

Garfield Heights City Schools

Maple Leaf Intermediate

Enhancing Education Through Technology

End-year Evaluation

QuickTime™ and a
Jncompressed) decompressor
needed to see this picture.



June 21, 2006

<http://kadelresearch.com>

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Survey References

In order to save paper and preserve our natural resources, the original survey tools are not included in this report. You can find them online at <http://kadelresearch.com/eett>.

School Observations and Leader/Administrator Discussion

KRC's observer visited Maple Leaf Intermediate School on October 24, 2005. Maple Leaf serves grades four and five, with both grades receiving the focus of EETT. Their program vendor is SchoolNet Inc.

The school currently has one computer lab with 29 Macintosh computers. The computers are arranged around the outer walls and an inner area in the classroom, situated on individual desks. No peripherals were used during the observation.

The observer viewed two groups of students, both of which were doing individual work. Two classroom teachers circulated to provide reminders and reinforcement as needed. The majority of



students were wearing headphones while working in a variety of programs. Both groups were working on basic math concepts, such as rounding numbers, division, addition and subtraction, and the cumulative, associative, and distributive properties.

One group of three students was working on a keyboarding application during the observation.

Following the class observations, the observer spent some time talking with the school's EETT team. Present were: Principal Tom Matthews, Team Leader Dawn Majors, Teachers Char Hartman,

Vicky Tomasheski, and Jill Frimel, and Intervention Specialist Lori Frank. The information in the following paragraphs is culled from this interview.

The EETT program seems to be helping the students academically, but there have been a number of challenges. The school has been with SchoolNet for one-and-a-half years at this point (October 2005). The school's relationship with SchoolNet has been problematic, as the team has not felt that the vendor is responsive to their needs. To date, they have not been able to use SchoolNet's self-produced software at all. However, Compass Learning and EasyTech have been very good.

There have also been other challenges. For instance, class size has become an issue, and at times there are not quite enough computers for each child to have one to him- or herself. Also, the technology quickly

becomes obsolete, and grant funds simply cannot provide for the school to keep up. At times, technology obsolescence presents a classroom management issue (see below). The team would like to have more options or choices for software and management programs.



In terms of classroom management, the primary challenges are: setting up “masterable” routines for the students; and occasionally failing technology that interrupts those routines. The teachers have worked to help the students learn the logon and startup routines, but these still seem to present a problem, which takes time out of class. Also, if the computers freeze (because some of the machines

are outdated) they need to be disconnected from the power and then rebooted, which can be very time-consuming.

Professional development has been good. EasyTech and Compass Learning both came out and provided school-wide training, which was very helpful. Compass Learning has had responsive tech support, but the EasyTech information could be improved. Tech support through the district could be better, but the tech budget has been reduced. The school uses Trouble-Tracker to log problems and keep track of any tech support issues that arise.

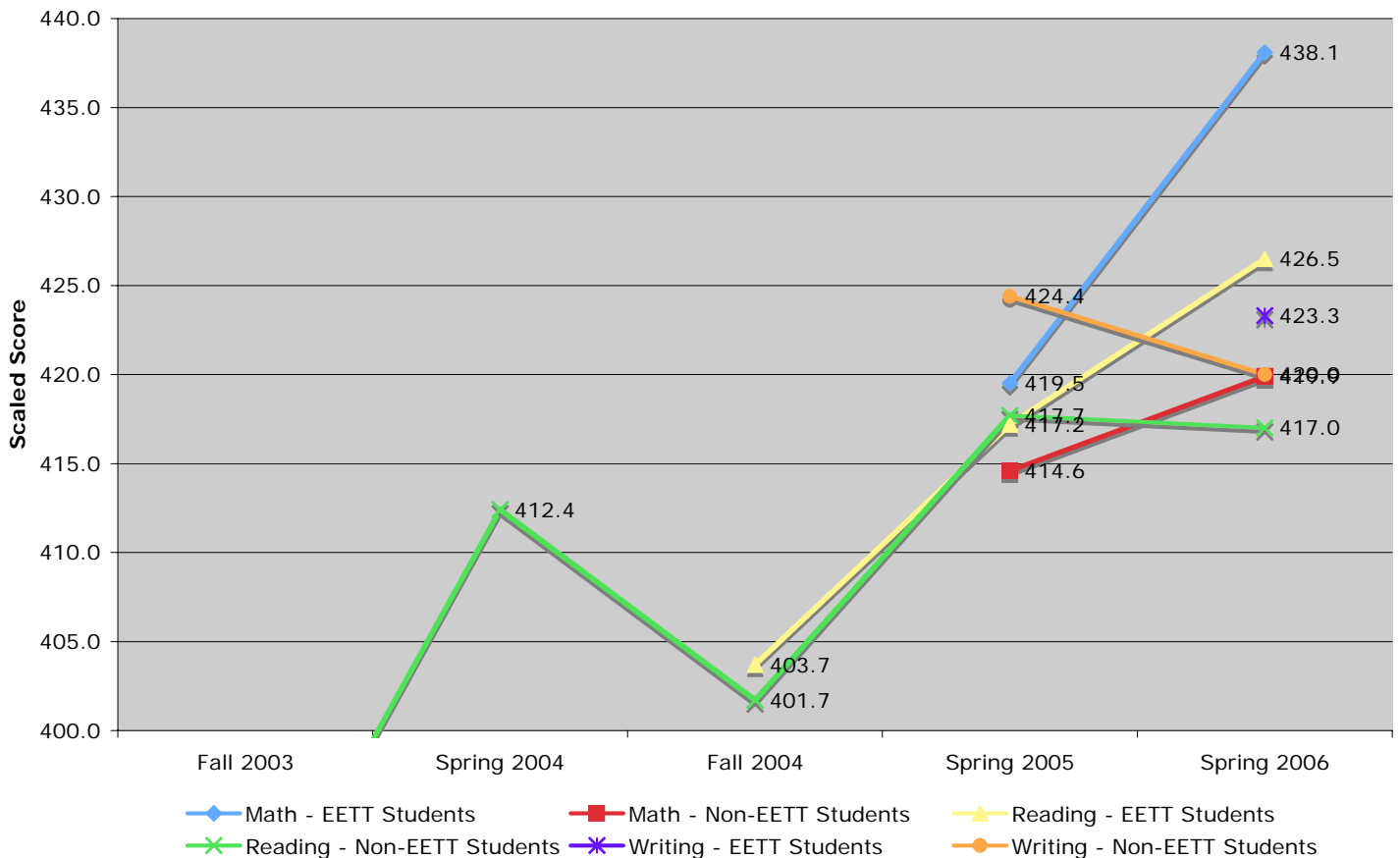
Ohio Achievement Test Results

EETT has been in place at Maple Leaf Intermediate since the fall of 2004. Out of the ten fourth grade and ten fifth grade classrooms, three fourth grade and two fifth grade classrooms received the focus of EETT. Two years' worth of testing data can provide valuable comparisons between EETT and non-EETT classes' performance. The graphs below track the averages of individual students' scaled OAT scores over time. That is, scaled scores from students who are currently in the fifth grade (in 2005-06) are compared to their scaled scores from the fourth grade test in 2004-05.

Fourth Grade

In 2004-05 and 2005-06, Maple Leaf's fourth graders participated in both the reading and math portions of the new Ohio Achievement Test. As seen in the following graph, EETT students outperformed their non-EETT counterparts in both reading and math over the last two school years. The blue line represents EETT students' math scores, and the red line represents non-EETT students' math scores. The slope of the blue line, being greater than the slope of the red, shows faster growth in OAT math scores among EETT students. The yellow line represents EETT students' reading scores, and the green line represents non-EETT students' reading scores. The slope of the yellow line, being greater than the slope of the green shows faster growth in OAT reading scores among EETT students. (Indeed, the green line actually shows a decrease in average scores from 2004-05 to 2005-06.)

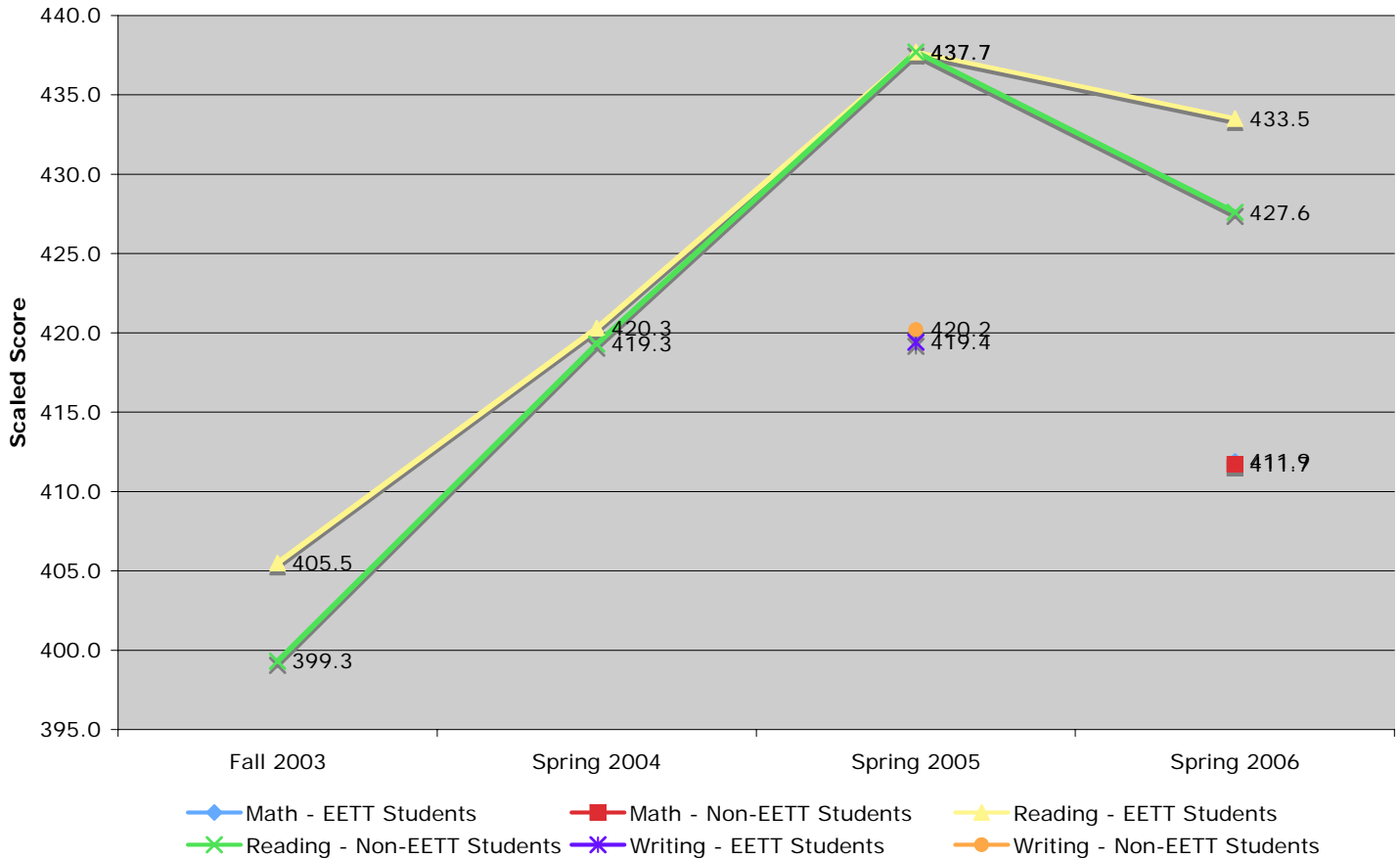
Maple Leaf Intermediate 4th Graders' OAT Results



Fifth Grade

In 2004-05 and 2005-06, Maple Leaf’s fifth graders participated in the reading portion of the OAT. As seen in the following graph, EETT students outperformed their non-EETT counterparts in reading over the last two school years. The yellow line represents EETT students’ reading scores, and the green line represents non-EETT students’ reading scores. While there was a decrease from the spring of 2005 to the spring of 2006, the yellow line (EETT students) does not decrease as dramatically as the green line (non-EETT students).

Maple Leaf Intermediate 5th Graders' OAT Results



Teacher Technology Survey

Teachers were asked to complete their EETT technology survey online in late October or early November 2005, with the follow-up survey being completed in May-June 2006. Each teacher was asked if he or she was an “EETT teacher,” and the question text explained that an EETT teacher had a class that was receiving the focus of EETT resources. In this section, the results are compared to determine if EETT teachers make more significant gains in technology knowledge, skills, and use than their non-EETT colleagues.

The tables below present the results of this survey, with most results being broken down between the EETT and non-EETT teachers for comparison. The results of the survey are fairly predictable — EETT teachers are more likely than non-EETT teachers to use their computers for a variety of tasks and to have their students perform a number of tasks on the computers. Additionally, EETT teachers’ skills and use appear to have grown more than those of non-EETT teachers.

School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Maple Leaf Intermediate	30	100.0	100.0	100.0

Survey completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fall 05	16	53.3	53.3	53.3
Spring 06	14	46.7	46.7	100.0
Total	30	100.0	100.0	

EETT Teacher? * Survey completed Crosstabulation

			Survey completed		Total
			Fall 05	Spring 06	
EETT Teacher?	Yes	Count	3	4	7
		% within Survey completed	18.8%	28.6%	23.3%
	No	Count	13	10	23
		% within Survey completed	81.3%	71.4%	76.7%
Total		Count	16	14	30
		% within Survey completed	100.0%	100.0%	100.0%

Number of Computers and Internet Connections between EETT and non-EETT Teachers, Comparing Fall and Spring

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Mean	Mean	Mean	Mean
How many computers do you have in your classroom?	5.3	5.8	1.8	1.9
How many of [these computers] are connected to the Internet?	5.3	5.8	1.8	1.9

Re: the current school year, which type(s) of software have been most important to your teaching?

		EETT Teacher?			
		Yes		No	
		Survey completed		Survey completed	
		Fall 05	Spring 06	Fall 05	Spring 06
Software	Word processing	100.0%	100.0%	100.0%	100.0%
	Web browsing/searching	66.7%	50.0%	84.6%	70.0%
	Spreadsheet	33.3%	25.0%	46.2%	50.0%
	Email	66.7%	75.0%	84.6%	80.0%
	Instructional software (e.g. Riverdeep or Compass Learning products, Kidspiration, etc.)	100.0%	75.0%	53.8%	70.0%
	Blackboard			46.2%	10.0%
	Computer graphics/design	33.3%	25.0%	30.8%	
	Database/data management (including gradebook programs)	100.0%	75.0%	76.9%	40.0%
	Web design			7.7%	
	Other digital media (music or video programs)	33.3%		15.4%	10.0%
	Presentation (e.g. PowerPoint, Lectora, Keynote)	100.0%	50.0%	53.8%	

* Multiple responses allowed. Columns will sum to greater than 100%

How much experience have you had with Windows-based PCs or laptops?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Windows-based PCs or laptops	Windows-based PCs or laptops	Windows-based PCs or laptops	Windows-based PCs or laptops
	%	%	%	%
A little	33.3%	25.0%		33.3%
A moderate amount		25.0%	23.1%	11.1%
A lot	66.7%	25.0%	61.5%	44.4%
I'm an expert		25.0%	15.4%	11.1%

How much experience have you had with Apple/Macintosh PCs or laptops?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Macintosh (iMac/iBook, PowerMac/PowerBook)	Macintosh (iMac/iBook, PowerMac/PowerBook)	Macintosh (iMac/iBook, PowerMac/PowerBook)	Macintosh (iMac/iBook, PowerMac/PowerBook)
	%	%	%	%
None				10.0%
A little			7.7%	
A moderate amount	33.3%		23.1%	
A lot	66.7%	100.0%	61.5%	80.0%
I'm an expert			7.7%	10.0%

Which of the following best describes your use of personal computers (Windows or Macs)?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Description of use of personal computers	Description of use of personal computers	Description of use of personal computers	Description of use of personal computers
	%	%	%	%
Novice - I can start a computer and work with desktop icons.	33.3%		7.7%	20.0%
Intermediate - I understand file organization. I use compute	33.3%	50.0%	30.8%	60.0%
Advanced - I am able to attach a printer or scanner. I can u	33.3%	50.0%	61.5%	20.0%

Which of the following best describes your use of the Internet?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Description of use of the Internet	Description of use of the Internet	Description of use of the Internet	Description of use of the Internet
	%	%	%	%
Intermediate - I am able to search the Web and locate resour	100.0%	100.0%	61.5%	90.0%
Advanced - I can develop an Internet activity or Web page.			38.5%	10.0%

For how many years, if at all, have you had a computer/Internet access at home?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Mean	Mean	Mean	Mean
Computer at home	10.7	12.3	11.1	9.4
Internet access at home	10.0	10.5	7.3	7.6

How often is technology used by students in your classes to...?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Mean	Mean	Mean	Mean
Topic: a) Gather information/data from a variety of sources (e.g. via the Internet, CD-ROM software, etc.)	2.0	2.8	2.3	2.5
Topic: b) Organize information (e.g. creating tables, spreadsheets, etc.)	1.7	2.0	1.6	1.2
Topic: c) Communicate information (e.g. in word processing documents, email, etc.)	3.0	3.3	2.4	2.1
Topic: d) Display data/information (e.g. using graphs, charts, maps, etc.)	2.3	2.3	1.8	1.4
Topic: e) Communicate/interact with other students (e.g. email, instant messages, etc.)	1.0	1.0	1.0	1.0
Topic: f) Create visuals (e.g. use a digital camera, create diagrams, pictures, etc.)	2.0	2.5	1.8	1.1
Topic: g) Produce multimedia presentations	2.0	2.5	1.7	1.0
Topic: h) Perform calculations	1.3	1.8	1.5	1.4
Topic: i) Re-teach basic skills (e.g. use drill-and-practice or tutorial software)	4.0	3.3	2.6	2.2
Topic: j) Accommodate for a disability or special need (e.g. use assistive technology devices or software)	2.3	2.0	1.8	1.3

Scale: 1=Never, 2=A few times per year, 3=A few times per month, 4=Once or twice per week, 5=Every day or almost every day

How would you rate your level of proficiency with each use of technology listed?

	EETT Teacher?			
	Yes		No	
	Survey completed		Survey completed	
	Fall 05	Spring 06	Fall 05	Spring 06
	Mean	Mean	Mean	Mean
Topic: a) Communicating with staff, administrators, and other colleagues (e.g. via email, discussion areas, etc.)	4.0	4.0	4.1	4.2
Topic: b) Communicating with parents/guardians of students (e.g. via email, online communities, etc.)	3.7	4.0	3.9	3.9
Topic: c) Participating in online discussion groups	2.0	2.3	2.9	2.0
Topic: d) Participating in collaborative projects	2.3	2.5	2.6	1.9
Topic: e) Benchmarking student performance throughout the year	3.3	3.8	3.5	2.9
Topic: f) Maintaining attendance	4.0	4.3	3.7	3.7
Topic: g) Maintaining grades	4.0	4.3	4.2	3.9
Topic: h) Generating tests	3.0	4.3	3.8	3.2
Topic: i) Administering tests	2.3	3.8	2.5	2.7
Topic: j) Calculating grades	4.0	4.3	4.2	3.9
Topic: k) Generating progress reports	3.7	4.3	4.1	4.0
Topic: l) Creating instructional materials	3.7	4.3	3.9	3.8
Topic: m) Creating presentations	3.0	3.8	3.5	2.7
Topic: n) Utilizing assistive technology resources that accommodate individual student learning needs	2.7	3.0	3.5	2.9
Topic: o) Accessing school improvement material from the Internet	2.3	2.3	3.5	3.1
Topic: p) Accessing curriculum resources from the Internet (e.g. local or state curriculum standards)	3.7	3.8	4.0	3.5
Topic: q) Researching educational topics of personal interest	4.0	3.5	3.9	3.8

1: "Unfamiliar" Not heard much about using tech for this; 2: "Aware" I know about using tech for this; 3: "Implement" I have just begun using tech for this; 4: "Use" I regularly use tech for this; 5: "Adapt" I adjust this tech to meet specific needs

For each component of the SchoolNet, Inc. package, please indicate how often you use that component in your classroom.

	Learning Odyssey	Explore	Align	Outreach	Assign
	%	%	%	%	%
Never		100.0%	100.0%	100.0%	100.0%
Often	75.0%				
Daily	25.0%				

For each component of the SchoolNet, Inc. package, please indicate how satisfied you are with that component.

	Learning Odyssey	Explore	Align	Outreach	Assign
	%	%	%	%	%
Very dissatisfied			100.0%	100.0%	100.0%
Satisfied	25.0%				
Very satisfied	75.0%				

How would you describe the impact technology has had on teaching and learning in your classroom?

	EETT Teacher?	
	Yes	No
	Impact of technology on teaching and learning	Impact of technology on teaching and learning
	%	%
Technology has had little or no impact on teaching and learning		10.0%
Technology has somewhat enhanced teaching and learning	50.0%	60.0%
Technology has greatly enhanced teaching and learning	50.0%	30.0%

**Describe the process that technology has had on
your own attitude toward the teaching and
learning process.**

	EETT Teacher?	
	Yes	No
	Impact of technology on own attitude toward teaching and learning	Impact of technology on own attitude toward teaching and learning
	%	%
Tech has no real impact on my attitude	25.0%	30.0%
Tech caused me to be slightly more positive	50.0%	40.0%
Tech caused me to be significantly more positive	25.0%	30.0%

**Rate the contribution that technology makes to
student learning in your classroom in mathematics.**

	EETT Teacher?	
	Yes	No
	Mathematics	Mathematics
	%	%
No impact		25.0%
Slightly positive	25.0%	62.5%
Strongly positive	75.0%	12.5%

**Rate the contribution that technology makes to
student learning in your classroom in reading.**

	EETT Teacher?	
	Yes	No
	Reading	Reading
	%	%
No impact		25.0%
Slightly positive	100.0%	62.5%
Strongly positive		12.5%

Rate the contribution that technology makes to student learning in your classroom in other areas of language arts.

	EETT Teacher?	
	Yes	No
	Other areas of language arts	Other areas of language arts
	%	%
No impact		37.5%
Slightly positive	100.0%	50.0%
Strongly positive		12.5%

Grade level(s) taught	Pre-K	
	Kindergarten	
	1st grade	
	2nd grade	
	3rd grade	
	4th grade	58.6%
	5th grade	44.8%
	6th grade	
	8th grade	
	Special Education (all grades or no specific grades)	6.9%

* Multiple responses allowed. Column may sum to greater than 100%

How many years' teaching experience do you have (both at this school and elsewhere)?

	EETT Teacher?	
	Yes	No
	Mean	Mean
Years of teaching experience	15.3	13.1

Please indicate your sex/gender.

	Sex/gender
	%
Male	10.0%
Female	90.0%

What is your race/ethnicity?

Race/ethnicity	American Indian or Alaskan Native	
	Asian or Pacific Islander (incl. Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Native Hawaiian, Guarani)	
	Black or African American	
	Hispanic or Latino/-a (incl. Puerto Rican, Cuban, Mexican, Chicano)	6.9%
	White/Caucasian	93.1%

* Multiple responses allowed. Column may sum to greater than 100%

Student Technology Surveys

KRC created one survey for Maple Leaf's students to cover the approximate reading levels of 4th and 5th grade. Recognizing that not all students have the reading skills to work through the survey on their own (especially younger students or those with special needs), teachers were advised in the instructions to assist the students by reading the questions aloud and asking them to mark their answers. They were asked simply not to influence the students' answers in any way.

The questions themselves are based on the Ohio Technology Academic Content Standards (http://www.ode.state.oh.us/academic_content_standards/) and the International Society for Technology in Education's National Educational Technology Standards for Students (<http://www.iste.org/nets>). The surveys were administered in October 2005 and again in May 2006.

Every effort was made to match students' responses in the fall to their responses in the spring for a more detailed statistical analysis. However, it was determined that, as students move from class to class, as teachers may change classrooms, we could not guarantee that the comparisons would be valid. Nonetheless, grade level analyses follow, and each grade level's student responses are compared fall to spring. In most cases, the students show marked growth in their use and knowledge of technology from fall to spring.

Grades 4-5

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4th grade	542	100.0	100.0	100.0

Teacher/classroom * Survey taken Crosstabulation

Count

		Survey taken		Total
		Fall 05	Spring 06	
Teacher/classroom	Boehm		2	2
	Chaney	30	29	59
	Engle	28	29	57
	Fisher	26		26
	Frimel	28	27	55
	LePelley	17	24	41
	Lewis	26	29	55
	Majors	28	30	58
	Molnar	25	27	52
	Perko	30	29	59
	Primiano	25	28	53
	Schultz		25	25
Total		263	279	542

Fourth Graders' Responses to Technology Survey Questions, Comparing Fall 05 to Spring 06

		Survey taken	
		Fall 05	Spring 06
		%	%
How well can you use a computer mouse?	I can do this okay	7.4%	9.8%
	I am very good at this	92.6%	90.2%
How well can you use a computer keyboard?	I don't know how	3.4%	1.5%
	I can do this okay	56.7%	70.2%
	I am very good at this	39.8%	28.3%
How easy is it for you to "log in" to the computer?	I don't know how	.4%	.4%
	I can do this okay	11.3%	6.5%
	I am very good at this	88.3%	93.1%

Fourth Graders' Responses to Technology Survey Questions, Comparing Fall 05 to Spring 06

		Survey taken	
		Fall 05	Spring 06
		%	%
How much do you like to share the work you do on the computer?	I do not do any work on the computer.	2.3%	1.8%
	I do not like to share the work I do on the computer.	10.3%	10.9%
	I like to share...sometimes.	60.2%	64.2%
	I like to share...all the time.	27.2%	23.0%

Fourth Graders' Responses: "How often do you use computers at school for...?" Comparing Fall 05 with Spring 06

		Survey taken	
		Fall 05	Spring 06
		%	%
Reading	Never	18.3%	13.7%
	Sometimes	51.4%	39.3%
	Most of the time	19.1%	23.0%
	All the time	11.3%	24.1%
Writing	Never	13.2%	11.7%
	Sometimes	63.8%	51.6%
	Most of the time	12.8%	25.3%
	All the time	10.1%	11.4%
Art, drawing	Never	21.4%	54.1%
	Sometimes	59.5%	31.3%
	Most of the time	11.3%	8.2%
	All the time	7.8%	6.3%
Math	Never	8.0%	15.0%
	Sometimes	57.8%	46.8%
	Most of the time	17.3%	16.1%
	All the time	16.9%	22.1%
Spelling	Never	40.5%	29.6%
	Sometimes	43.2%	48.9%
	Most of the time	7.8%	11.5%
	All the time	8.6%	10.0%
Science	Never	30.6%	39.5%
	Sometimes	50.4%	44.3%
	Most of the time	14.3%	11.1%
	All the time	4.7%	5.2%
Social studies	Never	49.4%	53.9%
	Sometimes	39.0%	34.3%
	Most of the time	7.6%	8.1%
	All the time	4.0%	3.7%
To send email or chat (like using instant messenger)	Never	92.3%	94.4%
	Sometimes	4.0%	3.3%
	Most of the time	1.6%	.4%
	All the time	2.0%	1.9%
To play games	Never	2.0%	4.1%
	Sometimes	56.2%	43.0%
	Most of the time	13.9%	33.0%
	All the time	27.9%	20.0%
To visit Web sites ("surf the Web")	Never	4.0%	12.9%
	Sometimes	37.5%	37.1%
	Most of the time	19.8%	34.9%
	All the time	38.7%	15.1%

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5th grade	540	100.0	100.0	100.0

Teacher/classroom * Survey taken Crosstabulation

Count

		Survey taken		Total
		Fall 05	Spring 06	
Teacher/classroom	Boehm	24	21	45
	Hart	30	30	60
	Hartman	25	28	53
	Harvan	27	26	53
	Rose	31	27	58
	Sobonya	24	30	54
	Sprenulli	26	28	54
	Taddeo	29	29	58
	Thomas	27	27	54
	Tomasheski	27	24	51
Total		270	270	540

Fifth Graders' Responses to Technology Survey Questions, Comparing Fall 05 to Spring 06

		Survey taken	
		Fall 05	Spring 06
		%	%
How well can you use a computer mouse?	I don't know how		.7%
	I can do this okay	7.8%	11.5%
	I am very good at this	92.2%	87.7%
How well can you use a computer keyboard?	I don't know how	.4%	5.6%
	I can do this okay	63.3%	72.4%
	I am very good at this	36.3%	22.0%
How easy is it for you to "log in" to the computer?	I don't know how	.4%	.7%
	I can do this okay	7.5%	6.7%
	I am very good at this	92.1%	92.5%

**Fifth Graders' Responses to Technology Survey Questions, Comparing Fall 05
to Spring 06**

		Survey taken	
		Fall 05	Spring 06
		%	%
How much do you like to share the work you do on the computer?	I do not do any work on the computer.	6.1%	4.8%
	I do not like to share the work I do on the computer.	13.3%	17.5%
	I like to share...sometimes.	66.9%	66.9%
	I like to share...all the time.	13.7%	10.8%

Fifth Graders' Responses: "How often do you use computers at school for...?" Comparing Fall 05 with Spring 06

		Survey taken	
		Fall 05	Spring 06
		%	%
Reading	Never	18.8%	14.0%
	Sometimes	64.4%	59.2%
	Most of the time	9.2%	16.2%
	All the time	7.7%	10.6%
Writing	Never	11.8%	9.5%
	Sometimes	50.2%	56.5%
	Most of the time	29.3%	20.2%
	All the time	8.7%	13.7%
Art, drawing	Never	42.7%	52.7%
	Sometimes	48.5%	43.1%
	Most of the time	4.6%	2.3%
	All the time	4.2%	1.9%
Math	Never	34.6%	10.3%
	Sometimes	41.9%	61.6%
	Most of the time	16.2%	24.0%
	All the time	7.3%	4.2%
Spelling	Never	22.9%	26.3%
	Sometimes	54.5%	53.4%
	Most of the time	17.0%	17.7%
	All the time	5.5%	2.6%
Science	Never	51.7%	34.4%
	Sometimes	39.4%	59.9%
	Most of the time	5.4%	3.8%
	All the time	3.5%	1.9%
Social studies	Never	48.2%	15.5%
	Sometimes	41.1%	75.4%
	Most of the time	8.7%	6.8%
	All the time	2.0%	2.3%
To send email or chat (like using instant messenger)	Never	92.5%	95.8%
	Sometimes	4.4%	2.7%
	Most of the time	.8%	1.2%
	All the time	2.4%	.4%
To play games	Never	6.2%	2.7%
	Sometimes	50.8%	57.3%
	Most of the time	22.3%	26.7%
	All the time	20.8%	13.4%
To visit Web sites ("surf the Web")	Never	13.5%	5.7%
	Sometimes	34.6%	29.5%
	Most of the time	29.2%	39.5%
	All the time	22.7%	25.3%

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Special Ed. (no specific grade)	4	100.0	100.0	100.0

Teacher/classroom * Survey taken Crosstabulation

Count

		Survey taken	
		Spring 06	Total
Teacher/classroom	Hartman	1	1
	Tomasheski	3	3
Total		4	4

Responses of Students in Special Education to Technology Survey Questions, Comparing Fall 05 to Spring 06

		Survey taken
		Spring 06
		%
How well can you use a computer mouse?	I am very good at this	100.0%
How well can you use a computer keyboard?	I can do this okay	75.0%
	I am very good at this	25.0%
How easy is it for you to "log in" to the computer?	I am very good at this	100.0%

Responses of Students in Special Education to Technology Survey Questions, Comparing Fall 05 to Spring 06

		Survey taken
		Spring 06
		%
How much do you like to share the work you do on the computer?	I do not like to share the work I do on the computer.	25.0%
	I like to share...sometimes.	50.0%
	I like to share...all the time.	25.0%

Responses of Students in Special Education: "How often do you use computers at school for...?" Comparing Fall 05 with Spring 06

		Survey taken
		Spring 06
		%
Reading	Sometimes	25.0%
	Most of the time	75.0%
Writing	Sometimes	75.0%
	All the time	25.0%
Art, drawing	Sometimes	75.0%
	All the time	25.0%
Math	Sometimes	25.0%
	Most of the time	75.0%
Spelling	Sometimes	100.0%
Science	Sometimes	75.0%
	Most of the time	25.0%
Social studies	Sometimes	75.0%
	Most of the time	25.0%
To send email or chat (like using instant messenger)	Never	75.0%
	Sometimes	25.0%
To play games	Sometimes	75.0%
	All the time	25.0%
To visit Web sites ("surf the Web")	Sometimes	75.0%
	All the time	25.0%

Parent Survey

Parent surveys were administered in September 2005, either during a back-to-school night or sent home with the student, e.g. as part of a school newsletter. This survey was not administered again in the spring (unlike the teacher and student surveys).

It is designed to collect some basic information about computer and Internet access away from schools as well as to ask parents about their goals for their children and obstacles or barriers to achieving those goals. The parent survey was made available in English and Spanish.

65 parents/guardians returned the survey to KRC. A paper survey was given to each student to be filled out by his/her parent/guardian. There were eight questions in the survey with a mixture of choice-based and open-ended questions. The questions were related to: accessibility to a computer, and the Internet at home; places where they had access to the computer/Internet; parents'/guardians' goals for their children in using technology and learning reading and math skills; perceived barriers to achieving those goals; and what would be helpful in achieving those goals.

Quantitative Results

Table 1 presents the total number of surveys returned for each grade.

Table 1

		Grade			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	51	78.5	78.5	78.5
	5	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

Tables 2 and 3 summarize the results for questions on the presence of a computer and having Internet access at home. About 88% of the respondents said they had a computer at home, and 85% of them said they had Internet access at home.

Table 2

		Computer at home			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	12.3	12.3	12.3
	Yes	57	87.7	87.7	100.0
	Total	65	100.0	100.0	

Table 3

		Internet at home			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	15.4	15.4	15.4
	Yes	55	84.6	84.6	100.0
	Total	65	100.0	100.0	

Table 4 presents the results of places where the respondents had access to a computer and the Internet. Multiple responses were allowed for this question. As the table indicates, the respondents rated a public library the highest (48%) as a place to access computer and the Internet, followed by a friend's or relative's home (45%). In the 'other' category of place to access the computer and the Internet, 20 (10%) of the respondents listed a combination of their work place and college/university they attended.

Table 4

Location of access to computer and the internet	Frequency (N)	Percentage (%)*
Friend's/relative's home	29	45
Classroom/library at my child's school	17	26
House of worship	10	15
Public Library	31	48
Community Center	0	0
Store/café	0	0
Other (work, college)	32	49

* Numbers have been rounded to the nearest second decimal point.

Table 5 summarizes the results for each parent/guardian's special goals for his/her child in using technology and learning math or reading skills. The respondents checked multiple answers for this section. As the results indicate, about 71% and 68% of the respondents said they wanted to see their child get better grades or test scores in math and reading respectively, followed by about 54% who wanted to learn to use a computer or to learn new computer skills.

Table 5

Goals	Frequency (N)	Percentage (%)*
To see my child get better grades or test scores in math	46	71
To see my child get better grades or test scores in reading	44	68
To learn to use a computer or to learn new computer skills	35	54
To communicate better with my child about what he or she is doing in school	33	51
To better understand how computers will be used for my child's learning this year	22	34
To improve my own math or reading skills	10	15

* Numbers have been rounded to the nearest second decimal point.

Narratives

When the respondents were asked about the possible barriers or problems they might have in achieving their special goals, a majority of them said that time constraints, behavioral issues of the child, and communication matters between the parent/guardian and the child were some of the possible hurdles. Their comments are listed below. Similar multiple responses have been added up and included in parentheses, where applicable.

What are the barriers to achieving these goals?

My son is not interested in homework.
The biggest barrier I see is that my son doesn't won't communicate with anyone.
He doesn't pay attention to his homework.
Reading comprehension and math calculations
My son has language disability (2).
He has some concentration problems.
My time schedule (2)
I don't like to read much so that's a barrier.

His behavior.
Time issues (3).

When asked what would be helpful to the parent/guardian to help them achieve the goals they have for their child, respondents listed having quality time to spend with their child, being able to help the child, being able to communicate with school staff on a regular basis, and better time management.

Comments are included below.

What would be most helpful to overcome these barriers?

Better and more regular communication from the school/teachers.
More quality than quantity of work.
Extra help with learning to communicate better.
To help him focus and stay that way.
Going to the library.
Need to work with the teachers and counselor more often.
I need a babysitter.
Better time management on my part.

Time on Task

Time on task is measured as the average number of minutes of student use of the core software in each teacher's classroom. Data were collected for each EETT target teacher's class(es) on the Compass Learning system. Generally, Maple Leaf's students received an average of about two hours of computer-based instruction each month.

Maple Leafe Intermediate - Compass Learning Average Time on Task, 2005-06

