



Phase I iPad Rollout Survey Results

Prepared for the Board of Education
Ad Hoc Common Core Technology Committee

Associated Administrators of Los Angeles

November 2013



School Information

- **Survey dates:** October 21 – October 25, 2013
- **Sent to:** 38 Phase I school Principals and Assistant Principals
- **Not sent to:** Four (4) Phase I schools that dropped out; five (5) Phase I charter schools; one (1) not sent due to change of principal (late notification)
- **Responses:** 24 Responses – 18 Principals, 5 APs, 1 Instructional Specialist
- **School type:** Nine (9) **K-5**; Two (2) **K-6**; Five (5) **6-8**; Two (2) **6-12**; Six (6) **9-12**
- **Enrollment:** K-5 – 325 to 740; 6-8 – 659 to 900; 9-12 – 274 to 2100



Survey Highlights

- 60% were slightly or moderately prepared; 40% felt very prepared to integrate iPads into the curriculum.
- 92% participated in the summer training ; almost 60% participated in additional training-- an average of 14 hours per respondent.
- 76% felt the rollout was very or moderately smooth.



Highlights (cont.)

- 100% contacted a District employee for support; 80% experienced problems with wireless connectivity and sign-on/passwords.
- Noticeable increase in student engagement mentioned several times as the best aspect of the iPad program.
- Worst aspect dealt with the security, inability to take iPads home and incomplete lessons



Critical Issues to Resolve

- How teachers and administrators will get more in-depth training on classroom use of the iPads
- How to minimize the loss of instructional time for daily distribution and collection of the devices
- How the District will ensure that secure storage is available at all school sites



Critical Issues (cont.)

- How the wireless connectivity issues raised by administrators will be addressed
- When complete courses will be available
- When specific, grade-appropriate goals for the use of the iPad will be determined and communicated to parents and staff

Survey Details

Date iPads Received: (Q 4, n=23)

No. of Schools	Date Range
1	08/27/13
16	09/11/13 – 09/27/13
6	10/3/13 – 10/23/13



Length of Time Used by Teachers

Averages (Q 18 n=20)

Days – 14

Weeks – 3.9

Months - 2

OVERALL RATINGS

(4 POINT SCALE) 1 = LOWEST RATNG, 4 = HIGHERATINGT

Level of preparedness to integrate iPads into the school (Q 6, n=24) **Moderately prepared (3.13)**

Helpfulness of District-provided training to effectively implement the iPad program (Q 11, n=23) Moderately helpful (2.83)

Comfort level overseeing the instructional program using iPads (Q 24, n=19) Moderately comfortable (3.11)

Technical support provided (Q26, n=20) Very helpful (3.50)

ROLLOUT EXPERIENCE

(Q 14, n=21)

	Percent	Count
Moderately smooth, with some problems	42.9%	9
Very smooth, little to no problems	33.3%	7
Somewhat disorganized/problematic	14.3%	3
Very disorganized/problematic	9.5%	2



Comments on Rollout

**Excellent, great; site modifications; great VLFs
(8)**

Relatively smooth (2)

Slow, poor support--not enough support staff (1)

Lots of planning required; many issues remain (1)

Site administrators were great (1)

Rollout okay; lots of post-rollout problems (1)

School Use of iPads

For	Rating Description	Average
Increasing student engagement	Moderately helpful	3.37
Comprehension checks	Moderately helpful	3.22
Individual project-based work	Moderately helpful	3.18
Differentiated instruction	Moderately helpful	3.17
Assessment of student learning	Moderately helpful	3.13
Overall instruction	Moderately helpful	3.12
Group/team projects	Moderately helpful	3.12
Needs assessment	Moderately helpful	3.00
Assisting ELs	Moderately helpful	2.94
Increasing student attendance	Moderately helpful	2.89
Reducing behavior problems	Moderately helpful	2.84
Classroom management	Moderately helpful	2.78



Topics Missing From Training

30 responses ranked from most frequent to least

- App training (i.e., Nearpod, iMovie, other hands-on apps)
- Instructional use – Integrating Pearson Curriculum with District curriculum, group discussion sites; systematic approach to instruction)
- iPad capability – Backwards planning, paperless assignments, Common Core timeline (pacing)
- Management issues (classroom management; daily iPad deployment; responsibilities of staff, students and parents)
- Tech support
- Digital citizenship and connectivity were mentioned once



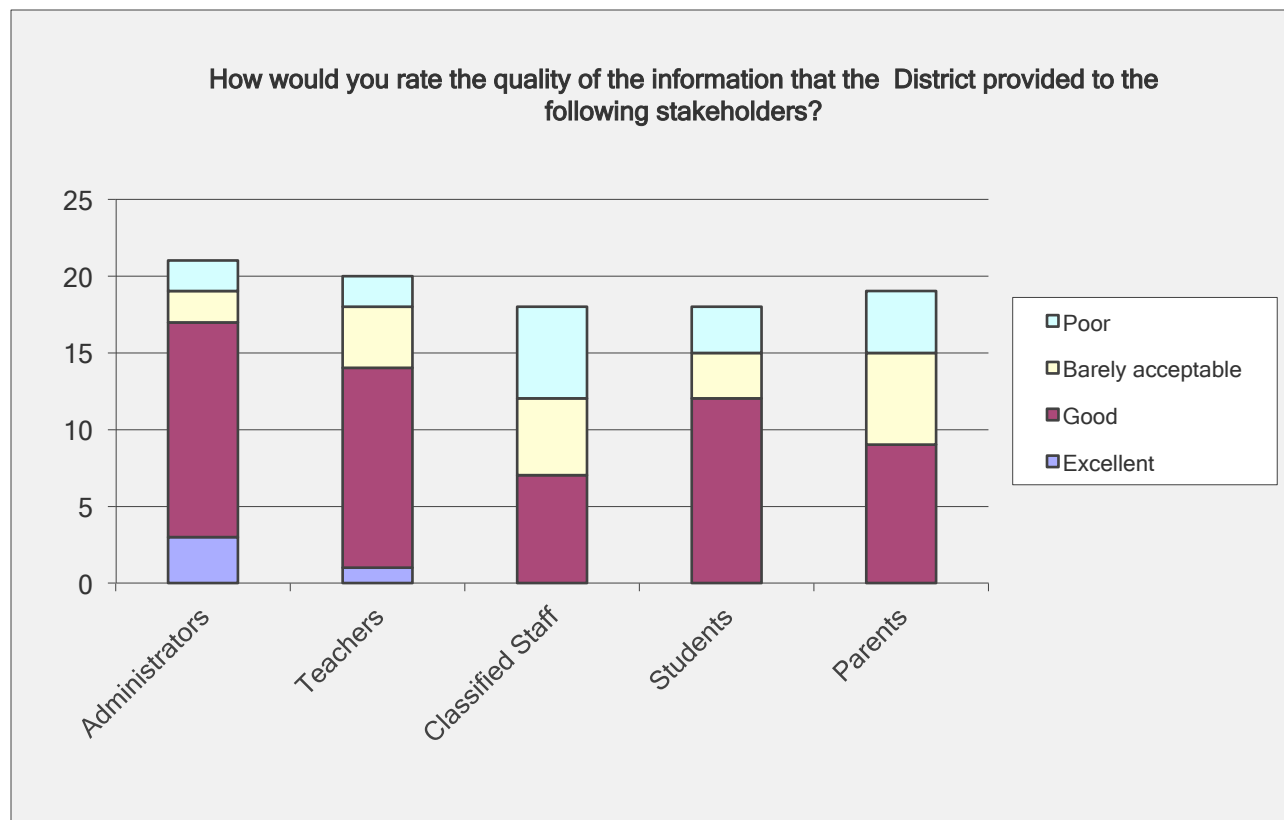
Other Comments on Training

(Q 13, n=12)

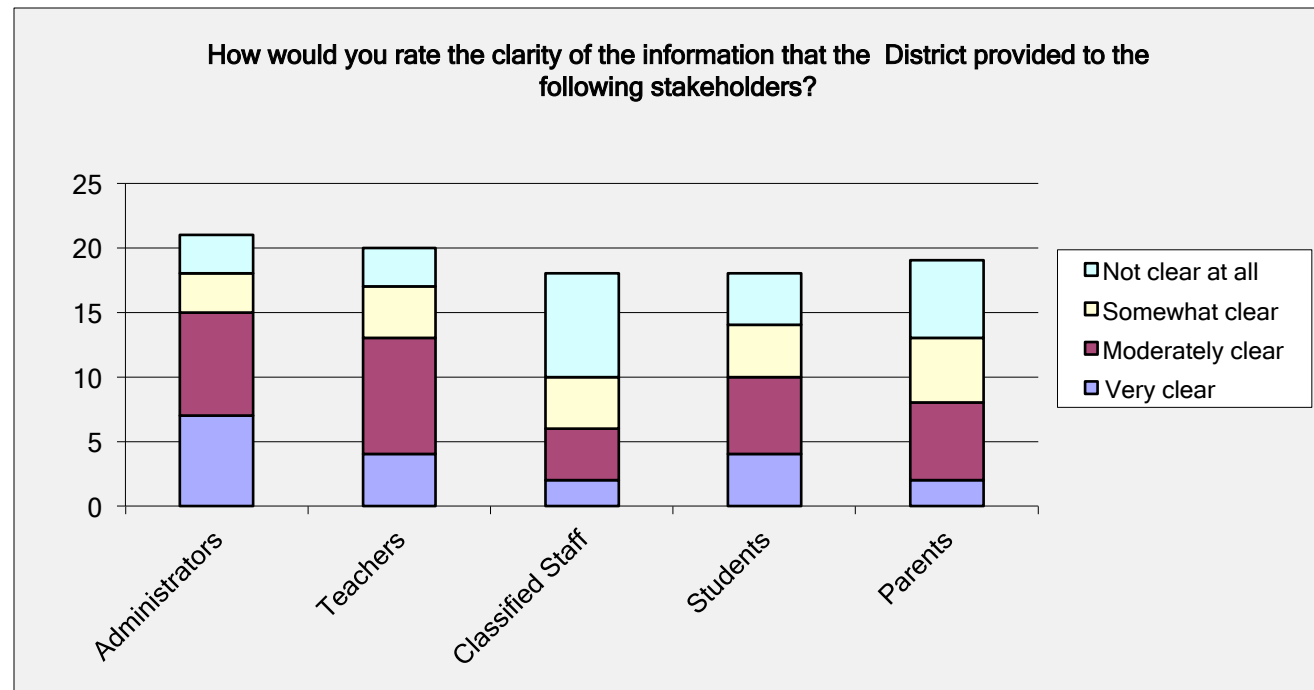
- Thorough; timely; continuing (4)
- Too basic/focused on iPad operations/apps (3)
- Poorly organized/not aligned with current curricular material (2)
- Focus on creativity, collaboration, and technological proficiency to meet common core standards (1)
- Need year-round training/refreshers and individualized support (1)
- Schedule training closer to rollout (1)

COMMUNICATIONS WITH STAKEHOLDERS

Quality of Information (Q 15, n=21)



Clarity of Information (Q 16, n=21)



INSTRUCTION

Use of Pearson Curriculum (Q 20, n=19)

Yes - 47%

No - 53%

Feedback on Pearson Curriculum (Q21, n=10)

Positive 70%

Very positive 20%

NA 10%

Apps

Experience with Other Pre-Loaded Applications (Q 22, n=20)

Very Positive Rating 3.61

Helpful Applications mentioned more than twice (Q 23, n=13)

Edmodo

Brain Pop

Notability

Support Requests

District technical support 100%

Apple technical support 47%

Problems With?	Yes	No	Response Count
Wireless connectivity	16	4	20
Sign-on, passwords	16	4	20
iPad apps	8	11	19
Security of the iPads	7	12	19
Cyber-bullying	6	14	20



iPAD PORTABILITY

Were students originally permitted to take iPads home? (Q 28, n=20)

Yes – 25%

No – 75%

Have all the iPads sent home with students been returned to the school? (Q 29, n=8)

Yes – 5 responses No – 2 responses

I don't know – 1 response



Best Aspect of the iPad Program

Ranked by frequency (Q 30, n=18)

- Engaging/individualized/new way to learn (7)
- Level playing field/access (6)
- Meaningful use of technology/Pearson/
educational apps (5)



Worst Aspects Ranked by frequency (Q 31, n=18)

- Can't take home/fear of security breach (3)
- Nothing (2)
- Need clear pacing plan
- Distribution/collection too time consuming
- iPads not used in all classrooms
- Incomplete Pearson lessons
- If District stops deployment
- Ambiguity
- Teacher use as punishment
- Teacher engagement not as high as students'
- Not enough PD for teachers
- Lack of consistent support
- Lost/stolen/misuse
- Additional burden for principal
- Negativity/personal agendas

RECOMMENDATIONS

Continue Program? (Q 32, n=20)

Yes - 90% No - 0% Not sure - 10%

Comments (4):

- Great idea despite setbacks
- Stopping would be an injustice
- Critical to closing the digital divide
- Technology is here to stay



Home Use of iPads

Should Students Take iPads Home? (Q 33, n=20)

Yes – 55% No – 30% Not sure – 15%

Comments (4):

- Program senseless if students can't take home;
- Take home is critical
- Treat iPad like a textbook and send home, when needed
- Improve security and provide more student training on curriculum/apps before sending home

iPad Responsibility

(Q 34, n=15)

- Parents 87%
- Teachers 0%
- Principal 0%
- Central District 13%

Other (5)

- Both parents and central (2)
- Parents, just like textbook policy
- Apple
- Offer affordable insurance for parents/or charge on a sliding scale based on income