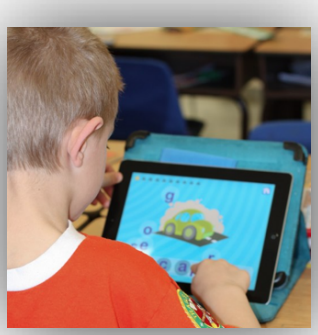
# Presentation to the Auburn School Committee



Featuring Damian Bebell, Ph.D.
Lynch School of Education
Boston College
February 15, 2012

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## Research Team

- Dr. Damian Bebell – Boston College
- Sue Dorris – Auburn School Department
- Dr. Mike Muir – Auburn School Department

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## Study Overview

- Part I: Pre/Post randomized comparison study
  - 9 week trial
  - 8 classrooms assigned iPads (n=129)
  - 8 classrooms retained status quo (n=137)
  - Compare literacy growth for both cohorts using standardized assessments.
- Part II: Year-long comparative study
  - Examine 2011/2012 impacts (for all kindergarten classes) compared to historic literacy and numeracy data and trends in Auburn.

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## Literacy Measures

- Rigby Benchmark Assessment
- Children's Progress Academic Assessment
  - Phonics/Writing Test (PW)
  - Listening Test (List)
  - Phonemic Awareness Test (PA)
  - Reading Test (Read)
- Observation Survey of Early Literacy Achievement
  - Letter Identification (LetID)
  - Concepts about Print (CAP)
  - Word Reading/Ohio Word Test (OWR)
  - Writing Vocabulary (WV)
  - Hearing and Recording Sounds in Words (HRSIW)
  - Text Reading

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## Background and Perspective

- Conducting research at Boston College since 1997
- Lead investigator on 10+ studies investigating 1:1 computing programs
  - www.intasc.org
- Organized 1st academic research symposium on 1:1 outcomes
- Edited and published 1st academic journal devoted to 1:1 outcomes and research
  - www.jtla.org

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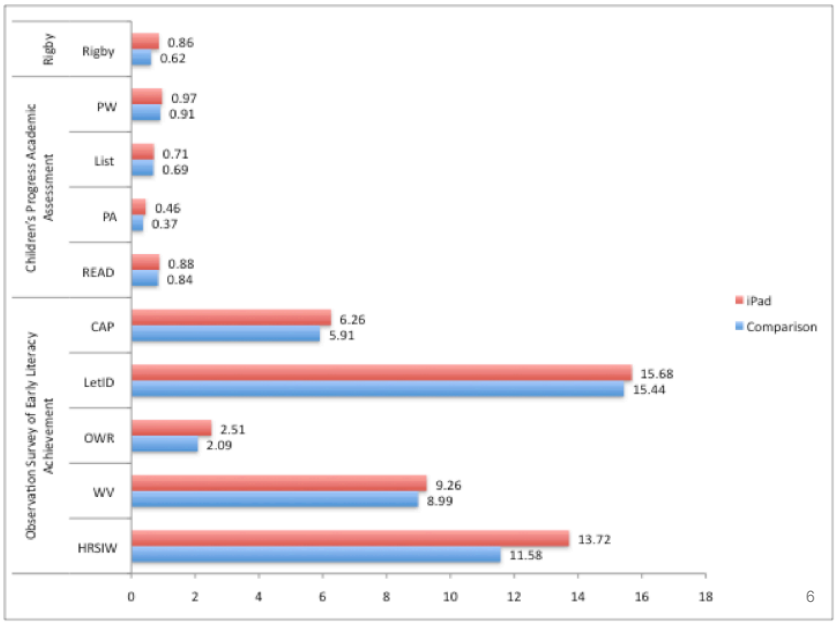
## Results: Comparing differences in performance

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## Points of Pride & Implications

- That Auburn actually did the research
- That we have at least one area of statistical significance
- That the results are emerging positive across the board
- That we did the Gold Standard for education research

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## Implications

- We have evidence this program allows our teachers to extend their impact
- We have a program that is congruent with Commissioner Bowen's strategic plan, and Governor LePage's mandate to expand digital learning in Maine – what are the possibilities?
- We're hopeful of future savings through avoided costs

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## Why These Results? – Sue & Mike

- Systemic approach, including PD, team design, & continuous improvement focus
- Our apps are correlated to our curriculum
- Student motivation & engagement
- Immediate feedback
- Apps can be customized to the students

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## Why These Results? – K teachers

- Can individualize for students and meet their needs.
- Students are able to work independently (freeing up teacher to work with other students).
- Kids are able to sustain attention.
- It's fun!  Student engagement is HIGH!
- Students receive immediate feedback. Student practice is more efficient.
- Students are digital natives.
- Different apps means multiple pathways

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## Next Steps

- Phase II – Year to year comparison
- Research on math development
- Pursue funding for Year 2 (1st Grade)

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## Questions/Contact

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  - www.purposeofschool.com

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