority of teachers having ELMOs, and everyone sharing the CPS units and Airliners. Next school year we would like have some more advanced training on the implementation of the technology. This year has been “tech 101” with teachers learning the basics of the cameras, CPS, etc and gaining a familiarity with them. Next year, hopefully some additional training can build on that foundation.
5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.  
Other than a couple cameras being damaged in shipping due to careless handling, Beaumont had no major technical problems.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Was the grant helpful? – **Unequivocally YES!**

Should the district put out another RFP – Yes, due to the success of the 2007-08 grant we already have a few ideas for another FRP.

School: Bryan Station High School  
Evaluator: Amy Johns

1. Briefly describe your school's project and how you are implementing it.

Bryan Station received a mobile lab which was used by our seniors primarily for completing writing portfolios. The cart was scheduled to be with each senior English class at least one block each week starting the beginning of February. Teachers then rotated the cart through their classes each week until portfolios were completed in April. A laser printer was mounted on the laptop cart which allowed work to be printed as needed within the classroom setting.

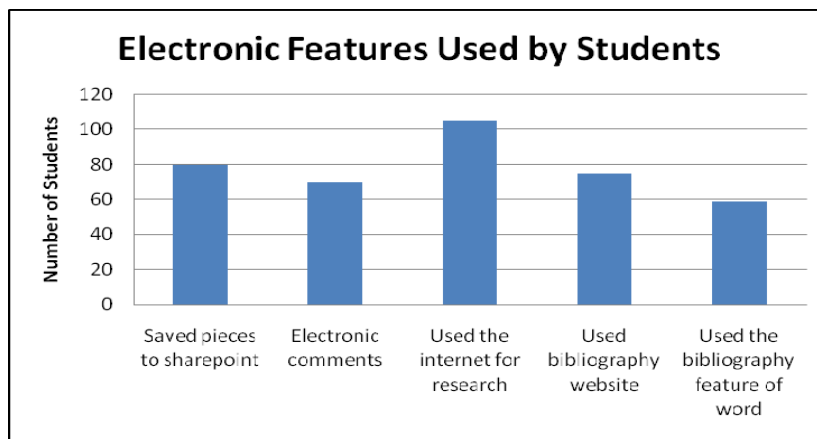
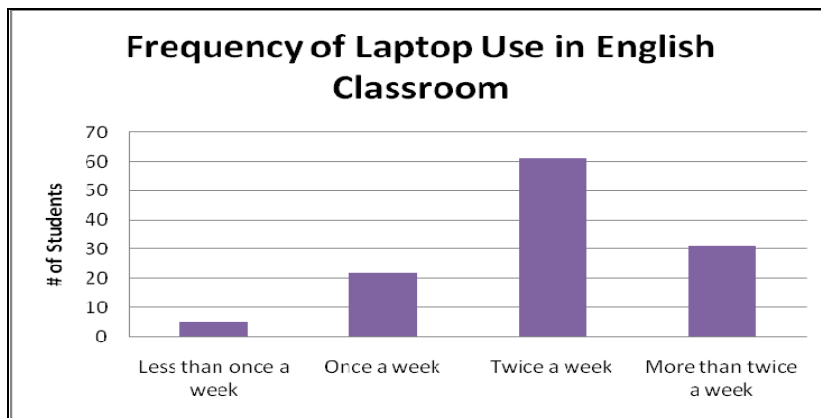
The students and teachers used the laptops in a variety of ways to enhance portfolio development and efficiency. In addition to using the laptops for internet based research, some students and teachers utilized the electronic comments feature within Word to make reviews more efficient. To further encourage the use of electronic commenting, each senior student had a sharepoint space where they could store their work and teachers could access it for review purposes. Additionally, some students and teachers communicated via email regarding the progress on their portfolio.

2. Describe PD that was done for your teachers.

All of the senior English teachers met with Amy Johns, school-based technology resource teacher on multiple occasions to determine logistics for the project and to receive training on the use of the mobile lab. They also received training on features of Word, such as tracking changes, electronic comments and the bibliography features. Teachers also received training on the use of SharePoint for accessing student work and posting resources. Individual training was also given upon request for specific questions or concerns.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Several methods of evaluation have been or will be used to gauge the effectiveness of this project. A student survey was conducted via SharePoint at the conclusion of the project in which about half of the senior class responded (124 students in total). Based on the survey, 84% of the students preferred using the laptops in the classroom over going to the computer lab. When asked if how students felt using the laptops improved their portfolios, 64% felt it greatly improved their portfolio, and an additional 26% felt it somewhat improved their portfolio. The following data was also taken from those survey results.



\*Students often used multiple features.

Another method broad method of evaluation was to compare portfolio scores. Below are the “unofficial” scores from this year. Although gains were small, there was improvement, particularly in the percentage of proficient scores.

School Year	Nov/ Non-performance	Nov Med.	Nov High	App Low	App. Med.	App. High	Prof.	Dist.	WP/ Index Estimation	On-Demand Index	WI Index
2006-2007	1.3%	.5%	2.2%	6.1%	36%	27.5%	21.4%	5.2%	75.29	53.7	64.02
2007-2008	.85%	1.3%	3.0%	7.2%	29%	23%	31.3%	4.7%	77.25	61.6	69.42
Change	-.45%	+8%	+8%	+1.1%	-7%	-4.5%	+9.9%	-.5%	1.96%	+7.9	+5.4

Finally, the teachers participating in the project were also asked to give their feedback on the impact of using the laptops in their classrooms for portfolio development. Although the data from portfolio scores only show minimal improvements, the anecdotal comments from the teachers speak volumes toward the benefit of this program.

Teacher 1 Comments:

“ I feel the laptops created a wonderful atmosphere for completing the portfolios. The students loved using them and were mature about how they handled them and worked with them.”

Teacher 2 Comments:

“Laptops actually saved us time because we could deliver comments and feedback electronically. They also saved us time going to the computer labs. In addition, the classroom climate changed because students felt empowered and important to be using a laptop.”

The number one suggestion from the teachers for next year, was to get additional laptops!

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

The only major change for next year would simply be to start the program earlier to allow more time for students to develop and refine portfolio pieces using the laptops. This would allow additional time for training with students and teachers on the features within Word, Sharepoint, etc that could aid portfolio development and give students more hands-on time.

The other change would be to rethink how to use the laptops for portfolio development at other grade levels. Originally we had planned on moving the laptops to select junior classes following testing, but the other demands that come at that time of year were not conducive to starting portfolio pieces.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

Our deployment of the laptops went very smoothly without any major technical issues. Having a dedicated LAN Tech was instrumental in insuring everything was set up properly to insure success for the teachers and students. The biggest problem was not receiving equipment until late in the school year, thus limiting the amount of time it could be used,

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes, the KETS grant was very helpful for Bryan Station and met an identified need of our English department. Future grants would ideal, although there is concern that other areas of need may not be addressed if they don't meet grant criteria.

School: Cassidy Elementary  
Evaluator: Adam Kirk

1. Briefly describe your school’s project and how you are implementing it.

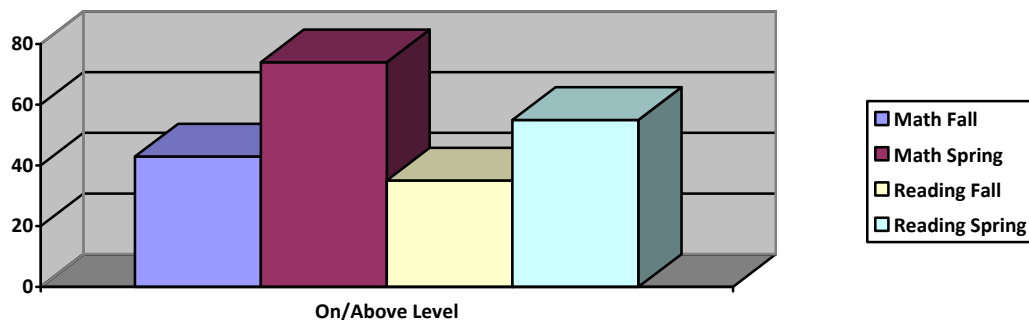
According to the Spring 2007 KCCT scores, the total academic index for low SES students was 86.6 as compared with the non-low SES index of 119.6, a 33 point difference. Thanks to this KETS grant, we received a mobile laptop cart and 30 laptops. The laptops were checked out by individual students as well as whole classrooms to use with creating writing portfolios, taking assessments i.e. Study Island, MAP, and many were used to record student data in the goal calculators.

2. Describe PD that was done for your teachers.

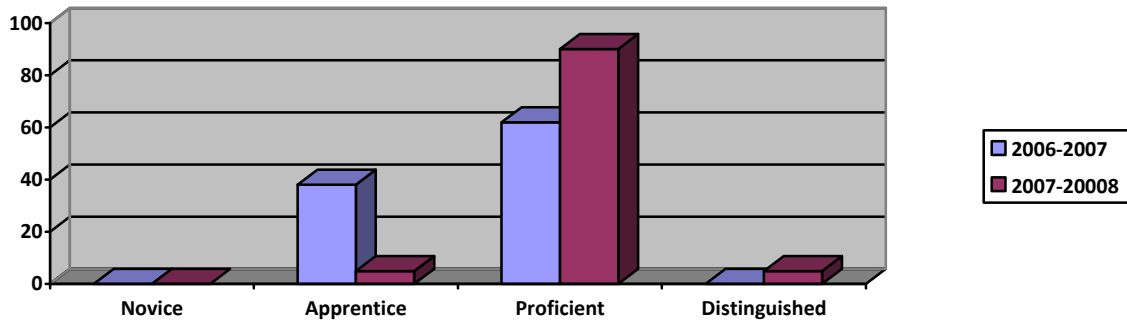
Teachers received a total of 6 hours of training including entering data into goal calculators and introductions to basic software including Microsoft Excel and Word (for portfolio creation). More extensive, one-on-one, training was given to individual teachers who experienced difficulty with utilizing the assessment programs of MAP and Study Island.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The first chart below shows the percentage of low SES students on/above level for the Fall/Spring Reading/Math based on MAP RIT scores. 43% of low SES students were on/above level for the fall Math MAP. 74% of low SES students were on/above level the spring Math MAP – an increase of 31%. 35% of low SES students were on/above level for the fall Reading MAP. 55% of low SES students were on/above level for the spring Reading MAP – an increase of 20%.



The second chart below shows the percentage of low SES students scoring Novice, Apprentice, Proficient, or Distinguished on portfolio portion of the KCCT for 06-07 and 07-08. In 2006-2007, 38% of low SES students scored Apprentice and 62% scored Proficient. In 2007-2008, 5% of low SES scored Apprentice, 90% scored Proficient, and 5% scored Distinguished.



Study Island data was not available because students were not loaded into the software with their SES status. KCCT data will not be available until late September.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

We plan to continue the program as is for next year. We do want to make sure more specific demographic data gets loaded into Study Island and we want to make goal calculator use more consistent across 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grades. We will continue to provide the necessary support and training for novice teachers.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

The cart that houses the laptops is too heavy to efficiently move, therefore, we're having to unplug them (which is next to impossible) and re-load them on a smaller cart for student or classroom check-out. Perhaps the district could provide a more efficient (lighter/easier to plug) cart or carts to improve the efficiency and effectiveness of the laptop program.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes, the grant was extremely helpful to Cassidy. As we continue to grow and become more proficient with technology here at Cassidy, the laptops have given our teachers an accessible avenue to adequately meet the needs of our students as they work through the various technology-related activities and assessments. Additional funds from a future KETS RFP would be very beneficial in expanding the program to include more students and classrooms.

School: Clays Mill  
Evaluator: Beth Carrico

1. Briefly describe your school's project and how you are implementing it.

**After assessing our school's technology needs and much discussion with our Technology Committee and School Leadership it was decided to submit the KETS RFP for 11 CPS Units. With our one existing CPS unit, our school would have 12 units to split amongst our grade levels. We had previously been notified of a renovation that was scheduled to begin the summer of 2008. The visiting architect and District Technology Leadership had stated ceiling-mounted LCD projectors would be installed.**

**Much to our dismay, in late winter, we were notified the proposed renovation would not take place. The CPS Units had already arrived and were still in the original boxes waiting to be used by our classroom teachers. However, no renovation meant no LCD projectors, which also meant it would be a real struggle to effectively use the CPS Units with only three available projectors in our building.**

2. Describe PD that was done for your teachers.
3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.
4. Do you need to make any changes in your project for next year? If so, what do you need to change?

**Currently we have worked out with Keith Frank of eInstruction to return some of the CPS Units in exchange for purchasing EPSON LCD Projectors. Keith Frank has been tremendous in working with us to get the best possible deal for our school.**

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

**The KETS grant was extremely helpful to our school. Without the KETS RFP we would not have had sufficient funding to pay for the needed number of CPS Units. The complications we have experienced with the grant have not been a result of the grant process.**

**We hope the district will decide to put out another KETS RFP in the coming year. Looking ahead, we already have ideas in mind as to what we will be requesting so that we can continue to build a strong technology foundation for our teachers and students.**

School: Deep Springs Elementary  
Evaluator: Julie Gallutia

**1. Briefly describe your school's project and how you are implementing it:**

Our project is to provide SMARTboards to each grade level, including Special Education and one larger SMARTboard in the library for usage in trainings and faculty meetings. The original design of the project was to enable all teachers to have access to a SMARTboard for the purpose of increasing student engagement with their instruction and to increase teacher understanding of the role and possibilities of technology in increasing student achievement. We were particularly interested in the increased engagement for Students with Disabilities, Lower SES students and African-American Students since our 2007 KPR showed Academic Index Deficits of varying amounts for each of these groups in Reading and Math. and to increase teacher understanding of the role and possibilities of technology in increasing student achievement and to increase teacher understanding of the role and possibilities of technology in increasing student achievement

The project was implemented by purchasing mobile carts for the SMARTboards and computers/projectors so that each team would be able to share the technology easily. The technology was assembled and placed in classrooms after staff training.

**2. Describe PD that was done for your teachers.**

Teachers were provided training in SMARTboard utilization by a trainer from the SMART Education Services. Training included both an introduction to the SMART Notebook Software and ideas for classroom integration of SMARTboard instruction.

**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

Three areas for evaluation were included in our proposal: Progress on developing a "shared vision of how to successfully and effectively integrate technology with our curriculum", Assess student attitudes regarding SMARTboard instruction and its contribution to their learning, and Monitoring teacher usage of the technology and their stage of development in order to plan for Professional Development for the 2008-09 school year.

Monitoring Teacher Usage and Progress on technology usage/vision: Responses to questionnaires indicate very limited usage of the technology at this time (No usage 47%, Usage more than once per month 20%). Despite this, however, we find that staff enthusiasm from their limited usage and seeing it used by others is high. Most attributed their limited usage to getting the technology during the last few weeks before KCCT and Reading First assessments and they were hesitant to use their instructional time with it when they were unsure they could use it effectively at that critical juncture. A high percentage indicated plans to integrate it in their instruction next year and believe that it would enhance instruction in all subject areas. Virtually all respondents indicated that they noticed increased student engagement (either during their usage or when observing), longer attention spans and that the "fun" factor for learning was evident.

Monitoring Student Attitudes- Usage of the technology was so sporadic that we did not do any assessment of student's feelings about the helpfulness to their learning. Hopefully we can do that assessment next year.

Student Achievement- Most of our measures of achievement are not yet available. In addition it would be impossible to directly attribute achievement gains to the SMARTboard-based instruction. However, two classrooms did use the technology with some regularity and both had impressive results for their students: Utilizing the GRADE test results (comparing achievement gains during the period of grant implementation), Classroom A moved from 65% on grade level to 90% on level and Classroom B moved from 65% to 84% on grade level.

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

Yes, we need to make some substantial changes for next year. Current plans include:

- A. Permanently mounting the SMARTboards in one individual classroom at each grade level in order to increase the usage by teachers (eliminate the barrier of moving, setup, etc.). Teachers will be able to rotate classes into other rooms in order that everyone has access to the SMARTboard for instruction.
- B. Identify a lead teacher at each grade level who will serve to coordinate the grade level's integration of SMARTboard instruction within the curriculum.
- C. Identify teachers in the District who are skilled at SMARTboard instruction and arrange for our staff to either visit and observe their instruction or have them come to our school to model instruction with our students.
- D. Develop a SMARTboard area in our library that would be an additional area for teachers to utilize for instruction but would also serve to be used for trainings/meetings.
- E. Provide more Professional Development as described in our original proposal toward the development of a shared vision for the role of technology in our instructional processes and the development of teacher fluency in the utilization of the SMARTboard.

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

We did not experience any technical problems with the technology or its usage. As noted above, we did experience some implementation problems with which the district may be able to assist- particularly the identification of personnel who could serve as modelers and trainers for the technology. In addition we will need to get wiring/mounting for the permanent installations during the summer.

**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

We do believe the grant was helpful to us. Although the expectations for the first year were probably too high for the time available for implementation, we are moving in the direction we had hoped- just a little slower than we expected. Our discussions during the evaluation phase for this project have indicated reasons for optimism due to the positive expectations of our staff regarding the usage of this technology despite limited implementation this year.

School: Dixie  
Evaluator: Loraye Jones

**1. Briefly describe your school's project and how you are implementing it.**

Dixie proposed to equip 6 intermediate classrooms with interactive technology. After reviewing the advantages of "SMART" classrooms, we felt that this would increase student engagement and allow our teachers new avenues for content delivery. Each classroom was equipped with a SMART board, an Airliner wireless slate, a Senteo Interactive Response System, and a document reader.

**Smart Board**-The touch-sensitive display connects the teacher computer and digital projector to show your computer image. You can then control computer applications directly from the display, write notes in digital ink and save your work to share later. **Senteo Interactive Response System**--The Senteo system includes a radio frequency (RF) remote for each student in the class, a central receiver, and Senteo assessment software, which tallies student responses, records attendance, posts test results and provides individual feedback to students. **Airliner**- This wireless slate enables teachers to teach from anywhere and allows students to interact with information from their seats. Multiple slate users can write at the same time as someone at the SMART Board interactive whiteboard. **Document Reader**- Allows the presentation of documents and objects to be presented in a manner that all students have a virtual front row seat.

**2. Describe PD that was done for your teachers.**

The teachers using the system have received 4 sessions of training using the technology. (1.5 hours each) Professional development has included instruction on use of the smart-board, airliners, and the interactive response system. Teachers have also examined various sites to identify lesson plans and lesson components to teach/reinforce the Program of Studies. This technology is used daily in the classroom. I have been so impressed by the degree of implementation by all teachers. Teachers and students are discovering together ways to make learning come alive. Teachers are constantly learning from each other.

**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

Dixie wants to reduce gaps between minority and majority groups. We also want to improve overall student achievement in all subject areas.

The monthly learning checks administered at Dixie show our progress in improving instruction still the installation of the Smart Classroom Technology. The chart below shows our February 07 results compared to our February 08 results in classrooms that received the Smart Classroom Technology.

Total Academic Index	06-KCCT	Feb. 07	Feb. 08	07-08 GOALS
Reading (4th)		65.22	85.4	110
Reading (5th)		91.83	100	119
<b>Reading overall</b>			<b>96.03</b>	<b>113</b>
Math (4th)		67.08	87.7	110
Math (5th)		87.61	116	112
<b>Math overall</b>			<b>103</b>	<b>112</b>
Science (4th)		88.03	87.9	110
Social Studies (5th)		107.9	116.4	120
Practical Living (4th)		103	114	92
Arts & Humanities (5th)		58	124	110
Writing			102.1	105
<b>Academic Index</b>		84.7	102.7	<b>111.1</b>

KPR gap data will be available in the fall of 08.

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

New teachers will be trained on the use of the technology. Staff development for next year will focus more on implementation to enhance instruction. Since the project has been so successful, Dixie hopes to be able to extend the installation of Smart technology into additional classrooms. We will be actively searching for additional funding.

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

The technology was installed by the company. The installation was very smooth and caused minimal disruption to the instructional program. Fayette County was very responsive to installing the needed electrical outlets in our ceiling. To date, all professional development has been provided free of charge by the company. We hope that as our skills grow in the integration of technology into classroom practices, that we will be able to access additional PD through our district technology department.

**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

Yes, the grant was very helpful. It has had a positive impact on student achievement in our building. Teachers are excited and energized by the new avenues they are exploring to enhance learning opportunities and to bring the content alive for children. Other staff members are anxious for the opportunity to provide this mode of instruction to their children. We are very hopeful that Fayette County will be able to afford us this opportunity again in the future!

School: Garden Springs Elementary  
 Evaluator: Savana Rowe, Amber McClellan

1. Briefly describe your school’s project and how you are implementing it.

Garden Springs had an achievement gap in Math at the intermediate level. Using the PAS practice probes, Successmaker software, and an online Math software, First in Math, students at the intermediate level were given more frequent access to these above mentioned software programs. With accessibility to more computers, students were able to increase Math skills. Because of the grant, Complex “mini-labs” have been established in the intermediate pods and added classroom computers allow larger numbers of students to work at the same time. The completion of an additional laptop cart gives the classroom teacher the flexibility to use computers for an extended period of time within the instructional day. Because of the additional technology at Garden Springs, student achievement in Math is higher.

2. Describe PD that was done for your teachers.

Teachers at Garden Springs have already been trained on 2 of the 3 programs used in our grant. The PAS test and Successmaker were used last year at Garden Springs and teachers had the advantage of already being in serviced on PAS test and practice probes. Because teachers were already comfortable with the existing software, PD required was minimal and therefore allowed teachers more time to actively engage students in learning. The Math specialist had been trained in Successmaker and helped to guide teachers with reports and strategies on an individual basis. Collaboration in the computer lab between the Math Specialist and classroom teacher facilitated needed Math intervention. The “First In Math” online program provided its own PD for teachers using this software. As a result, students scored so well, the wining team was awarded a trophy. Teachers and students are excited about this program and continue to be motivated to greater Math achievement next year.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The table below shows percentage of intermediate students scoring novice, apprentice, and proficient on PAS Math tests given at Garden Springs in the 2007-08 school year. Our goal was to have 85% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders score proficient. The mean for these 3 grades in Spring PAS testing is 86% thus achieving our goal.

3rd Grade	PAS Math		
	Fall	Winter	Spring
<b>Proficient</b>	83/107= <b>78%</b>	91/107= <b>85%</b>	100/109= <b>92%</b>
<b>Apprentice</b>	16/107= <b>15%</b>	11/107= <b>10%</b>	7/109= <b>6%</b>
<b>Novice</b>	8/107= <b>7%</b>	5/107= <b>5%</b>	2/109= <b>2%</b>

4th Grade	PAS Math		
	Fall	Winter	Spring
<b>Proficient</b>	83/103= <b>81%</b>	79/105= <b>75%</b>	86/102= <b>84%</b>
<b>Apprentice</b>	14/103= <b>14%</b>	16/105= <b>15%</b>	12/102= <b>11%</b>
<b>Novice</b>	6/103= <b>6%</b>	10/105= <b>10%</b>	6/102= <b>5%</b>

5th Grade	PAS Math		
	Fall	Winter	Spring
<b>Proficient</b>	66/89= <b>74%</b>	84/96= <b>88%</b>	78/95= <b>82%</b>
<b>Apprentice</b>	7/89= <b>8%</b>	9/96= <b>9%</b>	9/95= <b>10%</b>
<b>Novice</b>	16/89= <b>18%</b>	3/96= <b>3%</b>	7/95= <b>8%</b>

Cumulative gains for intermediate students using Successmaker are shown below:

Grade	% Questions correct since IPM	Gain since IPM	Current grade level	# of Sessions since IPM
3rd Grade	74	0.73	3.97	57
4th Grade	74	0.95	4.48	81
5th Grade	75	0.72	5.02	64

Although intermediate students did not answer 80% of questions correctly as proposed, students have made over ½ year gain since placement in IPM and are working on grade level. As skill level progresses, difficulty increases causing % correct to decrease.

First in Math standings for Garden Springs can be viewed online at: [www.firstinmath.com](http://www.firstinmath.com) with a logon and password. Teachers routinely check students' progress with an administrator logon.

To date:

- 2 of our 3 teams are ranked in the top 20 schools (for 5<sup>th</sup> grade) in our district area.
- 2 Garden Springs students are ranked in the top 20 players for the state.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

Next year, we will look at the test scores to see if we need to reevaluate how we would like to use our Math software. At this time, we have built additional time for Successmaker in our master schedule and this combined with more computer time in individual classrooms, in grade level pods, and laptop carts, we hope to continue to impact learning. Participating students in "First In Math" have been rewarded with free food coupons and a trophy to the winning team. There is also a pretest-post test option provided that we will use with students next year so gains can be tracked. In conjunction with McDonald's, we look forward to using this exciting program again next year.

We do feel however that with the addition of document cameras and projectors for each classroom, teachers will better be able to model and lead instruction in Math as well as all subject areas.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

Technical problems have been minimal.

- a. We have had some issues with our laptops running Successmaker efficiently. It seemed to take longer than usual to connect with the district server and even then there were issues with connectivity.
  - b. Teachers and students are excited about having more computers available for learning. We did however have a problem with physical space in our building and enough tables for our computers. We are still seeking tables for our machines. We are currently trying to use student desks pushed together to store computers. As a result, some computers were not able to be placed as we wanted. Any available computer tables would be greatly appreciated and used as well as flat screen monitors.
  - c. Flat screen monitors would have been a better choice for our pod computers as they are space savers and would allow easier mobility within the pod.
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Garden Springs definitely benefited from receiving more computers and the completion of the laptop cart. There was a need for more computers to help bring us up to speed. However, the grant writing process was time consuming and took folks away from “kids”. To make it easier for schools to receive much needed state of the art technology, a simple needs list and intended use should be enough to warrant consideration. At that point, support services including district microcomputer specialists would evaluate, investigate, and ultimately decide to honor or deny requests for technology equipment. This process should be based on current inventory of state of the art technology in place (need) as compared to other schools in the district to create a more equitable technology environment for children.

School: Glendover  
Evaluator: Larry Tipton

1. Briefly describe your school's project and how you are implementing it.  
We had Smart Boards installed in all third, fourth and fifth grade classes. We also had one installed in our Special Education room for intermediate students. Each classroom teacher who had a Smart Board in her classroom also was provided a new Dell laptop to facilitate effective use of the Smart Board with their students.
2. Describe PD that was done for your teachers.  
On April 29, 2008 a two hour professional development activity was held at our school. The Smart Board representative trained teachers on how to effectively use the boards for instruction. Topics included : basic functionality, available software and it's use, lesson planning and delivery, and internet sites for future reference and resources. More training is scheduled for August, 2008.
3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.  
We only have had the training for one month. We have not yet had an opportunity to evaluate the program's impact on instruction.
4. Do you need to make any changes in your project for next year? If so, what do you need to change?  
Due to the overwhelming positive responses to the Smart Board technology by staff, parents, and students, we will continue to search for funding to expand the technology to all primary classrooms and special area classrooms.
5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.  
Our only issue to this point is the problem of a circuit breaker continually throwing during high usage of the Smart Boards. We feel this is due to older wiring and have involved the maintenance department in helping us deal with the problem.
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available? Yes, the grant was very helpful by providing our school the financial means to provide our students with state of the art technology. The students will benefit greatly from enhanced opportunities to learn with the help of the Smart Board technology. Yes, if funds become available we would like to apply for a grant next year!

School: Harrison  
Evaluator: Lori Gaddis

**1. Briefly describe your school's project and how you are implementing it.**

Our school, Harrison Elementary, received nineteen laptops and a mobile laptop cart for charging and storage from the KETS grant. We needed laptops in our classrooms because our computer lab is currently scheduled for each classroom to have Math Success Maker each day. The fourth grade immediately utilized the laptops for pre-writing, drafting, conferencing and publication of their portfolio pieces. The benefit of the laptops is that students can be in their classrooms with access to all writing materials and the laptops can be moved so students can receive small group instruction in changing groups with their pieces on a laptop. The writing process is smooth, natural and enjoyable for students with the aid of laptops at their desks. The value of the laptops to first grade classrooms was incalculable. They haven't had time in the computer lab due to other classes participating in our Success Maker math program. As soon as the laptops were available first grade classrooms began creating brochures for our school. The brochures featured programs, classes and teachers in our school for visitors to pick up in the office upon arrival. The students in a 2/3 classroom chose a favorite author and generated a PowerPoint presentation to show other 2/3 classes. Other second grade classrooms used the laptops to research Native American culture and create brochures for their classroom. Fourth and fifth grade classrooms researched biomes and ecosystems in their classrooms using the laptops for completion of a science project.

**2. Briefly describe PD that was done for your teachers.**

The teachers received one hour of PD during a faculty meeting explaining software available and appropriate use of the cart and laptops. Our technology specialist, Rita Dobson, presented the PD and offered scheduled time to accompany the laptops to each classroom for additional support to teachers and classrooms. The literacy coach provided job imbedded professional development when in the classrooms teaching research and software use to students and teachers.

**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

With fourth grade taking priority concerning laptop usage, portfolio scores have risen due to students going through the writing process on the laptop and time allotment for laptop usage. Both fourth grade classrooms utilize the laptops for an hour each day for each class. Prior to having the laptops, one class only had thirty minutes a day of computer time because of conflicting Success Maker scheduling. From our portfolio scores this year, our number of novice and apprentice portfolios has decreased and the number of proficient portfolios has increased.

### Portfolio Scores - Harrison Elementary

	<u>2006-2007</u>	<u>2007-2008</u>	Decrease/ Increase
Novice	1	0	-1
Apprentice	22	11	-11
Proficient	9	25	16

This increase in proficiency occurred due to the ability to conduct small group instruction (mini lessons) while students had access to portfolio pieces. Being able to immediately edit pieces helped students apply knowledge instantly.

Students' attitudes about writing changed dramatically. Before using the laptops, about 60% of students reported writing was "kind of boring". Since being introduced to the laptops for the writing process 100% of students reported being excited for writing class.

The laptops have also helped students in other grades have authentic writing and publication opportunities that they previously did not experience due to limited computer lab access.

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

We currently do not need to make any changes to our existing program but we look forward to increasing our technology opportunities for students through grant funding.

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

In our building the wireless internet connection is inconsistent so increasing our wireless routers would provide more opportunities for student success in researching information and completing work on line.

**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year?**

The KETS grant was absolutely helpful to our school! The laptops are in constant use and teachers rave about having access to such beneficial technology. Our school needs funding through RFPs to get the technology that will assist us in reaching our learning goals.

School: Edythe Hayes Middle  
Evaluator: Ransom Holbrook

1. Briefly describe your school’s project and how you are implementing it.

Originally our project was to identify up to 20 special needs students that were deficient in Reading and Mathematics. Those students would receive a laptop and specialized software so that individualize learning within and outside the school could be realized. By year’s end, the “gap” in achievement would be closed. Due to some technical issues (see 5 below), only 10 students were identified as “gap” students and the project ran within the school for the first year.

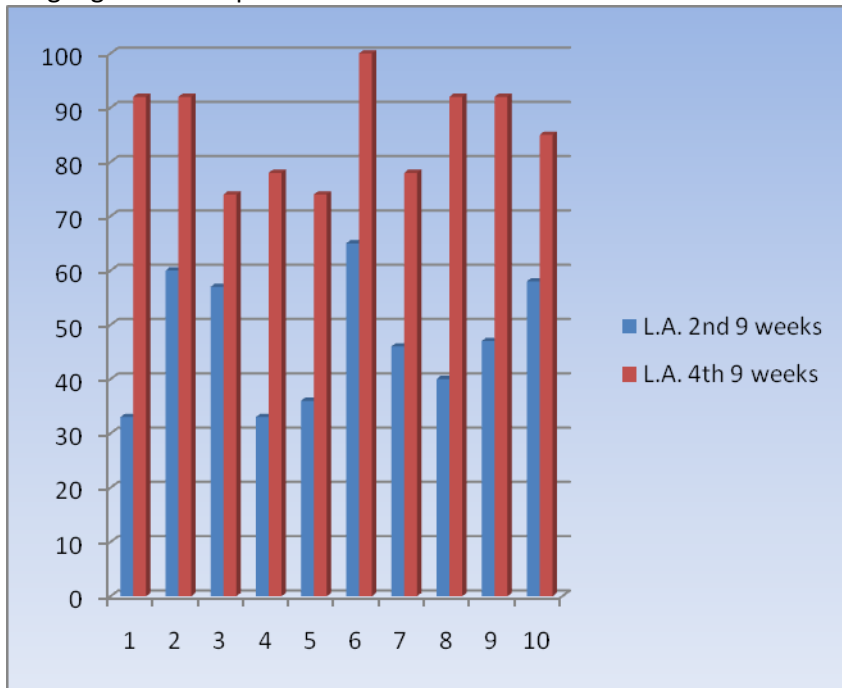
2. Describe PD that was done for your teachers.

School wide all teachers received a 1½ hour training on effect usage of student laptops to include basic troubleshooting, battery usage, and instructional specialization. Special Education and Mathematics teachers received 6 hours of training on SuccessMaker. In addition, on-going individual training was given to the teachers that were involved directly with the project.

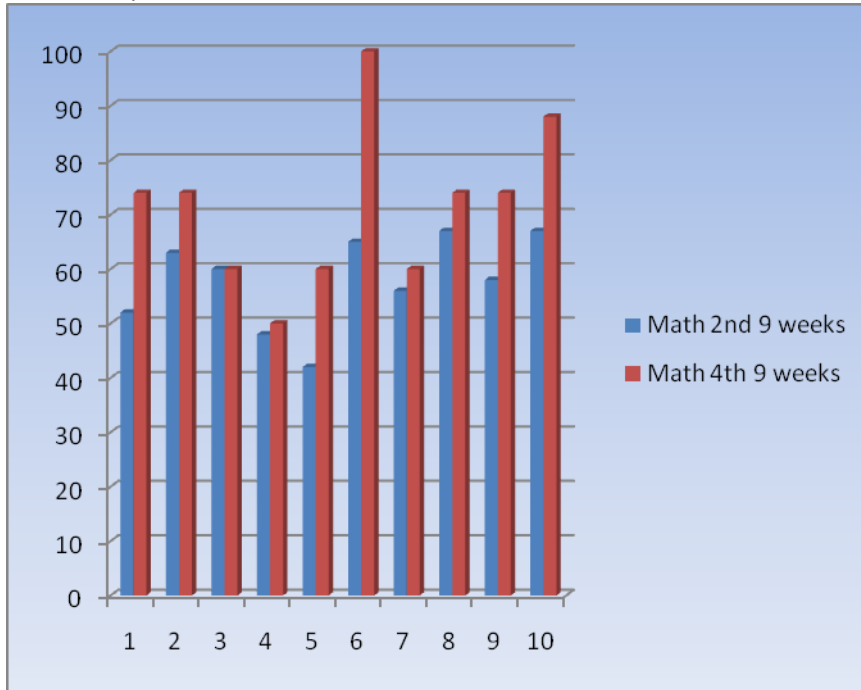
3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

With basically only a full 9 weeks of implementation, we were pleasantly surprised with the results. The 2 graphs below show the improvement of the 10 student’s Language Arts and Math grades. They speak worlds ...

Language Arts Comparison



## Math Comparison



4. Do you need to make any changes in your project for next year? If so, what do you need to change?

Actually, we need to implement the project as originally written. With most of the issues resolved, we will be ready for full implementation in August.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

- It took much longer than expected to get the laptops. We expected to get the laptops in late October, but they were not delivered to the school until mid-January.
- Once the laptops were delivered and imaged with SuccessMaker, it was discovered that our version of SuccessMaker was newer and not compatible with the district's server. It took 6 weeks for Pearson to "straighten" out the versions; by then it was early March.
- Additional issues with student accounts rights caused the wireless connection not to work outside of Fayette County Public Schools. This prevented us from sending the laptops home. We believe this issue has been resolved.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

**Absolutely!**

School: James Lane Allen Elementary  
 Evaluator: Becky Marefat

1. Briefly describe your school’s project and how you are implementing it.

We wanted the Success Maker program to help with student achievement in Math. Our school’s Math scores needed to be improved. We thought the Success Maker Math Program would benefit our students and raise our scores so we purchased the software for our school to be used in conjunction with the laptops. Students have been using the laptops and the computer lab for 15 minutes daily to implement this program. The program did not get implemented as soon as we had planned, but results show our students have made progress.

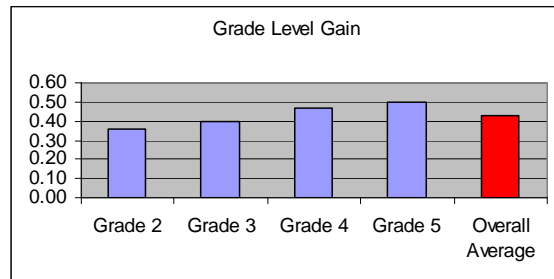
2. Describe PD that was done for your teachers.

Teachers were trained on how to use Success Maker and laptops at a faculty meeting. There has also been one-on-one training in the individual classrooms teaching teachers and students how to manage and care for the laptop cart.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

We used the Fall KCCT test results on our original grant proposal. When the new results are issued in the fall of 2008, we will be able to have a better comparison of data to see how much our students have improved. However, results from Success Maker Cumulative Performance Reports show that our students have an overall average gain of 0.43.

Months of Usage	Average Grade Level Gain	Average Time Spent	Average # 15 Minute Sessions	Percent of Skills Mastered
3	0.43	7:57	45	96%



4. Do you need to make any changes in your project for next year? If so, what do you need to change?

At this time the only changes we foresee is adding additional laptops and software licenses for Success Maker to help with scheduling or more flexible access to the program.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

The main problems we have had with the laptops and Success Maker are as follows:

1. Success Maker server sometimes does not connect when we log into the program. Our fix is to “Log-Off” and “Log-On” and the problem is resolved. Rebooting will not always resolve this issue. This occasionally occurs on the desktops in the computer lab too. This makes me think it is a server problem with Success Maker and not the laptops. Perhaps the district could work towards resolving server issues.
  2. Occasionally the network button/switch on the side of the laptop gets turned off. This button is in a bad location and is easily flipped off. The network card is by this button and is easily released as well. If additional laptops are purchased, perhaps another style/design could be suggested.
  3. We have had a challenge with headphone storage. We finally found a rack that is working fairly well. Perhaps the wires are too long and or they should have been coil style. Maybe the district could recommend to schools a more manageable headphone and one that is not so bulky. If the school is able to purchase additional headphones in the future, we will need to be more aware of what style we purchase.
  4. The Success Maker log-in screen does not fully display on the laptop screen. We have to enter our username and tab to password in order for the password box to display on the screen. The district is aware of the issue and is working to upgrade program.
  5. At times the Success Maker program freezes or will not accept the correct answer. We are monitoring the questions to see if there is a pattern. This problem could be related to server issues.
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes this grant has been a great benefit to our school. Not only has it been used for Success Maker, but also in the classrooms to support curriculum. This equipment has given our teachers opportunities to implement technology into the curriculum within their individual classrooms. I believe our students would benefit if the KETS RPF were continued next year.

School: Jessie Clark Middle School  
Evaluator: Beth Roberts

1. Briefly describe your school's project and how you are implementing it.

Our project was to provide sped students with laptops to help them improve their reading scores. We installed R&WG8 on these laptops and put them in rooms where students and teachers would have easy access. Our grant was for 30 laptops and 2 carts. We purchased 1 cart so the net result was that we were able to provide a laptop cart w/10 laptops for sped students at each grade level. JCMS PTSA purchased 30 headphones to complete the carts.

2. Describe PD that was done for your teachers.

We had scheduled PD with Jason Carroll, but the day he was to come turned out to be a snow day and we were unable to reschedule with him so Courtney Williams, our Occupational Therapist did most of the teacher training. She was an excellent trainer and as it turned out I think the teachers received a more thorough, hands-on training with Courtney and she was available to provide follow-up assistance as needed.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The evaluation for our project is being done by analyzing the reading scores for students who have disabilities in learning check assessments throughout the school year and in CATS testing data that we will receive in the fall. Both learning checks this school year fell before implementation of our project. We began using our laptops with Read and Write Gold software mid-February and were able to prepare a pilot group of students to complete the state testing using the software. We will be closely monitoring their testing data in the fall. We will also use the learning check data already acquired in comparison to data next school year to determine the program's impact on reading test scores. The graphs will be coming via the courier as it is difficult to get them from the goal calculator into a separate document. (The sheet gets the data from other sheets in the book and it can't be separated. We cannot send the whole goal calculator excel book because it has confidential information.)

4. Do you need to make any changes in your project for next year?

We are "good to go" for using these laptops with R&WG8 as soon as the school year begins. If we are able to access Reading Plus we will use them for that, as well. We need to stay the course and look at test results as they are available to evaluate the progress that is being made by these students. If changes need to be made we will make them.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

Wireless connectivity: JCM has as many strategically placed wireless access points throughout the building as FCPS has deemed appropriate. Unfortunately, the transmission signal is not always strong enough to reach necessary classrooms. In the event that a classroom needs a wireless signal to use student laptops on any given day, the teacher first checks for an adequate signal, and then, if needed, moves the nearest

access point to his/her classroom. It is for this reason that wireless access points at JCM cannot be mounted permanently. This is the only problem that we are aware of with the wireless signal at JCM.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes, the KETS grant was extremely helpful and absolutely the district should put out another KETS RFP next year.

Comment: For the RFP that was granted I felt that we used every penny of our grant wisely. It was easy to do because the prices came directly from the KETS Contract List. We did not have to pay for the software and the PTSA bought the headphones.

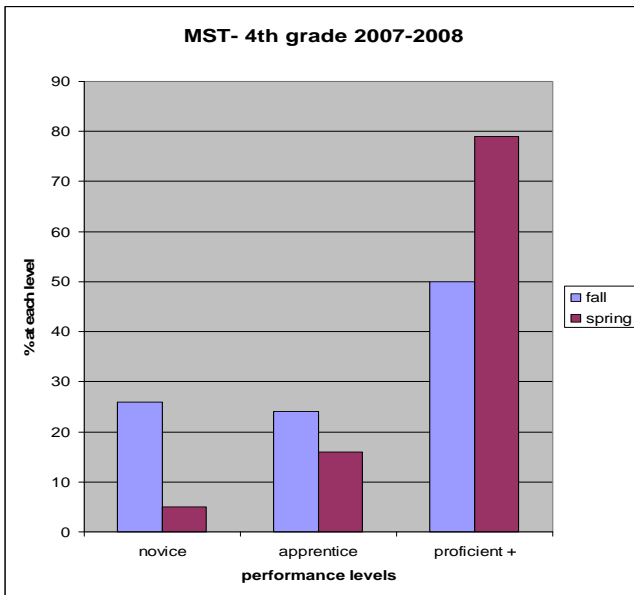
Our 2nd RFP was for projectors, wireless slates and document cameras. I was amazed at the wide price range for each of these items. Each vendor was extremely competitive and if I found a lower price it wasn't hard to get SMARTEd to meet it, but, it takes time to find the best price and then to play one vendor against another. I felt that I did a pretty good job and that if JCM had been granted the 2nd proposal we would have gotten the most bang for our buck possible. But, I did wonder how this played out across the district. Did I really find the lowest price for these items?? When you looked at the RFPs from each school did you see a range of prices for projectors, wireless slates, document cameras, etc.? Did you let schools with overpriced items on their list know that cheaper prices were available?

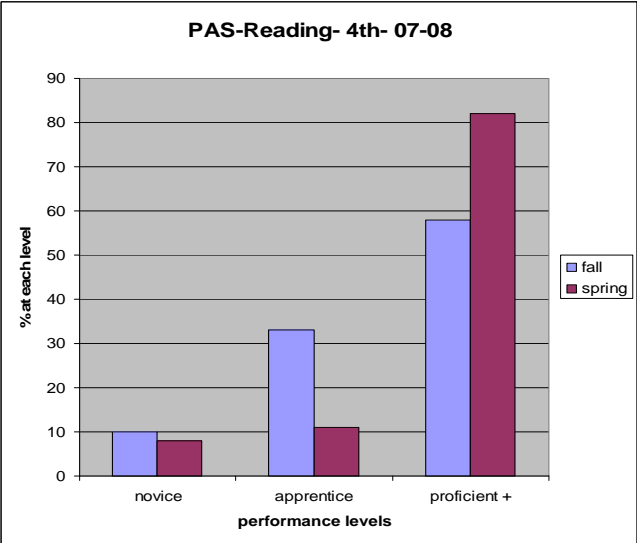
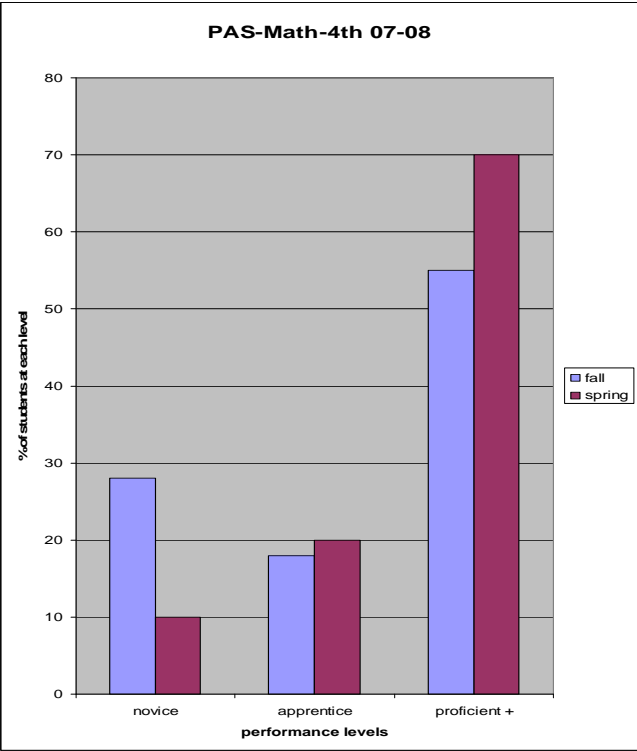
School: Johnson  
Evaluator: Frank LaBoone

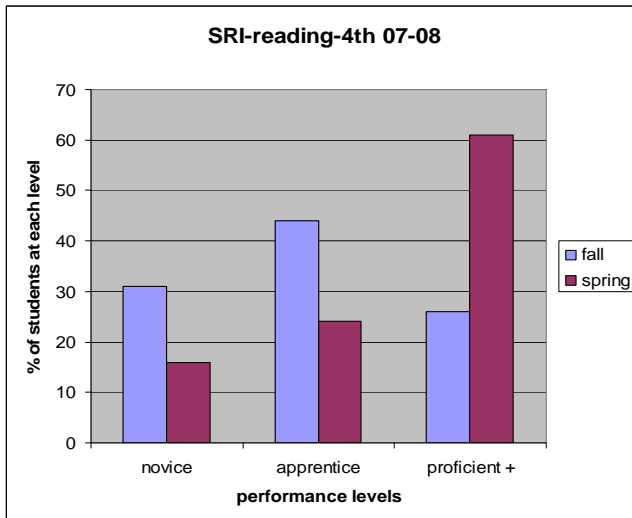
1. Briefly describe your school’s project and how you are implementing it.  
**Our school identified a significant need in the area of writing. Our students KCCT scores were fairly comparable to state and local scores using multiple choice questions as an indicator but, there were significant differences in how our students perform on the open response questions- i.e. writing. We identified the need for more student access to computers as a key to improving academic scores. We purchased 20 lap top computers for student use. We utilized them for completion of writing portfolios, on-demand writing practice, internet research, and in each writing class. While still unofficial, we have preliminary writing portfolio scores that indicate that we had no novice writing portfolios!! In addition, our percentage of students scoring at the proficient level increased to 84%...with a total writing portfolio index of 94!!!!**

2. Describe PD that was done for your teachers.  
**Our teachers and students participated in many informal professional development-hands-on training during the course of the year. We trained whole classes of students on how to use a lap top computer including the use of the touch screen, Microsoft Word software, how to access and use the internet for research purposes, etc. Most of this training was provided by the principal or classroom teachers.**

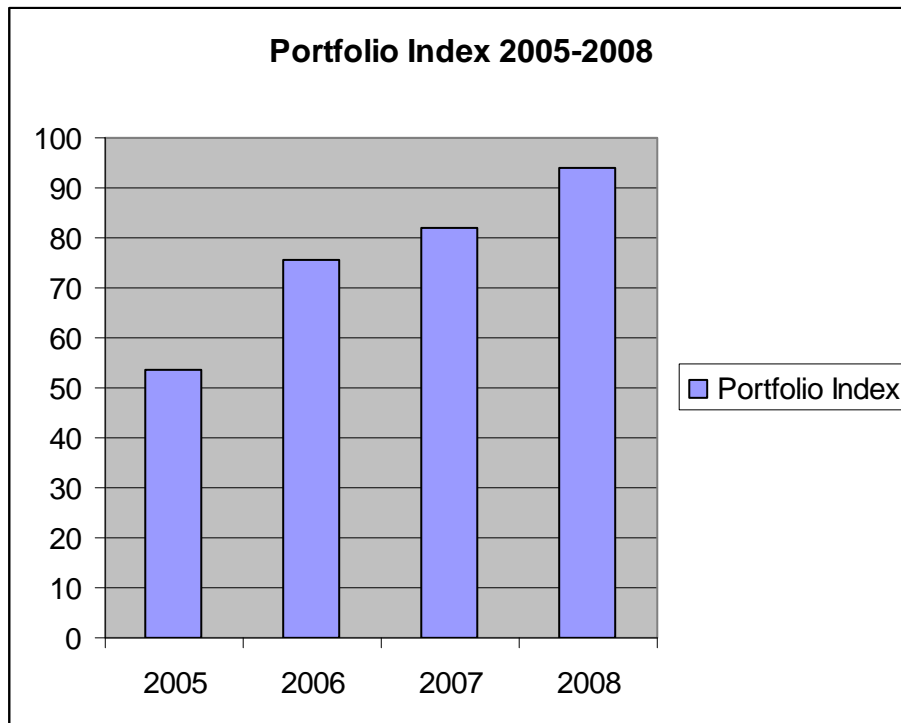
3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.  
**Academic achievement data was reviewed throughout the year. A sample of a student achievement assessment grid is attached below. We attribute some of this growth to the improvement in writing that was made possible by frequent use of the lap top computers and the professional development obtained by teachers and students. Below is a copy of 4<sup>th</sup> grade achievement in reading and math as measured by MST-math, SRI-reading, and PAS-reading and math.**







**In addition, the portfolio indices have risen each year (this year being the highest ever). Below is a graph of the portfolio index from 2005-2008.**



**It was clear to our teachers that frequent access to the lap top computers made a difference in student writing.**

- Do you need to make any changes in your project for next year? If so, what do you need to change?  
**I would recommend that students begin using the computer earlier in the year and with additional professional development.**

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

**The only technical problem we had was inconsistent access to the wireless internet connection in our building. That problem was corrected when Greg Drake authorized the installation of an additional wireless port in the intermediate hallway. After that, connection was more consistent and our students had unlimited access to the internet for research and accessing their writing portfolios on the server.**

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

**This grant was extremely useful and provided enhance writing opportunities for students. I would highly recommend using this RFP format again in the future.**

School: Julia R. Ewan Elementary  
Evaluator: Joni H. Maloney

1. Briefly describe your school’s project and how you are implementing it.

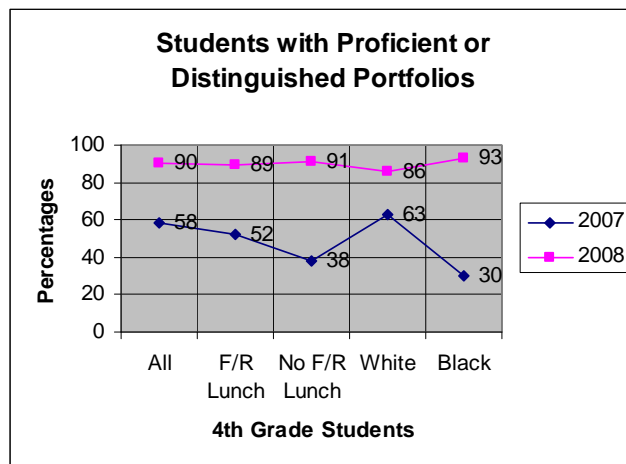
Our project involved using laptop computers for fourth grade writing portfolio development. Carts containing fifteen wireless laptops were placed in both of the 4<sup>th</sup> grade classrooms and students used the laptops to draft, revise, and edit portfolio pieces. The principal (who is a former writing specialist) conducted daily writing lessons in each of the 4<sup>th</sup> grade classrooms and assisted with student writing conferences. Students received writing instruction in groups of no more than 15 and received follow-up in small groups as needed. The laptops allowed writing portfolio development to become more efficient and students were motivated to revise and edit since the process was easier for them on the wireless laptops.

2. Describe PD that was done for your teachers.

Our teachers received a brief overview of charging the laptops and use of the wireless network. We wanted to get started using the laptops quickly, so teachers implemented the project with little training. Students were familiar with using wireless laptops in one of our computer labs, so they were able to begin using the laptops in portfolio writing immediately. Both classroom teachers and the principal were enthusiastic about using the laptops for portfolio development and this motivated the students to do well. During writing portfolio development, students received assistance from their 4<sup>th</sup> grade classroom teachers and the school microcomputer resource specialist.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

We saw a large increase in our 4<sup>th</sup> grade portfolio scores this school year! The achievement gaps between subgroups were eliminated or reduced significantly. The combination of instruction from a writing specialist, follow-up in small groups, one-on-one conferencing, and using laptops for portfolio development was extremely effective for our 4<sup>th</sup> grade students. Overall portfolio scores increased from 58% proficient or distinguished last year to 90% proficient or distinguished this school year.



4. Do you need to make any changes in your project for next year? If so, what do you need to change?

We will be moving the laptops to our new school building this summer and they will need to be reconfigured to use on our new local network. The new school will have an increase in fourth grade enrollment which will affect our ability to continue the project in the same way it was implemented this school year. The laptops will need to be shared among more classes and new staff will need to be trained. Our ability to work with students in smaller groups and one-on-one may also be impacted due to the increased enrollment. The principal, Ms. Burke, may not have time to provide instruction to all the 4<sup>th</sup> grade students because of the demands of opening a new school with larger enrollment. To accommodate more students, we will need to make a schedule for use of the laptops and plan to train new staff and students in the use of the wireless laptops and charging carts.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

We have had very few technical problems with the laptops. Our district-provided technician configured them when they were delivered and the teachers have reported no problems. When the carts and laptops are returned to the library this week, they will be inspected for problems. Our district technician will reconfigure the laptops for use at the new school.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

YES! The KETS grant was extremely helpful to our school. We will certainly apply for another grant for more laptops if given the opportunity in the future. With our increased enrollment it would be of great help to have more computers for the students to use. Thank you for the support you provided in securing the laptops for us this year. We are very appreciative and have put them to good use!

School: Lafayette  
Evaluator: Mike Wlosinski

1. Briefly describe your school's project and how you are implementing it.

**Lafayette High School's writing score was 68.92, significantly below all our other accountability trends and non-academic indicators. Thanks to the KETS grant, Lafayette High School has received a wireless computer lab for writing improvement exercises, research, ACT preparation, ILP completion, and ultimately portfolio drafting and publication through the Language Arts and Humanities Department. During the initial year of implementation, the lab was shared within the Language Arts and Humanities Department on a checkout basis. It was utilized daily, greatly relieving the inability to access technology and ensuring the use of computers throughout the writing process and measuring progress on a consistent basis. Though the composite on-demand and writing portfolio score will not be released until the fall, we already know there was over a 3 point gain in the writing portfolio score alone.**

2. Describe PD that was done for your teachers.

**After receiving the technology hardware of the lab cart and the accompanying 30 wireless lap tops, the teachers of the Lafayette Language Arts department were given training on use and integration of the computers. Teachers were shown how to properly reserve, obtain, and successfully locate the wireless lab cart in their classrooms. They were also shown how to correctly distribute the lap tops to their students within their classrooms in order to ensure accountability for each use. With the students using the lap tops, teachers also spent time in reviewing ways in using the lap tops to acquire departmental and school goals in testing and portfolio construction. Finally, review of how to properly store and charge the unit was given as a concluding portion of the professional Development.**

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

**Like the Goldberg & Russell study referenced in the application, "The Effect of Computers on Student Writing," as evidenced by instructor anecdotal and student engagement, students using computers when learning to write are more motivated in their writing and produce written work that is of greater length and higher quality.**

**Though composite writing scores of on-demand and portfolios will not be available until the fall, we have conducted a preliminary comparison of writing portfolio score from 0607 to 0708. It appears that we have had a desirable 4.5% decrease in novice scores and 4% increase in proficient scores. If we score similarly on on-demand in 0708 as 0607, LHS will potentially gain 3+ writing index points with the favorable portfolio performance.**

Portfolio Score	06-07 # of Scores	06-07 % of Scores	07-08 #of Scores	07-08 % of Scores	% celebrations
0	4	1	3	1	
Novice	33	7.5	10	3	4.5 % decrease
Apprentice	227	52	199	53	
Proficient	145	33	139	37	4% increase
Distinguished	29	7	21	6	

**A secondary and unexpected benefit was the ability to use the lab for the newly legislated on-line Individual Learning Plans (ILPs). Language Arts & Humanities teachers were able to work on a personal level with students to complete their plans. Currently over 90% of seniors have completed all ILP components and we anticipate with the help of the wireless lab to complete nearly all of them.**

**100% of teachers utilizing the wireless lab rated their experience with the lab as positive.**

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

**Since the wireless writing lab has been successful with the seniors and other levels as availability permits, we are planning to establish another lab in the building to duplicate this success for student writing and ILP completion.**

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.
- **There are no insurmountable technical problems to report.**
  - **It would be highly beneficial to have a printer for when students need to print their completed portfolio pieces for publication. Currently the teachers are saving the pieces that need immediate printing to a flash drive and finding a computer with a printer or the student is saving it to their student account and waiting to print when a machine is available with a printer.**
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes, the KETS grant was extraordinarily helpful. It had a positive impact on all seniors in more arenas than we envisioned. All seniors had computer access and teacher guidance during the entire portfolio process. As an added benefit, we were able to use any spare minutes to complete the new Kentucky ILP mandate. But this opportunity does not stop there. Currently seniors are using the lab for research projects and papers, a much needed college preparatory experience that had not been possible with limited computer access.

Additional funds from a future KETS RFP would be critical in meeting the growing technological needs our students and school are incurring. Beginning with the incoming 9<sup>th</sup> grade class, all students will be expected to complete their ILP via technology. Additionally, the Language Arts and Humanities Department have studied in depth what is necessary for continued writing growth. The answer is completing more writing in all grade levels in all subject areas. Just recently, it has become a school goal that juniors complete a full portfolio. Though not an exhaustive list, this will definitely require more technology.

**School:** Lansdowne Elementary

**Evaluator:** Karen Botts

**1. Briefly describe your school's project and how you are implementing it.**

*After examining our KCCTS data from the 2006-2007 school year, we had a 10-19 point gap between FRL and Non-FRL students in both reading and math in grades 3-5. We applied for and received a partial mobile lab. We used this partial mobile lab as an additional intervention for the FRL students in the areas of reading and math. Student worked on Success Maker, PASS practice probes, and/or additional learning programs during their scheduled time. We chose to use the mobile lab with our intervention groups in the 3<sup>rd</sup> and 5<sup>th</sup> grades. Students worked four days a week using individualized computer-based intervention program. On Fridays, the partial mobile lab was used in science or social studies classes in 4<sup>th</sup> and 5<sup>th</sup> grades to conduct internet research for group projects.*

**2. Describe PD that was done for your teachers.**

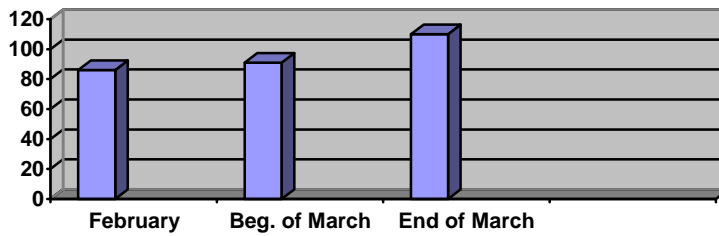
*Professional Development has been an important component in the success of the lab. Below you will find a brief description of the various PD activities that our teachers participated in:*

- *PASS practice probes: Kurt Waechter, a 4<sup>th</sup> grade teacher, trained the 2-5<sup>th</sup> grade teachers on how to create and use PASS practice probes. Teachers learned how to use PASS reports to target instructional weaknesses, then how to create a practice probe that gave students practice working on that skill.*
- *Job Embedded PD: Boyd Huffman, the computer lab teacher, provided instruction, as needed, on how to use Success Maker, the mobile lab, and the internet.*
- *KET Resources: Brian Spellman, from KET, led a workshop that showed teachers all of the KET Resources. Teachers were given KET resource books, educational websites, electronic fieldtrips and lesson plans online.*
- *Encyclomedia: Brian Spellman, from KET, taught teachers how to use Encyclomedia as an instructional tool. Teachers learned how to search for topics, download and play videos, and various search techniques.*

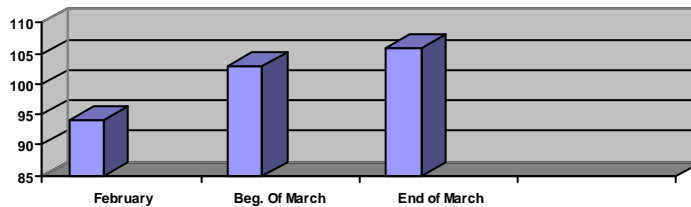
**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

*The mobile lab was a huge part of the success our students achieved this school year. Below, you will find two graphs that demonstrate the gains made in our 5<sup>th</sup> grade intervention group. The students in this group made a 12 and 14 point gain in the areas of reading and math! If this trend continues, we expect to the scores of our target students to increase dramatically.*

Academic Index for the 5<sup>th</sup> grade intervention group, demonstrating a 14 point gain in math:



Academic Index for the 5<sup>th</sup> grade intervention group, demonstrating a 12 point gain in reading:



**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

*After using the partial mobile lab for the past three months, we realized that a 30 minute time slot is not enough time for each class. Next year, we will give teachers a longer time slot to use the partial mobile lab. Additional changes will be made as the final schedule is drafted for the next school year.*

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

*We encountered many obstacles when trying to get our mobile lab up and running. First, it took a long time receive the computers. Once the computers were here, we encountered many difficulties trying to get our laptops ready. However, thanks to the hard work of Boyd Huffman, we eventually worked out the problems and everything has been working great ever since. If other schools are having difficulty getting Successmaker to run on their laptops, they should talk to Boyd Huffman; she can help them out!*

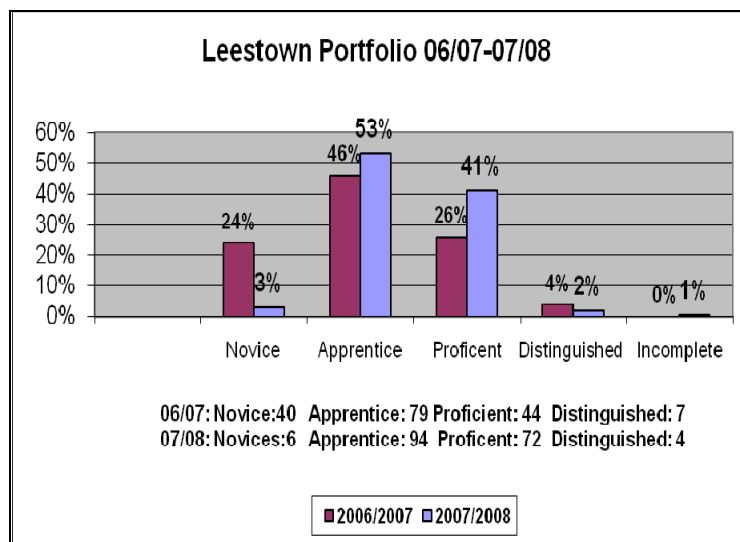
**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

*Absolutely! Being awarded the partial mobile lab was an incredible asset to our academic program. Students are very motivated to learn when using technology. Being a Title I school, many of our students do not have computers at home and even fewer have had any experience with laptops. Therefore, the novelty of this learning experience kept students excited and motivated to learn. As you can see from the student achievement graphs in question 5, the partial mobile lab was an extremely effective tool that is helping our school decrease achievement gaps.*

**School:** Leestown Middle School

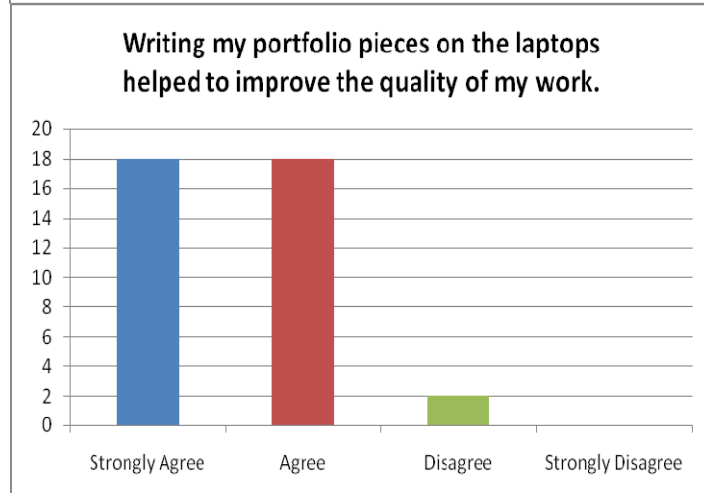
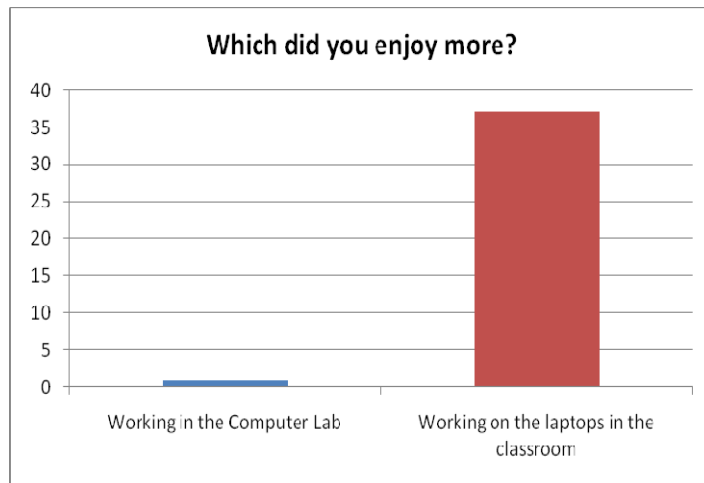
**Evaluators:** Teresa Simpson, Mercedes Harn, Stephen Holthaus

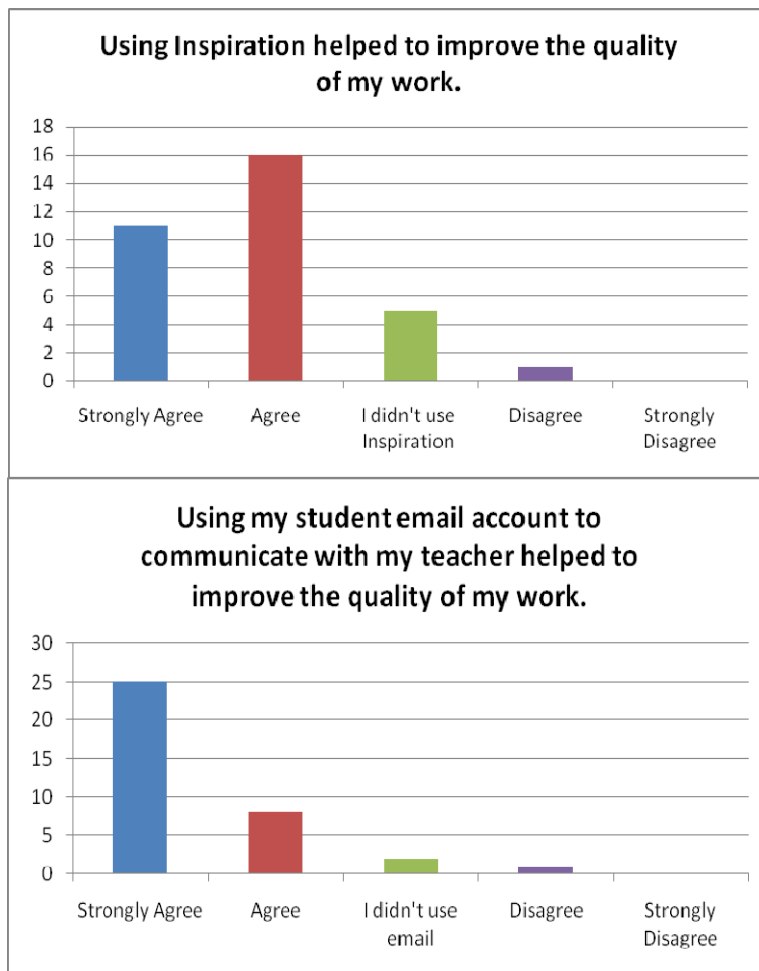
1. The project included Professional Development for the teachers involved with Writing Portfolios. The primary focus of the PD was in the use of Inspiration, using Microsoft Word's reviewing features, and in training their students to use their student email accounts to submit drafts of their writing pieces to their teachers. Once the portable computer lab arrived and was set up we required additional teacher training in proper management of the cart. We also provided training to the students on the proper handling of the laptops and we reviewed how to save and retrieve files from their user folders. The two writing portfolio teachers taught their students how to use Inspiration and how to use their email accounts to submit their drafts. We decided not to provide the PD on webquests because of the lack of time. We provided just a brief exposure to Read & Write Gold because the two teachers who would need this training for their students were already trained earlier in the year.
2. We were fortunate to have a full day to work with each content area teachers on the use of technology in their classes. The language arts teachers were trained in Inspiration, PAS and practice probes, CPS units, KET Encyclomedia and student email and tracking. The social studies teachers were trained in Inspiration, creating brochures, KET Encyclomedia, webquests and the CPS units. The science teachers were trained in Inspiration, science labs with probes, CPS units and KET Encyclomedia. These trainings were not specifically geared toward our project since they involved all teachers in the school, but we purposely wove in the topics needed for the project.
3. We decided we would present our evaluation differently than originally proposed. Rather than trying to show the increase from Novice to Apprentice and the increase in Apprentice to Proficient, etc. we thought it would be more meaningful to show our decrease in Novice scores from last year to this year and our increase in the other scores.



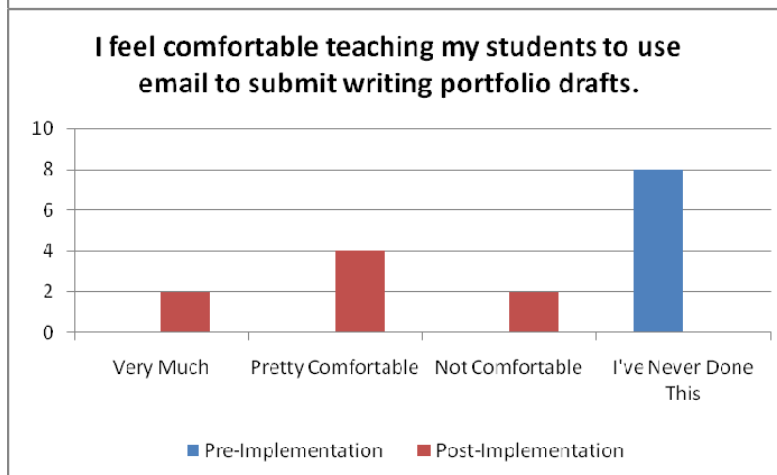
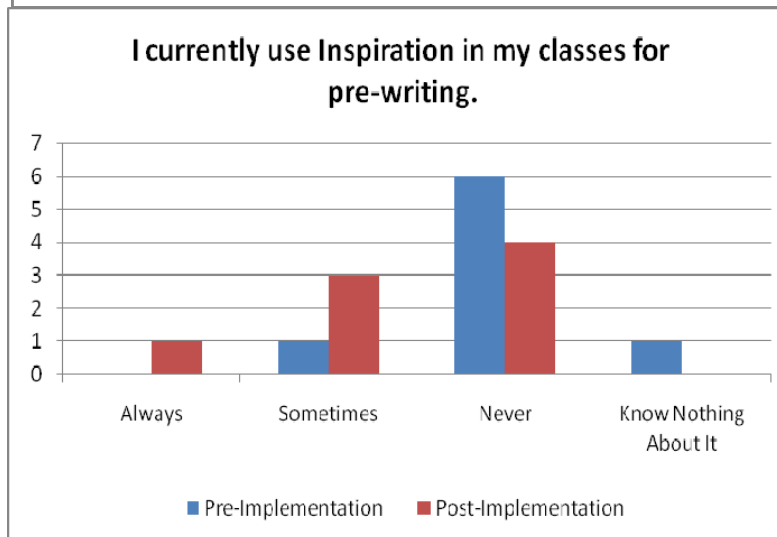
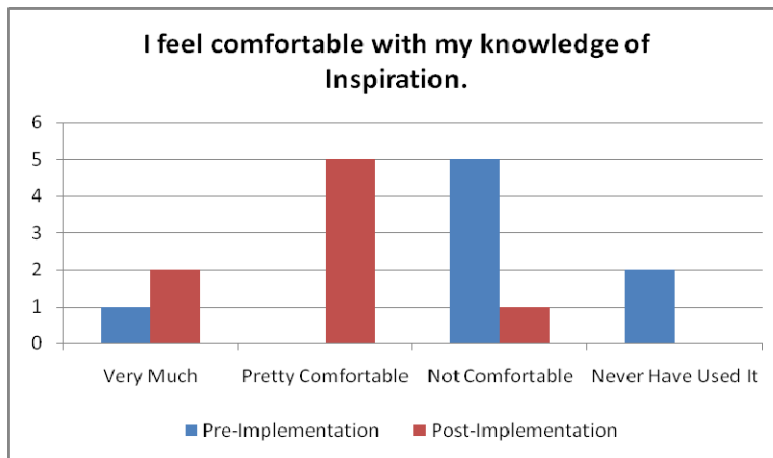
We decreased our Novice scores by 85%, we increased our Apprentice scores by 19%, we increased our Proficient scores by 64%, but we decreased our distinguished scores by 3%. Overall our scores improved by 17.96%.

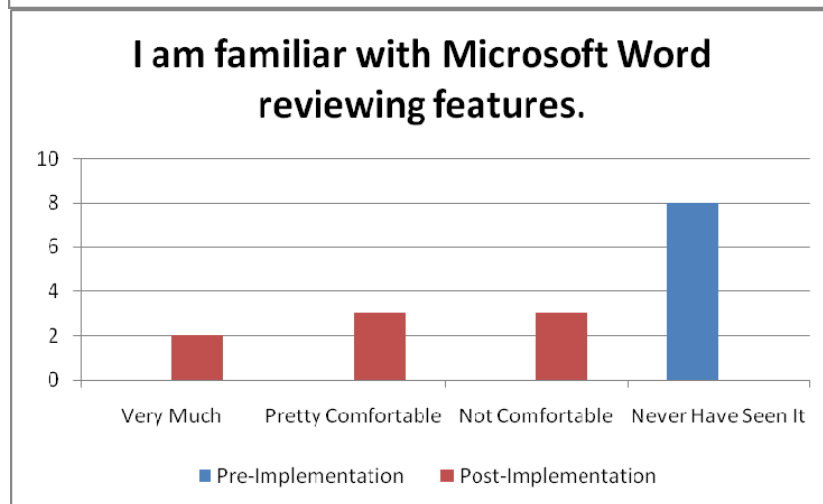
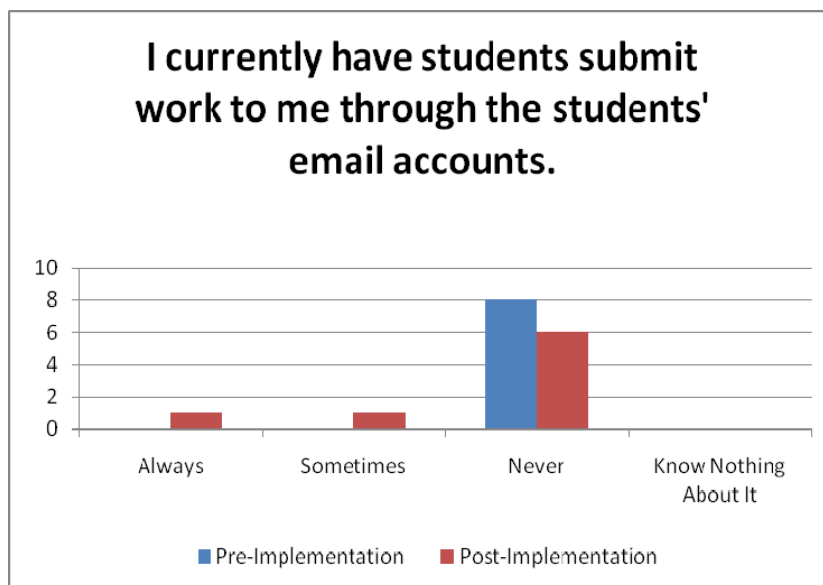
We surveyed our students on how much they thought the laptops helped to improve their writing pieces (see the attached) and found an overwhelming positive response. On the next two pages are sample graphs of their responses.





We also surveyed our teachers prior to the technology PD and then after the writing portfolios were completed. Graphs of the results that pertained to our project are shown on the next two pages.





4. We feel additional training in all of the aforementioned topics is still needed to bring all the teachers up to a comfort level.

5. Moving the wireless cart around the 7<sup>th</sup> grade hallways was somewhat of a problem because there was apparently overlap in the coverage of the wireless access points. This seemed to cause problems connecting to the network. We hope with the renovation of our school, our entire building will be wireless without the overlap issues. We hope to have technicians from the district help us with that. For next year we will need to avoid having those overlaps by turning on and off certain access points.

6. Yes, the KETS grant was very useful. It was reported to me by the writing portfolio teachers that the students were disgruntled when they had to go to the computer lab because the laptops were being used by another writing class that day. They definitely enjoyed having the laptops in their room and at their desks. We would definitely appreciate participating in another KETS RFP next year as we would like to implement this program with our sixth graders also.

School: LTMS

Evaluator: Anita Mosqueda, Julie Chevront

**1. Briefly Describe you school's project and how you are implementing it.**

Our school's project for this year included the purchase of document cameras for the special education department. The main goal for this equipment was to help increase the reading levels of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students with disabilities by consistent exposure to written text throughout the school day, as sole means of communication. Students relied on printed materials for directions, assignments and all aspects of learning when in reading class. Advanced organizers, journal openers, stories and strategies were all provided in printed form daily.

**2. Describe PD that was done for your teachers.**

Professional development was provided by our reading specialist to all special education teachers. Integration of print into various reading strategies by using equipment was the main focus of each workshop. A total of 3 workshops of 1 hour each was offered throughout the school year. Also included in these sessions was care of equipment, demonstration of a various uses, discussions with brainstorming ideas as well as review of student work. Finally, analysis of best practices was reviewed.

Anita Mosqueda served as a back up resource for teachers involved, STC and STLP served as back up maintenance and support.

**3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs and/or tables as needed.**

Due to the sensitive nature of the group of students and teachers using the document cameras, all evaluation results were sealed, however the following information was supplied:

Students were monitored reading two times per weekly as required in special education. All teachers have their actual data boxed now and sent on to the students' next grade level or high school, as with compliance with the law. Each child we teach in reading has individual goals; each goal is monitored by each teacher twice weekly.

**4. Do you need to make any changes in your project for next year? If so, what do you need to change?**

No changes are needed at this time, all teachers are extremely happy with their equipment and are reaching the goals that were implemented. We are planning on requesting more for our Language Arts classrooms, because the cameras have been such an asset!

**5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems?**

The only problems we encountered were general set up issues. Adjusting the image of the camera seemed to be the most predominant. Everything was corrected in house by the STC and/or STLP students, via requests to the online ltms helpdesk.

**6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

The KETS grant was very helpful to our school. Our technology needs are numerous as with most schools. With the grant we were able to provide much needed equipment to enhance lesson delivery and help improve students' reading abilities. As we know, quality instruction is key for success, students with disabilities benefit greatly from additional support and the document cameras we were able to provide were extremely essential in this process!

School: Mary Todd Elementary  
Evaluator: Stephanie Rankin

1. Briefly describe your school's project and how you are implementing it.

Our project was designed to improve our school writing instruction and student performance school-wide. It included developing a portable school writing lab which includes 21 laptop computers with the organizational writing software (Inspiration for intermediate grades and the stationary school computer lab and Kidspiration for the primary grades) installed on each computer. The lab was developed and used for in-class writing instruction. However, the software was received and installed on the portable lab computers well after the writing process and instruction had begun. The lab itself has proven to be of great success both for the efficiency and effectiveness related to writing instruction and student achievement outcomes.

2. Describe PD that was done for your teachers.

Professional Development was provided through in class embedded instruction that provided the teachers with instruction on the proper procedures and care of the portable lab to insure it's longevity. Classroom modeling was also provided for the purpose of introducing the teachers and students to the upgrades for Microsoft Office 2007.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The leadership team and 4<sup>th</sup> grade teachers collaboratively conferenced with students to insure all students' instructional needs were met in the writing process in order to achieve our goal of 90% proficient and distinguished portfolio pieces. The 4<sup>th</sup> grade classroom teachers monitored student performance and conferenced with students weekly to determine progress towards the goal. The teachers requested additional support from the leadership team as needed throughout the process.

Objective 2: The 5<sup>th</sup> grade classroom teachers monitored student performance and conferenced with students weekly to determine progress. The teachers requested additional support from the leadership team as needed.

Objective 3: The PSA, Stephanie Rankin and/or TIS, Terry Cottengim will develop a monitoring tool that each K, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade teacher will check off, sign, and turn in documenting the purpose and amount of time the software (Kidspiration or Inspiration) was used for developing writing skills.

The TIS developed a timeline for the acquisition of laptops, software and PD for this initiative and all but the software PD has been completed. The PSA and/or TIS will request necessary training on the software and will provide the PD to the teachers on the software in August/September 2008.

The evaluation data that is currently available is the 2008 preliminary writing portfolio data as follows (note the progress over 2 year increments):

	2004	2006	2008
<b>Novice</b>	6	0	0
<b>Apprentice</b>	36	23	11
<b>Proficient</b>	14	27	41
<b>Distinguished</b>	0	2	5

A noted impact on instructional practice was the efficiency of the portable lab provided to each classroom. The portable lab allowed concentrated classroom instruction and practice for all kids within the classroom, thus preventing valuable loss of instructional time that was typical in previous years due sending students throughout the building to available computers or workstations.

4. Do you need to make any changes in your project for next year? If, what do you need to change?

We do **not** need to make any changes in our project for next year.

5. Describe any technical problems our school encountered and tell what the district can do to help solve those problems.

We encountered a problem regarding a need of a safe place to save the students documents and writing pieces. We received district support from Erin Ladd who provided an S-drive on our server specifically used for saving student work.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

The KETS grant was extremely helpful for our school. Because of our demographics and large percentage of children from poverty, we continue to have many needs across all areas. Due to the multiple needs of our student population, we continue to search for and secure outside funding. Without additional funding opportunities, many student needs would go unmet. The KETS RFP was extremely helpful for our students. If this process is viewed by IAKSS as meeting the needs of all students and schools, then we would support another KETS RFP, when funds permit.

School: Maxwell Elementary School  
Evaluator: Adam Brewer

1. Briefly describe your school's project and how you are implementing it.

The grant for Maxwell provided 28 laptops and a cart to the school. These laptops are intended solely to help 4th grade students develop their writing portfolios. Students were able to use these computers to revise and publish most of their portfolio pieces. The grant proposal indicated that they would be using them for the entire writing process, but by the time the laptops were usable, all the pieces had been mostly developed and students were in the final stages of writing.

2. Describe PD that was done for your teachers.

Due to the arrival time of the computers, little PD was done for teachers. They were given instructions on how to care for the laptops and keep them charged, but no instruction was necessary on how to use the software and hardware for the editing and publishing stages of the portfolios.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Unfortunately, we have limited data due to the time the laptops arrived. Laptops were not available until the first of March, so we had no pieces that we could write from beginning to end using a computer. The students made extensive use of the laptops to help with the editing and publishing stages, but most revision had already been completed by that time. The one definite advantage that we can attribute is greater student access to computers due to the laptops. We could allow more students to type the pieces if they chose to do so without taking up computers in the mini-lab or library. This allowed those classes to run as scheduled as well. Our writing portfolio scores did improve greatly from an 87 index in the 2006-2007 school-year to a 106 index this school-year. I cannot say with any certainty that this project caused that increase, but it certainly did not hurt the results.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

We certainly need to implement the project fully as described in our proposal. Due to the late arrival of the laptops, little data can be accurately obtained regarding the use of the laptops affecting our writing portfolio score. We will also fully implement the professional development activities that will allow the teachers to utilize fully the features of Word and Inspiration that are described in the original proposal.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

The biggest problem we had was a connection issue. We could get no more than 12 laptops to connect in the classrooms at any one time. The access point is placed directly outside the classrooms that were using the laptops, but we could never get the whole class logged in at one time to use the laptops. If the library was free, we could send the cart with the rest of the students there to login, but the same limitation of 12 connected computers at any given time still existed. I don't know if newer access points would alleviate the issue or not, but I would like to try. At least a new one for the 4th grade corner and the library. The current ones could be placed in the opposite corners to alleviate current dead spots as well.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Absolutely! I think any sort of funding of this nature can only help schools. It also forces us to be more accountable with how we implement technology and gives relative value to projects that schools propose. Thank you for the opportunity to do this sort of thing. Any time more thought is put into how money is spent and how people are held accountable for the spending is a good thing.

School: Millcreek Elementary  
Evaluator: Gina Bernard, PSA

1. Briefly describe your school's project and how you are implementing it.  
Our school purchased 5 Smart Boards, 5 presenters, 5 mobile carts and 5 document cameras with the funds from the grant. One teacher per grade level has one set in her room but shares with the entire team. The equipment is used daily in at least one classroom per grade level.
2. Describe PD that was done for your teachers.  
One of our Millcreek moms is a Smart board trainer and was able to come to 2 different sessions to help teachers become familiar with the Smart Boards. She taught them the basic skills needed and showed them various websites that were helpful. In the fall, most of the Millcreek staff did not know what the Smart Boards were or how to use them for instruction. Also, a 5<sup>th</sup> grade teacher, Jennifer Ayers, used her leadership component for her KTIP program to train teachers on how to use the document cameras and the entire system to increase the rigor of instruction. She had several teachers come to her to watch her use the system during class and after school for advice.
3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.  
Our data will be supported by the 2008 KPR that will arrive in the fall.  
PAS and GRADE Scores across the board rose in each classroom. Teachers that used the Smart Board's during ESS found their PAS scores have risen to a higher level (10% more ) than those that did not use the technology for instruction.  
Our informal observations indicate that students do respond positively to the Smart Board, and COW system by paying attention and focusing on instruction. We have seen student engagement go up. Students love to go up to the Smart Board during lessons and we can tell this by their enthusiasm and eagerness.
4. Do you need to make any changes in your project for next year? If so, what do you need to change?  
Due to new staffing, I will conduct some afterschool trainings for the new teachers. I will also invite our parent Smart Board expert to come work with the teachers to help them take the technology to the next level. In a perfect world, I would like to try to find funds for buying more COWs and Smart Boards, especially to be used in early Primary. I need to create a way to sign out the systems per grade level that is fair and easily managed. Up until recently we have just been working it out verbally with the team. Perhaps using Sharepoint or our website to check out the equipment on-line will help teachers plan from home or school.
5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

We really had no problems. We did not receive a lot of information about the timeline for shipment, etc. but other than that, we had no problems.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Absolutely! We are still behind in the technological race. There is so much new with technology that helps increase learning. We would not have been able to fund any of this without the grant. I wish there was a way of putting in more advanced systems in each classroom. Smart Boards are best mounted on a wall with projectors in the ceiling, etc. Most new schools have their computers, tv's and other technology all easy to use by students and staff. I would love to have the funds to buy a mobile lab for our 4<sup>th</sup> and 5<sup>th</sup> graders to use for research and portfolios.

School: Morton Middle School  
Evaluator: Neva Christensen

1. Briefly describe your school's project and how you are implementing it.  
Our school requested five "smart" classrooms (minus the board) for five seventh grade classrooms. They are used to 1) increase efficiency, enabling teachers to draw upon a variety of ICT-based resources; 2) extend learning by using more engaging materials to explain concepts; and 3) transform learning by providing learning styles stimulated by interaction. This increased visualization elevates interactivity with students. The increased reflective dialog among students and teachers around this focal point (i.e. the document camera and projected learning sites and materials) contributes to learning. More time is given to instruction, when student work and/or examples are immediately available for instructional purposes. In addition, all seventh grade teachers received training in critical thinking and as-needed training on the use of the new equipment.

2. Describe PD that was done for your teachers.  
Lucinda Sanders conducted a critical thinking PD seminar for all seventh grade teachers. In addition to the information received at the training, teachers were given an open-ended resource for additional information or training from Ms. Sanders, as needed by individual teachers. This opportunity will continue next year, as needed by teachers. In addition, teachers received individual as-needed training on the use of their equipment.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

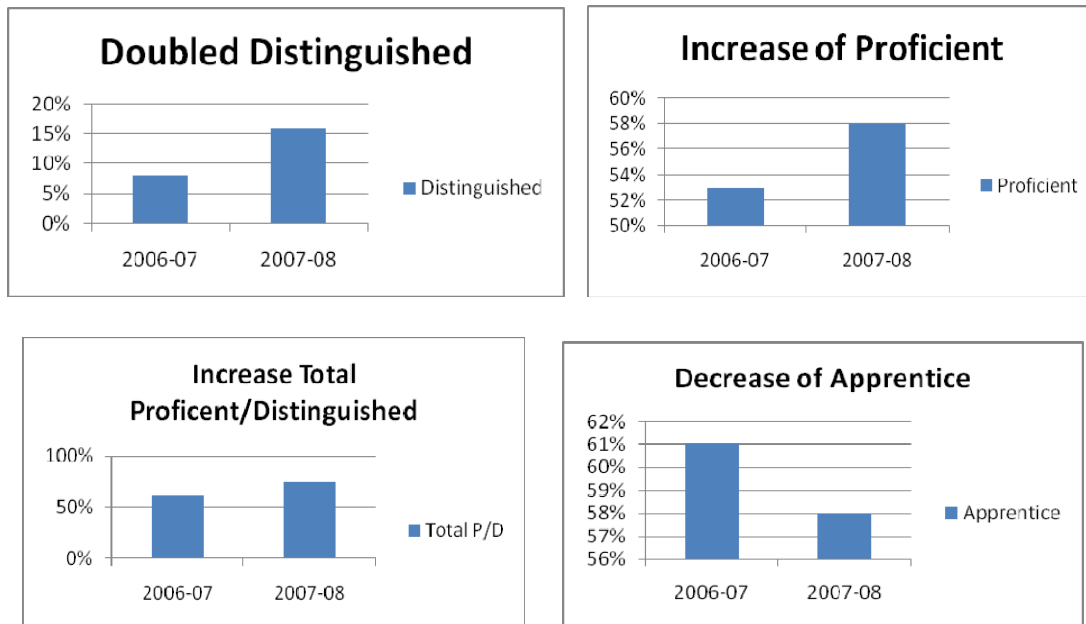
Formative Evaluation:

Each of the teachers expressed the significant impact of the use of this technology on their teaching practices. Information classroom observations indicated a high use of the equipment, in many cases daily use. The feedback on the PD was 100% positive. Additional time for lesson designs with a critical thinking focus is a future need. In addition, a note-taking strategy was presented that could be used without further planning. Teachers are individually developing best-practices teaching strategies, but they have not yet been formally documented.

Summative:

Writing Portfolios

The results, with the exception of portfolio scores, will not be evident until next year when CATS scores are released in Fall, 2008, and Fall, 2009. However, language arts was a key area in the formative assessment. The percentage of Distinguished Portfolios doubled!!!! The percentage of Distinguished Portfolios increased from 8% in 2006-07 to 16% in 2007-08! The percentage of Proficient Portfolios increased from 53% in 2006-07 to 58% in 2007-08! In other words, the percentage of Distinguished/Proficient Portfolios increased from 61% in 2006-07 to 74% in 2007-08 --- almost three-fourths of our 7<sup>th</sup> graders! Equally positive was the decrease in percentage of Apprentice Portfolio from 39% in 2006-07 to 26% in 2007-08! (Both years had no Novices.)



Science Scores: Available Fall, 2008

Social Studies Scores: Available Fall, 2009

Technology Skills: On-going

4. Do you need to make any changes in your project for next year? If so, what do you need to change?
  - We have high expectations for the continuation of the project. We will gain many advantages from having the equipment from Day 1 of the school year. PD proved to be a challenge to schedule. Every day it was scheduled ended up as a snow day. Hopefully, teachers will take advantage of the offer for continued support from Ms. Sanders. In addition, we plan to schedule a group meeting in which teachers share strategies they have used as they incorporated this technology into their instructional practices. This second session will occur next school year when the 7<sup>th</sup> grade teams are set.
  - Since the project was so successful for the 7<sup>th</sup> grade classrooms, we would like to create “smart classrooms” in each of the classrooms of the building. Even teachers who are self-professed “technophobes” have expressed an interest in having this resource in their classrooms.
  - We obviously need a significant amount of funds to accomplish this. We hope to include these classrooms in an RFP for next year and/or enlist the support of our PTSA.
  
5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.
  - It took an inordinate amount of time to get the projectors mounted. The district services were so back-logged that the equipment sat in the principal’s conference room for months before it was mounted. In addition, communication regarding when they

were coming was non-existent. Had the TRT not accidentally been at school on a Saturday morning, the equipment would have been incorrectly mounted to the classroom teachers' specifications. Above all, we need to improve communication so that schools actually know when to expect the work to be done. We were kept in the dark for months, with strict orders not to ask about when the work would be done.

- We neglected to include classroom speakers in our RFP. The volume is insufficient without using the TV for a volume source. We desperately need to get speakers for these classrooms.
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?
- Yes, the grant was helpful. The 7<sup>th</sup> grade teachers are all emphatic with the positive impact this equipment has had on their instructional practices. Additional funds from a future KETS RFP would be very helpful in expanding this project to benefit all students in all classrooms.
  - In addition, additional funds from a future KETS RFP would be extremely important in replacing our woefully out-of-date portable laptop lab. The two computer labs and the wireless lab are currently booked almost 100% of the time. The potential new wireless lab would be shared by the portfolio teachers, giving students a one-on-one writing experience and would free the other labs for other classes.

School: Northern Elementary  
 Evaluator: Jane A. Gettler, Interim Northern Principal

1. Briefly describe your school’s project and how you are implementing it.

Northern received 30 computers for a wireless lab and it was set up in end of February and March of this school year.(2008) The fourth grade used our wireless lab to finish their portfolios and to enhance their writing and technology skills. Based on 2006 KCCT results, data show an overall weakness and significant gaps in writing. Two significant gaps emerged when looking closely at the 2006 data. There is a 30 percent gap between Caucasian students scoring proficient /distinguished) and African American students (35% proficient). A 29% gap exists between students who are free/reduced lunch approved (35% proficient/ distinguished and those not approved (64% proficient.) We are diligently working on closing the gap and allowing equal access to a wireless lab enables our students to enhance their technology skills.

2. Describe PD that was done for your teachers. The fourth grade teachers received training after school from district staff and Northern’s technology staff. Every fourth grade teacher had hands-on training with the wireless lab. All students received training on how to use the lab and increase their technology skills. On going and job embedded professional development in technology is essential to have the wireless lab utilized.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed. The lab was started in late February and March so we hope to have more hard data next school year. However, the portfolios were finished in a timely manner and they were completed ahead of schedule. The scores indicated an increase so we plan on tracking the data for next school year. Based on 2006 KCCT results, data show an overall weakness and significant gaps in writing. Two significant gaps emerged when looking closely at the 2006 data. There is a 30 percent gap between Caucasian students scoring proficient /distinguished) and African American students (35% proficient). A 29% gap exists between students who are free/reduced lunch approved (35% proficient/ distinguished and those not approved (64% proficient.) Currently our scores have increased to close the gap. At this point we are not a liberty to share the writing portfolio scores since they are embargoed until next September; however the Learning Check data showed increases in student’s proficiency. Below is the Learning Check data which indicated a strong increase in the reading fourth grade scores.

<b>3rd Grade</b>	<b>September</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>
<b>Reading</b>	63.05	71.2		82.6	105.2
<b>Math</b>	45.28	62.49		83.5	71.3
<b>4th grade</b>					
<b>Reading</b>	34.87	98.71			103.4
<b>Math</b>	37.35	92.97			80.2
<b>Science</b>	64.29		98.51		
<b>5th grade</b>					
<b>Reading</b>	70.98	88.4			56.6

<b>Math</b>	74.87	90.63		89.5	76.7
<b>S.S.</b>		96.65			
<b>Writing</b>					

4. Do you need to make any changes in your project for next year? If so, what do you need to change? The lab was set up in March so we anticipate starting a schedule with the lab from the beginning of the school year. A detailed schedule will enable equitable use of the lab.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems. The district staff was instrumental in setting up the lab and the staff and the students began using the lab in March. The teachers had support of the district and they were able to use the lab without district help as the year progressed.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available? The KETS grant was very useful, since our lab is used regularly for Success maker and research. The lab enabled our fourth graders to work with the wireless lab on their portfolio pieces. Using a detailed schedule the wireless lab will be utilized more efficiently.

School: Dunbar High School  
Evaluator: Terry Carr

1. Briefly describe your school's project and how you are implementing it.

Dunbar's goal was primarily to close the achievement gap in Special Ed. math scores by 20% with the help of CPS units and 2 laptops for TI Navigators. Our secondary goal was to close the gap in Special Ed. Reading Scores. The laptops for the TI navigators have been used and distributed to the Math teachers and CPS training has been provided for 42 teachers.

2. Describe PD that was done for your teachers.

An all day planning period training was provided by the TRT for 42 teachers who would be using the CPS units during CATS testing with freshmen. Teachers used the units for an academic challenge based on the 9<sup>th</sup> grade core curriculum. Students received immediate feedback as to how well they did and a reward was given to the top 3 scorers within each class. We thought this would be a non threatening introduction for both the teachers and students to the capabilities of the unit.

Any additional PD that was needed for the TI Navigators was provided by the Math Department.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Student Computers housed in the library for student check out: Both students and teachers checked out these lap tops. Most students used the laptops in the library and teachers used them with small groups within their classrooms. Students were provided with a brief training as to what they could and could not do on the laptops. Because of our time frame and the lack of consistent use by the same student, we were unable to collect any meaningful achievement data this time around; these laptops were also used for scheduling, a KET video project (student directed), AP registration, Lunch with the Arts, CATS and AP testing.

Laptops for TI Navigators: Teachers who used this software generally used it on a daily basis. Teachers reported that student participation was up because students could actually see what the teacher was doing. As far a improvement in achievement, our record keeping of improvement in quiz and test scores was random, so right now, the success of these TI Navigators is based solely on observable student participation.

CPS Units: These units were used primarily by Math and Science teachers. Both saw improvements in student participation and teachers knew immediately how well students were grasping concepts, but , once again, because of a lack of consistent record keeping we have no meaningful statistical data on improved achievement this time around.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

Obviously, we need to come up with a better system for measuring progress. I truly believe that part of our record keeping problem was due to "adding something else" for teachers to do in the middle of the

year. Remember, we were struggling with learning new software---Infinite Campus, and unlike STI, Infinite Campus does not show class averages, so any comparisons of student achievement between classes that do and do not use the CPS units have to be done by the teacher. Both students and teachers loved using the technology and seeing immediate results, but keeping track of stats. could sometimes be overwhelming. Also, I was not always on top of the situation in gathering their data.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

The only problem we encountered was with the CPS units. We had teachers in adjacent rooms using the units at the same time, and their signals sometimes got crossed. I called Keith Frank and he came out to the school and reprogrammed out units. They are working fine now.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes, this grant was helpful and the district should put out another KETS RFP next year if funds are available.

School: Picadome Elementary  
Evaluator: Melissa Moore

1. Briefly describe your school's project and how you are implementing it.

Thanks to the KETS grant, we received 30 laptop computers and a cart. We used the laptop computers in the 4<sup>th</sup> grade classrooms for the entire writing process from prewriting activities to completed portfolio pieces. Each 4<sup>th</sup> grade class was allowed to have the laptops 1 hour a day. Any extra time was shared among the 4<sup>th</sup> grade classrooms. The students used their laptops to prewrite, make revisions and complete their writing portfolio pieces.

2. Describe PD that was done for your teachers.

An in-house 1 hour training was done to train the teachers in basic use of laptops, and troubleshooting laptop problems. Most teachers were familiar with basic laptops use. Problem issues that the students might encounter were addressed and the teachers brainstormed to come up with solutions to deal with the problems. Rules for laptop use were discussed and written up.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Participating students were expected to improve their writing portfolio scores from 63% proficient/distinguished to 75 % proficient/distinguished by May 2008. The gap between the male and female students was supposed to drop from 17% to 7% and the gap between the low-SES and non-low SES was supposed to drop from 25% to 15%. The data on the male vs female and the data for the low SES vs non-low SES has not been disaggregated at this time. Unfortunately our overall portfolio index only increased .10. The proficient/ distinguished actually decreased from 63% to 62.30 %. Part of this decrease is accountable to the fact that we had three new fourth grade teachers who had never done portfolios before. Second we did not have the laptops to use the entire year and the students had to adjust to using the laptops. This was disappointing. On an encouraging note, the teacher who started using the laptops first and most consistently did show an improvement. In 2007, she had 6 apprentice students, 19 proficient students and 1 distinguished student. In 2008 she had 1 apprentice student, 16 proficient students and 7 distinguished students. Her portfolio writing index was 111% as compared to 94.86 last year. A teacher survey indicated the students were more willing to do revisions with the laptops, and were motivated to use the laptops. The teachers indicated they enjoyed using the laptops, wanted a longer time period to work with the laptops, and would like to have more laptops in the building. The teachers also indicated that the portfolios would have been lower without the laptops because they were unable to get into the computer lab as often as they would like. The laptops provided them with extra computer time.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

We plan to implement Ultrakey and keyboarding immediately next year. The third graders have been practicing keyboarding all year which we hope will carry over to next year. We will introduce the laptops at the first of the year so the students will be comfortable with them and can start their portfolio pieces using the laptops earlier than last year. The rules for using the laptops will be revised to allow for more flexibility. The schedule will allow the teachers more than an hour at a time to use the laptops. Rather than using

them every day, they may have them for a half a day for two days with the 5<sup>th</sup> day leaving the laptops to be checked out as needed. Having a year of experience in writing portfolios and using the laptops will allow the teachers to use the laptops more efficiently.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

It took a little longer than expected to set up the laptops. Some assistance was provided by the Microcomputer Specialist from downtown to help speed the process along. The main technical problem we had was the wireless button often was turned off when inserting or removing the laptops from the cart. The students would be unable to access their pieces because they were not attached to the network. The students had to learn to allow the laptops to synchronize before they turned them off or they were unable to find their pieces the next time the computers were used. .

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

The KETS grant was extremely helpful. Writing would have been much more difficult to accomplish without the laptops. The students were more willing to revise a piece on the laptop than revise a piece on paper. With the KETS money out of the schools hands, any technology bought must be taken from the school's funds. Unfortunately those funds are usually fairly tight. Additional funds from a future KETS RFP would be very helpful in expanding the project so we could impact the students for a longer period of time. We hope to see greater improvement since all the teachers will have a year of experience under their belt.

School: Rosa Parks  
Evaluator: Susan McHugh

1. Briefly describe your school's project and how you are implementing it.

In order to improve student performance in Science and Social Studies the teachers will incorporate more web sites and instructional video resources into their instruction. Using the laptop and Epson projector the teacher will show/discuss with the students web sites/and or video from KET Encyclomedia or Science Court or other web based resources.

2. Describe PD that was done for your teachers.

Brian Spellman from KET conducted a workshop during grade level meetings for the 4<sup>th</sup> and 5<sup>th</sup> grade teachers on the use of Encyclomedia. The STC trained teachers on the use of the projector and provided additional training at point of need.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The STC designed a chart for teachers to indicate how often they used the projector. Our goal was to use the projectors and laptops in the areas of Science and Social Studies at least once a week. The use of the projectors far exceed once a week. On average the teachers used the projectors to bring multimedia into the classrooms 2.5 times per week and included all subject area content.

Further data will be provided when the CATS scores are received.

Do you need to make any changes in your project for next year? If so, what do you need to change?

Yes, we need to purchase more projectors so that every classroom will be equipped with this resource. Our school budget committee voted to purchase 6 projectors for the primary classrooms and our PTA bought 6 additional projectors after the word spread on how valuable they were to providing multimedia resources to the students.

4. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

Initially the county was providing the wiring for the TVs and VCRs to be connected but for our additional 12 projectors this was no longer an option so that increased the cost.

5. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available? Yes!

These are some comments from our teachers:

It is awesome! We can use it for everything. I have used it for United Streaming, modeling writing on word, online math games.

I love having this resource in the room. I have used it many times already with such things as educational movies, games for multiplication, writing activities, spelling etc.

I am thrilled!!!!!!!!!!!!!!

My teaching is dynamic because of the videos/websites I can use to really show the ideas I am teaching. I now don't know how to teach without it! It is so easy to use!

The system truly allows learners to dig deeper than just reading and allows teachers to expand on concepts very easily. It is an asset to my classroom.

Don't know what we ever did without them. The students are more interested in the material shared and we are more technologically literate!

I absolutely love it. It has brought so much to my teaching. I don't know what I did without it!!!

We love them because they are convenient, and allow us to use various types of media quickly and efficiently!

I love how the projector is so user-friendly!!

Yes, I didn't get one! When is mine coming?

School: Russell Cave Elementary  
Evaluator: Pamela Hambrick

1. Briefly describe your school's project and how you are implementing it.

Our student's scores were very weak in arts and humanities; most significantly with gaps between males and females, and LEP and Non-LEP students. The females and Non-LEP students were consistently outperforming males and LEP students on the Kentucky Core Content Test. Thanks to the KETS grant, we received five laptops and a subscription to Nettekker d.i. All 5<sup>th</sup> grade students began using the laptops during their art and music classes. By the end of the year scored improved in preparation for the KCCT tests. However, our school intends to use our 2008 KCCT scores as an indication of success.

2. Describe PD that was done for your teachers.

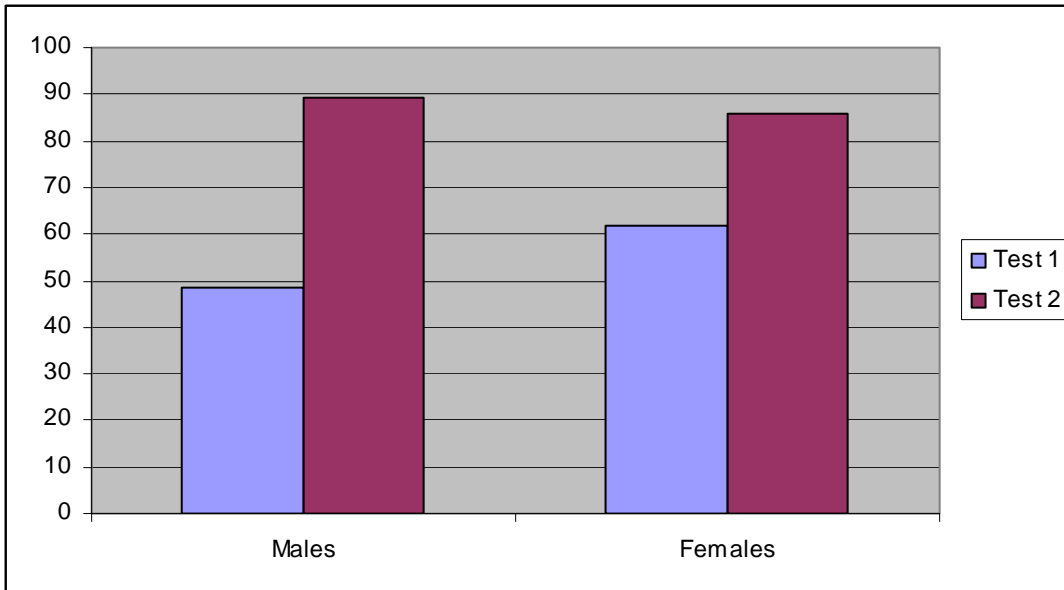
The Arts and Humanities teacher was given one hour of initial training on the use and care of laptops, the use of Nettekker d.i., and technology integration. The Technology Resource Teacher visited with the Arts and Humanities teacher bi-weekly about the use of the laptops and to discuss lesson ideas. The Arts and Humanities teacher also observed the Technology Resource Teacher teaching a lesson using Nettekker d.i. More professional development is scheduled for May 13 for the entire Russell Cave Elementary staff on the use of Nettekker d.i.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

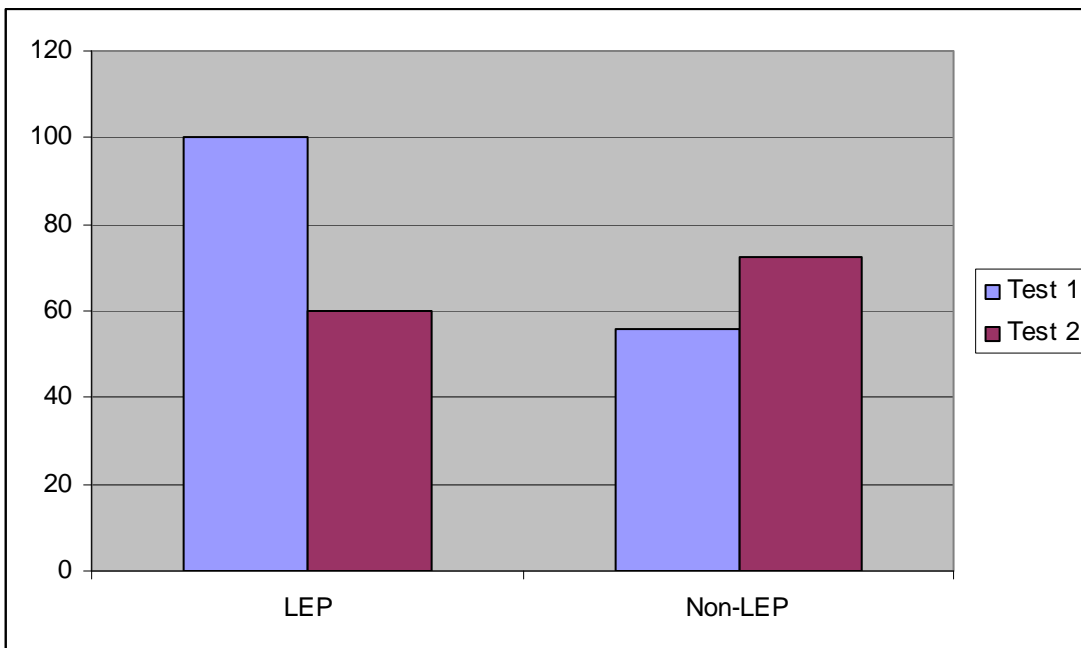
#### Technology Resource Teacher Observations

In all observations concluded that students were engaged in the activity (i.e. web quest, research) that utilized technology. The technology was being integrated appropriately and aligned with the objectives of the lesson. The Arts and Humanities teacher was eager to use the technology and access online resources to improve student achievement.

Students in 5<sup>th</sup> grade were given KCCT-like tests that consisted of 20 multiple choice questions and two open response questions. The results were entered into the Goal Calculator to find the projected academic indices in the graphs below.



Both male and female student's academic index improved from Test 1 to Test 2.



LEP students did not show the kind of gains that we had expected. Our LEP group of 5<sup>th</sup> grade students only consists of 3 students, therefore providing us with a small amount of data in the group.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

Since the laptops were only used in the art and music classroom, we plan to expand the use to the drama and dance classroom. The Drama and Practical Living teacher will receive specific professional development on the care/use of laptops, Nettekker resources, and technology integration.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

The signal from our wireless access point was weak or non-existent sometimes. We could use an additional access point located closer to the classroom.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Yes, the grant was very helpful. It allowed students to experience art and music in a new way, therefore increasing achievement. Students throughout the school benefited from the ability to use Nettekker d.i. Additional funds from a future KETS grant would be greatly appreciated.

**School: SCAPA Bluegrass**

**Evaluators: Beth Lee/Pam Draper**

**Briefly describe your school's project and how you are implementing it.**

Currently, with the assistance of technology (1:1 laptop project), SCAPA Bluegrass has significantly closed the 4<sup>th</sup> grade gap between boys and girls in writing from 38% to 4%. Our school met all of our No Child Left Behind goals. SCAPA Bluegrass's KCCT goals are to score 125 in the middle school and 115 in the elementary school. Our overall school adjusted accountability index is 112.0.

In order to maintain this level of achievement at SCAPA, and strive toward our 2008 goal of a double digit gain in our accountability index, our instructional needs are to provide the same 1:1 laptop technology to our 7<sup>th</sup> grade writing program that was implemented with our 4<sup>th</sup> grade students, integrate technology across curriculums by giving all teachers and students daily, immediate access to valuable educational multi-media information via a content delivery system within the classroom and provide training to teachers on use of the new technology within the classroom.

Through the RFP grant, we received 14 new laptops and a mobile lab cart to enhance our 7<sup>th</sup> grade Language Arts classroom. We also received 26 projectors, speaker sets and wireless keyboards along with new screens, mounts, carts and necessary equipment to complete each classroom with a projector and screen to bring the ever-developing educational tools and boundless information on websites, DVD's, computer and television programs into the classroom curriculum.

**Describe PD that was done for your teachers.**

Professional Development on Technology has officially been scheduled to take place in the week prior to classes beginning in August, 2008. This training will include instruction on how to use the new classroom projectors.

Further instruction by staff members to each other within specialty groups on implementing use of the projectors to teach specific subject area/curriculum related topics will take place throughout the fall within Team Meetings.

Instruction for our 7<sup>th</sup> grade Language Arts teachers as to the use and care of lap tops will be scheduled in August/September 2008.

**Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

Teachers will use a spreadsheet, similar to the one depicted below, to record Notes and results on Projector Usage in their Lessons.

## Record of Projector Usage and Results

Date of Use	PC	TV	Name of Program/Website	Class Interest in Lesson (1-10)	Lesson Evaluation (Class Average)	Comments / Notes

Following PAS testing in August, January, and May, the curriculum coach will review the data and note increases in percentage of correct answers. This data will be shared with teachers and reported to the district.

When KCCT results are available in October of 2009, the curriculum coach will review the data and report the amount of gain.

**Do you need to make any changes in your project for next year? If so, what do you need to change?**

Currently, all equipment has been inventoried, rooms have been surveyed to determine installation locations of screens and projectors and an image has been created for the new Language Arts Mobile Laptop Lab machines. Electronics Department workers will install screens and projectors over the summer and the new laptops will be ghosted during the summer. We will not know of needed changes until the use of this equipment has been implemented.

**Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**

It would have been extremely beneficial to meet with knowledgeable technicians from Electronics prior to writing the rfp grant proposal, in order to learn essential details specs for ease of proper projector, speaker and screen installation. For example:

Mounts need to have "double jointed spider arms" for more accurate placement with respect to the screen location, given ceiling structural limitations.

Necessary Splitters, switches and recommended speakers for optimal setup and maximum use of \$ could be established

**Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?**

We are so excited about utilizing this new equipment purchased with RFP funds and are fully confident that we will benefit tremendously from its use. Funds for technology should definitely be distributed to all schools according to their technical needs.

School: Southern Elementary  
Evaluator: Kaye Campbell and Nancy Smith

1. Briefly describe your school's project and how you are implementing it.

Our RFP provided a mobile lab to allow us to fully implement SuccessMaker while keeping the lab classroom available for the teaching of standards K-5. We received the lab in January, but the computers had to be configured and were not available until Feb. We did not disrupt the current SuccessMaker schedule this late in the school year in order to switch SM to the mobile lab. However, we have used the mobile lab to teach 4<sup>th</sup> grade tech standards while writing/conferencing portfolios. Fifth Grade has also taught tech standards via the laptops. A 5<sup>th</sup> grade class will pilot SM, using the laptops, for the last 2 weeks of school in order to make sure the program will run smoothly.

2. Describe PD that was done for your teachers.

It has been necessary to instruct (PD) the teachers on an as needed basis. The 4<sup>th</sup> grade teachers were instructed in the following:

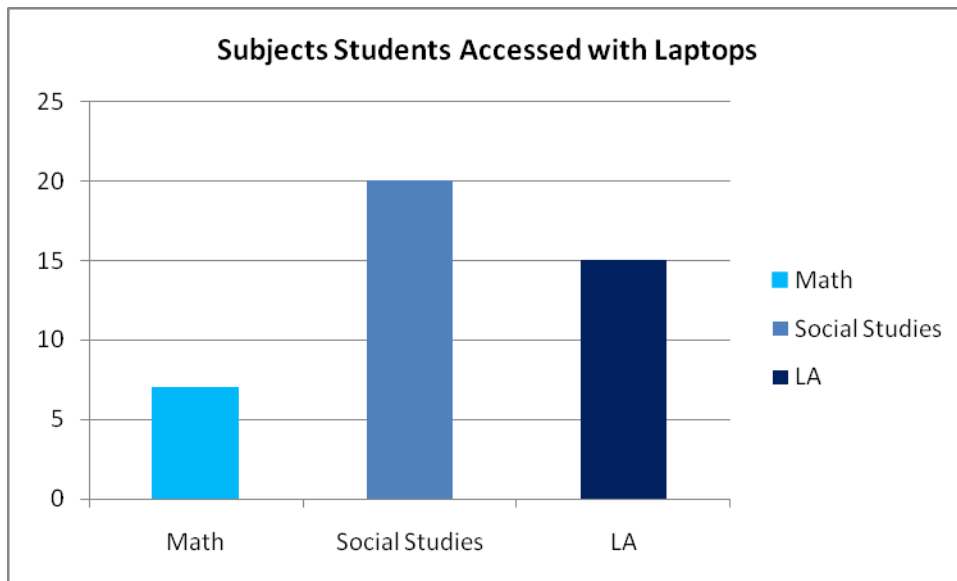
- Locking/unlocking the combination lock
- Turning on/off the computers properly
- Awareness of access point connectivity
- Awareness of student accounts and passwords
- Safety precautions dealing with the electrical aspect of the mobile unit.
- Taking care of the laptops as opposed to the AlphaSmarts

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The teachers appreciated having the mobile lab which put a greater ratio of computers /students in the classrooms. Our 4<sup>th</sup> grade students used the lab almost entirely for portfolio writing/conferencing. They were eager to work on their pieces using the laptops. Some of the student comments concerning their experiences with the laptops are as follows:

- I think it makes math easier and more fun
- The laptops helped us learn in a fun way
- Useful for research
- Other uses -ORQ's
- I think the laptops will help us in middle school and help with keyboard practice
- I love the laptops and the more the better
- We don't get to use them often (5<sup>th</sup> grader). (Hopefully, next year, that can be remedied.)

One of our 5<sup>th</sup> grade teachers polled her students in her math class and they created a chart depicting the subjects in which they utilized the laptops.



4. Do you need to make any changes in your project for next year? If so, what do you need to change?

The SM pilot that the 5<sup>th</sup> grade classes are involved in will tell us if we need to make any changes for next year.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

- The SuccessMaker login screen has a resolution problem with the laptops. Only the user name is viewable. The students had to learn to tab down to the password field and type “blind”. SuccessMaker folks told us there would be a fix for that.
- Some of the laptops, when students would use their own accounts, would drop off the domain for no apparent reason. We were not able to determine why so that will be a situation that will be followed closely next year.
- It took longer than we expected to get the laptops configured when they came in. We could use extra help setting up any new laptops we might get in the future

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

The KETS grant was extremely helpful for our school with a 700+ population providing much more access to technology for our students. We certainly hope another KETS RFP will be available next year. Mastery of technology standards is imperative for the future success of our students both academically and in the work world.

School: Southern Middle School  
Evaluator: Jane Dreidame

1. Briefly describe your school’s project and how you are implementing it.

A mobile writing lab with 30 laptop computers enabled all 7<sup>th</sup> grade students in varied content areas to complete the writing process on a computer. Previously, because KDE does not allow us to block the school computer lab for portfolio purposes, it was usually only the final draft that was put into the computer. The mobile writing lab allowed students to access netTrekker sites for research as they developed their pieces. It allowed all teachers to utilize the Inspiration software that we already had to assist students in doing their pre-writing using graphic organizers. When students composed their writing pieces on a school computer they were able to upload their writing folders to SharePoint and had access to their writing pieces and netTrekker resources both at school and at home.

2. Describe PD that was done for your teachers.

Teachers received 3 hours of training, including the following: basic use of laptops, trouble shooting laptop problems, how to use Inspiration software, how to use the subscription to net Trekker search engine, and how to access SharePoint to get to student documents. Our STC followed up by helping student get into SharePoint, trouble shooting laptops, and teaching students how to access net Trekker.

In March the Instructional Coach, Writing Specialist, 7<sup>th</sup> grade language arts teachers, and principal analyzed student work and determined next steps for improving student writing. The laptops allowed students to revise their writing immediately after conferencing with a staff member while ideas were still fresh in their minds.

Next year we hope to involve STLP in the program and offer a technology night for parents.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Mobile Lab was checked out to 7<sup>th</sup> grade teachers from February 4<sup>th</sup> – March 28<sup>th</sup>

netTrekker Statistics	Search Pages		Total Pages	
	Last 30 Days	Since Aug 1	Last 30 Days	Since Aug 1
District Summary	7,719	116,626	73,025	1,111,723
Southern Middle School	560	28,065	4,130	276,505

Though we didn’t see the 25 point gain in writing portfolios that we had hoped for, we did have a 10 point gain and significantly decreased the number of students scoring Novice while significantly increasing the number of students scoring Proficient/Distinguished. With an earlier start we should see even greater gains next year.

## SMS Portfolio Score Comparisons

	N	A	P/D	Academic Index
2007	21	62	17	59.4
2008	10	59	31	69.2

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

Last year we were not able to start using SharePoint and netTrekker until November and the mobile lab was not up and running until late January. Next year we'll be able to use these tools as soon as school starts and should see even greater results.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

It took longer than we expected to get the laptops configured when they came in. We could use extra help setting up any new laptops we get in the future.

The signal from the wireless access point does not reach several classrooms very well. We could use an additional access point.

It would be very helpful to have a printer with the mobile lab so that students would not need to leave the classroom to retrieve papers from the printer.

We could use additional laptops to create a second mobile lab.

It would be great if the district purchased netTrekker licenses for all schools.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

The KETS grant was very helpful and allowed us to address specific needs. The district should put out another KETS RFP if funds are available next year.

School: Squires  
Evaluator: Greg Howell

1. Briefly describe your school's project and how you are implementing it.

We requested an RFP to supplement our current mobile computers in the school. With the grant we purchased new 'Computer on Wheels' for each grade level. These computer carts are to serve as a way to enhance instruction in each classroom. Its purpose is to offer new ways of introducing, teaching, and assessing content in our school. Each grade level cart consists of tools necessary for better inclusion of technology standards. These tools allow the teacher and student to better interface with the technology being presented. This includes grade level CPS systems to offer student feedback in an immediate manner as well as tablets that allow students and teachers to communicate ideas in a new and different way. The carts also include a document camera that allows for the facilitation of student driven projects like talking books. The tools included in this project are aimed at creating ways of teaching that will reach all students in new ways.

2. Describe PD that was done for your teachers.

The staff went through teacher driven PD once the technologies were in place. The first PD focused primarily on the use of the hardware. This gave the teachers opportunities to use the equipment first hand in order to better understand its full potential. This also gave the staff opportunity to ask questions regarding the equipment in small group settings. The subsequent PD offerings took place in the form of grade level planning where we discussed very specific activities and instructional uses of the equipment. These plans were made in conjunction with the lessons each grade level were planning at the time. This plan is continuing into next year.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

The major area of impact this project has had on the students has been in the area of assessment. The students have begun to demonstrate their learning through such activities as CPS assessments, Talking books, and presentations. All of the students in the school have now utilized CPS on a regular basis which is having an impact on how we read and answer multiple response answers. The greatest way this project has shown success is in how the students can now demonstrate their learning. Several classes have created digital talking books with the equipment on the carts. This project alone has allowed students to demonstrate their learning in a new way. The products from these activities have also allowed students the opportunity to work together and then discuss their own learning. Many classes have also utilized these carts as a way for the students to create and give oral/visual presentations not only to their own class but others in the building as well. The outcome of this project at Squires is beginning to take full flight. Many teachers are now beginning to see how to utilize these tools for more than just teacher presentation models.

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

For subsequent years, We need to become much more fluent at integrating these tools into the daily instruction for the students. We need to become more intentional with including other areas in the planning stages. We will begin to look at specific targeted goals for these tools. The technology committee will be constructing these goals based on the state standards for technology. These goals will then need to be shared with the staff for inclusion in everyday lessons. These goals will help in planning lessons that can create intentional use of these tools.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

There have only been two major technical problems associated with the use of this equipment. The first was the wireless signal in our building. There were two hallways that were unable to utilize the carts to their full potential because of no signal. Through the help of the district TRT's this issue has been resolved. The second issue is about the Bluetooth technology. We had ordered the laptops with Bluetooth capabilities but they came in without it. To solve this we purchased external modules which do work. The ongoing problem is the connectivity of these can be tricky and often teachers will give up easily when they do not work right away. This is another area of PD that we will offer soon.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

This grant opportunity has help squires in a way that we have been unable to help ourselves. By offering these grants we are now able to provide technology more widespread than we previously had been able to. This also allows us to enhance our instruction with tools that were previously unavailable or unusable. It would be greatly beneficial for the district to offer such a grant again next year. By offering this grant the district is helping to remove a huge barrier to student learning by giving schools the tools they need but can't afford on their own.

School: Tates Creek Elementary  
Evaluator: Billy Noble

Briefly describe your school's project and how you are implementing it.

We were able to receive enough tablets, Elmo's and wireless projectors for all of our 3<sup>rd</sup>-5<sup>th</sup> grade teachers to have one set in their classrooms at all times. We are referring to this set as a "Smart Classroom". Our project with this equipment is to use the smart classroom sets along with our current mobile labs in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade classrooms for interactive math lessons will reduce the test score gap between students who are approved for free and reduced lunch compared to those who are not approved for free and reduced lunch by June 2008 and beyond.

We just recently received the final shipment of the equipment about 3 weeks ago, but we do have all of the equipment set up in classrooms.

Describe PD that was done for your teachers.

As described in the RFP we submitted the first phase of our PD is for our Media Specialist and our STC to work with teachers one on one to train them how to use the equipment. As we placed the equipment in their room we are working with the teachers on every aspect of the equipment. Our STC is conducting a PD on the new equipment with our staff on May 22<sup>nd</sup>. Our next step is for the STC/Media Specialist to conduct a group PD with all the teachers involved prior to the start of the new school year.

Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

Greg – per our conversation last week this is N/A due to us recently receiving our final shipment of equipment. The equipment has not been set up long enough.

Do you need to make any changes in your project for next year? If so, what do you need to change?  
Not at this point.

Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

We are still having some problems with the wireless projectors and the tablets losing connection with each other. Sam Kirkland is currently working on the problem and our initial thought is that the tablets are switching to different access points and dropping their wireless signal down periodically which disconnects the signal between the tablets and the wireless projectors. I do expect Sam will have this problem resolved.

Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

Extremely helpful. Our school doesn't have the funds to purchase equipment like this. We hope that you will do this program in the future. This has enabled several of our classrooms to be "cutting edge".

School: Tates Creek High School  
 Evaluator: Rosemary McFarland

1. **Briefly describe your school's project and how you are implementing it.** Our desire for a wireless lab was twofold: 1: so students could have better access to technology for writing and use in school projects, and 2: to integrate more technology into everyday curriculum, not just for projects.
2. **Describe PD that was done for your teachers. Most teachers felt comfortable with Office and with the present research/plagiarism programs we were using.** The Media Center will train on the new system at the beginning of school and, if the school has a Technology Resource teacher, then that person will train on any needs staff or students have on use of Office, Inspiration, or programs needed for students use. If not, then Atomic Learning will be used. Mr. Wade and Mrs. McFarland are presently working on the document for lab maintenance. Students and staff will be informed of it and its enforcement as part of the AUP. The lab will be checked out through Lab Scheduler.
3. **Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.**

Presently, students' tests are not yet back, so we have no real time data. We do have some initial findings from the On Demand and Portfolio Writing Scores, showing gains in writing. We only were able to use the laptops for a few months, so is fair to say they had only a minimal impact on these scores. We will be keeping data and have a better assessment for next year.

On-Demand and Portfolio Writing Scores	<u>2007</u>	<u>2008</u>
Distinguished	17	27
Proficient	92	121
Apprentice	193	189
Novice	23	20

4. **Do you need to make any changes in your project for next year? If so, what do you need to change?**  
 We will no longer have a TRT, so Mrs. Pelphrey/Mr. Cheatham will be assessing the use of the wireless lab and monitoring its progress. The wireless from the SLC grant will be also be added to this grant's data.
5. **Describe any technical problems your school encountered and tell what the district can do to help solve those problems.**
  - a. It took longer to get the wireless setup and configured than anticipated. Would greatly help if an image would be created of the basic operating system and programs that most schools use to image the machines, rather than having to create one.
  - b. By the time the lab was ready; teachers were into other required district/school projects that it was unfair to ask them to start this one at full implementation. Instead, students were allowed to use the computers, but not all were writing projects.
6. **Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?** This grant will greatly assist us in improving our scores. Our teachers want to use it and are already designing ways to implement it into their plans for next year.

School: Tates Creek Middle School

Evaluator: Patty Lefevers

1. Briefly describe your school's project and how you are implementing it.  
This summer a classroom will be wired for electricity and networking. The lab should be up and running in August.

2. Describe PD that was done for your teachers.

Since my position was eliminated the PD I wrote in to the grant has changed. I do not think that there will be any PD involved now.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

This will not be available until the end of 2008-2009. (I can possibly send some data around 12/08.)

4. Do you need to make any changes in your project for next year? If so, what do you need to change?

I am not sure at this point.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

Right now we are looking at rooms that are capable of handling 24 computers.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

I think that the KETS grant will greatly impact our school as soon as the program is up and running.

School: Veterans Park Elementary  
 Evaluator: Kari Kirchner, Amy McVey, Jane Smith

1. *Briefly describe your school’s project and how you are implementing it.*

Our school has grades K-5 and is functioning at maximum student capacity. We have a computer lab but due to our enrollment there is very little “down time” in the schedule. There is no extra space available to create a second lab. Each of our 4<sup>th</sup> grade classrooms has 6 computers. Our teachers have found that with the large amount of time needed for each student to work on portfolio pieces even rotation with classroom computers is not feasible.

We looked at our portfolio scores from 2007 and noted a 98% gap between our distinguished portfolios (2) and our proficient (108) and wanted to work closing those. After reading research on students and writing and going through the 2020 Visions recommendations, we decided that a portable laptop lab would be a necessary component in developing in our students as writers.

2. *Describe PD that was done for your teachers.*

Teachers were giving a brief in-service on using the laptop cart and guidelines for student use of the laptop. In monthly grade level meetings, teachers discussed any issues. The TRT was available on an on-call basis to aid in troubleshooting issues.

3. *Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project’s impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.*

Students easily took to using the laptops. The mobility factor made working with those who needed more individual attention much easier. Teachers noted that reticent writers were eager to try their skills on the laptops. We had no apprentice portfolios this year and increased the distinguished count by 1. Please see charts below:

WRITING PORTFOLIO INDEX 2007				
	Number	Percent	Weight	Total
Non-Performance	0	0.00	0	0.0000
Novice	0	0.00	0.13	0.0000
Apprentice	1	0.90	0.6	0.5400
Proficient	108	97.30	1	97.3000
Distinguished	2	1.80	1.4	2.5200
	111			100.3600

WRITING PORTFOLIO 2008				
	Number	Percent	Weight	Total
Non-Performance	0	0.00	0	0.0000
Novice	0	0.00	0.13	0.0000
Apprentice	0	0.00	0.6	0.0000
Proficient	108	97.30	1	97.3000
Distinguished	3	2.70	1.4	3.7800
	111			101.0800

4. *Do you need to make any changes in your project for next year? If so, what do you need to change?*  
 In reviewing this project, another year will allow us to discuss what went right, what to change and begin early in the process to implement procedures for best practices. One of our biggest issues will be getting the mobile lab to the maximum amount of students. We have five fourth grade classes and five fourth grade teachers who are very strong in teaching the writing process. The equipment will be in constant use.
  
5. *Describe any technical problems your school encountered and tell what the district can do to help solve those problems.*  
 The district tech staff is always available and helpful. This support feature just needs to be maintained.
  
6. *Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?*  
 The KETS grant is the only that would allow us to make such a large purchase. The Veterans Park staff views a KETS RFP as a necessity in maintaining a technological edge in our curriculum.

School: Winburn Middle School  
Evaluator: Annie L'Esperance

1. Briefly describe your school's project and how you are implementing it.

The Winburn laptop/projector grant provided laptops and projectors to 3 groups of teachers that have been underserved by grants and other programs. The groups of teachers were Social Studies, Language Arts and Reading teachers. Our test scores depend heavily on these teachers to do a high performing job but the lack of technology to help them do it has been a problem. The focus of the grant more specifically was to help teachers overcome low morale, access to technology and to help visual learners who make up the largest style of learner in our school.

2. Describe PD that was done for your teachers.

Winburn was one of the last schools to receive equipment simply due to being at the end of the alphabet. Teachers received the laptops and projectors on January 22<sup>nd</sup>, 2008. Training was conducted weekly on Fridays at 8:30 in room 56 throughout February and March by Annie L'Esperance to cover technical issues and software help. Collaboration and sharing of ideas was an important part of the Friday meetings. Most teachers had not used Office 2007 so training was especially important.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

We received the laptops and projectors at the end of January and will not get our scores on standardized tests until next September.

Included below is a survey of teachers that answered 3 key questions:

### **How did the grant help your morale?**

*Teacher one:* I plan on being back next school year. (Do I keep the equipment over the summer??) My morale is better simply because it offers greater flexibility in planning lessons & I can easily incorporate more visuals in my lessons

*Teacher two:* As of right now, I do plan on coming back. If that changes, I will let you know and return the equipment. I am looking forward to having things already prepared on the laptop if I do come back. Morale is definitely better since the grant. I was checking out a COW almost every day and that was creating additional stress. Now, I don't have to worry about a COW being available or changing lesson plans because of the lack of technology.

*Teacher three:* My morale is better because I do not have to stress about checking out a COW, finding it, and making it work. I couldn't always get one when I needed it. I plan on coming back next year.

*Teacher four:* I'm staying. My morale: The laptop and projector has assisted me with professional development both content and GT classes) organization and time management. I has been a blessing to have all of my work in one location. The really helped stop and start projects and lesson ideas.

*Teacher five:* The laptop made me a better teacher. I spent more time preparing lessons than I did before I got the laptop. I was willing to invest the time because I knew there would be no problem with having the laptop/projector readily available. In the past, it was a hassle to reserve and track down a laptop/projector.

*Teacher six:* Less hassle when trying to find materials.

*Teacher seven:* I am staying at Winburn. Having a laptop made teaching easier and more creative. Morale: Just not having to get a COW from the library and trying to troubleshoot problems with cords etc. I feel like I am doing great.

*Teacher eight:* Morale: Great to be able to wrk at home and not have to worry about it not saving etc for the next day. More time to develop PPTs etc because we had it at home. Kids loved it!

*Teacher nine:* I'm staying. Morale: Loved it. Kids loved it.

*Teacher ten:* morale: I could work on lesson plans and grades at home while spending time with my kids.

*Teacher eleven:* It is one of the positive things I focus on when I'm stressed.

### **How did the Laptop Grant help you teach content?**

*Teacher one:* I can show pictures of the places we are studying in geography & sometimes it surprises students to discover that a place or different culture doesn't necessarily match the visual image or stereotype that they previously accepted as truth – it can challenge erroneous thoughts

*Teacher two:* The technology has made the content I teach more effective. I teach the same content, but now I have more creative ways of teaching that content. I have seen an improvement in student achievement because of the use of the CPS units, review games, internet, and etc. through the laptop/projector.

*Teacher three:* My students have used the projector and laptop for presentations on content.

*Teacher four:* Students used the laptop/projector to present. I have also developed online field trips for next year.

*Teacher five:* I used the laptop to create numerous mini-lessons during portfolio season. Also, I was able to demonstrate how to use certain features of Microsoft word to enhance their writing/publishing. Thanks so much for getting ght egrant to provide us with the laptops /projectors!

*Teacher six:* Teaching content: can utilize "teachable moments" when laptop & projector are already set up. Portability of laptops.

*Teacher seven:* Teaching content: Used United Streaming, powerpoints, pull up articles, used Think Link and interactive organizers.

*Teacher eight:* Kids were able to "hear" poets read their poems from online. Power points. I used airliner – kids loved it.

*Teacher nine:* Teaching content was sooo much nicer. The kids (who have better technology at home) were able to open their PPTs and other documents on my laptop.

*Teacher ten:* Teaching language arts: During public speaking, I could download current speeches (Obama's race speech) and show the kids. I put all teaching notes on Power Point. Editing. I could project onto my white board and correct mistakes on the white board.

*Teacher eleven:* I love it. I use it all of the time. It has helped me do a better job with my content. It was too much of a hassle to use before, now that I have my own it is easy.

### **How did the grant help our visual learners?**

*Teacher one:* Any presentation is better with visuals – rather a graphic organizer that just gives structure to the lesson or pictures to make a lesson come to life. I can more easily capture and hold attention if I appeal to more of my students senses.

*Teacher two:* It is so easy to bring up pictures and videos with the laptop/projector. The wireless internet is amazing. For example, a student may ask a content related question and I can quickly bring up a video from CNN or the Associated Press that I know will help a visual learner understand. This is much more effective than me just answering the question.

*Teacher three:* Helped the visual learners focus on the lesson.

*Teacher four:* Photo analysis (social studies), Power points, etc.

*Teacher five:* : Students seemed to be very engaged when I used the laptop to present content. I just think they are more in tune with technology and that it grabs their attention more than the overhead, the whiteboard, etc.

*Teacher six:* the projectors help those students tremendously.

*Teacher seven:* Visual learners were able to make and present power points.

*Teacher eight:* Kids loved to see starters, exit slips, etc.

*Teacher nine:* the visual learners want to use the laptop/projector all the time!

*Teacher ten:* Visual learners: My film analysis/critical thinking class – I can show the movies on a large screen. Shakespeare – I showed visuals of the Globe Theatre, Students used the projector during speeches and project presentations.

*Teacher eleven:* the kids understand things better when they can see it.

4. Do you need to make any changes in your project for next year? If so, what do you need to change? We will continue to provide technical support and training for the teachers using the laptops and projectors.
5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems. We have had a few typical troubles adjusting wireless between school and home and getting Java to work on Infinite Campus. Most problems were quickly resolved.
6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available? The KETS grant was very helpful and really made a BIG difference to the teachers who were the recipients. Having access to technology really helps meet a basic need for teachers – and is often over looked or under funded. We would like to do the grant again and help other groups of teachers at Winburn.

School: Yates Elementary  
Evaluator: Melinda Craig

1. Briefly describe your school's project and how you are implementing it.

We wrote an RFP for a wireless computer lab to assist the 5<sup>th</sup> grade students and teachers. Our greatest area of need was 5<sup>th</sup> grade Social Studies and 5<sup>th</sup> grade Math, when looking at CATS data. The laptops have been used since February in the 5<sup>th</sup> grade classrooms. Students have had more frequent access to programs, specifically Successmaker, a research proven strategy to increasing Math scores. Laptops were also used in research projects for Social Studies.

2. Describe PD that was done for your teachers.

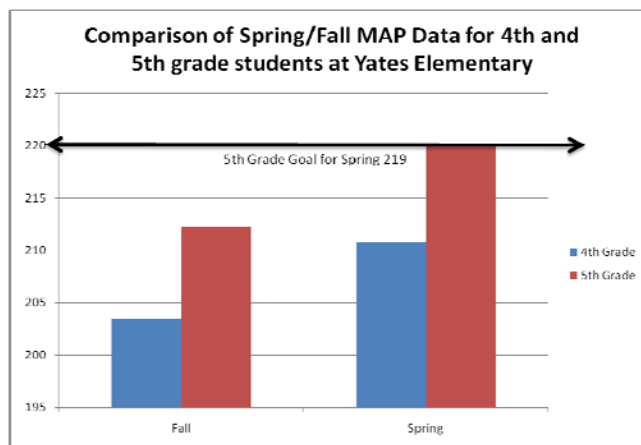
The teachers and students had PD on laptop care and use. Both were shown how to hook and unhook computers from the power cords, as well as how to carry and set up the laptop. Students were instructed on how to login using their own personal logins and passwords.

Teachers were given PD on how to use Successmaker reports to check student progress, time on task, and the grade level students are currently on in the program.

3. Referring to the evaluation activities you described in your original proposal, report the results of your project evaluation below. Be specific about the project's impact on student achievement and include hard data. Include charts, graphs, and/or tables as needed.

As documented in the original proposal, the evaluation of the project would be completed once the 2007-2008 CATS scores came out. Though, 3 months does not allow for an accurate gauge of student growth. We feel the 2008-2009 school year will be a better predictor of student achievement. We decided to use our Fall/Spring MAP math scores and Successmaker reports to show how our proposal has increased student achievement. Since the implementation of laptops in the 5<sup>th</sup> grade classrooms, students have shown a mean gain of over 3 months on the Successmaker program.

According to the fall MAP scores, the fifth grade students scored an average of 212 with the average spring scores being 220, making an average of an 8 point gain. The 5<sup>th</sup> grade students reached and exceeded their mean goal of 219 with a score of 220. The 4<sup>th</sup> grade students, without access to the laptops did not meet their mean goal.



4. Do you need to make any changes in your project for next year?

We would like to see results from an entire year's use of the laptops. We have also purchased Study Island to target Reading, Social Studies, and Math as an intervention tool. Next year, teachers plan to incorporate the use of Webquests into their curriculum. This is an area teachers would like additional professional development.

5. Describe any technical problems your school encountered and tell what the district can do to help solve those problems.

- a. The major problems that we encountered:

i. Wireless connection issues

ii. Printer issues (we have to load each individual user with printers)

- b. I would like to see better technical support from the technicians involving wireless and resolving the printer issue.

6. Was the KETS grant helpful to your school and should the district put out another KETS RFP next year if funds are available?

The KETS grant was extremely helpful at Yates. Both teachers and students reported an increase in interest in Successmaker. Since students were able to access the program more freely in the classroom, they were able to make more connections to teacher directed instruction. Both students and teachers were excited and motivated by the wireless computer lap. It enhanced instruction across the board, not only in Math and Social Studies. We will definitely be applying for another KETS RFP next year if funds are available.

## Appendix A: KCCT Scores

Scores are divided by elementary, middle, and high schools. The areas that were targeted for technology interventions at each school are highlighted. Due to unforeseen technical or logistical issues, Clays Mill, Deep Springs, Edythe J. Hayes, SCAPA, and Tates Creek Middle did not begin implementing their projects until late in the school year or the beginning of the 08/09 year. Interventions for those schools are not highlighted in the table below. All five of those schools now have their projects underway in 08/09.

### Elementary Schools

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
Arlington	2006-07	88.35	78.83	64.59	78.43	80.86	59.25	58.15	80.36				
	2007-08	86.94	77.17	77.83	69.11	78.04	75.22	79.21	83.62	X			
Ashland	2006-07	102.03	105.86	118.06	96.29	94.22	100.96	81.12	93.58				
	2007-08	103.80	114.32	112.14	103.58	94.60	99.01	88.35	95.00	X			
ACE	2006-07	103.32	110.86	105.90	86.88	96.01	99.46	85.52	87.62				
	2007-08	105.06	111.75	116.12	84.38	93.08	106.72	96.55	91.05	X			
BTW	2006-07	95.59	95.44	122.15	87.02	74.68	90.85	94.66	67.05				
	2007-08	91.11	99.28	101.65	79.56	77.03	68.95	92.34	80.80				
Breckinridge	2006-07	89.93	81.82	79.31	77.75	63.31	61.07	95.63	74.81				
	2007-08	88.56	100.19	91.91	70.78	67.62	80.32	97.89	79.63				
Cardinal Valley	2006-07	83.64	76.17	86.51	67.15	55.65	66.70	84.86	76.69				
	2007-08	76.39	78.03	70.03	57.58	58.45	65.02	89.19	65.33				
Cassidy	2006-07	115.18	117.16	123.68	95.04	104.35	111.13	100.00	103.54				
	2007-08	115.42	118.64	118.91	113.74	121.68	102.92	102.69	106.14	X			
Clays Mill	2006-07	104.25	107.65	112.98	86.78	94.34	100.25	96.36	89.36				
	2007-08	105.98	117.12	114.20	100.97	100.32	103.59	100.43	93.53				

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
Deep Springs	2006-06	88.48	84.41	72.30	58.02	69.64	55.67	94.92	84.68				
	2007-07	87.07	84.12	74.02	78.61	74.39	62.52	87.93	80.51				
Dixie	2006-07	107.49	107.67	102.08	118.66	109.11	82.75	98.64	105.53				
	2007-08	107.90	117.10	105.26	114.39	104.37	97.04	97.39	105.36				X
Garden Springs	2006-07	104.74	101.26	101.72	92.63	94.62	102.81	90.23	88.92				
	2007-08	103.04	107.57	108.86	90.19	91.58	97.92	100.33	89.09	X	X		
Glendover	2006-07	107.31	113.57	118.47	103.41	106.28	97.44	98.94	99.92				
	2007-08	105.64	115.73	104.93	101.57	103.85	88.86	104.41	97.67				X
Harrison	2006-07	85.90	81.59	75.27	64.16	57.34	76.90	77.08	69.66				
	2007-08	83.72	84.86	75.10	59.35	49.29	74.67	87.33	72.51	X			
James Lane Allen	2006-07	90.72	79.64	94.75	79.58	83.68	64.19	79.37	76.11				
	2007-08	94.23	97.06	92.80	92.22	87.83	76.21	89.50	90.91	X			
Johnson	2006-07	77.48	68.85	71.31	61.66	46.80	65.21	84.74	65.00				
	2007-08	88.56	82.47	75.79	58.78	52.54	69.54	93.84	70.22	X			
Julia R Ewan	2006-07	90.90	82.64	89.23	78.67	88.59	78.60	86.78	86.65				
	2007-08	88.50	88.79	91.68	78.85	86.85	84.36	99.46	78.60	X			
Julius Marks	2006-07	100.87	101.92	111.95	83.68	87.76	98.30	100.68	90.01				
	2007-08	100.04	110.96	107.04	92.15	105.82	100.49	91.82	99.06				
Lansdowne	2006-07	106.03	103.42	102.23	92.11	84.02	86.51	101.35	93.43				
	2007-08	111.81	114.46	104.41	99.71	87.18	97.34	103.46	88.67	X			
Linlee	2006-07	97.96	93.95	88.96	101.46	89.34	67.53	95.00	93.60				
	2007-08	93.40	100.60	104.53	84.42	66.44	80.72	99.73	85.32				
Mary Todd	2006-07	86.21	84.58	84.72	83.29	57.23	62.66	98.93	77.81				

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
	2007-08	91.14	96.11	93.78	71.90	65.38	77.62	100.00	71.26	X			
Maxwell	2006-07	115.48	120.82	114.31	115.24	110.87	113.84	85.92	107.38				
	2007-08	114.84	122.66	112.24	114.29	111.87	111.84	105.97	101.56	X			
Meadowthorpe	2006-07	107.40	107.14	109.18	97.00	100.49	104.12	96.78	96.32				
	2007-08	110.91	114.02	115.22	113.27	107.22	106.01	110.94	102.60				
Millcreek	2006-07	89.29	84.21	79.57	76.57	76.76	71.70	66.46	79.13				
	2007-08	85.95	88.59	88.39	74.81	62.25	73.40	89.06	79.97	X			X
Northern	2006-07	90.62	85.50	92.32	86.15	77.08	81.57	89.15	89.88				
	2007-08	96.46	95.67	91.79	92.64	80.40	78.28	89.74	92.71	X			
Picadome	2006-07	111.27	116.78	106.57	105.41	107.45	98.80	91.53	98.16				
	2007-08	110.56	119.88	109.80	114.88	110.98	96.11	91.65	104.05	X			
Rosa Parks	2006-07	117.06	120.40	119.27	108.75	112.60	100.40	98.47	105.80				
	2007-08	117.13	125.25	119.71	113.93	124.24	101.55	107.13	107.57	X		X	
Russell Cave	2006-07	76.59	74.12	83.21	56.14	54.72	64.86	89.44	74.55				
	2007-08	82.34	90.38	95.29	71.10	68.75	75.50	94.07	72.56	X			
Southern Elem	2006-07	94.02	86.74	84.79	92.00	77.18	68.26	74.07	83.65				
	2007-08	98.20	99.22	93.44	86.87	85.32	73.06	97.49	84.97	X			
Squires	2006-07	100.32	105.07	104.85	97.64	96.89	88.53	95.31	90.31				
	2007-08	103.47	112.74	104.88	96.02	101.70	89.76	97.33	92.25	X			
Stonewall	2006-07	108.77	111.86	112.73	106.96	89.88	103.81	98.21	104.08				
	2007-08	107.97	115.53	101.84	107.81	93.08	93.96	87.53	96.18				
Tates Creek Elem	2006-07	82.36	75.54	70.72	74.78	74.89	78.85	83.53	81.40				

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
	2007-08	88.92	91.00	83.45	73.24	76.47	78.45	103.90	84.98			X	X
Veterans Park	2006-07	119.19	125.49	124.33	129.19	127.13	113.45	100.55	115.77				
	2007-08	115.00	125.60	125.59	123.34	122.34	114.64	101.08	109.88	X			
Yates	2006-07	98.43	93.65	111.82	70.52	74.04	85.77	94.33	86.31				
	2007-08	103.68	110.85	126.18	88.13	92.03	99.14	102.14	88.04	X			
Fayette County Elementary Schools	2006-07	100.49	99.60	100.83	91.44	89.00	87.84	90.73	91.02				
	2007-08	101.27	106.71	102.61	93.99	92.41	90.20	96.62	91.79				

## Middle Schools

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
Beaumont	2006-2007	100.68	101.65	94.62	96.74	101.97	99.90	76.65	86.92				
	2007-2008	102.02	104.98	100.18	98.49	97.73	104.98	82.81	87.20				X
Bryan Station	2006-2007	94.94	75.23	73.66	77.25	84.26	84.74	70.45	82.75				
	2007-2008	96.58	88.24	81.70	80.99	91.17	90.40	71.79	84.69				
Crawford	2006-2007	81.69	68.32	73.56	67.89	64.68	71.98	65.29	68.80				
	2007-2008	79.96	71.49	70.72	76.29	70.59	75.01	73.11	69.99				
Edythe J Hayes	2006-2007	95.01	90.45	87.36	92.20	89.19	86.42	69.60	82.40				
	2007-2008	94.20	90.51	98.63	86.36	87.35	103.90	65.89	84.31				
Jessie Clark	2006-2007	96.94	94.38	92.36	95.06	96.42	98.29	79.82	91.62				
	2007-2008	97.79	97.14	99.44	99.71	91.98	100.31	94.93	90.75	X			
Leestown	2006-2007	74.93	56.93	69.95	60.53	58.41	65.42	64.17	63.64				
	2007-2008	75.75	70.62	67.24	69.76	64.44	64.90	80.55	66.64	X			
LTMS	2006-2007	97.03	87.46	85.38	86.87	99.17	90.00	76.51	84.99				
	2007-2008	94.65	91.93	87.27	84.09	90.45	96.90	74.87	81.16				X
Morton	2006-2007	106.16	100.26	104.70	109.58	109.86	104.08	91.11	95.80				
	2007-2008	103.86	101.58	104.62	108.50	105.30	108.33	99.55	91.62				X
SCAPA	2006-2007	123.19	119.34	120.01	118.91	128.37	119.99	115.10	116.00				
	2007-2008	122.54	123.18	124.43	123.09	126.92	129.63	116.30	106.54				
Southern	2006-2007	96.57	95.28	84.01	91.77	95.96	83.13	58.87	84.45				
	2007-2008	95.51	97.73	90.40	90.40	89.25	89.41	68.44	84.78	X			
Tates Creek	2006-2007	79.13	73.19	68.84	59.21	73.63	74.30	74.68	70.63				
	2007-2008	78.73	73.14	81.72	63.78	65.09	82.78	87.55	66.63				

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
Winburn	2006-2007	86.07	74.47	86.21	71.32	84.17	79.61	72.35	82.27				
	2007-2008	91.13	85.32	91.81	77.96	86.88	91.80	78.42	81.79	X		X	
Fayette County Middle Schools	2006-2007	93.41	85.93	85.76	85.90	89.99	87.48	74.08	83.21				
	2007-2008	93.58	90.67	90.60	87.69	87.55	93.99	81.28	82.40				

## High Schools

		Reading	Math	Science	Social Studies	Arts and Humanities	Prac. Living/ Voc. Studies	Writing Portfolio	Writing On-Demand	Laptops	Desktops	Projectors	Smart Classrooms
Bryan Station	2006-2007	84.99	48.49	56.34	63.87	84.42	75.10	75.30	52.75				
	2007-2008	79.36	54.85	55.33	61.73	86.91	71.46	76.37	60.30	X			
Henry Clay	2006-2007	95.60	81.90	79.15	86.57	99.60	93.29	84.49	56.74				
	2007-2008	87.71	85.95	82.01	86.54	98.04	87.92	80.43	75.61				
Lafayette	2006-2007	91.30	73.15	77.65	82.87	101.09	92.88	74.28	62.81				
	2007-2008	88.52	78.17	79.61	85.11	98.18	92.03	75.87	75.36	X			
PL Dunbar	2006-2007	99.32	84.46	81.92	87.73	106.41	98.47	73.63	60.86				
	2007-2008	93.82	83.97	79.53	79.51	102.68	97.71	82.51	73.48	X			X
Tates Creek	2006-2007	98.92	79.46	83.31	83.58	107.28	100.50	67.74	55.03				
	2007-2008	90.51	77.26	76.56	76.60	97.40	87.38	76.89	75.06	X			
Fayette County High Schools	2006-2007	94.10	76.21	77.44	82.63	101.06	91.93	74.70	57.64				
	2007-2008	87.97	76.73	75.08	78.26	96.43	87.30	78.16	71.81				