

CELEBRATING TECHSMART

2014-2022



TECHSMART INITIATIVE

- MHCRC launched the TechSmart Initiative for Student Success in fall 2014.
- Planned to invest approximately \$19 million through 2023 but funding was cut short by approximately 3 million due to FCC changes.
- The TechSmart Initiative aligned with the collective effort of the broader community engaged in the All Hands Raised Partnership.

\$15,884,647

FUNDS AWARDED

GOALS

1

School districts funded by MHCRC grant investments will understand and implement effective instructional strategies and practices that use technology to foster improvement in academic outcomes for all students.

2

The MHCRC and school districts will validate and disseminate effective instructional strategies and practices that use technology to foster improvement in academic outcomes for all students.

6 SCHOOL DISTRICTS WERE FUNDED

1. David Douglas School District
2. Reynolds School District
3. Gresham-Barlow School District
4. Portland Public School District
5. Centennial School District
6. Parkrose School District

Funding a total of 9 projects.

10+ types of devices

Including but not limited to Chromebooks, Smart Boards, robotics kits, projectors, sound bars, and production kits.

16+ types of applications

Including but not limited to Lexia, MyOn, Seesaw, Google Classroom, Jamboard, iReady, Sphero, Flipgrid, Schoology, and Office 365.

TechSmart Funding Allowed Districts to TAKE RISKS

All districts were afforded the ability to try new technologies, new instructional strategies, and new PD formats using the TechSmart funding!

Examples:

- In Portland Public Schools, TechSmart funding combined with a small scale start in 5 schools, allowed for trial and error with high-risk program elements like expensive tech programs, devices, and infrastructure to see how successful they were within the school environment.
- In Reynolds School District, the TechSmart funding allowed the district to take instructional risks like trying out a flipped classroom model and purchasing expensive technology such as 3D printers and short throw projectors for Math classrooms.



The fact that we were supplying classrooms with so many Chromebooks was a huge risk in itself. This meant that we had to work on building our district support technically, professionally, and developmentally to make that happen. That is something that we would not have done without TechSmart.

-PPS Techsmart Project Manager

TechSmart Schools Were Prepared for the Pandemic

- Students were familiar with Google classroom and SeeSaw
- Students knew how to use Chromebooks
- Teachers had established Google classroom environments
- Teachers knew how to embed videos and links in classroom content
- Teachers were able to use more sophisticated tools due to comfort level with learning new technology
- Students could easily login to devices



My students were already practiced at online instruction. Distance learning was not much different, except that my communication was through email or Microsoft Teams”

-TechSmart School Teacher

GRANT SUCCESSES TO REPLICATE

1 START SMALL & SCALE UP

- PPS started with 5 TechSmart schools in Year 1 and eventually scaled up to 31 schools by Year 5. Starting small allowed the district to “try technologies, processes, and instructional strategies and not get it right the first time” and “test solutions in a single school” to then replicate successes with others.
- RSD started with a cohort of 13 math teachers in Year 1 of Grant 1 and expanded it to all middle and high school math teachers by the end of Grant 1. Grant 2 expanded to all high school teachers at Reynolds High School and Reynolds Learning Academy.
- In David Douglas School District (DDSD), starting small with TechSmart in one elementary school for Grant 1 became a model for the district’s internally funded grant program called the Google Ninjas. This program later funded 50 Chromebook carts across the district.

GRANT SUCCESSES TO REPLICATE

2 SHARED LEARNING ACROSS DISTRICTS CONTRIBUTES TO SHARED SUCCESSES

- Districts were able to share successes and challenges and learn from each other's experiences at shared learning events and other informal networking.
- Districts had conversations and school visits to see what other schools were doing.
- Monthly tech meetings paved the way for increased communication and collaboration around technology within schools.
- After chatting in the hallway at a learning event in 2017, The East County Technology Consortium group was formed and met monthly to share learnings.



I think all of us learned something from each other. We were able to have other districts come in and visit with us and see what we're getting in our schools and have a lot of conversation, not just about us, but what they were getting too."

GRANT SUCCESSES TO REPLICATE

3

COACHING WAS IMPERATIVE TO INCREASING TECHNOLOGY SUPPORTED INSTRUCTION FROM TECHSMART TEACHERS

“

"I think especially for schools that had year after year of full coaching, there were lasting big changes in those teachers, in how they approach, and how they're integrating technology."

“

"I think the biggest success and the most integral part was the coaching design. The coaching model was key because that's what really moved the needle and that's what really showed the biggest support to the teachers and the staff."

“

"I can't even imagine if there was not a tech coach in the district or if a couple of the schools hadn't gone through this TechSmart initiative, how uncomfortable people would be using technology."

GRANT SUCCESSES TO REPLICATE

4

CONSISTENCY IN LEADERSHIP MATTERS

- TechSmart gained substantial footing at PPS in 2018 with the hiring of the Director of Learning Technologies who would remain throughout the rest of the grant along with TechSmart Program Lead, and lead TechSmart TOSA (Teacher on Special Assignment).
- RSD maintained consistent leadership throughout the entire grant and the lead TechSmart administrator became the first to hold the district leadership role of Director of Instructional Technology when it was established in 2019.
- DDSD leadership remained consistent throughout the two grant cycles and has largely been placed in the hands of the district Technology Integration Coach, who stated, “I was very fortunate to work with two amazing directors who were 100% behind the TechSmart work and very supportive too. They would take TechSmart reports to cabinet meetings to show proof of grant success and advocate for the work!”

TECHSMART AT THE FOREFRONT OF DIGITAL EQUITY

- **A focus on “high need” schools:** The first PPS grant Cohort included one Title I school and one high-income school along with three mid-range SES schools in order to compare differences in initial implementation. Through Cohort 1, the district saw clear evidence that improvements in infrastructure and technology accessibility should go toward schools with the highest need. By the end of the initiative, the grant was targeting all Title I schools.
- **Digital Access became a priority during the pandemic:** The pandemic forced districts across the country to see that simply giving students a device did not provide them access. Being prepared with the devices allowed TechSmart districts to focus on access during the pandemic.
- **TechSmart in the classroom vs. comprehensive distance learning (CDL):** We saw that TechSmart increased equity when used for in-classroom instruction but often created inequities during CDL.
- **Student centered learning:** Reframing our traditional understanding of the teacher's role in the classroom when technology is used to its full potential.

TECHSMART SUCCESS STORIES

Early Teacher
Successes in
at Earl Boyles

Gresham Barlow School District made
early strides towards differentiated
instruction to support at-risk students

Project Based
Learning showed
promise in
Centennial School
District

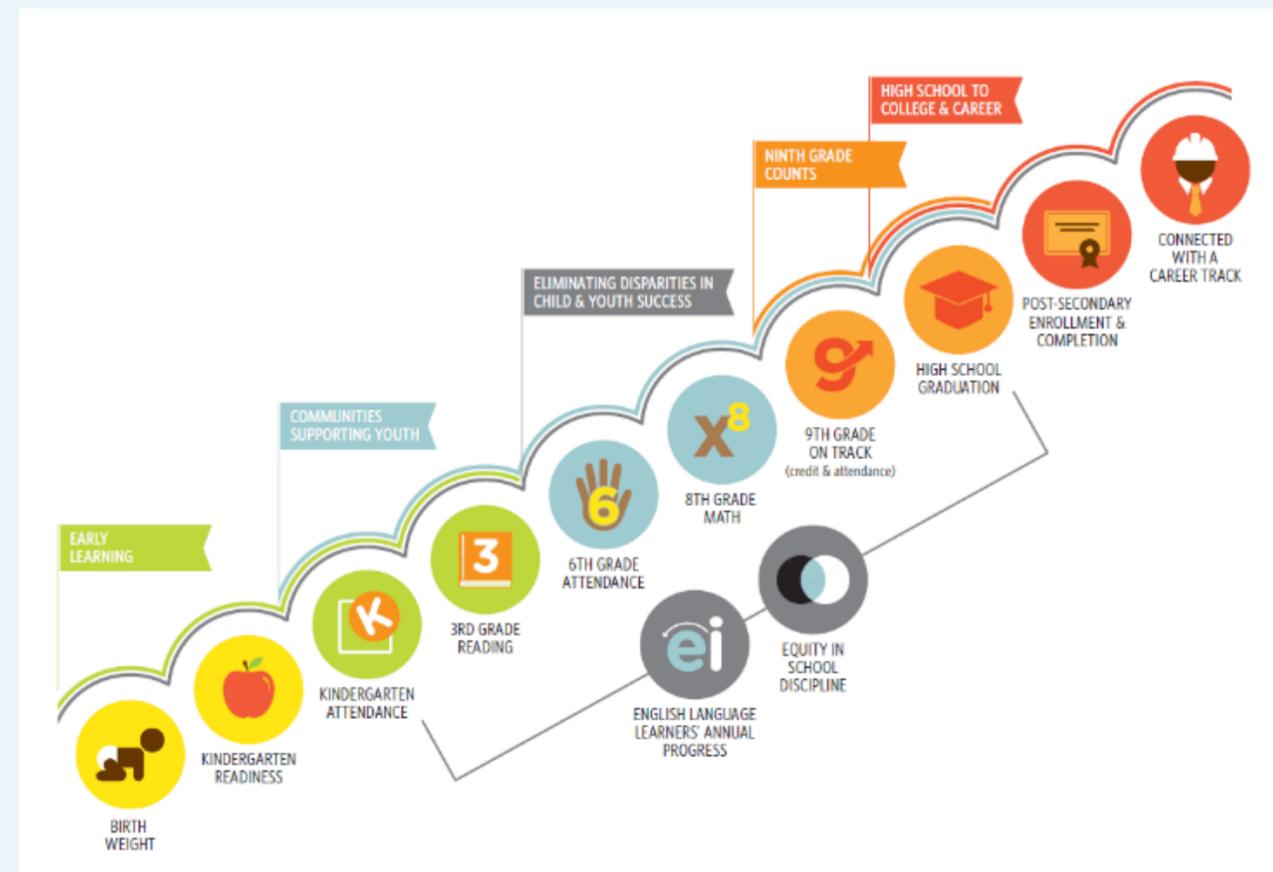
TechSmart paved the way for district
level strategic change in Reynolds
School District

Parkrose School District worked through
growing pains of technology integration to
inform future Grant design

Clever Badges at Portland Public Schools created one less growing
pain during the pandemic

TECHSMART IMPACTS ON STUDENT ACHIEVEMENT

- The TechSmart Initiative was designed to support the Oregon All Hands Raised (AHR) Partnership, which launched in 2012 with a goal of supporting Multnomah County youth from cradle to career.
- The AHR partnership prioritized 12 community-wide indicators that span kids' development from birth to career.
- TechSmart projects were required to work towards one or more of the community indicators present in K-12 education.
- Each TechSmart evaluation included a quasi-experimental student achievement study in order to examine the impact of the TechSmart Initiative on one or more of the AHR community indicators and understand progress towards closing the achievement gap.



LIMITATIONS OF STUDENT ASSESSMENT DATA

This report does not include student achievement findings beyond 2019, due to lack of comparison groups and limited ability to access reliable assessment data. The COVID-19 pandemic played a substantial role in limiting the availability of student achievement data from the 2019-20 school year onward including:

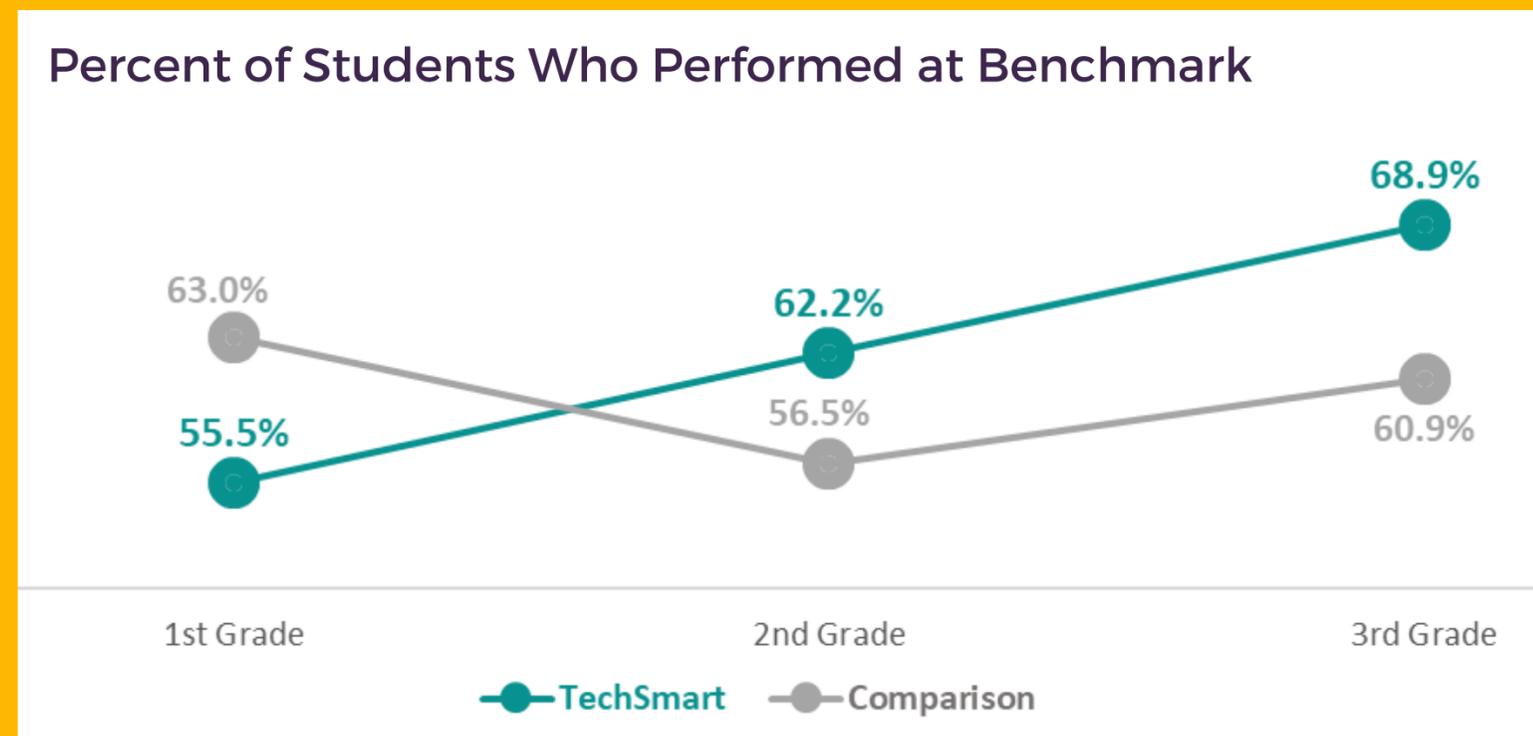
- In Spring of 2020, all schools transitioned to virtual instruction and all students began receiving instruction via technology. This limited PRE's ability to draw comparisons between TechSmart and non-TechSmart schools moving forward, as all schools were receiving some level of technology-integrated instruction.
- State testing was not completed in 2020 or 2021 due to the pandemic. This greatly impacted PRE's ability to examine 3rd grade reading and 8th grade math outcomes for TechSmart projects.
- Some formative assessments were conducted during Comprehensive Distance Learning (SY 20-21), which could be used to examine student achievement in some districts. However, the data often lacked reliability and were incomplete in many cases since the assessments had been administered virtually.

TECHSMART IMPACT ON STUDENT ACHIEVEMENT

David Douglas School District

- The EasyCBM assessment was used to examine literacy progress for Earl Boyles students involved in the first DDSD TechSmart grant.
- PRE tracked the percentage of students performing at benchmark on the assessment over time.
- The percentage of TechSmart Cohort 1 students who performed at or above benchmark increased steadily from 1st to 3rd grade, surpassing the percentage of comparison group students who performed at or above benchmark in both 2nd and 3rd grades.

The graph shows the percentage of students performing at benchmark for TechSmart Cohort 1 and their comparison group over the course of the grant.



Please note that results are descriptive in nature.

TECHSMART IMPACTS ON STUDENT ACHIEVEMENT

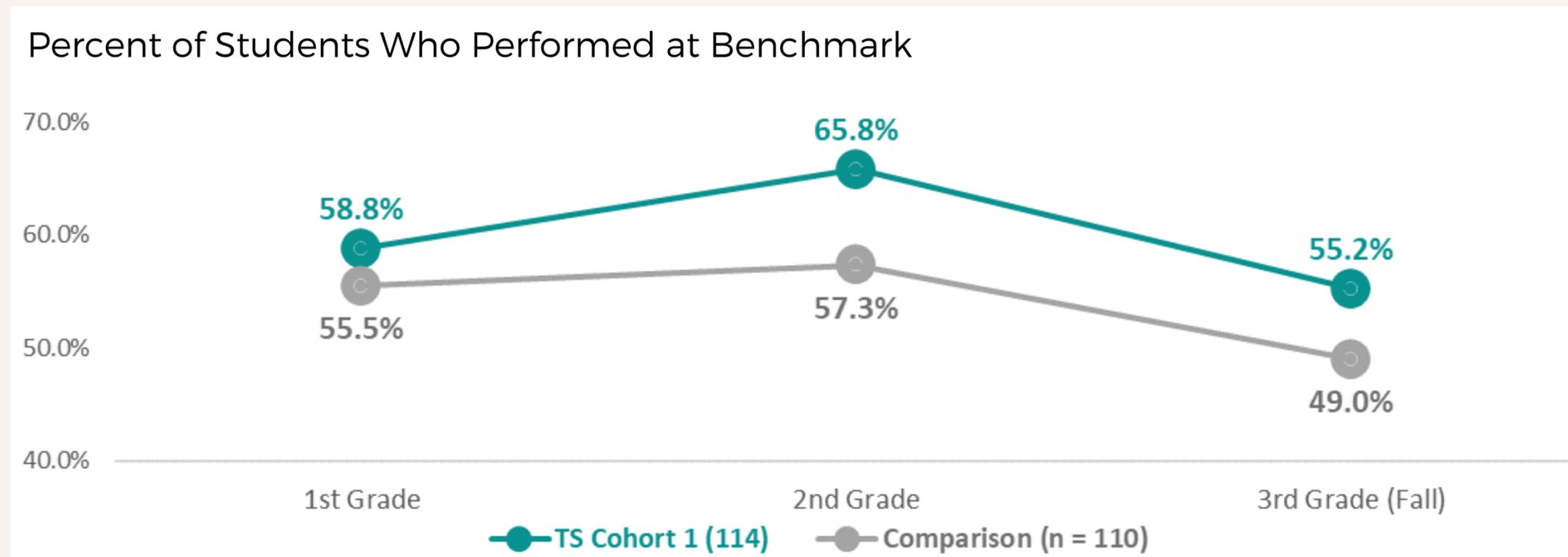
Reynolds School District

- Student achievement data examined for **Reynolds School District** TechSmart students in the SY 17-18 evaluation revealed promising findings.
- Results showed that **by 7th grade, TechSmart Cohorts 1 and 2 had earned, on average, a significantly higher number of math credits** and overall credits when compared to a historical comparison group.
- Cohort 1 and 2 students from **historically underserved subgroups (e.g., students of color, Special Education students, English language learners)** were also showing higher math credit attainment than the historical comparison group, providing evidence that TechSmart was closing the achievement gap.

TECHSMART IMPACTS ON STUDENT ACHIEVEMENT

Gresham Barlow School District

- The SY 19-20 evaluation for GBSD showed promising achievement findings for the first cohort of TechSmart students on the DIBELS assessment.
- The graph below shows the percentage of students performing at benchmark for TechSmart Cohort 1 and their comparison group over the course of the grant. **A higher percentage of TechSmart Cohort 1 students performed at benchmark than their comparison group across all three grades from 1st grade to 3rd grade.**

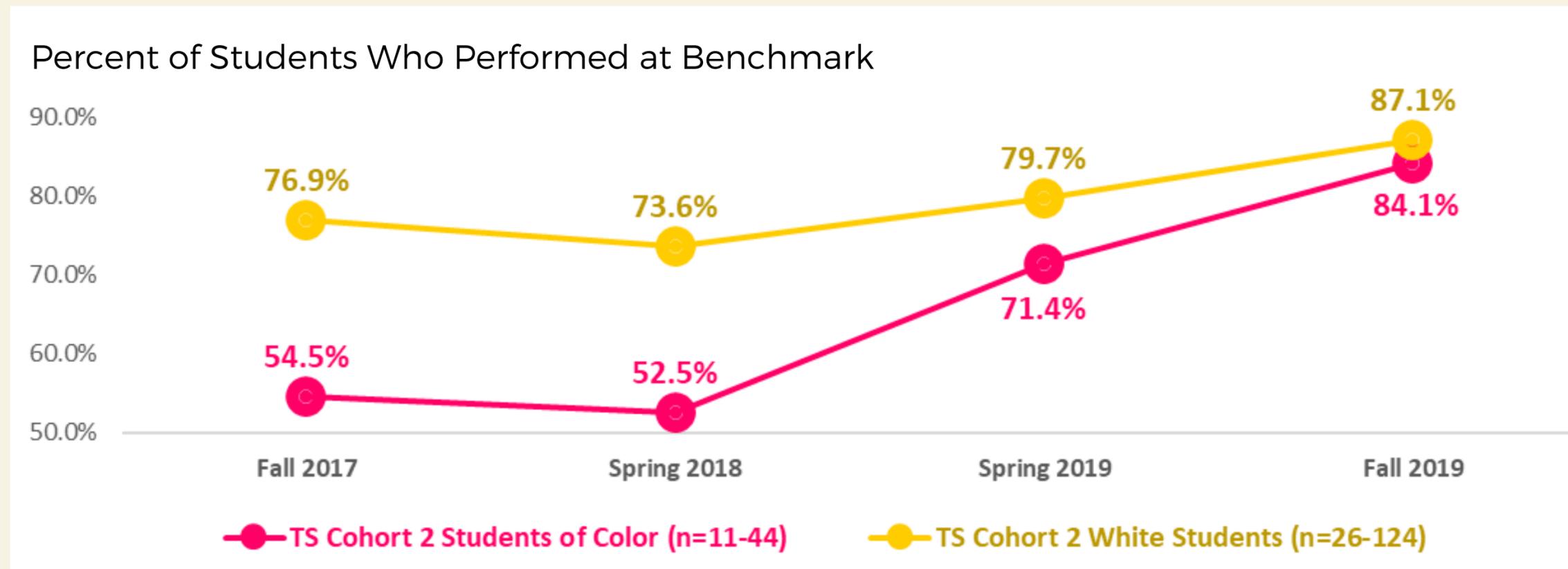


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TECHSMART IMPACTS ON STUDENT ACHIEVEMENT

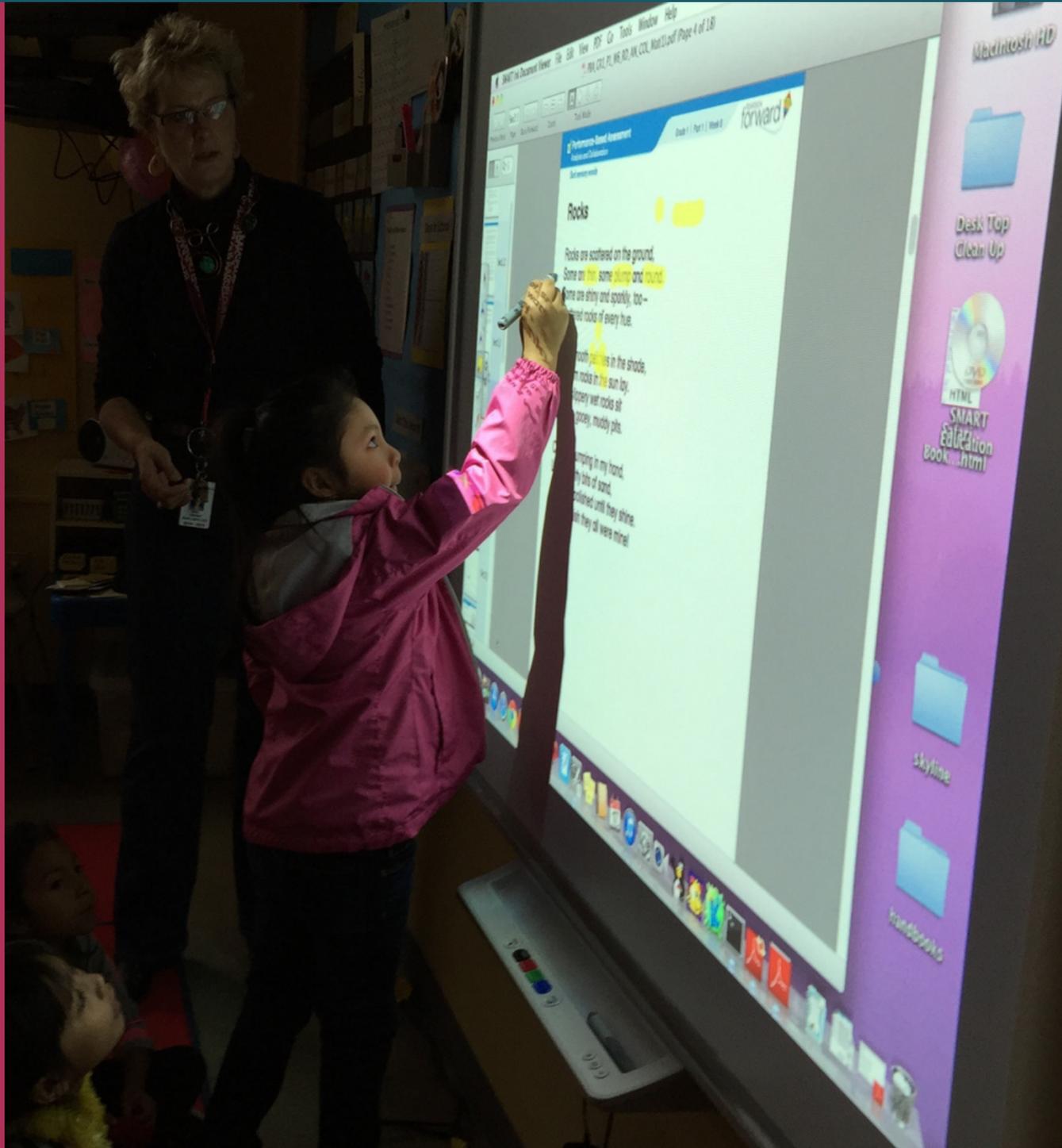
Portland Public Schools

The SY 19-20 PPS evaluation showed evidence of a reduced achievement gap between students of color and white students in TechSmart Cohort 2. **Examination of the percentage of students reaching benchmark on the DIBELS showed that the achievement gap closed in SY 19-20 to only a 3 percentage point difference between white students and students of color, as shown in the graph below.**



Please note that results are descriptive in nature.

WHAT'S NEXT FOR EDUCATION TECHNOLOGY?



- Reframing the traditional role of the teacher
- Intentional use of applications
- Student data privacy
- Device maintenance and continued innovation

THANK YOU!

