

**ESC Region 12 Technology Foundation
Instructional Technology Grant Evaluation Report Summary
2016-2017 Grant Awards
September 2017**

District	Project Title	Grades Served	Students & Staff Served Projected Vs Actual	Achieved Obj?	Outcomes?	What We Learned	What We Would Do Differently
Belton ISD/ South Belton Middle School \$6,844	Look Mom! We're on Apple TV (Apple TVs for all student- utilized areas of the campus)	6-8 (all subjects)	Students 755/775 Staff 60/60	Yes	<ul style="list-style-type: none"> • Students' sharing of digital materials increased by 43% • Teacher projection of digital materials by laptops increased by 10%, by iPads 30% & student iPads 10% • The amount of time teachers spent away from their desks increased by 60% • We were unable to correlate data from AppleTV usage to statistical student performance data – pre- & post-survey data from teachers & students were used 	<ul style="list-style-type: none"> • We did pilot testing with the Apple TVs but scaling to many more caused issues • PD is key – multiple training sessions are needed 	<ul style="list-style-type: none"> • Implement more PD • Involve admin level technology specialists • Use teachers to train & report new ways they are using technology

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<p>La Vega ISD/ La Vega Elementary School</p> <p>\$9,684</p>	<p>Welcome to "Appy Hour"</p> <p>(We will bring a "flipped learning" environment to our students through iPads & apps)</p>	<p>3 (math & reading)</p>	<p>Students 88/60</p> <p>Staff 4/60</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Students in 2 out of 3 math or reading classes increased avg. scores (42 to 75 & 63 to 75) • Students in 1 reading class did not (81 to 73) • Six-weeks assessments were used • Students tested higher than most of the other classes that did not use technology. 	<ul style="list-style-type: none"> • Learning has to be engaging & fun for 21st century learners • Learners need instant feedback & a variety of learning styles • Apps such as Class Dojo & Remind can increase parental involvement by allowing parents to feel involved with everyday activities 	<ul style="list-style-type: none"> • Give parents a preview of what apps students will be using and how they can support & help during non-school hours
<p>Moody ISD</p> <p>\$10,000</p>	<p>The STEAM Garage</p> <p>(To allow MISD students to engage in STEAM activities)</p>	<p>PK-12 (science, tech, engineer- ing, arts, & math)</p>	<p>Students 688/404</p> <p>Staff 99/99</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Technology integration increased as documented in lesson plans • 13 teachers used the STEAM Garage on a regular basis, and 20 others used it less frequently • We don't know if we reached our target goal of increasing college/ career readiness, except anecdotally • More teachers were inspired to apply for local district technology grants • Collaboration with the ACE program 	<ul style="list-style-type: none"> • Even though the STEAM Garage was centrally located, it was used by all campuses • If you give students an opportunity to explore with these types of technology tools, they quickly engage & begin using design thinking • Teachers need plenty of support when introducing an innovative way of teaching 	<ul style="list-style-type: none"> • Be more strategic in creating objectives that require less pieces of paper • Ensure that computers used are sufficient for Garage activities

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<p>Teague ISD/ Teague High School</p> <p>\$8,700</p>	<p>High School Print Lab</p> <p>(To establish a print lab that includes large format & 3-D printers for support of Tech, Engineering, & Science classes)</p>	<p>9-12 (CIS, graphic design, computer science, engineering, eng. math, digital media/ art & animation)</p>	<p>Students 200+/234</p> <p>Staff 3+/3</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Increased student engagement in STEM projects throughout the year • Increases in student achievement rates & TEKS mastery were indicated by improved scores on assessments administered throughout the year • College-bound students who plan to major in STEM areas – 48.5% at the beginning of the school year increased to 59% at year’s end • Students who foresee themselves in a career involving technology – 39% at the beginning of the school year increased to 45% at year’s end 	<ul style="list-style-type: none"> • Losing a key staff member compromised results somewhat • Having instructional staff that are not only capable but also flexible & open to learning along with the students is equally important • Teachers do not have to know everything about a subject such as 3-D printing or large format printing in order to implement these types of projects 	<ul style="list-style-type: none"> • If a key staffer is leaving, provide an opportunity for her/him to do some orientation & preliminary work with the new project members
<p>Waco ISD/ Brazos High School Credit Recovery</p> <p>\$10,000</p>	<p>Digital Library for Success</p> <p>(To create an online curriculum library of video lessons for at-risk students to review TEKS-specific content to gain concept continuity of lessons they missed due to absences using iPads & online subscription tools)</p>	<p>6-12 (English, math, science, & social studies)</p>	<p>Students 250/200</p> <p>Staff 12/10</p>	<p>No</p>	<ul style="list-style-type: none"> • The project relied on two online subscriptions from Educreations & ShowMe • The success of the project was intrinsically linked to the number of students and their credit acquisition • Because training was delayed until January, there is insufficient data to evaluate the success of this project 	<ul style="list-style-type: none"> • Teamwork by the staff is extremely important • Teacher buy-in was 100% prior to difficulties procuring online subscriptions, but enthusiasm waned by the time we were able to begin 	<ul style="list-style-type: none"> • Consider internal procurement procedures when planning project timelines

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NOTES:

- 2,027 students were to be served; 1,678 were actually served (compared to 1,222 students served in 2015-2016)
- 192 staff members were to be served; 232 were actually served (compared to 71 staff members served in 2015-2016)
- All grade levels were served, including special needs and credit recovery
- All types of campuses were represented (elementary, middle, high, K-12, plus a charter school and a credit recovery high school)
- Sizes of districts and geographic locations were diverse
- How did you originally hear about this grant opportunity?
 - ESC Region 12 Email – 4
 - Administration – 1
 - Other Teachers – 1
 - Other – 1
- Would you find a pre-submission workshop or training opportunity beneficial in the future? If so, what format would you find most useful:
 - Pre-recorded webinar – 5
 - In-person workshop held at ESC Region 12 – 2
 - Live webinar – 2