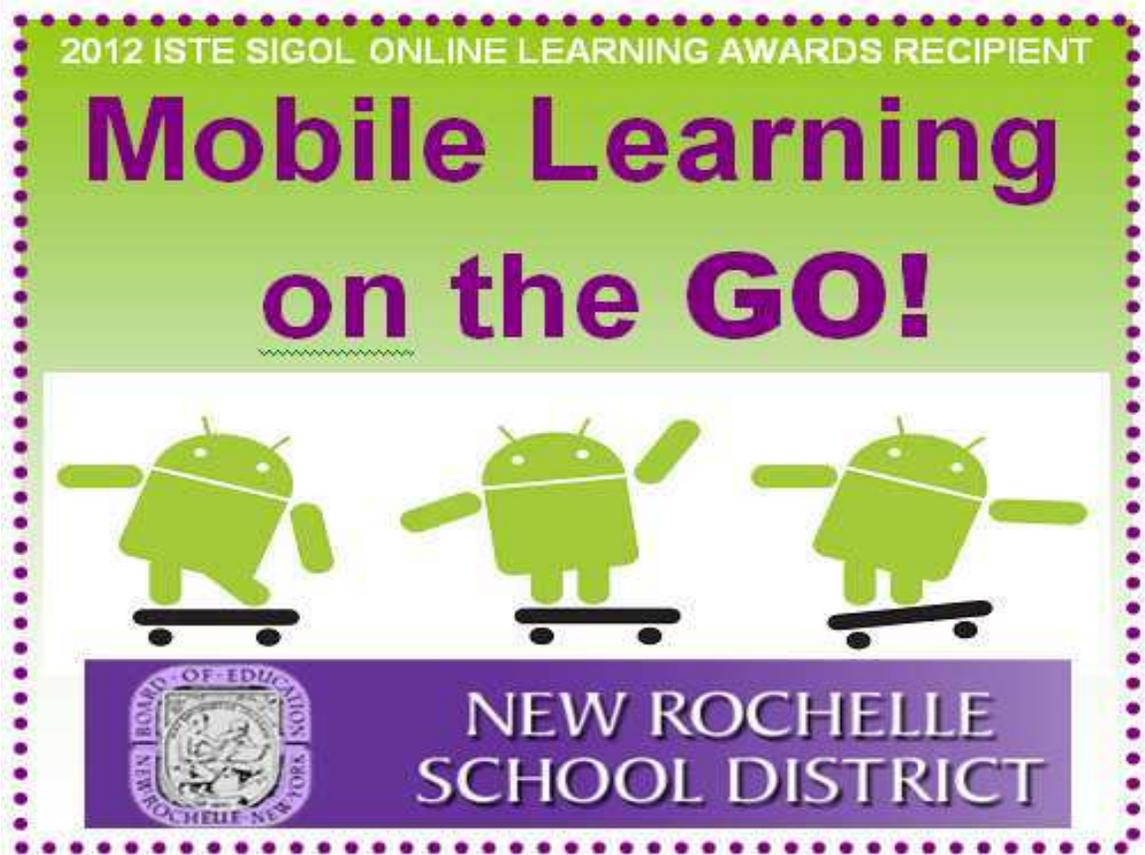


City School District of New Rochelle, NY EDU2011 Interim Report



November 14, 2012

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City School District of New Rochelle, NY

EDU2011 Interim Report

November 14, 2012

Required Information (all selected project applicants). To the extent possible, the interim and reports must, at minimum, contain the following information for all applicants:

PROJECT BENEFITS

Provide a description of how the wireless devices were integrated into the project's curriculum and objectives (including approximately how many times per week the wireless devices were used to access program materials remotely.

Summary: Descriptions of How Wireless Devices were Integrated into the Projects Curriculum and Objectives

During the 2011-12 school year of our pilot project-Mobile Learning on the GO- the wireless devices were utilized (5) days a week in the pilot school sites and (7) days a week off-premise. Students were given assignments to complete every weekend of the duration of the pilot. There were 1,140 wireless devices used during November 2011 through June 2012 of the school year. This included ELL students, students with special needs, poverty (free and reduced lunch students), homebound (medically handicapped) students, and their teachers in grades 4-12.

Below are descriptions of how the wireless devices were integrated into the project's curriculum and objectives:

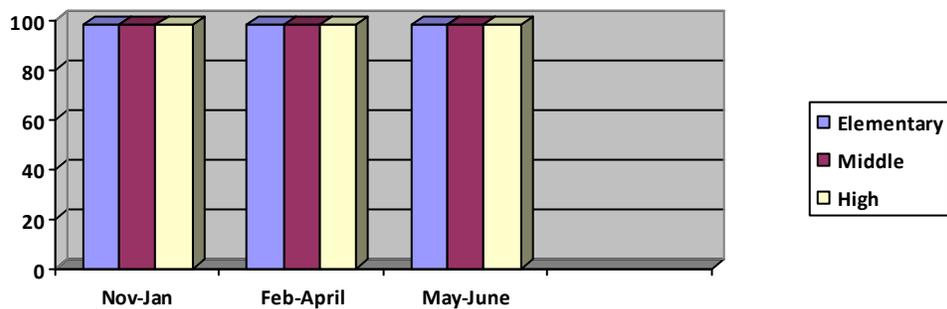
- It clearly narrowed our digital divide in our urban school District. Over 1,000 students, who did not have Internet access or computers at off-premise-at home, now did. As a result this increased student achievement in reading and writing by providing off-premise, ubiquitous, 24/7 wireless Internet access through mobile devices. The Program curriculum is designed for targeted student groups (English Language Learners (ELL) students, economically disadvantaged students, lower performing students, and students with disabilities) to access a wider array of web based prescriptive reading and writing learning resources through this innovative three phase Program.
- Across the grade levels in the this project (4-12) the wireless devices improved attendance*, engaged, and motivated these targeted students in reading and writing skills (off-premise) to increase student achievement in the transition school years (i.e., elementary to middle school and middle school to high school).
*Note: To participate in the project, as student could not have any illegal absences.

- Through use of these wireless devices off premise, students increased becoming active learners beyond the school day. Laptops with broadband cards or wireless mobile devices were able to provide 24/7 access to instructional interactive web based sites and incorporate various learning strategies as well as accommodate a variety of learning styles to improve student reading and writing skills to students who do not have Internet access at home.
- The wireless devices provided 24/7, off-premise electronic communications opportunities for these targeted students and their parents with their English Language Arts and support teachers for extra help with reading skills, writing strategies, homework assignments, and improved parent involvement in our schools. The middle school teachers commented that students who did not raise their hands in class were sending email with their questions about assignments to the teachers. One teacher said, Many of my ELL students who have poor English speaking skills and do not speak in class, *“found their voice with email and utilizing the translation APPS to help express themselves and ask questions!”*
- The wireless devices provided the grade 4-12 students the ability to access, off-premise, electronic textbooks, electronic literature-based eBooks, web-based instructional interactive reading and writing software and as a result, students demonstrated better fluency in their use of reading and writing tools in the curriculum. We saw higher utilization rates of these online software tools between the hours of 8:00PM and Midnight due to the fact these students had off-premise access to them with their wireless devices.
- By utilizing the wireless devices and class reading and writing assignments 24/7, ELL, special needs, and low income students showed noted improvement in sight word vocabulary, reading fluency, comprehension skills, grammar, sentence structure, essay organization, improved descriptive writing skills and expanded the opportunities to further develop reading and writing skills, that they would not otherwise be able to utilize, outside of the classroom and school day, weekends, school holiday vacation time all off-premise.
- Write paragraphs in a language that is still somewhat unfamiliar to ELL students can be difficult. Students in this Program will be able to use digital images and web based English translation web sites to assist in reading electronic textbooks, literature eBooks, complete homework assignments, practice writing essays and paragraphs all off-premise.
- The wireless devices utilized our Google for education website portal- www.nredlearn.org- that provided students access to Google Docs off-premise. Teachers commented that they saw improved skills in summarizing and note taking and the student's ability to synthesize information electronically. This included students who electronically summarized information in different ways, including deleting information that isn't important to the overall meaning of the text, substituting some information, and keeping some information to improve the content and meaning of their writing- all done and submitted to the teacher Off-premise.

- Teachers interviewed that were participating in the pilot project commented that 98% of their students completed homework assignments on a regular basis. See Figure 1. Below. This allowed the teachers to cover more content in the curriculum, and assignments that would take two weeks, only took a few days. This is a direct result of these students having access to the Internet for research, Google Docs to write assignments, email to hand them in on time. All as a direct result access off premise with these wireless devices utilized at home and school.

Figure 1. Grade 4-12 Students (1,000) Rate of Completion of Homework Assignment Utilizing Off-Premise Wireless Devices and Online Software Tools, Assignments in GoogleDocs and Online eBooks.*

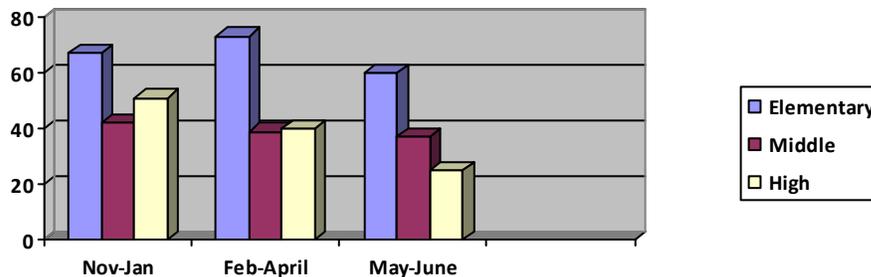
**Pilot Project participating students ELL, Special Needs, Poverty Students*



Teachers interviewed not participating in the pilot project commented that many of their students do not have access to the Internet or computer devices at home, so it takes them longer to complete homework and assignments, and many do not complete homework on a regular basis. See Figure 2. below.

Figure 2. Grade 4-12 Students (1,000) Rate of completion of Homework Assignments Who DID NOT Participate in the Pilot Program Utilizing Online Software Tools, Paper Worksheets and Hard Copy Textbook Assignments.*

**Similar Sub Groups- ELL, Special Needs, Poverty Students*



- The wireless devices allowed teachers to extend classroom writing activities, beyond the school day, through an online portal blog and discussion board that asked students to identify similarities and differences include comparison tasks, classifying tasks, and the use of metaphors and analogies off-premise. These

strategies result in increased student understanding and opportunities to write about content at a deeper level, all part of the curriculum.

- By providing teachers and students wireless devices, provided them both with 24/7 off-premise access to online portals for homework, additional reading and writing practice assignments and be provided opportunities to practice, review, and apply knowledge through writing off-premise. Research referenced in Marzano, Pickering, and Pollock's book, Classroom Instruction that Works, indicated students need to practice a skill 24 times to reach 80% competency, with the first four practices yielding the greatest effect. This proved true with the students who participated in our pilot project.
- The wireless devices used -off-premise- for teachers and students provided increased access to receive web based, specific, timely, and regular feedback on writing assignments. Feedback included an explanation of why an item is correct or incorrect and be criterion referenced. In other words, students and their parents were able to better understand where they stand relative to a specific target of knowledge or skill in the curriculum.

Summary: How many wireless devices were used during this period of time?

The wireless devices that were used from November 2011-June 2012 that were integrated into the project's curriculum and objectives included:

- 500 Droid II Smart Devices with Internal Verizon Cards
- 100 Samsung Galaxy 7" Tablets with Internal Verizon Cards
- 65 iPad Tablets with Verizon Cards
- 225 HP Netbooks with Verizon USB Broadbands
- 125 Dell Mini Netbooks with Verizon USB Broadbands
- 25 Dell 1020 Laptops with Verizon USB Broadbands

TOTAL – 1,040 devices

Summary: How many times per week the wireless devices were used to access program materials remotely.

Beginning in Fall of 2011, as devices were deployed from October-December, the devices were utilized, on-premise- 5 days a week during instructional hours 7:30 AM-5:30 PM* (includes afterschool programs) to access the online program materials.

The devices were also utilized, off premise, 7 days a week for students to complete homework, assignments, access curriculum materials and learning portals to access program materials remotely. A complete list of learning portals and online software used as program materials utilized in grades 4-12 for this pilot project is located at:

<http://www.nredlearn.org/mobilelearningonthego/instructiononthego.html>

The devices were accessing curriculum materials 7 days a week both in school (on premise) and off premise. The devices were returned by June 15th 2012. The 1,040 devices are being redeployed during November 2012 for a second year to gather more data.

USAGE OF EDUCATIONAL RESEARCH RESOURCES

(B) if available, a detailed summary of any data collected by the school or library on the project's outcomes and achievement of the project's goals, including usage of educational and research resources by students and library patrons and number of devices actually used; for schools, include any data collected regarding the impact on test scores or other measures of achievement levels for those students participating in the off-premises wireless project.

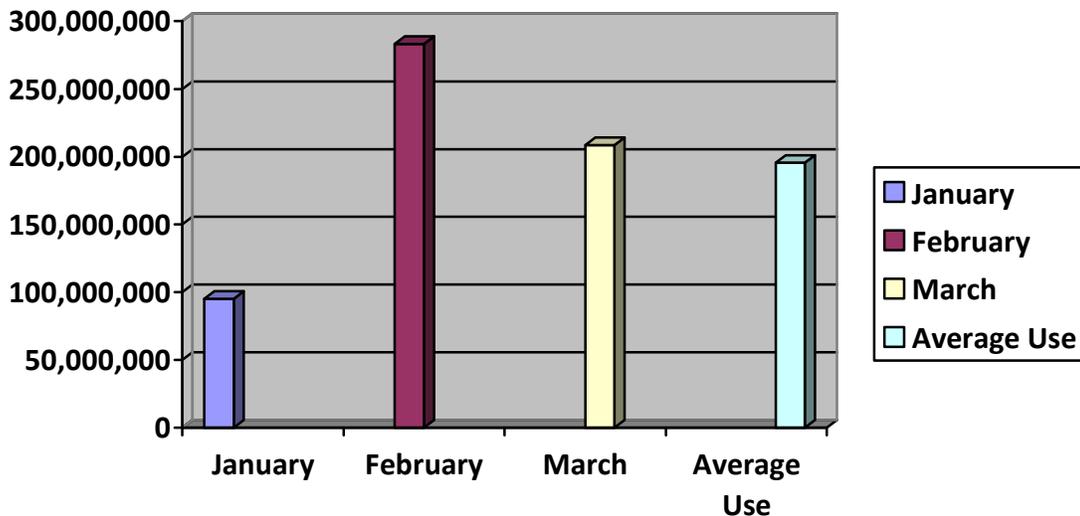
Usage of Wireless Devices

We took a measure of kilobyte (kb) data usage between the months of January, February, and March of 2012. We selected those months as we had implemented the pilot project at the (5) participating schools and these months also included February Vacation when students were 100% off premise for a week.

As seen at the bottom of the spreadsheet in *Attachment A. - Verizon Usage Report Jan.-March 2012*, and below in Figure 3., during the January through March 2012 time period, 970* students, using the Verizon wireless devices, used a total of 586,889,979 kb of connectivity. The average use per month for student was 195,629,993 kb. During the month of February 2012, all teachers in the pilot project gave students Internet-based assignments and research projects over the February Winter Vacation break. During this week, the students were off-premise 100%, and we had the highest usage of the three months we sampled.

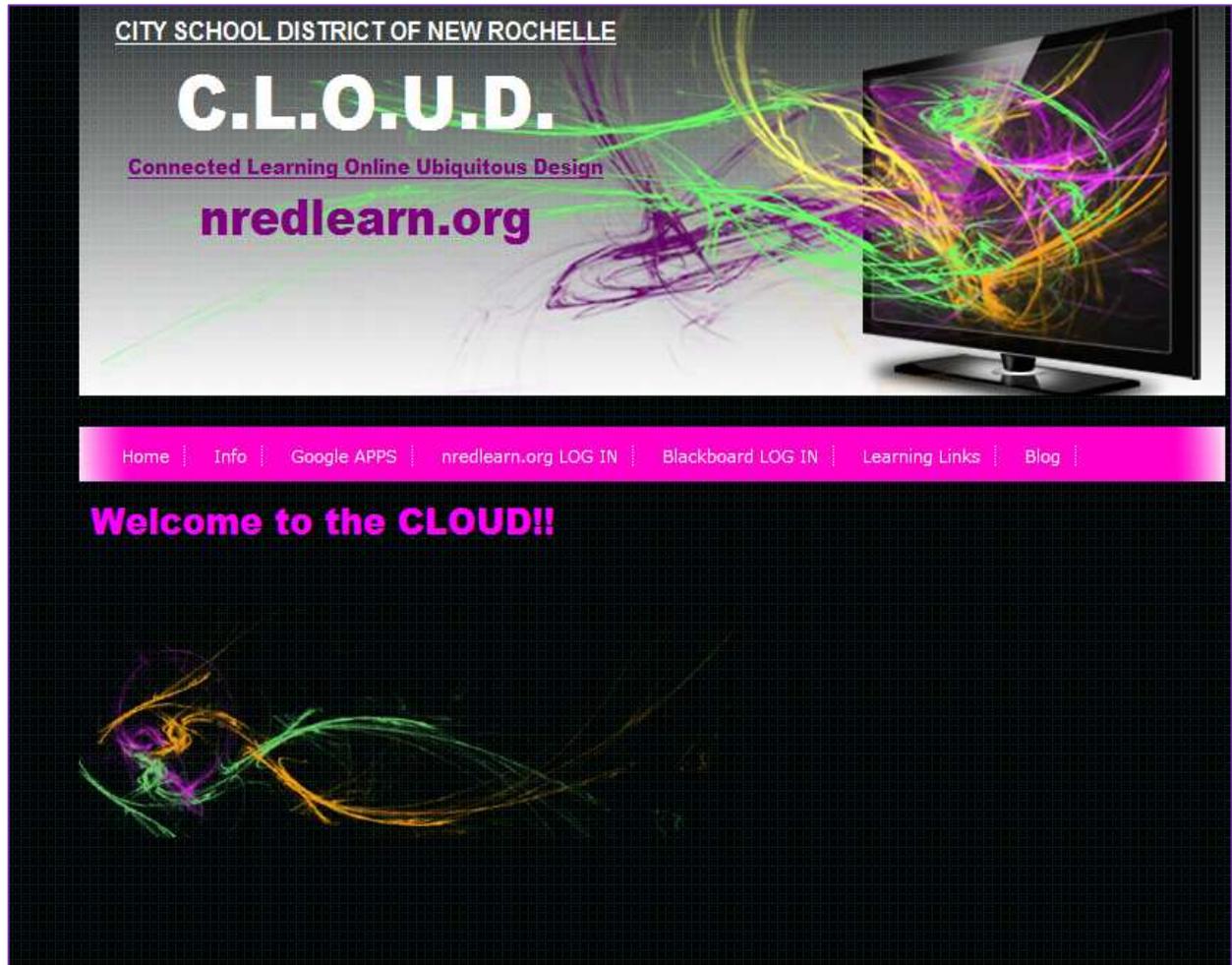
**Students in these three sub groups have high mobility rates of unrolling and reenrolling in our schools.*

Figure 3. Grade 4-12 Students Verizon Kilobyte (kb) Usage Report Data January 2012 through March 2012



We had created a Google for Education portal and created a learning website interface for only the EDU2011 teachers and students to utilize. It is located at:

<http://www.nredlearn.org>



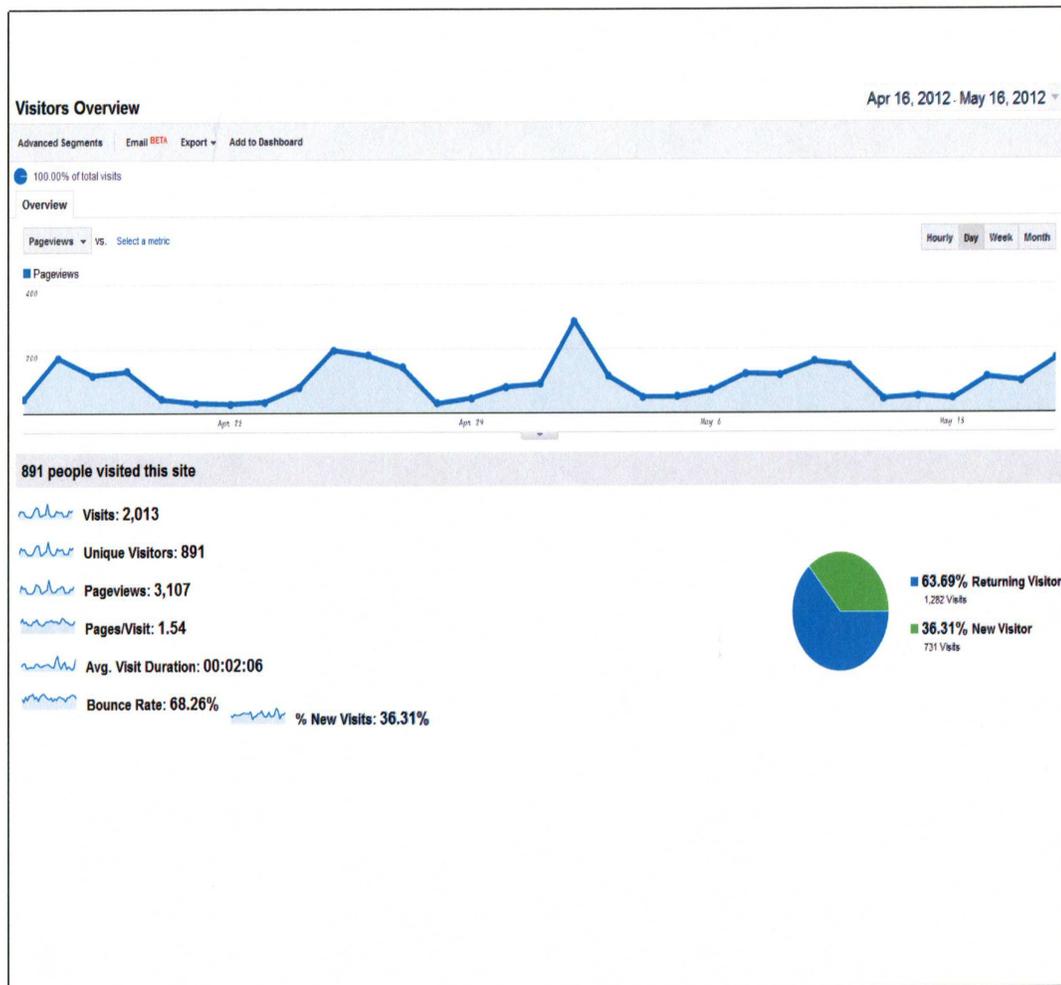
Students and teachers utilized this site to access all their curriculum and online software portals for the project. We created this as an online portal but also to be able to utilize Google Analytics to gather usage data. All students and teachers utilized this site with their Verizon wireless devices both on-premise and off-premise.

The Google Analytics Report in Figure 4. is a Visitor Report from April 16, 212 to May 16th, 2012.

This snapshot shows that there were 2,013 visits to the sites and that there were 3,107 page views and students spent an average time of 2 minutes and six seconds then “bounces” to another section of our Google for Education site. The Bounce Rate was at 68.26%. during these 30 days there were 63.69% were returning visitors (1,282 visits) and there were 36.31% new visitors (731 visits). Anyone who visited our Google for Education site –www.NREDLEARN.org had a username and log in that we created. The outside of the site is public, but to use the site and access the curriculum materials, the user must have an account.

Figure 4. Google Analytics Report –Visitors Overview from April 16, 2012-May 16, 2012

GoogleReports.notebook



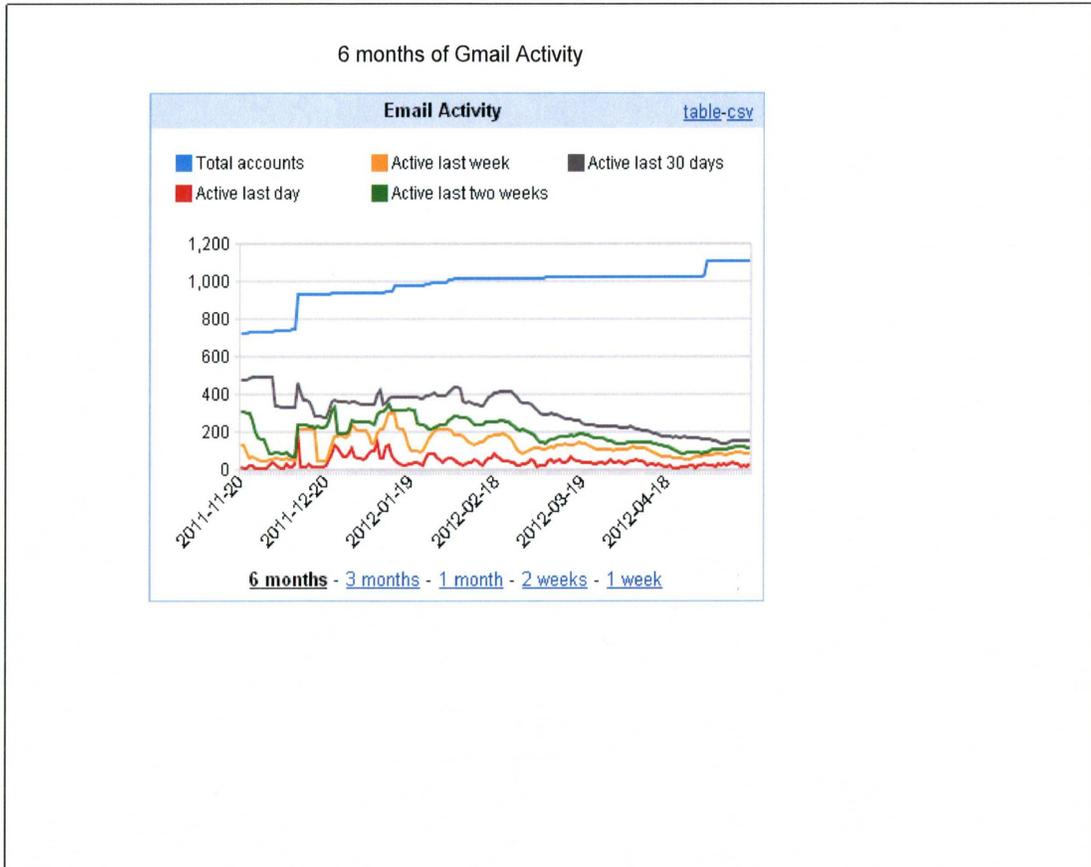
May 17-3:59 PM

CSDNR 2012

The Google Analytics Report, in Figure 5. below, is a snapshot of six months from Nov 20, 2011 to April 18, 2012 of Gmail Activity. As students began to use the Gmail with their teacher's off-premise, the activity increased, especially over February 2012 break, when all students had assignments off -premise. Also noted are how the total accounts (blue accounts) increased usage over time.

Figure 5. Six Months of Gmail Activity

GoogleReports.notebook



May 17:3:51 PM

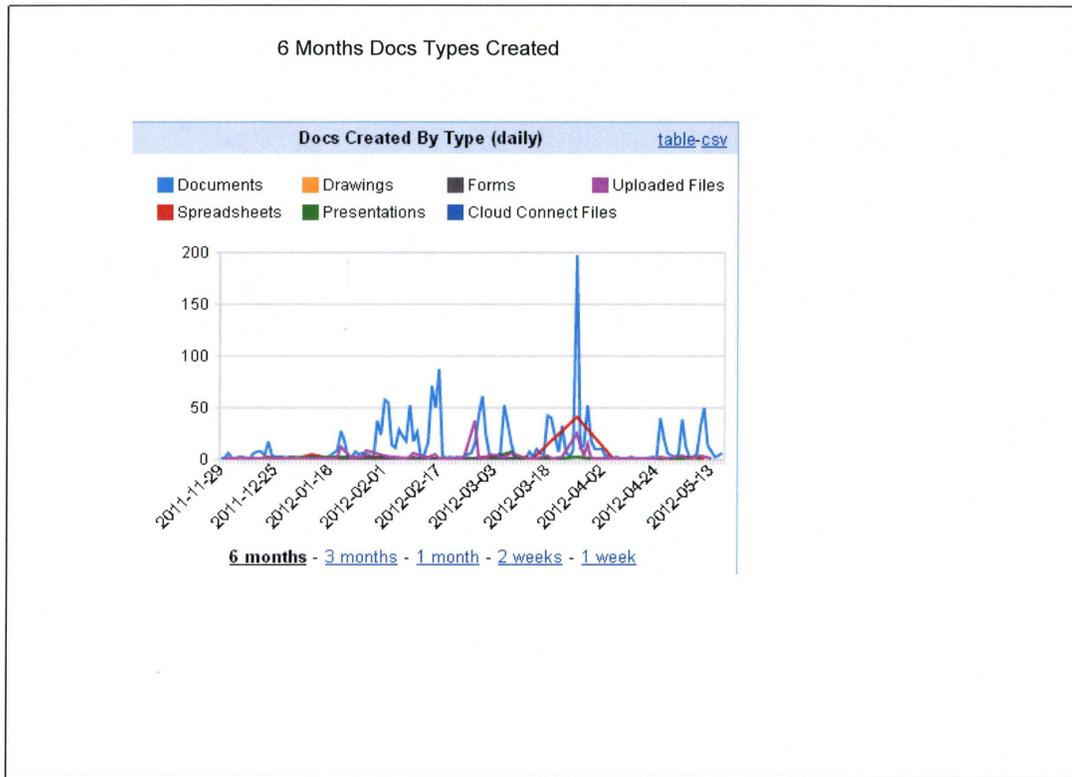
CSDNR 2012

The Google Analytics Report, in Figure 6. is a snapshot of six months from Nov 29, 2011 to May 13, 2012 of Google Docs Types Created Activity. This usage aligns with the assignments and group projects being worked on during that time.

Since students were also working on many assignments in the online software portals during this time, that include writing activities, reading skills and vocabulary, this data looks low, but actually is not. Each of the (5) sites in this pilot project had a variety of tools to utilize with their curriculums and Google Docs was just one.

Figure 6. Google Docs Types Created Activity from Nov 29, 2011 to May 13, 2012

GoogleReports.notebook



May 17-3:54 PM

Another report we reviewed weekly and often daily with The Google Analytics, was Pageviews. Pageviews would let us see on any day of the week, how many times students were landing on our Google webpages inside the NREDLEARN.org CLOUD and what they were going to.

In Figure 7, are two snapshots of Page views, on the top is from December 5, 2011 and on the bottom is from May 17, 2012. You can note that there were 2,382 views on December 5, 2012 and 532 logins on that day up to 4:05 PM.

On May 17, 2012, there are 4,328 views and 881 log-ins on that day up to 4:05 PM. Through reviewing many of these reports, we could see that students utilized their devices during the school day-on-premise, and that our highest usage time's off-premise was from 7:00 PM-12:00PM midnight for grades 4-12.

Figure 7. Pageviews from December 5, 2011 (top) and May 17, 2012 (bottom).

GoogleReports.notebook

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	% Exit
1. /	4,328	3,500	00:04:05	68.52%	66.04%
2. /nredlearnorglogin.html	881	718	00:05:50	81.82%	75.25%
3. /googleapps.html	51	46	00:00:24	16.67%	11.75%
4. /blackboardlogin.html	33	31	00:00:08	40.00%	15.15%
5. /home.html	25	22	00:01:48	0.00%	28.00%
6. /learninglinks.html	20	16	00:02:36	33.33%	30.00%
7. /a/cpanel/nredlearn.org/Dashboard	17	15	00:00:08	0.00%	0.00%
8. /a/cpanel/nredlearn.org/Organization	12	11	00:00:36	0.00%	66.67%
9. /a/nredlearn.org/ward-events/	11	4	00:00:45	0.00%	0.00%
10. /a/nredlearn.org/ward-events/home/ward-events-calendar	11	4	00:02:54	0.00%	27.27%

GoogleReports.notebook

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	% Exit
1. /	2,392	1,944	00:03:57	69.07%	65.89%
2. /nredlearnorglogin.html	532	419	00:06:21	90.91%	72.74%
3. /googleapps.html	32	29	00:00:23	25.00%	12.50%
4. /blackboardlogin.html	22	20	00:00:08	25.00%	13.64%
5. /home.html	17	14	00:02:02	0.00%	11.76%
6. /learninglinks.html	13	12	00:03:33	50.00%	38.46%
7. /a/cpanel/nredlearn.org/Dashboard	11	11	00:00:07	0.00%	0.00%
8. /a/cpanel/nredlearn.org/Organization	8	8	00:00:00	0.00%	100.00%
9. /info.html	8	8	00:00:14	0.00%	37.50%
10. /a/nredlearn.org/sites/system/app/pages/meta/dashboard?pi=1	7	7	00:00:00	100.00%	100.00%

ACHIEVEMENT INDICATORS OF THE PROJECT'S GOALS

One of the biggest challenges all school Districts were faced with were how the Grades 3-8 NYS ELA and NYS Math changed from 2011 to 2012. Below is from ***Analysis of the Alignment between the New York State Testing Program and the Common Core State Standards for English Language Arts - July 2011 -Executive Summary*** located at:

SOURCE: <http://engageny.org/wp-content/uploads/2012/04/ELA-NYS-Assessment-Alignment-to-the-Common-Core.pdf>

that provides us with why the 2011 Grade NYS grade 4 ELA exam scores students scored higher than in 2012 Grade 5 ELA scores that many students scored lower-as reflected in our data in the following pages:

In order to determine the degree to which a sample of assessments from the New York State Testing Program aligns to the Common Core State Standards (CCSS), two test forms of the following assessments were aligned to the Common Core State Standards for English Language Arts (CCSS): English Language Arts Test for Grade 5 (January 2009 and April 2010), English Language Arts Test for Grade 8 (January 2009 and April 2010), and Regents High School Examination: Comprehensive Examination in English (January 2011 and June 2011). The items from the English Language Arts Test for Grade 5 assessment were aligned to the CCSS for grade 5, the items from the English Language Arts Test for Grade 8 assessment were aligned to the CCSS for grade 8, and the items from the Regents High School Examination: Comprehensive Examination in English were aligned to the CCSS for grade band 11-12 as well as to the College and Career Readiness Anchor Standards. The assessments were aligned to all strands of the CCSS for English Language Arts (Reading, Writing, Speaking and Listening, and Language).

The CCSS for Literacy in History/Social Studies, Science, and Technical Subjects were not included in this alignment study. The alignment study is an item-based alignment in which each item from each form was coded and mapped to the appropriate CCSS. Each test item was analyzed, and specific skills intended to be measured by the item were identified. Consideration was given to all the possible approaches and strategies a student might use in order to respond to the item. Aligners were not limited in the number of standards that could be mapped to an item. For constructed response items, elements from the highest score on the scoring guide were aligned to the appropriate CCSS via the item code. Items were aligned to the finest grain-size of standards statements within the CCSS (e.g. when a standard includes a breakout set of expectations, the items were aligned to those more granular and specific expectations).

Despite the changes, noted above, in the Grade 5 and Grade 8 NYS ELA assessments, we still saw growth in the test scores that can show that off-premise wireless devices and wireless access was a contributing factor to students increasing their scores. In the charts below and as reflected in each of the (5) data sets in Attachments B through H, although many student's scores were lowered because of the new Grade 5 and Grade 8 Common Core ELA Standard Tests, teachers interviewed reported students local weekly assessments in reading, writing, and vocabulary skills increased.

Below are charts of the (5) sites, that summarize the 2012 Grade 5 and Grade 8 NYS ELA assessments in comparison to their 2011 Grade 4 and Grade 8 NYS ELA scores. In addition we included our (1) Grade 4 class that shows a major increase in their NYS Grade 4 ELA exams and who have not taken the new Grade 5 Common Core exams to demonstrate that the growth in the test scores that off-premise wireless devices and wireless access was major contributing factor to students increasing their ELA scores.

In addition, included below are the Grade 9 students, who participated in this pilot project that also show increase in ELA skills and final grade as well a group of English Language Learners (ELL) in 9-12 who passed their NYS ELA Regents as a result of utilizing off-premise wireless devices and that wireless access was major contributing factor to students passing their required NYS ELA Regents Exams.

Summary: Achievement Indicators Charts of the Project's Goals

Columbus Elementary School – Grade 5 Students

**See Attachment B for actual data set.*

SUMMARY

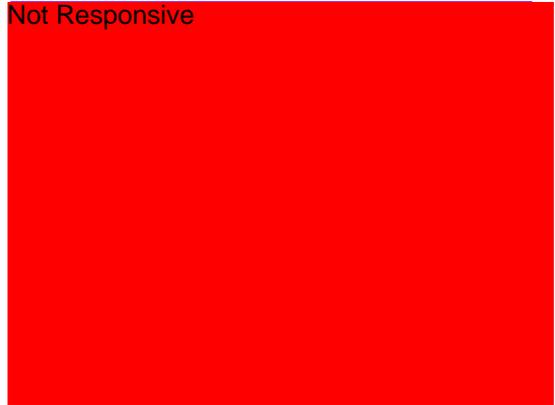
Total Students =251

31 Students Increase Score

Average Increase 13.87 points

8 students no change

Not Responsive



*Figure 8. Grade 5 Columbus Elementary School Students
New York State English Language Arts Exam
Test Scores from April 2011 to May 2012*



Jefferson Elementary School – Grade 5 Students

**See Attachment C for actual data set.*

SUMMARY

Total Students =129

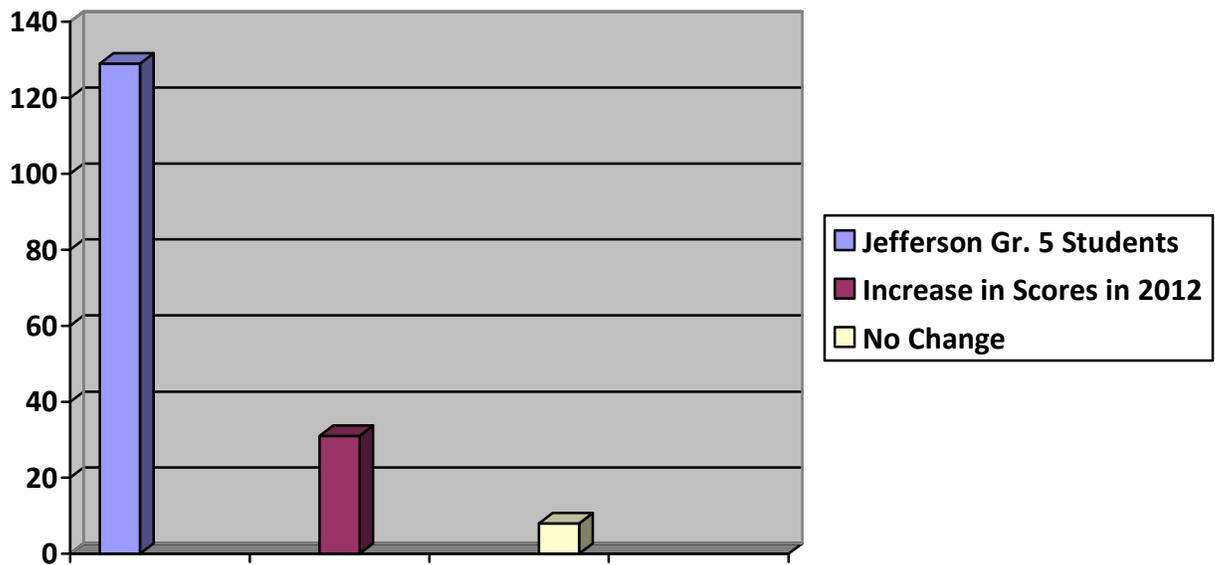
31 Students Increase Score

Average Increase 13.87 points

8 students no change



*Figure 9. Grade 5 Jefferson Elementary School Students
New York State English Language Arts Exam
Test Scores from April 2011 to May 2012*



Jefferson Elementary School – Grade 4 Students

**See Attachment D for actual data set.*



SUMMARY

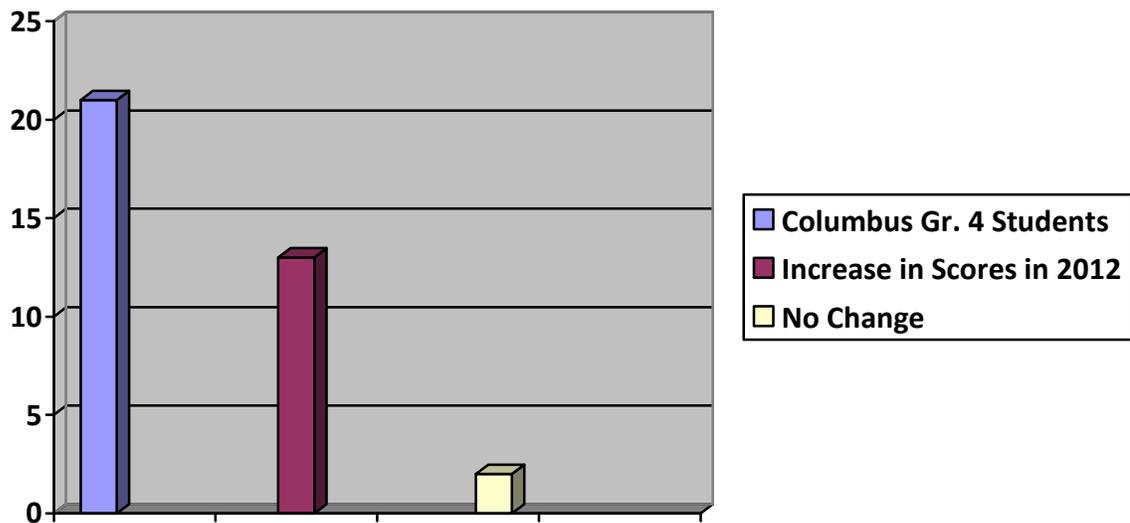
Total Students =21

13 Students Increase Score

Average Increase 18.38 points

2 students no change

*Figure 10. Grade 4 Jefferson Elementary School Students
New York State English Language Arts Exam
Test Scores from April 2011 to May 2012*



Trinity Elementary School – Grade 5 Students

**See Attachment E for actual data set.*

SUMMARY

Trinity Grade 5

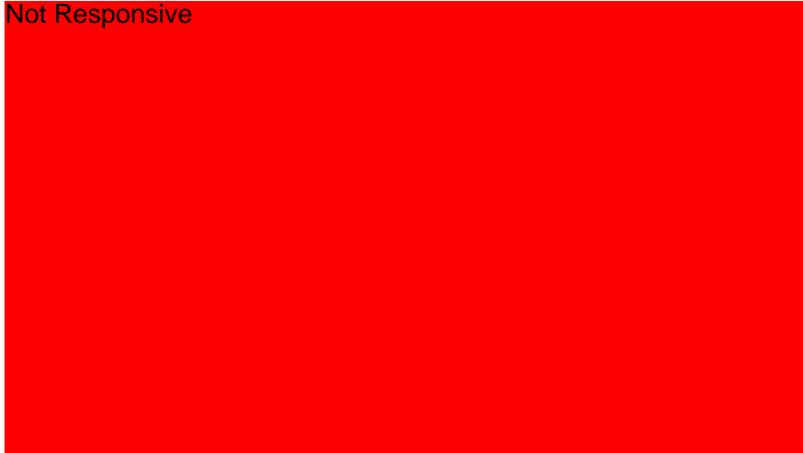
Total Students = 153

35 Students Increase Score

Average Increase 1.17 points

2 students no change

Not Responsive



*Figure 11. Grade 5 Trinity Elementary School Students
New York State English Language Arts Exam
Test Scores from April 2011 to May 2012*



Isaac E. Young Middle School – Grade 8 Students

**See Attachment F for actual data set.*

SUMMARY

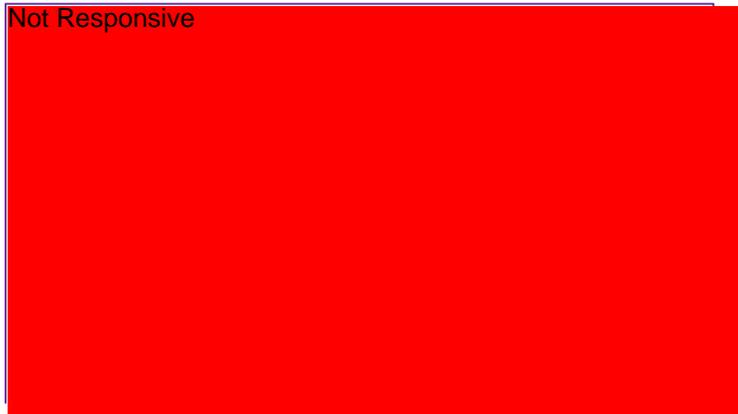
Total Students =173

64 Students Increase Score

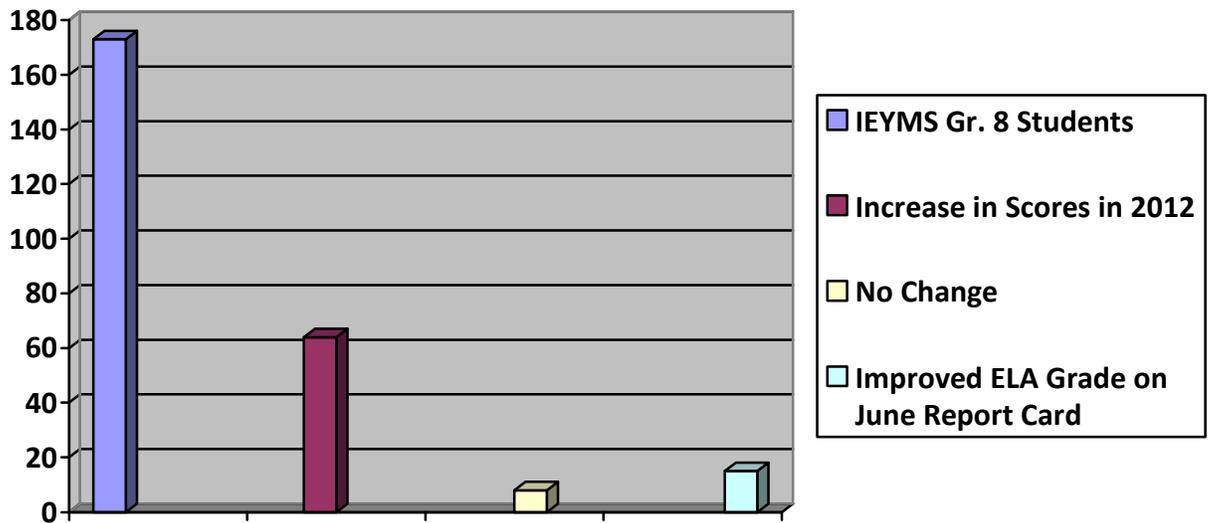
Average Increase 8.94 points

8 students no change

15 students improved in English Language Arts grade on their final June Report card.



*Figure 12. Grade 8 Isaac E. Young middle School Students
New York State English Language Arts Exam
Test Scores from April 2011 to May 2012*



New Rochelle High School – Grade 9 Students

**See Attachment G for actual data set.*

SUMMARY

Total Students = 181

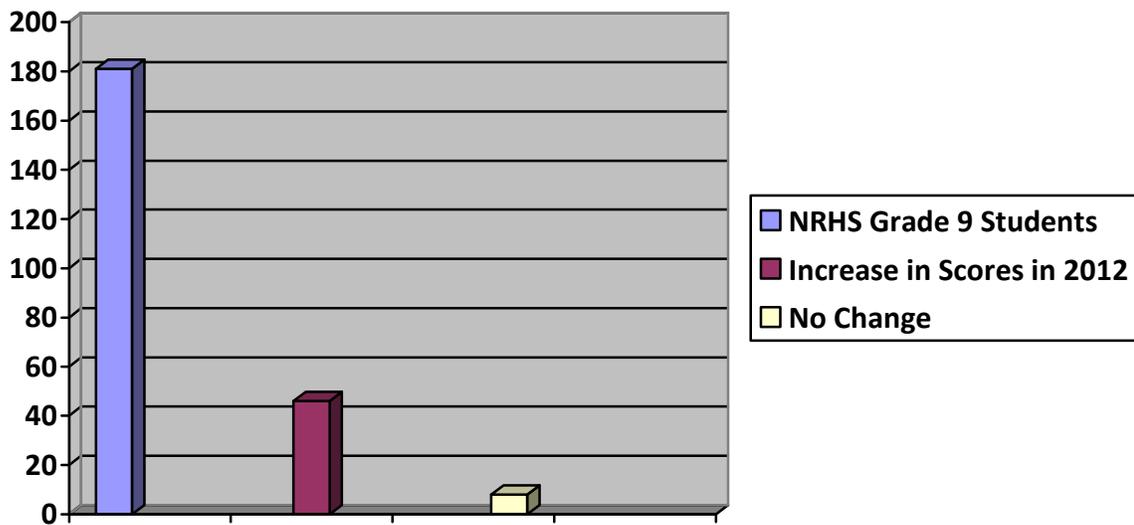
Students Increase Score = 46

Average Increase 7.57 points

Students no change=8



*Figure 13. Grade 9 New Rochelle High School Students
Grade 8 New York State English Language Arts Exam
Test Scores from April 2011 to English Class Report Card Grades*



New Rochelle High School –Grade 9-12 Students English Language Learners

**See Attachment H for actual data set.*

AS OF 11/14/12

WAITING FOR ADDITIONAL DATA

SUMMARY

Total Students =

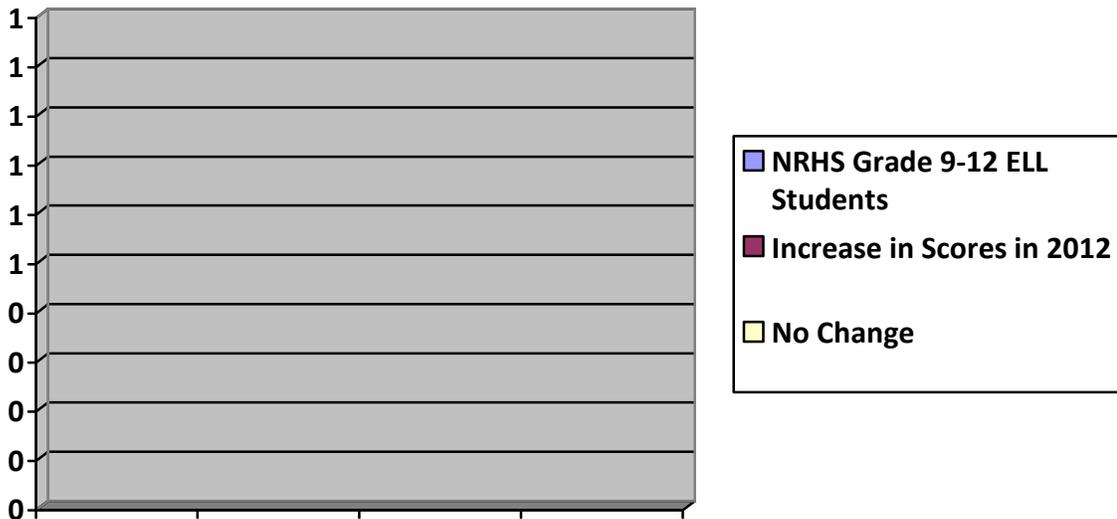
Students Increase Score

Average Increase points

students no change

students improved in English Language
Arts grade on their final June Report
card.

*Figure 14. Grade 9-12 English Language Learners New Rochelle High School Students
Regents Test Scores from April 2012 and English Class Report Card Grades*



If available, a copy of any results or summary of the results of any survey given to students, teachers, parents or library patrons to assess any aspects of the off-premises wireless project

The Director of Technology conducted interviews with many groups of teachers who participated in this pilot project. A formal survey will be given at the conclusion of the project in spring 2013.

PROJECT COSTS

(a) An analysis of the per student or per patron cost of the off-premises connectivity; for schools, specify, by term used by the school (for example, by quarter or semester), the number of students and teachers involved or served as part of the project, the number of those students and teachers involved or served that were able to participate as a result of E-rate support, and, where appropriate, the number of students at each grade level using the wireless devices for Internet access for each specified term.

Below what was submitted for eRate funding of our EDU2011 Project for 2011-12.

Approved Amount (Pre-eRate Discount)	Discount	eRate Funded
\$ 115,171.20	80%	\$ 92,136.96
\$ 49,186.20	60%	\$ 29,511.72
\$ 58,783.20	90%	\$ 52,904.88
\$ 83,976.00	80%	\$ 67,180.80
\$ 174,250.20	80%	\$ 139,400.16
\$ 481,366.80		\$ 381,134.52

We had 1, 040 participants in our EDU2011-2012 pilot project. The wireless devices that were used from November 2011-June 2012 that were integrated into the project’s curriculum and objectives included:

- 500 Droid II Smart Devices with Internal Verizon Cards
- 100 Samsung Galaxy 7” Tablets with Internal Verizon Cards
- 65 iPad Tablets with Verizon Cards
- 225 HP Netbooks with Verizon USB Broadbands
- 125 Dell Mini Netbooks with Verizon USB Broadbands
- 25 Dell 1020 Laptops with Verizon USB Broadbands

TOTAL – 1,040 devices

Below is our Verizon Wireless billing from July 1, 2011- March 1, 2012. We have a BEAR form into eRate for the costs from Marc 2, 2012-June 2012 in process and are awaiting our refund. This will be reported on in our final report in the spring of 2013.

From July 1, 2011-March 1, 2012:

The cost per user from was \$23.53 with our eRate discounts.

The cost per user from was \$120.51 without our eRate discounts.

	Verizon Billing			
	July 1, 2011-March 1, 2012			
<u>Bills</u>	<u>Discount</u>	<u>eRate Funded</u>	<u>Cost to District</u>	
27,864.43	80%	22,291.54	5,572.89	
19,381.02	60%	11,628.61	7,752.41	
44,719.70	90%	40,247.73	4,471.97	
19,804.27	80%	15,843.41	3,960.86	
13,570.77	80%	10,856.61	2,714.16	
TOTAL		125,340.19	24,472.29	

The students, who participated in this pilot project, did not have Internet access off-premise.

EFFECTIVENS OF PROTECTIVE MEASURES

(a) a detailed description of the measures, including specific software or filtering mechanisms, that were taken to ensure compliance with the Children's Internet Protection Act as well as a description of measures that were taken to protect against waste, fraud and abuse

Specific Measures to that continue to be taken to insure compliance with Children's Internet Protection Act and measures to protect against, waste, fraud and abuse include;

- Continue to filter the District network and Aruba Wireless Network to in alignment with the District's Acceptable Use Policy, Code of Conduct for Students policy and the District's Internet Safety Policy to filter inappropriate and dangerous web sites for students, teachers and parents.

-Working with Verizon and our BOCES, we build a virtual tunnel for all devices in the pilot project to connect to by Mac Address and a static IP address assigned to each

device. The devices could ONLY connect on and off premise to the Internet through this virtual tunnel (using Cisco software) to our M86 filtering server. All devices were filtered 100% of the time and we were able to monitor the websites students accessed and sites that were inappropriate based on CIPA and our District's Acceptable Use Policy were blocked.

- We continue to support the M86 Mobile filtering on each and every Verizon Broadband USB and Droid 2 device included for use with students and teachers in this pilot program and to be in alignment with CIPA, District's Acceptable Use Policy, and Code of Conduct for Students Policy and the District's Internet Safety Policy.

- Each student and teacher who participated in this pilot program had to complete a five hour online curriculum in Learning.com in the Easy Tech Module on Cyberbullying and Internet Safety, BEFORE, they received their devices. We continue to educate students, teachers, parents and the New Rochelle community on the District's Acceptable Use and Internet Safety Policies and Cyberbullying.

-Each device was assigned to a specific user, by a unique ID and password. This allowed us to monitor each device by static IP of use, waste or fraud. It also allowed us to utilize Google Maps (since most of our devices were on the Android Platform) to locate lost or stolen devices and recover them. We also locked down each device using Carrot APP and were able to create an APP Backpack of curriculum apps that are controlled centrally. We can add or take away apps in minutes without having to touch each device. See- <https://www.clutchmobile.com/products/apppak> and <https://www.clutchmobile.com/products/appprotector>



(b) a detailed description of what, if any, issues arose in ensuring that the wireless devices were used only for educational purposes.

The biggest issue we had was 18 students of 500 who used the SMART Android Devices (Smartphones with no phone access –only data plans) that dropped them. (14) had cracked screens, (3) went through the washer, and (1) was dropped in a toilet all by accident. We also have 6 USB Verizon Broadband that were lost and (3) that went through the wash. Due to the NYS Verizon Educational Contract, devices were replaced at NO COST.

LESSONS LEARNED

(a) a description of any technical, operational, or administrative problems or issues associated with implementing the project (such as barriers in using the wireless devices or difficulties with the service) and a description of how those issues were addressed or are being addressed

At the time we began EDU2011 we did not have a wireless infrastructure and only had wireless routers on our laptop carts-plug the cart into a network drop and laptops were wireless. We are only in Year (1) of building a wireless infrastructure, so this project has been really important providing wireless access on-premise as well as off premise for our students.

In terms of barriers or difficulties, we were well prepared and did beta testing before we deployed any device, so we really minimized any issues. The one challenge we had is not being able to offer this pilot program to more students in our District who do not have devices or Internet access at home. Without the eRate funding, we would not have been able to do this pilot program at all.

Everyone-parents, administrators, teachers, staff, and students are asking me what happens in 2013-14. Without the eRate funding for wireless off-premise, we will be taking a major step backward and opening up our District divide again.

This is our biggest challenge as we have a 2% school tax cap in New York State.

Not Responsive



(b) A narrative of the lessons learned as a result of the off-premise wireless project (for example, based on what you learned from the project, how would you plan and implement your project differently if you were doing it over again?).

Of the lessons learned, we would absolutely plan and implement the project again, and follow the protocols and systems we have established with this pilot project. We would like to include more students who are free/reduced (poverty) who do not have Internet or devices at home, as we can clearly see the advantages a student has with off-premise FILTERED devices. Imagine not having Internet access at home! We NEED this program and the eRate funding makes it possible for these students to get “connected” and succeed!

The one thing we would do differently is to do a pre-assessment of skills and then a post assessment of skills in a tool that doesn't change- Like the NYS ELA grade 5 and grade 8 and High Regents did with the Common Core Standards!
This made the data difficult to review.

FINAL COMMENTS

By Dr. Christine L. Coleman
Director of Technology City School District of New Rochelle

The road ahead for mobile learning will see educational capability overtake the discussions on devices, connectivity and content delivery.

We will no longer be talking about the capabilities of the mobile device or the features of the App, but of the value of the mobile learning program in terms of the education it delivers students who do not have Internet access at home or can afford devices.

I have seen, first hand, that these devices with off-premise connectivity truly motivate, engage, and help these students to achieve!

Not Responsive



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ATTACHMENTS LIST (Sent Electronically)

- ATTACHMENT A: Verizon Student Usage Report –Jan-March 2011
- ATTACHMENT B: ELA DATA SET: Columbus Elementary School – Grade 5 Students
- ATTACHMENT C: ELA DATA SET: Jefferson Elementary School – Grade 5 Students
- ATTACHEMNT D: ELA DATA SET: Jefferson Elementary School – Grade 4 Students
- ATTACHMENT E: ELA DATA SET: Trinity Elementary School – Grade 5 Students
- ATTACHMENT F: ELA DATA SET: Isaac E. Young Middle School– Grade 8 Students
- ATTACHEMNT G: ELA DATA SET: New Rochelle High School – Grade 9 Students
- ATTACHMENT H: ELA DATA SET: New Rochelle High School English Language Learners (ELL) 9-12 Students

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ATTACHMENT C: ELA DATA SET: Jefferson Elementary School – Grade 5 Students

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ATTACHEMNT D: ELA DATA SET: Jefferson Elementary School – Grade 4 Students

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ATTACHMENT E: ELA DATA SET: Trinity Elementary School – Grade 5 Students

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ATTACHEMENT G: ELA DATA SET: New Rochelle High School – Grade 9 Students

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ATTACHMENT H: ELA DATA SET: New Rochelle High School English Language
Learners (ELL) 9-12 Students

AS OF 11/14/12

WAITING FOR ADDITIONAL DATA

Selected project applicants shall submit their interim and final reports via email to:

EDLJ20llpilot@fcc.gov

and send a courtesy copy by mail to:

Ms. Regina Brown,
Telecommunications Access Policy Division
Wireline Competition Bureau
Federal Communications Commission
445 12th Street, S.W.
Room 5-A360,
Washington, D.C. 20554.

Upon submission of the reports by the selected project applicants, the Commission will evaluate the Learning On-The-Go wireless pilot program based upon review of the technical, operational, and administrative issues associated with off-premise use and connectivity, the financial impact on the B-rate program overall, measures available to prevent waste, fraud, and abuse, and ensure compliance with CIPA, and the extent to which off-premise wireless connectivity enables student achievement and access to resources, and enables the utilization of library services and resources by patrons.