S.T.A.T.
STUDENTS & TEACHERS ACCESSING TOMORROW

Curriculum

Organizational Development

Policy

Instruction

CONVERSIONS

Budget

Assessment

Infrastructure

Communications

September 2014

BCPS' THEORY OF ACTION
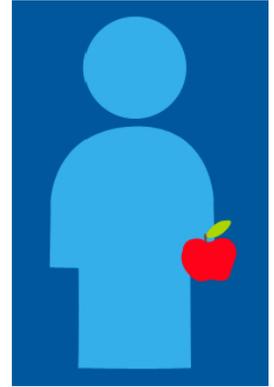
To equip every student with the critical 21st century skills needed to be globally competitive, BCPS must ensure that every school has an equitable, effective, digital learning environment. Therefore, all students will have access to a digital learning device and personalized, blended, interactive curriculum.

The purpose of this document is to closely monitor all conversions (curriculum, instruction, assessment, organizational development, infrastructure, policy, budget, and communications) from an alignment standpoint to ensure consistency and to avoid gaps or overlaps with balancing in the eight conversions.
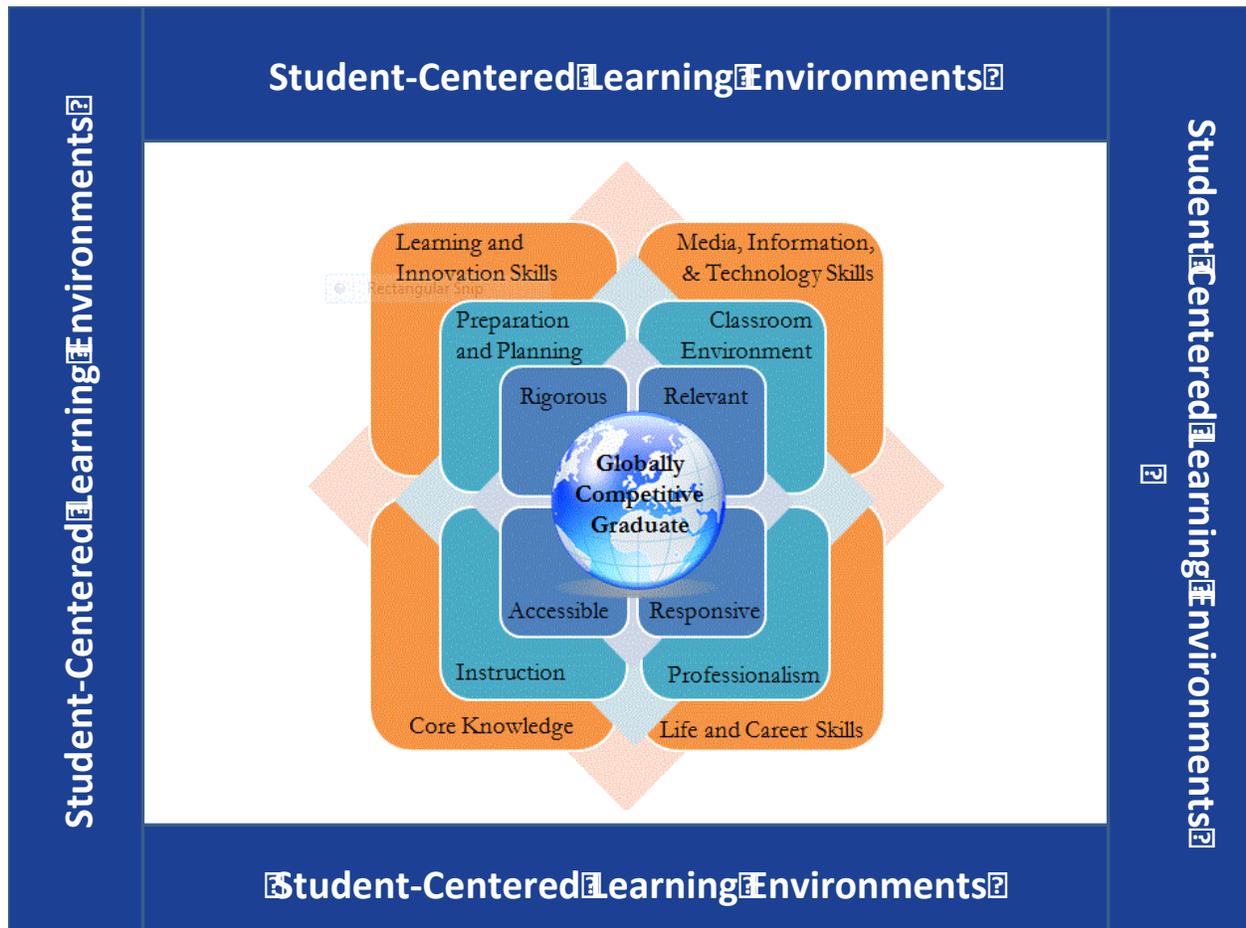
CURRICULUM CONVERSION
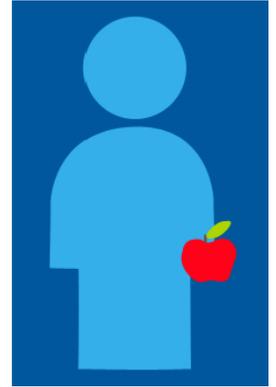
Where we are:

- Three hundred and fifty curriculum writers (experienced and new) are being trained in the following: Understanding by Design, S.T.A.T., Writing Curriculum to Reach All Students, and 21st Century Learning.
- The curriculum is being revised to apply the Understanding by Design Framework to support teaching for transfer by centering on big ideas and authentic performance tasks.
- All curriculum is being revised to align with the new academic standards that place greater emphasis on critical and analytical thinking skills.
- Curriculum that follows the Understanding by Design Framework will be transferred into BCPS One. This includes ELA Grades 1–3.

What is next:

- The conversion will occur in alignment with the BCPS five-year curriculum review plan.
- All new curriculum will be written in BCPS One.
- The curriculum will become digitally enhanced in the core content areas.

INSTRUCTION CONVERSION
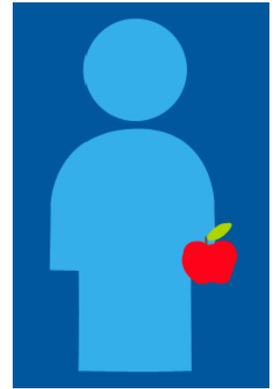
Where we are:

- Ten elementary Lighthouse Schools were designated: Chase, Church Lane, Edmondson Heights, Fort Garrison, Halstead, Hawthorne, Joppa View, Lansdowne, Mays Chapel, and Rodgers Forge.
- Lighthouse Schools are receiving intense professional development on learner-centered enviroments and blended learning.
- Lighthouse Schools have access to wireless Internet and high-speed broadband.
- Lighthouse schools began implemention in Fall 2014.
- To ensure compatibility and the efficient use of resources, schools and offices will be limited in their ability to purchase new technology on an ongoing basis.

What is next:

- Lighthouse schools will serve as learning labs for other schools.
- Lighthouse schools will continue to receive intense professional development.
- Classrooms will become learner-centered, personalized environments in which the students take an active role in their learning through choice based on standards, interests, and learning preferences.
- The Division of Curriculum and Instruction will centrally purchase new and replacement textbooks and digital content for schools.
- All teachers systemwide will have access to the instructional components of BCPS One, including third-party content.

ASSESSMENT CONVERSION
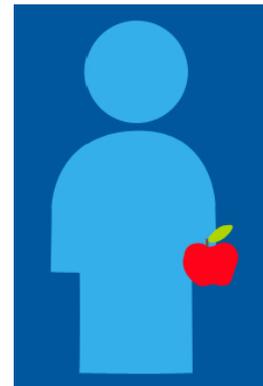
Where we are:

- BCPS One offers an integrated assessment platform that is directly connected to the Learning Management System, the electronic Gradebook, and data dashboards.
- BCPS One allows central office curriculum and assessment staff, in addition to third-party companies, to create rich, multimedia, computer-enhanced assessments and quizzes. These items could be PARCC item types; i.e., drag and drop, close, matching, short answer, essay, and video presentations. These items can all be housed in one central bank.

What is next:

- Going forward, BCPS One will allow for a robust online assessment delivery system.
- The computer will automate the scoring of most assessment types and load the results into the teachers' Gradebooks. Open response items will still require individual scoring.
- BCPS One will provide a clear breakdown of assessment results. As soon as students complete a test, teachers can view the results and connect the right learning resources to the right student at the right time.
- Teachers will be able to easily view peformance by standards and align standards-based instruction accordingly.
- Teachers, students, and parents will have 24/7 access to all assessment results.

ORGANIZATIONAL DEVELOPMENT CONVERSION

Where we are:

- All teachers are receiving refresher training on and will utilize Gradebook in BCPS One.
- All teachers are receiving training on and will begin accessing resources in BCPS One.
- Teachers in Grades 1–3 received training and are accessing ELA curriculum in BCPS One.
- Principals are receiving training on accessing content in BCPS One.
- Principals, assistant principals, S.T.A.T. teachers, and teachers are receiving training on learner-centered enviroments.
- All instructional staff are accessing the User Support folder for additional training on devices.
- All teachers are accessing online videos and tutorials on the new operating system and on their devices.
- All teachers have access to workshops, courses, and cohort programs to support their indvidual learning outcomes.
- Principals are receiving training on the role of the instructional digital leader and on creating learner-centered learning environments.
- Parent training resources on accessing BCPS One are being utilized.

What is next:

- Lighthouse School principals, assistant principals, and S.T.A.T. teachers will receive ongoing professional development and will meet monthly.
- S.T.A.T. teachers will provide training in Gradebook to all teachers prior to the end of the school year.
- Technology liaisons will support refresher training on devices.
- S.T.A.T. teachers and technology liaisons will provide training on using Windows 8 in the classroom.
- Staff in Lighthouse Schools will receive training on managing the 1:1 classroom.
- Staff in Lighthouse Schools will receive training on implementing a digital curriculum.
- Principals, assistant principals, S.T.A.T. teachers, and teachers will receive training on Partnership for the 21st Century (P21) skills.

INFRASTRUCTURE CONVERSION

Where we are:

- Eighty-one schools are completely wireless for the start of the 2014–2015 school year.
- BCPS has received 8,295 devices, 7,434 have been assigned to teachers and school administrators.
- Infinite Campus Business Analyst worked through Career and Technology Education State Reporting requirements and finalized the first five state reports that will be generated from Infinite Campus in the 2015–2016 school year.
- Training dates for master schedulers have been mapped out to include exact dates and locations. Infinite Campus will provide its training team to BCPS to conduct these sessions.
- The list of enhancement requests generated as part of the gap analysis meetings was presented to the Infinite Campus development team. Eighteen of the forty-one requests were accepted with the remainder requiring follow-up for clarifications.
- The project team is working on what is labeled as "Track 2," which is the conversion site to house all scheduling data converted from STARS. This will be the site used to prepare all 2015–2016 student schedules.
- The ten Lighthouse Schools will receive over 2,000 devices for Grades 1–3, except for Mays Chapel, which will receive units for Grades K–5.
- Secondary schools will receive sixty units with two carts (30 units per cart); 33 locations will receive a cart that includes wireless access points
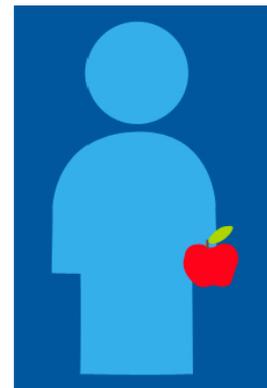
What is next:

- Seventy-five additional schools are scheduled for a complete wireless installation by the start of the 2015–2016 school year.
- The remaining schools will be converted from the older, full-school wireless by December 30, 2015, as part of the new construction.
- BCPS One user roles are being discussed, designed, and architected.
- Integration with ScholarsChip/One ID Card to resolve attendance questions will be reviewed in the September/October time frame.
- The planning for the development of approximately 55 custom reports identified in the gap meetings required for scheduling will continue. Completion of this work may be a combination of BCPS and Infinite Campus resources.
- Requirements meetings will continue to address the remainder of state reports to be generated by Infinite Campus.
- A custom script will be developed to synchronize data exhanges between STARS census data and the Infinite Campus scheduling site (Track 2).
- A plan is in development for the use of Infinite Campus to deliver PD to BCPS.

POLICY CONVERSION
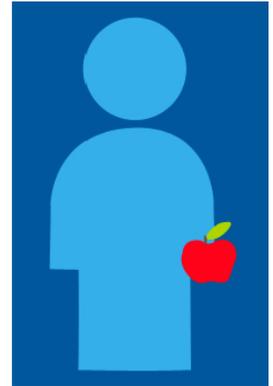
The BCPS Student Handbook has been revised to reflect the updated Technology and Acceptable Use Policy (TAUP) for students.

By regulation, each school year students who receive devices and their parent/guardian are required to acknowledge that they have received, reviewed, and acknowledged the Student Handbook.

Policies revised to align with S.T.A.T.

- **4104–Technology Acceptable Use Policy (TAUP) for Employees and Approved Non-Employees**
  Policy 4104 was revised to: (1) rename the policy to distinguish this policy from the acceptable use policy for students; (2) include a policy statement; and (3) include an implementation section.
- **6000–Curriculum and Instruction**
  Policy 6000 was revised to: (1) include a policy statement that clearly outlines the board's expectations that the development of curricula provides rigorous instruction and high-quality programs to raise the academic bar and close achievement gaps; (2) include the development and implementation of a digital platform for curriculum delivery; (3) outline standards, including the requirement that all curriculum and courses of study be approved by the board; (4) include salient points formerly included in Policy 6100, including the need for articulation and coordination of curriculum across content areas and grade levels; and (5) include an implementation section.
- **6002–Selection of Instructional Materials**
  Policy 6002 was revised to: (1) clarify that "instructional materials" means instructional content approved for systemwide use; (2) include in the policy statement the board's expectations that instructional materials raise the academic bar and close achievement gaps; (3) outline standards that require the superintendent to evaluate the effectiveness of instructional materials prior to any contract renewal or modification requiring the expenditure of public funds; and (4) include an implementation section.
- **6100–Curriculum**
  Policy 6100 was deleted.
- **6202–Technology and Acceptable Use Policy (TAUP) for Students**
  Policy 6202 was revised to: (1) rename the policy to clearly distinguish it from the employee acceptable use policy; (2) include a policy statement; and (3) include an implementation section.
- **6501–Evaluation of the Instructional Program**
  Policy 6501 was deleted.

Policies that are in the process of being revised to align with S.T.A.T.

- 5200–Promotion and Retention
- 5210–Factors Involved in Student Evaluation

BUDGET CONVERSION
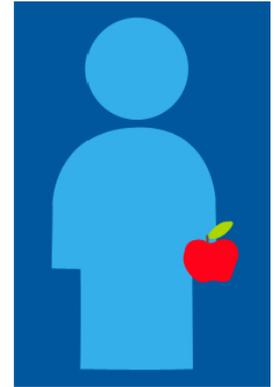
Where we are:

- The S.T.A.T initative is a proposed five-year budget plan.
- The implementation of the one-to-one initiative began in FY 2015 with Lighthouse Schools.
- Year 1: FY 2015 elementary school budgets were reduced based on 5 percent of aggregate school-based spending for computers and textbooks, and secondary school budgets were reduced based on 20 percent of aggregate school spending for computers and textbooks. This results for elementary schools in a 5.7 percent reduction in per pupil allocation from $142 to $134; for middle schools, a 4.0 percent reduction from $157 to $151; and for high schools, a 3.2% reduction from $186 to $180.
- Going forward, schools and offices will be limited in their ability to purchase new technology to ensure compatibility with S.T.A.T. specifications and the efficient use of resources. Schools and offices are able to make direct purchases of approved technology subject to availability of their budgeted funds. Central purchases of technology, maintenance, and associated services of S.T.A.T. will be leased.

What is next:

- Pending funding, one-to-one implementation will be staggered over a four year period from 2015 through 2018.
- Pending funding, one-to-one will be implemented in middle schools in FY 2017.
- Pending funding, one-to-one will be implemented in high schools in FY 2018.
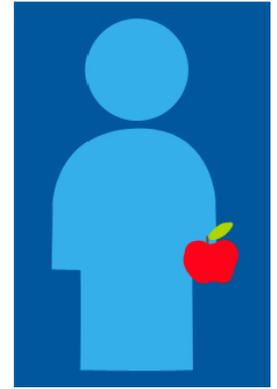
COMMUNICATIONS CONVERSION

**Where we are:**

The following resources have been implemented:

- Branding the instructional delivery conversion as S.T.A.T. – Students and Teachers Accessing Tomorrow
- S.T.A.T. Web site – updated regularly: http://www.bcps.org/academics/stat
- Systemwide and superintendent's Twitter accounts
- Facebook – https://www.facebook.com/BaltCoPS
- A blog – http://deliberateexcellence.wordpress.com/.
- ConnectEd – for delivering phone messages to parents
- Regular media contacts and news releases/media advisories
- Quarterly video messages to the community, delivered online and on the air
- Regular video messages to students, delivered in the classrooms
- Press conferences with professional and student media
- A television station, channel, and video production group
- Subscription e-mail newsletter
- Parent University workshops and events
- Stakeholder advisory groups; community, student, and teacher town hall meetings
- Communication "toolkits" to support principals and central office administrators in promoting initiatives/sharing information in their school and office communities
- *BCPS News Briefs* on BCPS TV: Lighthouse announcements, Lighthouse Summer Institute, Lighthouse Schools Part II, BCPS OneCard
- Blog posts
- News releases
- Weekly e-newsletter
- Lighthouse website

What is next:

The following resources are being entertained:

- Selection and training of Good News Ambassadors at all Lighthouse Schools to submit story ideas, photos, and video
- Video highlights to be presented to board November 5, 2014
- Video profiles for two Lighthouse Schools a month
- Launch S.T.A.T. stories

**COMMUNICATIONS KEY MESSAGES TO CONVEY**
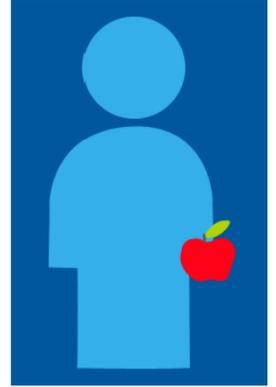
Lighthouse Schools

- Changes to classroom environments
- Student engagement
- Changing role of the teacher (system investment in professional development)
- Personalized learning
- Increase in collaboration and critical thinking

S.T.A.T. Schools

- Impact of BCPS One
- Teacher use of the devices for English Language Arts Grades 1–5
- Impact/activities of S.T.A.T. teachers in all schools (from training to implementation)
- The use of digital content across all grades

EVALUATION OF S.T.A.T.

The effectiveness of the S.T.A.T. initiative will be evaluated using the BCPS' Program Evaluation Framework. This framework has four components: program definition, fidelity of implementation, outcomes, and costs. The S.T.A.T. plan outlines the program definition, fidelity of implementation, and project costs. The S.T.A.T. budget will be examined as a part of rigorous program evaluation to develop costs per school, teacher, and student and return in investment. Johns Hopkins University (JHU), with their expertise in digital initiatives will complete the S.T.A.T. evaluation. BCPS will appoint an evaluation steering committee to oversee the evaluation effort, and the evaluation vendor will provide two annual reports to BCPS: one at the mid-year point and one following the end of each school year.
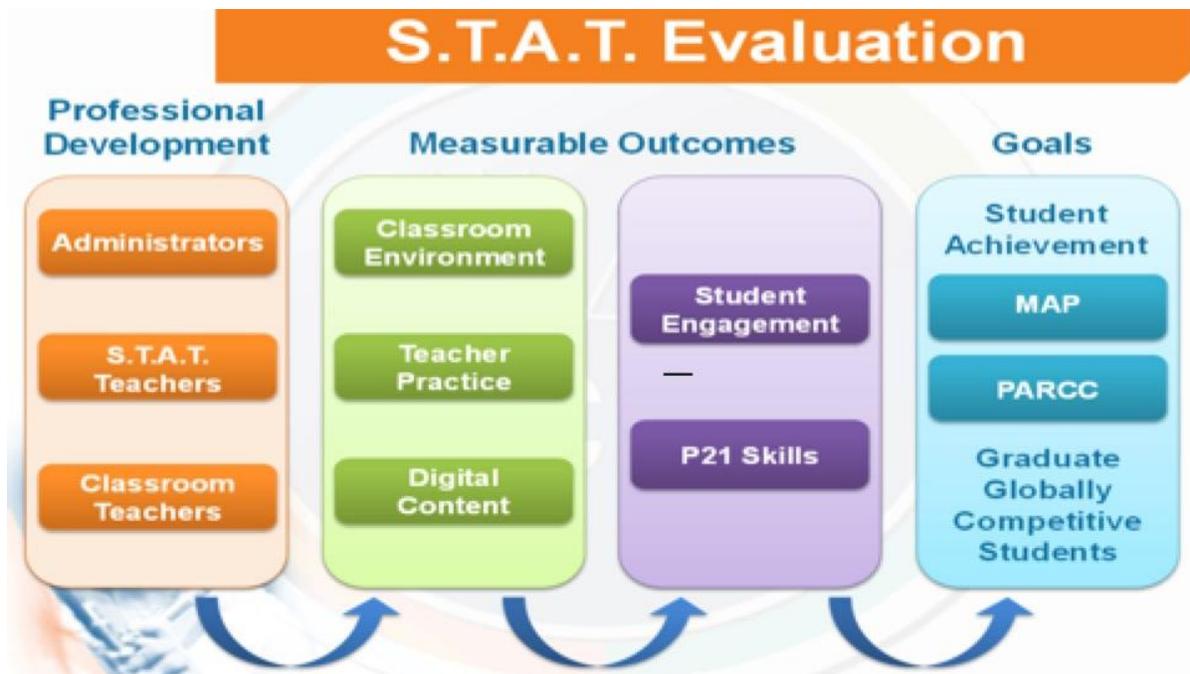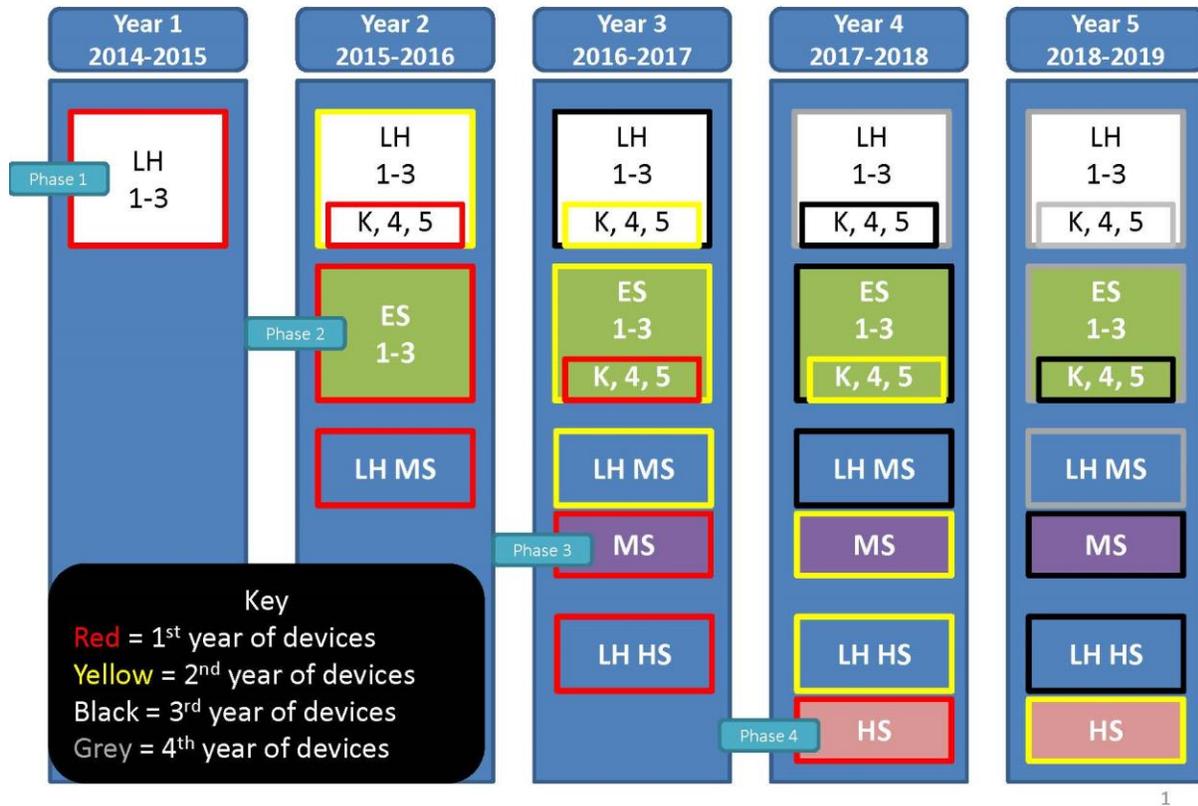
Figure 1. S.T.A.T. Evaluation Framework

Outcomes for Teachers and Students: During S.T.A.T. implementation, BCPS and its chosen evaluation partner will gather and use qualitative and quantitative data to monitor and assess the implementation and emerging impact of this initiative. S.T.A.T. outcomes have been organized as either teacher outcomes or student outcomes. During the initial year of implementation in the Lighthouse Schools (and during the first year of devices in any school), the S.T.A.T. evaluation efforts will focus on measuring (1) the impact on teacher practice, (2) the impact on classroom environment, and (3) the impact on student engagement. As devices and digital curriculum are in place in schools for longer periods of time, these research questions will continue to be examined, and additional research questions will also investigate: (4) the impact of S.T.A.T. on student growth and (5) the impact of S.T.A.T. on students' development and use of P21 skills.