Palmetto Digital Literacy Program

Final Evaluation Report

to the

South Carolina Education Oversight Committee

June 10, 2019

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Executive Summary

Over the past decade the General Assembly passed two pieces of legislation – The Education and Economic Development Act (EEDA) of 2005 and the Profile of the South Carolina Graduate, Act 195 of 2016 – that focus on similar desired outcomes: students leaving high school with a South Carolina diploma *prepared* to take the desired next step into the military, college, or the workforce. This preparation includes (1) building knowledge in critical areas like science, technology, math, engineering, the arts, and social studies; (2) growing world class skills like creativity, innovation, team-building, collaboration, and communication skills; and (3) developing work and life skills like self-direction, perseverance, interpersonal skills and global perspective.

In pursuit of these desired outcomes, the General Assembly designated and appropriated funds for a third year in a pilot program, the Palmetto Digital Literacy Program – an initiative of Learning.com. In 2016-17 the General Assembly appropriated $1.3 million in non-recurring Education Improvement Act (EIA) revenues for the initiative. Districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater were eligible to participate. (Provisos 1A.52. and 1A.75. of the 2016-17 General Appropriation Act) In 2017-2018, the General Assembly designated and appropriated $1.3 million in non-recurring EIA revenues to continue the pilot program, the Palmetto Digital Literacy Program through provisos 1A.50. and 1A.69. of the 2017-18 General Appropriation Act. And again, in 2018-2019, the General Assembly designated and appropriated $1.3 million in non-recurring EIA revenues to continue the pilot program, the Palmetto Digital Literacy Program through Proviso 1A.65. of the 2018-19 General Appropriation Act

> 1A.65. (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, $1,300,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.

In 2018-2019, thirty-six (36) districts were identified as eligible, and twenty-five (25) districts ultimately enrolled or re-enrolled to use the Learning.com software.

This report examines the third-year implementation of the pilot project approximately two and half years after the first implementation step. The report outlines findings by the evaluator through observation, interviews, and software data collection and includes recommendations based on the findings.

The pursuit and successful attainment of the outcomes stated in both the EEDA and the Profile of the South Carolina Graduate take time. Commitment to the goals must be demonstrated through continued support at the same time interim data are examined for formative effectiveness. This 2018-2019 Final Report recommends the Palmetto Digital Literacy Program transition to a district by district decision and adoption. When the software models are implemented with fidelity, including support and focus from both school system and building level leadership, the reported results are positive in both pre-to-post assessments and district interviews. Absent the commitment to integrate the instructional technology with core subjects or enough student time on task/technology, the results are not consistent and less positive.

Palmetto Digital Literacy Program Final Evaluation Report

Table of Contents

Introduction

For a third consecutive year, the General Assembly funded a pilot program, the Palmetto Digital Literacy Program – an initiative of Learning.com, in the 2018-19 state budget for districts and schools in the Abbeville equity lawsuit or districts and schools with a poverty index of 80 percent or greater. The General Assembly designated and appropriated $1.3 million in non-recurring Education Improvement Act (EIA) revenues to continue the pilot program, the Palmetto Digital Literacy Program, through Proviso 1A.65 of the 2018-19 General Appropriation Act, which reads:

> **1A.65.** (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, $1,300,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.

The purpose of this report is to provide an evaluation of the Palmetto Digital Literacy Program to this point in its third year of implementation. As stated in Proviso 1A.65., the intent of the General Assembly is to improve digital literacy of students and provide technical support and professional development to teachers. These skills, understandings and applications are essential elements of developing a college and career ready student who also fulfills the *Profile of the South Carolina Graduate* as adopted by the General Assembly in Act 195 of 2016 (H.4936, R.206).

The Palmetto Digital Literacy Program is an initiative of Learning.com, an American-based company, providing software and technology tools to students, schools and districts all over the world. According to their website, "*Learning.com provides an intuitive, flexible, and personalized digital education experience – built for educators by educators. We make it easy*

to engage students while offering a comprehensive and reliable educational platform that supports districts by empowering teachers, track results and get a return on their educational investment."

This report contains the findings of the examination of the product within the context and landscape of South Carolina school districts named in the Abbeville equity lawsuit or having poverty indices of eighty percent or greater based on the poverty index utilized in the prior fiscal year, which was based on student eligibility for the free or reduced-price lunch program and Medicaid. The report consists of three main parts: (1) the process of implementation; (2) the findings, and (3) the recommendations. The examination and the subsequent report include information gathered from the vendor, the evaluator's personal observations, interviews with the districts, and the evaluator's professional expertise.

Process of Implementation of the Palmetto Digital Literacy Project

Pursuant to the Proviso 1A.65. of the 2018-19 General Appropriation Act and the Palmetto Digital Literacy Project, in the summer of 2018, the Education Oversight Committee (EOC) staff sent an invitation to participate in the project to the following districts:

33 Abbeville Lawsuit Districts

Abbeville	Clarendon 3	Laurens 56
Allendale	Dillon 3	Lee
Bamberg 1	Dillon 4	Lexington 4
Bamberg 2	Florence 1	Marion
Barnwell 19 (Blackwell-Hilda)	Florence 2	Marlboro
	Florence 3	McCormick
Barnwell 29 (Williston)	Florence 4	Orangeburg 3
Barnwell 45	Florence 5	Orangeburg 5
Berkeley	Hampton 1	Saluda
Chesterfield	Hampton 2	Williamsburg
Clarendon 1	Jasper	
Clarendon 2	Laurens 55	

Three (3) Other Districts with 80% or Higher Poverty

Colleton	Darlington	Fairfield

Seven (7) Districts Not Eligible in 2018-2019 Under Revised Poverty Index Definition

(in separate agreement Learning.com offered the product to these districts at no cost for this year)

Anderson 3	Chester	Greenwood 51
Calhoun	Dorchester 4	Union
Cherokee		

Of the thirty-six (36) districts invited to participate, twenty-five (25) districts chose to participate and, at the time of this report writing, have implemented the use of the software at various stages: signed agreements, software set-up and interface, training, and implementation. Eleven of the 36 districts either were non-responsive after multiple contacts or chose not to participate in school year 2018-2019.

According to records at Learning.com, there have been 960,349 content launches as of the end of February 2019. This is an increase of 159,956 over the December 2017 report in 2017-2018 pilot. Learning.com also indicates there have been 34,280 individual student accounts created, a 9,687 increase over the school year 2017-2018. The original thirty- six (36) eligible districts have approximately 105,890 students in K-8 grades. The student accounts created represent a thirty-two percent (32%) participation rate within this total original eligible population. Teacher accounts have been created by 3,506 teachers in the 209 individual schools using Learning.com.

The staff of Learning.com is responsible for the enrollment process (signing documents of agreement to share data and interface software programs) as well as the training. During the 2018-2019 year, the Learning.com South Carolina representative for the project resigned and a new person replaced her immediately. The transition was seamless for the evaluator in terms of information sharing. Each district was provided a direct contact regarding the change and new professional development opportunities were developed with a renewed since of urgency.

The following findings are based on data and observations of districts in the implementation stage; conversations with the Learning.com trainer; records provided by Learning.com, and visits to three districts that have used the software extensively over the three years of the pilot.

Findings

1. There continues a demonstrated and articulated need for instructional materials in the areas of *keyboarding*, *digital literacy and internet safety*, *inquiry learning through technology integration* and *coding* in schools among students K-8. Districts reported that the number one current need is keyboarding application based on the need to prepare students to take summative assessments on-line. Students without keyboarding skills are clearly disadvantaged when responding to test questions on the state summative assessments that require a written or typed response.

Of the 34,280 student accounts created, 24,384 unique student launches occurred in the Keyboarding module. This represents 71% of the overall student accounts created. Some schools within a district may be using another software program or some districts/schools do not understand the skill of keyboarding as an integral stepping stone to other technology skills and/or need in the workforce. This lack of understanding and application to real world scenarios demonstrates the need for state level visioning and articulation of the technology skills continuum to districts, teachers, families and students. Implementation schedules also support this foundational practice (or lack thereof) as some districts continue to provide keyboarding teaching and practice during only lab time. Other districts, primarily those with one-to-one computers have expectations for students to use keyboarding skills during core classes (English Language Arts, math, science, and social studies). This variety is not a Learning.com issue but rather a statewide resources, expectations, and professional development issue.

Districts in South Carolina use a variety of resources to teach digital literacy and internet safety. The data clearly indicates the modules on these two topics in Learning.com are the second and third most frequently accessed modules.

The Inquiry modules that support projected-based learning continue to be used by only a few districts and students. In the districts in which the Inquiry modules were used, district leaders stated instructional technology integration is a focus of curriculum and instruction. Rather than seeing the Inquiry modules as another thing to do, the Inquiry modules are integrated strategies of teaching and learning, creating more relevant and engaging lessons for students. This systemic approach coupled with extensive professional development advances the student experience far beyond the traditional textbook. Teachers implementing the Inquiry modules stated planning time and ongoing professional development as critical aspects to full employment of the modules. District leaders referenced the need for state level guidance along with blue prints for computer science standards as well as instructional technology integration.

The number of Coding module unique users increased from the 2017-2018 year, yet in 2018-2019, the 8,924 students who engaged in a Coding lesson or launch is just over 25% of the total student launches this year. Of the approximately 105,890 students in the eligible districts, only 8.4% of them were introduced to Coding modules through Learning.com.

In schools with only computer labs and few classroom computers (for use as centers or stations), time is the first barrier in exploring and/or practicing any or all of the modules. And “even if we had a 1:1 distribution model, our teachers continue to need lots of training first,” as one district instructional leader shared. When asked about provision of

professional development, it is one more task for the teachers and time is reported as a barrier. Learning.com does provide a significant amount of professional development when requested by the districts. In the Professional Development by Learning.com Staff (Appendix E), sixty-one sessions were provided between June 2018 and mid-April, 2019. Web access and phone calls were also used to provide support to districts.

Along with the qualitative data, the quantitative data correlates this finding. Thirty-six districts were offered the opportunity to implement the Palmetto Digital Learning Project and 25 accepted affirming their need for this type of resource. This need does not exist in isolation, but rather is an integral part of learning, if we are really preparing students in South Carolina to meet the Profile of the Graduate and be college and career ready. The need for digital learning resources is as critical as we once considered the textbook and its adoption process.

While this finding documents the continuing demonstrated and articulated need for instructional materials in the areas of keyboarding, digital literacy and internet safety, inquiry learning through technology integration and coding in schools among students K-8, the meeting of the need is not as simple as provision of the software or digital instruction. The implementation is not in isolation. Rather the evidence demonstrates mixed results across the districts. Other variables strongly impact the effectiveness and the results for the students.

2. *There continue to be significant unmet infrastructure needs in the provision of digital learning environments for students.* The infrastructure includes the hardware distribution model developed by the district (types of devices and numbers per student as well as teacher access), the backbone of the hardware distribution system (servers, routers, wireless access points, back-up plans and staff to set-up and maintain) and the software (programs, apps and other internet resources) available to the teachers and students. For efficiency and effectiveness, this technology plan should be developed at the district level. School level decisions may be included within the overall technology plan, but left completely to the schools to procure resources, decisions are often made that lack sustainability and big picture vision. While the technical needs of the Learning.com software were verified before implementation began, the type of device, headphones, nor frequency of use (impacts quantity in schools) were not addressed or districts did not have a viable overall plan for instructional technology integration.

   Technology support staff was noted as a need to fully implement Learning.com. The lab setting is the place most students are using the software. In many incidences, there is a lab manager in this setting. Because it is not a certified position, the capabilities and knowledge of curriculum integration varies widely among schools and districts. In districts with three years of strong implementation and positive results, capable and sufficient staff was often the variable.

   Support for the development of complex funding models, robust infrastructure blueprints and necessary staffing patterns is absent at the state level. This information is corroborated in the South Carolina Digital Learning Plan Report for the State's K-12 Public Education System, December 2018. In Section 4 – Infrastructure and Section 8 – Policy and Funding, especially, the extensive data tables paint a picture of inconsistent,

sometimes inaccessible infrastructure (including Adequacy of Devices; Quality and Availability; Robust Network Infrastructure; Adequate and Responsive Support; and Formal Cycle for Review and Replacement, pp. 16-25).

3. *The effectiveness of the software is evident, yet the results are mixed due to a variety of factors outside the scope of the Learning.com product.*

   For the second year, Pre-and Post Assessments were administered to all 5th grade students in the participating districts. The amount of time schools closed because of Hurricane Michael in the fall impacted the schedule. Some districts had six months between the pre- and post assessment; other districts had only four months between the assessments. This was not the most significant variable, but rather the time actually using the software during lessons and labs and the time spend taking the assessment itself were the most impactful in determining results.

   Since the time for each student to interact with the learning software varies within the school and certainly by district, the results varied by district. Examination of the results revealed only one post assessment result cell (of the six strands assessed) in which 50% or more of the students demonstrated proficiency. Fifty-eight percent (58%) of the students in District F (See table below and full report in Appendix D: Learning.com 5th Grade Pre- and Post Assessments, April 2019) scored Proficient in Communications and collaboration. The other five strands include (1) Creativity and innovation, (2) Research and information fluency, (3) Critical thinking, problem solving and decision-making, (4) Digital citizenship, and (5) Technology operations and concepts.

Learning.com

Post Test Analysis_2018-19

Palmetto Digital Literacy Program

Apri 5, 2019

	Communication and Collaboration		Creativity and Innovation		Critical Thinking, Problem Solving and Decision Making		Digital Citizenship		Research and Information Fluency		Technology Operations and Concepts	
	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest
District A	36%	46%	27%	19%	28%	21%	21%	23%	30%	39%	32%	33%
District B	22%	38%	20%	21%	21%	26%	15%	24%	26%	29%	17%	26%
District C	28%	50%	32%	22%	25%	32%	21%	36%	32%	42%	23%	34%
District D	27%	40%	18%	19%	13%	18%	12%	19%	19%	26%	17%	21%
District E	27%	34%	20%	11%	16%	19%	16%	15%	19%	22%	18%	13%
District F	28%	58%	29%	31%	27%	47%	25%	46%	26%	49%	24%	45%
District G	18%	40%	11%	14%	12%	19%	14%	23%	14%	21%	14%	26%
District H	18%	47%	24%	16%	8%	16%	10%	24%	22%	32%	8%	29%
District I	37%	43%	36%	21%	31%	33%	24%	33%	33%	36%	30%	37%
Program Average	27%	47%	25%	23%	23%	32%	20%	31%	24%	37%	21%	33%

These test strands were described earlier. Improvement noted in each strand with the exception of one. The "Creativity and Innovation" strand builds on digital literacy skills and moves them into real life applications. These project and inquiry-based lessons aren't utilized as much in a lab setting. With new standards being mandatory next year, we hope to see more classroom teachers involved and would anticipate this strand's proficiency to increase.

Summary of Findings

Schools and districts report a strong need for keyboarding software due to the demands placed on students while taking online state assessments. Learning.com meets this need. Schools and districts also report the internet safety and digital literacy modules are being used to fulfill the need for this basic teaching requirement in instructional technology integration.

Beyond the implementation of these modules, the use of other modules within this resource is sporadic. In several districts, there exists comprehensive instructional technology plans; these plans extend to curriculum planning at the high schools with backwards design development for coding, computer science, engineering, and other STEM sequences. There also exists in these district technology plans a structured determination for support services in both technology staff areas (infrastructure development and maintenance) and instructional technology staff areas (using technology in teaching and learning as well as the development of technology curriculum).

Desired results – student achievement, proficiency in technology skills, development of early workforce readiness – are not extensively evident as a result of this planning in the districts. Throughout this pilot, several districts expressed the need for some models, guidance and/or resources to develop and implement robust instructional technology plans and programs for the district. Wide variance in instructional technology integration plans impacts student learning and achievement. Ultimately, the opportunities for students depend on both this planning and provision.

Recommendations

1. The three-year pilot should be closed and the decision to integrate Learning.com should be determined at the district level. The variables impacting the effectiveness of the software are primarily located at the district level. Several districts have chosen to fully engage in the software, implementing it with fidelity, and supporting the technology infrastructure as well as the professional development needs of teachers and staff. In these districts, reported results correlate with most usage time as well as growth in achievement. If districts that participated in the Palmetto Digital Literacy Program do not have the financial means to purchase Learning.com, then the state should consider making direct grants to districts for the service. Districts, in turn, would be responsible for demonstrating fidelity with implementation.

2. Given that the examination of this software has revealed the wide variety of hardware distribution models and technology plans, guidance and support from the state should be provided for districts. There are several models of distribution that are effective with different budgets. Priority planning must focus on student learning and teacher preparation. Time for use, ease to maintain and access are other considerations. This planning must be a comprehensive examination and determination of hardware distribution for students (for example, 1:1 that goes home, 3:1 laptops for students available for teachers to check-out or 4 laptops per classroom to be used in small group/center work, etc.). In addition, the plan must include access to wireless, back up plans, and security.

Assistance in budget review and planning should also be offered from the state level. Many of the districts observed in this study, have small staff and little capacity to develop creative budgets using multiple funding sources. Districts with less than full scale technology plans risk large gaps in student preparation for global opportunities in the workforce.

3. Technology as a tool and as an area of study must be the focus of instructional technology integration for students. Any effective software to teach critical skills included in the Profile of the SC Graduate, is not an add-on, but must be systemic to all aspects of teaching and learning Pre-K - 12. The world of our students and their future is inclusive of technology tools, software, devices. Students with an understanding of multiple areas of technology, from coding to repair to job integration, have a distinct advantage in the job market. Students without this access and understanding are at a disadvantage; the achievement and poverty gap will grow wider. The disparity in technology support devices, such as keyboards and headphones, among the districts significantly impacts the students' chances for achievement in the modules of Learning.com as well as other software program.

   Computer Science Standards, including coding, multi-media, and analytics, must be a part of the student learning experiences in order to prepare each student for the global workforce market. There were alarmingly small number of students (less that 10%) who were engaged in the coding modules in Learning.com. If this is any indication of teaching in our classrooms, it will result in a skills gap greater than exist in 2019. South Carolina will not attract new business and industry, nor meet the needs of existing employers.

Conclusion

In summary, the software product Learning.com certainly provides several needed and effective instructional resources to students and teachers. This is documented in some of the pilot districts. Over the three years of the pilot, findings revealed a variety of other factors influencing the successful implementation and its results.

Usage time, integration with core content subjects (especially English Language Arts – ELA), infrastructure support and leadership are the most significant factors. These vary widely among the districts. Thus, each district should determine its own commitment to the variables and decide whether to use Learning.com. At the state level, guidance and support is needed for the smallest districts. Continuing to pay for the software alone is neither prudent nor will it result in greater results. However, school districts with limited financial means that want to use the product with fidelity should be eligible for state grants to support the initiative.

Overall, the pilot project demonstrated effectiveness of the software in some districts and revealed several important aspects of South Carolina's overall instructional technology (or lack thereof). Ultimately, the engagement of the software is a district decision and commitment; the overall instructional technology landscape and plan is a state level decision and commitment.

Appendix A:

Reference Resources

Article on Arkansas efforts (know you have seen their plan); competition for economic development
https://www.the74million.org/article/how-arkansas-is-teaming-up-with-teachers-facebook-other-tech-titans-to-rethink-computer-science-education/

Future Ready Schools - Dashboard for creating a plan
https://dashboard.futurereadyschools.org/framework

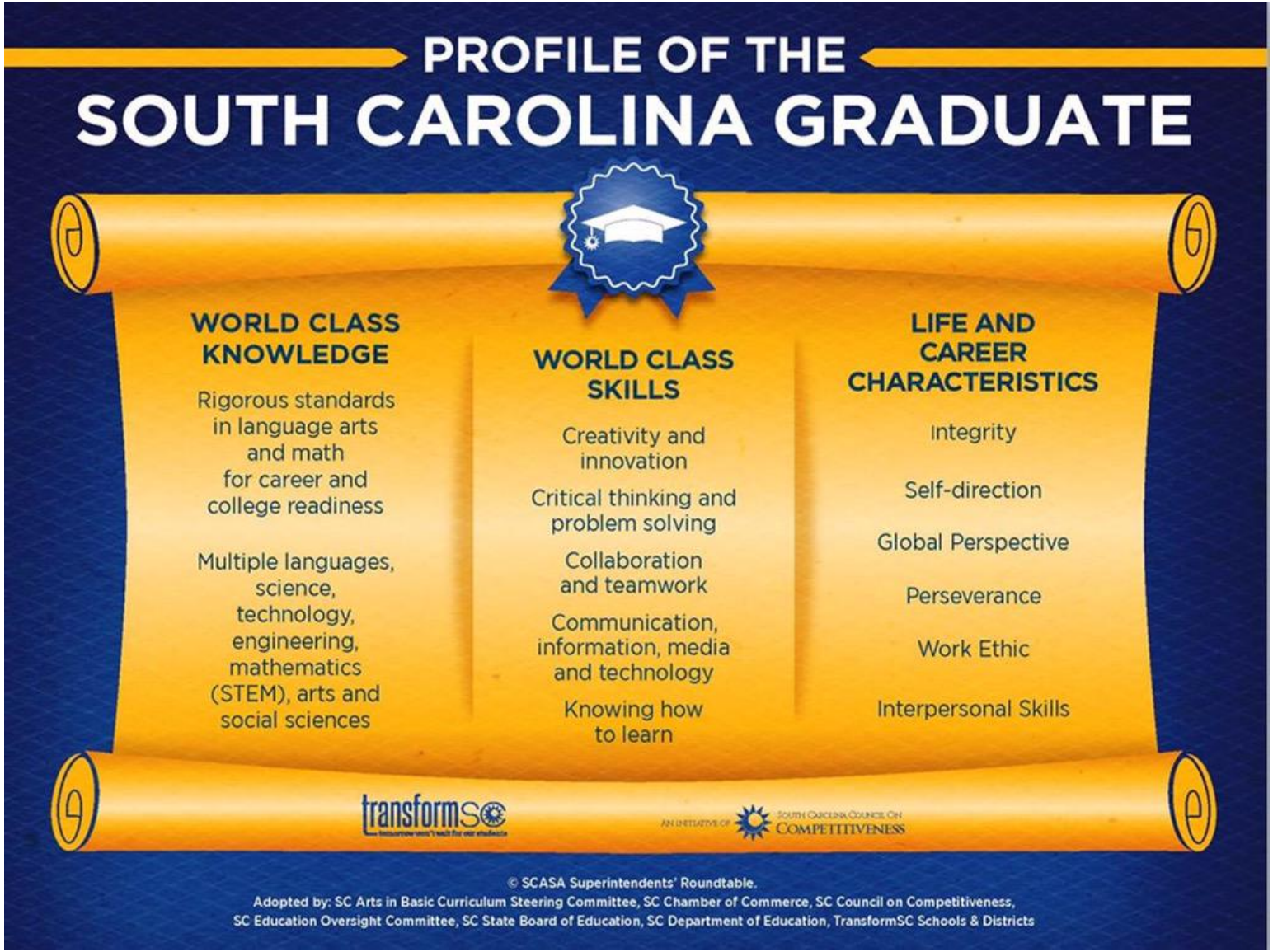
National Conference of State Legislators (technology in schools)
http://www.ncsl.org/research/education/technology-in-schools-digital-devices-textbook-funds-educators635678003.aspx

South Carolina Digital Learning Plan Report for the State's K-12 Public Education System, December 2018.
https://eoc.sc.gov/sites/default/files/Documents/Technology/South%20Carolina%20Digital%20Learning%20Plan%20Report%20FINAL(1).pdf

Wisconsin Department of Public Instruction Instructional Media and Technology
https://dpi.wi.gov/imt/toolset

Appendix B:

Profile of the South Carolina Graduate



Appendix C:

Learning.com February Monthly Report (through February 28, 2019)

Palmetto Digital Literacy Program

For the third consecutive school year, the Education Oversight Committee (EOC) is collaborating with Learning.com (LCOM) to implement the Palmetto Digital Literacy Program in school districts in the Abbeville equity lawsuit or districts/schools with at least an 80% or more poverty index. School districts or schools may volunteer to participate in the program. The objectives of the program are to:

- Prepare students with the digital literacy and 21st century skills necessary to be successful in school, college and careers. Included will be online K-8 curriculum that supports the instructions of the 12 Essential Digital Literacy Skills; Computational Thinking, Coding Fundamental, Computer Fundamentals, Mouse Basics, Keyboarding, Online Safety, Web Browsing, Email and Online Communication, Visual Mapping, Word Processing, Spreadsheets, Databases, and Presentations.
- Prepare students for success on the next generation online assessments.
- Support current state initiatives, including the implementation of South Carolina Computer Science Standards, as to increase the effectiveness of the use of technology and digital resources in the classroom. Focus is placed on assisting educators, through training and professional development, to better integrate technology and digital resources in the teaching and learning environment, while also increasing the digital literacy and 21st century skills of each student.

Key Performance Indicators (KPI) for Palmetto Digital Literacy Program may include:

- **KPI 1** – Accurate and timely provision of all qualifying districts that choose to participate.
- **KPI 2** – Upload and synchronization of student information for all qualifying districts that choose to participate.
- **KPI 3** – Measurement of student access and use of digital literacy curriculum with a goal of 1,000,000 content/lesson launches in the 2018-19 school year.
- **KPI 4** – Delivery of high-quality and relevant training, implementation services, and ongoing support to participating districts in either a face-to-face or online modality.
- **KPI 5** – Measurement and reporting of 5th grade student digital literacy proficiency through the use of pre- and post-assessments (21st Century Skills Assessment) with a goal of demonstrable increase in proficiency based on the International Society for Technology in Education (ISTE) standards for students.

School District Participation

As of the beginning of the 2018-19 school year AND based upon the revision of the statewide poverty index definition, there are 35 school districts, comprised of 213 individual K-8 school buildings serving approximately 105,890 students in grades K-8 that qualify to participate in the Palmetto Digital Literacy Program – 25 choosing to participate. Many districts who had qualified to participate during the 2017-18 school year were taken by surprise by the late change in the poverty index definition and had planned to continue to incorporate the Palmetto Program into their 2018-19 instructional plans. Rather than discontinue this critical program on late notice to those districts, LCOM has chosen to continue to serve those that are interested at no cost to them or to the State of South Carolina – 7 additional participating districts. This decision will be evaluated in collaboration with the EOC over the course of this year.

Abbeville	Allendale	Anderson 3	Bamberg 1	Bamberg 2	Barnwell 19	Barnwell 45
Berkeley	Calhoun	Cherokee	Chester	Chesterfield	Clarendon 1	Clarendon 2
Clarendon 3	Colleton	Darlington	Dillon 3	Dillon 4	Dorchester 4	Fairfield
Florence 1	Florence 2	Florence 3	Florence 4	Florence 5	Greenwood 51	Hampton 1
Hampton 2	Jasper	Laurens 55	Laurens 56	Lee	Lexington 4	Marion
Marlboro	McCormick	Orangeburg 3	Orangeburg 5	Saluda	Union	Williamsburg
Williston						

At the request of EOC, LCOM has initiated outreach to all districts that have either not responded to the availability of the program or have chosen to not participate in an effort to understand the reason for not participating. LCOM will provide the results of this effort as soon as information becomes available.

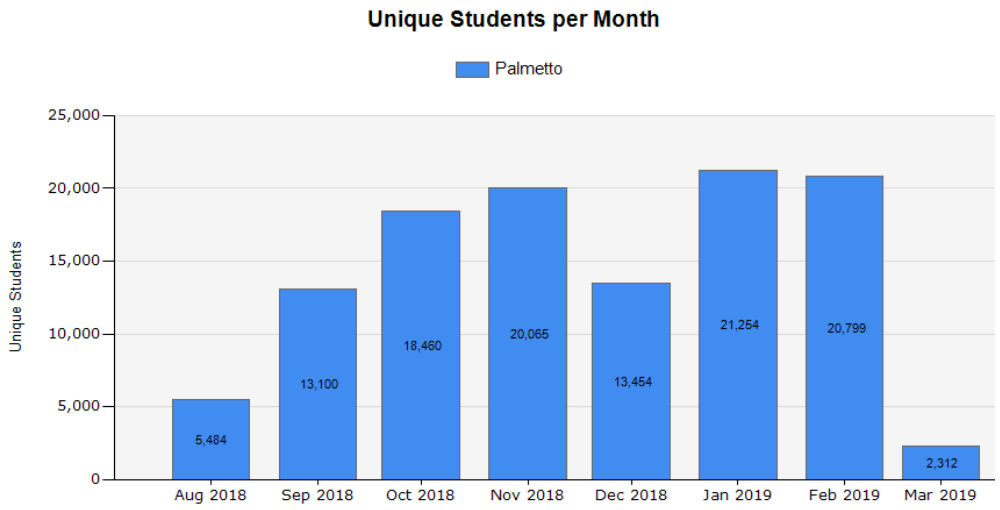
Product and Services Provided to Participating Districts

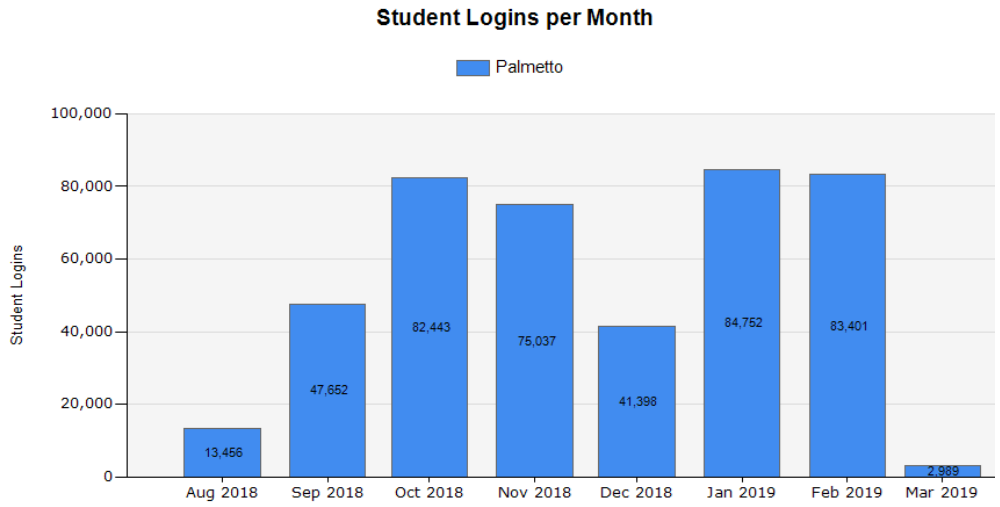
- 21st Century Skills Inventory – 21st Century Skills Inventory assesses elementary (5th grade) and middle school (8th grade) students' grasp of 21st century skills, including; technology operations, information literacy, digital citizenship, critical thinking, decision making, creativity and innovation.
- EasyTech – A comprehensive K-8, online curriculum that teaches students the 11 essential digital literacy skills including; Computer Fundamentals, Keyboarding, Email and Online Communication, Web Browsing, Digital Citizenship, Word Processing, Presentations, Spread Sheets, Databases, Visual Mapping, and Computational Thinking.
- Inquiry – A K-8 digital literacy and 21st century skills curriculum with six technology-infused projects per grade level in ELA, math, science, and social studies. Projects help students learn about productivity tools, internet research, multimedia presentations, and online communication within their core subject areas.
- EasyCode Foundations (Coding Pilot – Elementary Schools) - Introduces students to coding through a game-based environment, where students learn to code by solving coding challenges. Once their coding skills are mastered, students apply them to build their own apps and games. With the help of detailed lesson plans and interactive resources, any teacher can confidently help their students learn the basics of coding, even if they have no prior experience with this subject.
- EasyCode Pillars (Coding Pilot – Middle Schools) - An interactive curriculum that helps students learn key coding principles using Python, an industry leading programming language. In each lesson, students complete a project through a series of activities that include coding challenges, debugging practice, and quizzes. Each lesson ends with an additional coding exercise in which students create their own project applying the skills learned. In addition to basic coding principles, students learn how to animate objects, play sounds, and use mouse and keyboard input.
- Curriculum Publisher - Allows resequencing of existing content and addition of 3rd party content/learning objects. Curriculum can be shared across schools or campuses.
- Teacher Training and Professional Development – Onsite professional development workshops, as well as a vast array of on-demand resources such as webinars, downloadable recordings, and online courses designed to address school's unique instructional goals will be provided.

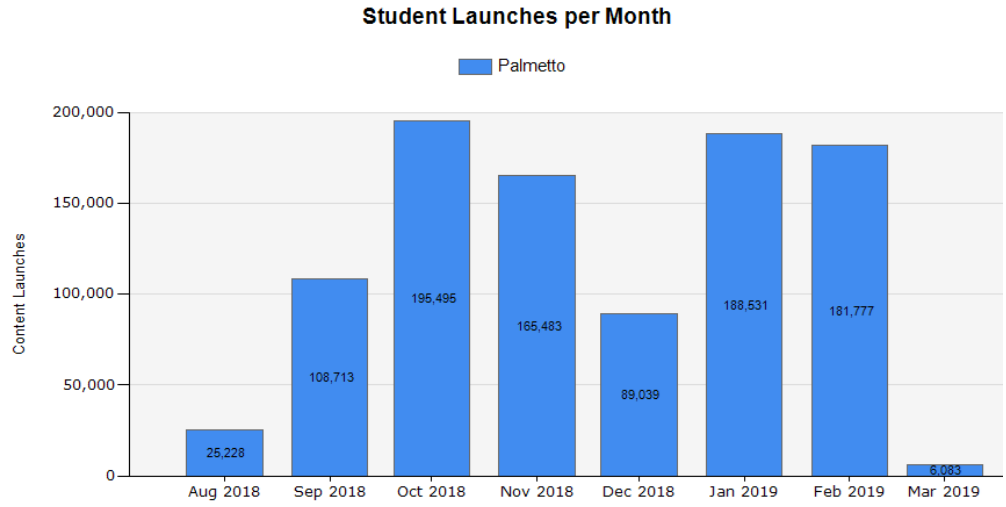
Year-to-Date and Monthly Statistics

Student/Teacher Data	Prior Month YTD (2/1/19)	Current YTD (3/1/19)
Student Accounts Created	31,660	34,280
Student Content Launches	775,934	960,349
Content Launches Per Student	22.3	26.3
Teacher Accounts Created	881	982
Teacher Content Launches	2,550	2,677
Content Launches Per Teacher	7.1	6.47

As can be seen from the above table, month over month increases are see with a slight decrease in the average content launches per teacher.

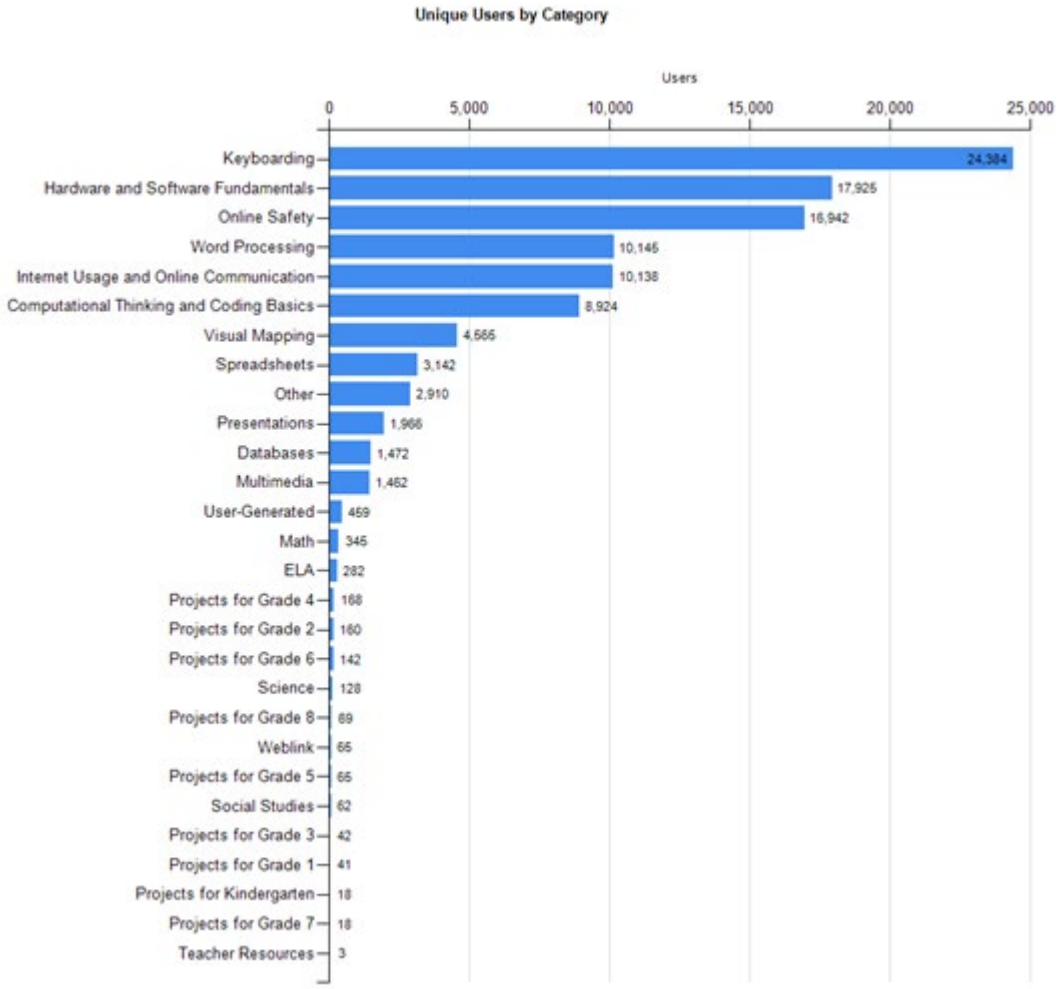

Unique Students per Month
Palmetto
Unique Students
25,000
20,000
15,000
10,000
5,000
0
5,484
13,100
18,460
20,065
13,454
21,254
20,799
2,312
Aug 2018
Sep 2018
Oct 2018
Nov 2018
Dec 2018
Jan 2019
Feb 2019
Mar 2019


Student Logins per Month
Palmetto
Student Logins
100,000
80,000
60,000
40,000
20,000
0
13,456
47,652
82,443
75,037
41,398
84,752
83,401
2,989
Aug 2018
Sep 2018
Oct 2018
Nov 2018
Dec 2018
Jan 2019
Feb 2019
Mar 2019


Student Launches per Month
Palmetto
Content Launches
200,000
150,000
100,000
50,000
0
25,228
108,713
195,495
165,483
89,039
188,531
181,777
6,083
Aug 2018
Sep 2018
Oct 2018
Nov 2018
Dec 2018
Jan 2019
Feb 2019
Mar 2019

Skill Category Usage (YTD)

The below graph identifies the skill categories most utilized YTD, as measured by student content launches.



5th Grade Digital Literacy Pre-Assessment Result (YTD)

Participating districts are to conduct a pre-assessment of all 5th grade students receiving digital literacy instruction. This pre-assessment, the Learning.com 21st Century Skills Assessment (21CSA), measures students' skills as defined by the 2014 International Society for Technology in Education Standards (ISTE-S Standards). The standards are divided into six strands;

1. **Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. **Research and Information Fluency** - Students apply digital tools to gather, evaluate, and use information.

4. **Critical Thinking, Problem Solving, and Decision Making** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. **Digital Citizenship** - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. **Technology Operations and Concepts** - Students demonstrate a sound understanding of technology concepts, systems, and operations.

The table below provides district-level proficiency data for those districts that pre-assessed their 5th grade students. The end of November represents the completion of the pre-assessment period, thus, LCOM will focus efforts to support and train districts on continued instruction in anticipation for a post-assessment, which is currently underway is expected to be completed by March 30, 2019.

District Proficiency Rate By Strand

Barnwell 45	
Communication and Collaboration	36.1%
Creativity and Innovation	27.1%
Critical Thinking, Problem Solving and Decision Making	27.7%
Digital Citizenship	21.3%
Research and Information Fluency	30.3%
Technology Operations and Concepts	31.6%
Chesterfield	
Communication and Collaboration	17.2%
Creativity and Innovation	16.9%
Critical Thinking, Problem Solving and Decision Making	18.3%
Digital Citizenship	19.7%
Research and Information Fluency	13.8%
Technology Operations and Concepts	13.4%
Clarendon 3	
Communication and Collaboration	28.1%
Creativity and Innovation	31.6%
Critical Thinking, Problem Solving and Decision Making	24.6%
Digital Citizenship	21.1%
Research and Information Fluency	31.6%
Technology Operations and Concepts	22.8%
Colleton County	
Communication and Collaboration	26.5%
Creativity and Innovation	18.1%
Critical Thinking, Problem Solving and Decision Making	13.3%
Digital Citizenship	12.4%
Research and Information Fluency	19.5%
Technology Operations and Concepts	16.8%
Dillon 4	
Communication and Collaboration	27.2%
Creativity and Innovation	20.1%
Critical Thinking, Problem Solving and Decision Making	15.7%
Digital Citizenship	15.7%
Research and Information Fluency	19.0%
Technology Operations and Concepts	17.5%

Florence 1	
Communication and Collaboration	28.3%
Creativity and Innovation	28.8%
Critical Thinking, Problem Solving and Decision Making	27.4%
Digital Citizenship	24.9%
Research and Information Fluency	26.0%
Technology Operations and Concepts	24.4%
Jasper-SC	
Communication and Collaboration	17.9%
Creativity and Innovation	24.4%
Critical Thinking, Problem Solving and Decision Making	7.7%
Digital Citizenship	10.3%
Research and Information Fluency	21.8%
Technology Operations and Concepts	7.7%
Laurens 55	
Communication and Collaboration	36.6%
Creativity and Innovation	36.1%
Critical Thinking, Problem Solving and Decision Making	30.7%
Digital Citizenship	23.5%
Research and Information Fluency	33.2%
Technology Operations and Concepts	29.8%
Clarendon 2	
Communication and Collaboration	22.2%
Creativity and Innovation	20.1%
Critical Thinking, Problem Solving and Decision Making	20.8%
Digital Citizenship	15.3%
Research and Information Fluency	26.4%
Technology Operations and Concepts	17.4%
Florence 3	
Communication and Collaboration	17.6%
Creativity and Innovation	11.1%
Critical Thinking, Problem Solving and Decision Making	12.0%
Digital Citizenship	13.9%
Research and Information Fluency	13.9%
Technology Operations and Concepts	13.9%

Trainings Delivered or Scheduled

Since June of 2018, Learning.com has been supporting the participating school districts through onsite training workshops. To date, 52 sessions have been conducted by Learning.com local area resource.

Date Delivered	District	Audience	Topic
June 21, 2018	Jasper County	Classroom Teacher Leads	EasyTech & Inquiry
August 15, 2018	Hampton 2	ES& MS Computer Lab Managers	EasyTech Review
August 20, 2018	Clarendon 3	Elementary Computer Lab Manager	EasyTech New Year Set-up
August 29, 2018	McCormick	Middle School Classroom Teachers	EasyTech integration into the Core
August 30, 2018	McCormick	Elementary Classroom Teachers	EasyTech integration into the Core
September 4, 2018	Berkeley	Principal Presentation	EasyTech & Inquiry as a Pilot
September 5, 2018	Berkeley	Curriculum Team, APs, Instructional Coaches	EasyTech through Google Classroom
September 10, 2018	Barnwell 45	Classroom Teacher Leads	Inquiry
September 17, 2018	Barnwell 45	Classroom Teacher Leads	Inquiry
September 27, 2018	Laurens 55	Computer Lab Managers	EasyTech Q&A
October 1, 2018	Laurens 55	Hickory Tavern - New Computer Lab Manager	EasyTech for New Users
October 2, 2018	Laurens 55	Gray Court Owings- New Lab Manager	EasyTech for New Users
October 3, 2018	Calhoun	Computer Lab Manager	EasyTech for New Users
October 12, 2018	Florence 3	Computer Lab Managers & Media Specialists	EasyTech for New Users
October 22, 2018	Chester	Instructional Fair	EasyTech to meet DL& CS Standards
October 31, 2018	Marlboro	Leadership team - Supt, principals, media specialists	EasyTech integration into the Core
November 19, 2018	Dillon 4	New District Coordinator	EasyTech for Coordinators
November 27, 2018	Berkeley	District Coordinators	Technical Support Call
January 14, 2019	Dorchester 4	District Coordinator	Mid-Year Review
January 15, 2019	Hampton 1	District Coordinator	Mid-Year Review
January 15, 2019	Hampton 2	District Coordinator	Mid-Year Review
January 15, 2019	Jasper	District Coordinator	Mid-Year Review
January 16, 2019	Barnwell 45	District Coordinator, Curriculum Coordinator & Supt	Mid-Year Review
January 17, 2019	Allendale	District Coordinator and Lab Manager	Implementation Planning and Quickstart Training for Lab Manager
January 18, 2019	Bamberg 1	District Leadership and Principals	Implementation Planning
January 22, 2019	Marlboro	District Coordinator	Mid-Year Review
January 23, 2019	Florence 2	District Coordinator and Supt	Mid-Year Review and QuickStart for Lab Manager
January 24, 2019	Laurens 55	District Coordinator, Technical Coordinator, Lab Manager	Mid-Year Review and Computer Lab Observation
January 25, 2019	Anderson 3	District Coordinator and LMS Flat Rock El	Mid-Year Review and Implementation Planning
January 28, 2019	Clarendon 3	District Coordinator	Mid-Year Review and Computer Lab Observation
January 28, 2019	Calhoun	District Coordinator	Mid-Year Review
January 29, 2019	Clarendon 2	District Coordinator	Mid-Year Review
January 29, 2019	Fairfield	District Coordinator	Mid-Year Review
January 30, 2019	Chester	District Coordinator	Mid-Year Review
January 30, 2019	Orangeburg 3	District Coordinator	Implementation Planning
January 30, 2019	Orangeburg 3	District Leadership Team	EasyTech for New Users
January 31, 2019	McCormick	Superintendent	Mid-Year Review
February 1, 2019	Hampton 1	Instructional Coaches	EasyTech for New Users
February 4, 2019	Berkeley	Math Coach	Easy Tech for Google Classroom
February 6, 2019	Florence 5	Leadership Team	Implementation Planning
February 11, 2019	Clarendon 3	Computer Lab Manager	EasyCode for New Users
February 12, 2019	Marlboro	Classroom Teachers	EasyTech Review
February 13, 2019	Clarendon 3	Computer Lab Manager	EasyTech for New Users
February 14, 2019	Marion	School Leadership Teams	EasyTech for New Users
February 15, 2019	Marion	School Leadership Teams	EasyTech for New Users
February 19, 2019	Anderson 3	District Coordinator & Adult Ed Coordinator	Implementation Planning
February 19, 2019	Florence 5	School Technology Team	EasyTech for New Users
February 21, 2019	Colleton	District Coordinator	Mid-Year Review & Implementation Planning
February 26, 2019	Marlboro	Classroom Teachers	EasyTech Review
February 27, 2019	Bamberg 1	Leadership Team	EasyTech for New Users
February 28, 2019	Hampton 2	District Coordinator	Curriculum Planning for Online Test

			Prep
Scheduled	District	Audience	Topic
March 14, 2019	Laurens 55	Computer Lab Managers	EasyTech Follow up

Intensive Implementation Support with Dr. Lee D'Andrea

Barnwell 45 and McCormick County are currently participating in an intensive implementation support service facilitated by Dr. Lee D'Andrea and Learning.com. These two districts have received in-person visits from Dr. D'Andrea in order to better understand how technology is being utilized within the district with follow up trainings delivered by Learning.com targeting their identified needs. Throughout the course of the school year, district staff will be in close contact with Dr. D'Andrea and Learning.com to continue their guided implementation and support.

Coding Pilot Update

In an effort to facilitate adoption of the new South Carolina Computer Science Standards, a select number of schools indicated interest in participating in a coding pilot. Over the course of the school year, Learning.com will be monitoring implementation of both elementary and middle school coding curriculum in order to make recommendations to expand the pilot to the entire program. Participating schools will receive additional training and support throughout the remainder of the school year.

Below is the current list of districts/schools participating in the coding pilot.

District Name	School Name
Barnwell School District 45	Barnwell Elementary School
Barnwell School District 45	Guinyard Butler Middle School
Clarendon County School District 02	Manning Elementary School
Clarendon County School District 02	Manning Junior High School
Clarendon County School District 03	Walker Gamble Elementary School
Dillon County School District 03	Latta Elementary School
Laurens County School District 55	Laurens Middle School
Marlboro County School District 01	Clio Elem/Middle

Appendix D:

Report on 5th Grade Pre- and Post Assessments

Learning.com
EXCEL IN A DIGITAL WORLD

During the 2018-19 school year, Learning.com worked with the following districts to provide access to a comprehensive K-8 digital literacy curriculum that focuses on 12 essential skill areas: Computational Thinking, Coding Fundamentals, Computer Fundamentals, Keyboarding, Digital Citizenship and Online Safety, Web Browsing, Email and Online Communication, Visual Mapping, Word Processing, Spreadsheets, Databases, and Presentations. These districts include:

Allendale
Anderson 3
Bamberg 1
Barnwell 45
Berkeley
Calhoun
Cherokee
Chester
Chesterfield
Clarendon 2
Clarendon 3
Colleton
Dillon 3
Dillon 4
Dorchester 4
Fairfield
Florence 1
Florence 2
Florence 3
Florence 5
Greenwood 51
Hampton 1
Hampton 2
Jasper
Laurens 55
Marion
Marlboro
McCormick
Orangeburg 3
Union

The prescribed curriculum used for each district was not mandated; therefore, some schools/districts chose to focus on Keyboarding, others focused on Online Safety, Coding or Business Apps, etc. *South Carolina Computer Science and Digital Literacy Standards* (approved in May of 2017) were developed to expand availability of computer science education to all students in South Carolina in response to the growing number of employment opportunities related to the field of computer science and related areas available in the state. The standards represent a balance of conceptual and procedural knowledge and specify the computer science content that students will master in each grade level. This school year (2018-19) served as a "bridge year" to implement the new standards. Many of the districts served by the Palmetto Digital Literacy Program chose to delay curricular decisions to wait for standards to become mandatory (next school year), even though Learning.Com provided a customized alignment to the new standards for districts to follow, and offered professional development for implementing. We are excited for these new standards to be fully implemented next year, as we can be assured each of the components of our curriculum will, in turn, be implemented.

Regardless of the Learning.com curriculum pathways chosen for implementation, the Pre and Post test used for the summative assessment was the same for each participating district. Only 5th grade students were assessed, and the data included with this report represents only those students who completed all parts of the pre and post test. The assessment chosen, 21st Century Skills Assessment (21CSA), measures students' skills as defined by the 2014 International Society for Technology in Education Standards (ISTE-S Standards). The standards are divided into six strands:

1. Creativity and innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and information fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical thinking, problem solving, and decision making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology operations and concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.

Most implementations are served by a pull-out lab environment where students visit once a week for 45 minutes, monitored by paraprofessionals. As state standards become mandatory, we expect to see more participation and coordination with classroom teachers. The "creative and innovation" standard noted above is best served by extending what they learn in the lab to the classroom under the direction of a certified teacher. Our integration with GOOGLE CLASSROOM has helped us reach a number of classroom teachers as they don't have to learn a new platform to distribute quality lessons to their students.

We've seen more interest this year in customizing the curriculum to fit unique needs. Keyboarding remains a popular option as districts begin their digital literacy implementations. More and more are finding that typing extended passages for online testing is a hindrance for students, and are turning to our keyboarding lessons to meet that need. A number of these participating districts are now ensuring that e-rate requirements are being met for online safety. Cyberbullying lessons have seen increased use. A popular module recently has been PREPARING FOR ONLINE ASSESSMENTS as schools prepare students for testing in May. More interest in CODING/COMPUTATIONAL THINKING as well, as teachers realize they don't have to be computer science specialists to turn kids loose to master coding and create their own games. Students living in poverty face a number of challenges, and mastering digital literacy skills can be their ticket out.

Learning.com

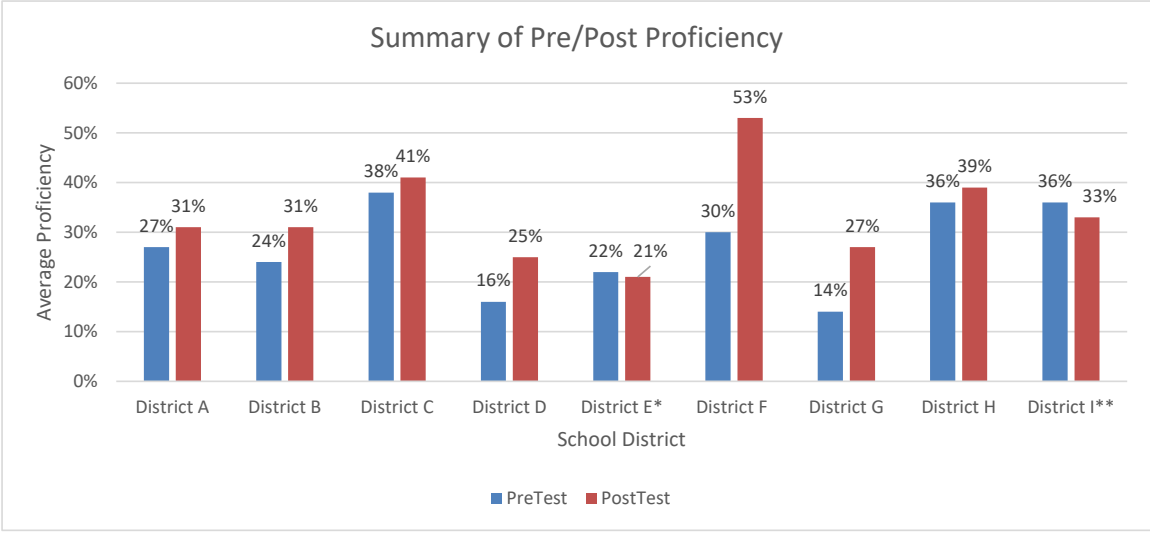
Post Test Analysis_2018-19

Palmetto Digital Literacy Program

Apri 5, 2019

DISTRICT	NUMBER OF 5th GRADERS WITH PRE AND POST TEST RESULTS	Pre Test Average Proficiency	Post Test Average Proficiency	Growth
District A	131	27%	31%	4%
District B	106	24%	31%	7%
District C	37	38%	41%	3%
District D	143	16%	25%	9%
District E*	178	22%	21%	-1%
District F	517	30%	53%	23%
District G	37	14%	27%	13%
District H	39	36%	39%	2%
District I**	175	36%	33%	-3%
Cumulative Program Totals	**1363**	**27%**	**39%**	**12%**

*District E struggled with a number of students missing class due to weather related issues. They also had a change in coordinator position in December. * *District I required all students, including Self-Contained, to take the assessment. These students were not given any accomodations for test-taking.



Learning.com

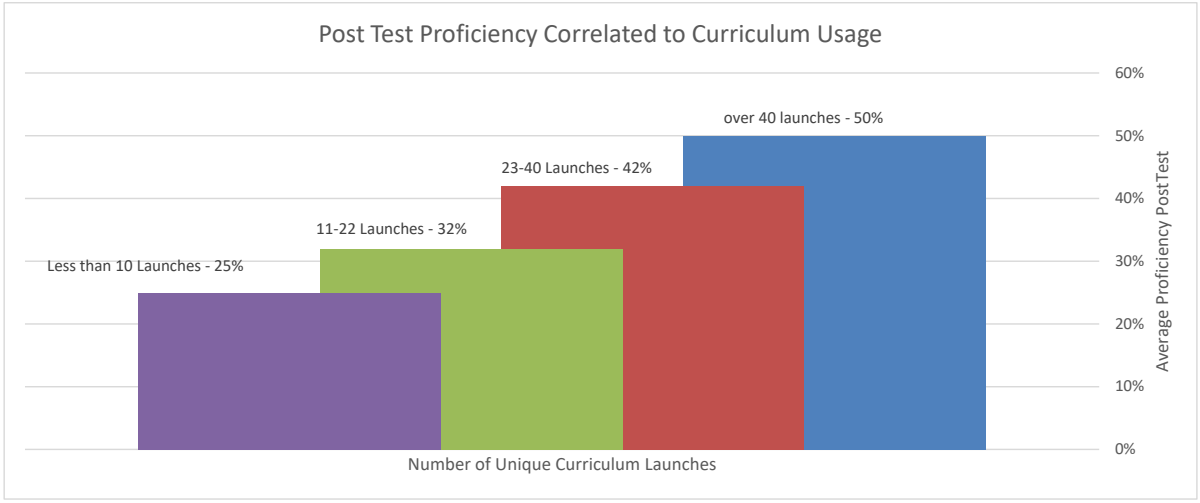
Post Test Analysis_2018-19

Palmetto Digital Literacy Program

Apri 5, 2019

DISTRICT	NUMBER OF 5th GRADERS WITH PRE AND POST TEST RESULTS	Post Test Average Proficiency	Average Proficiency when over 40 unique items previously launched within curriculum	Average Proficiency when over 23-40 unique items previously launched within curriculum	Average Proficiency when 11-22 unique items previously launched within curriculum	Average Proficiency when 0-10 unique items previously launched within curriculum
District A	131	31%	n/a	n/a	31%	16%
District B	106	31%	32%	18%	0%	0%
District C	37	41%	50%	100%	67%	22%
District D	143	25%	26%	27%	25%	18%
District E	178	21%	n/a	n/a	13%	19%
District F	517	53%	82%	67%	47%	33%
District G	37	27%	n/a	100%	0%	25%
District H	39	39%	n/a	46%	20%	0%
District I	175	33%	44%	30%	28%	0%
Cumulative Program Totals	**1363**	39%	50%	42%	32%	25%

These results show a direct correlation between post test scores and the usage of the digital literacy curriculum. The greater the usage, the higher the post test score.



Learning.com

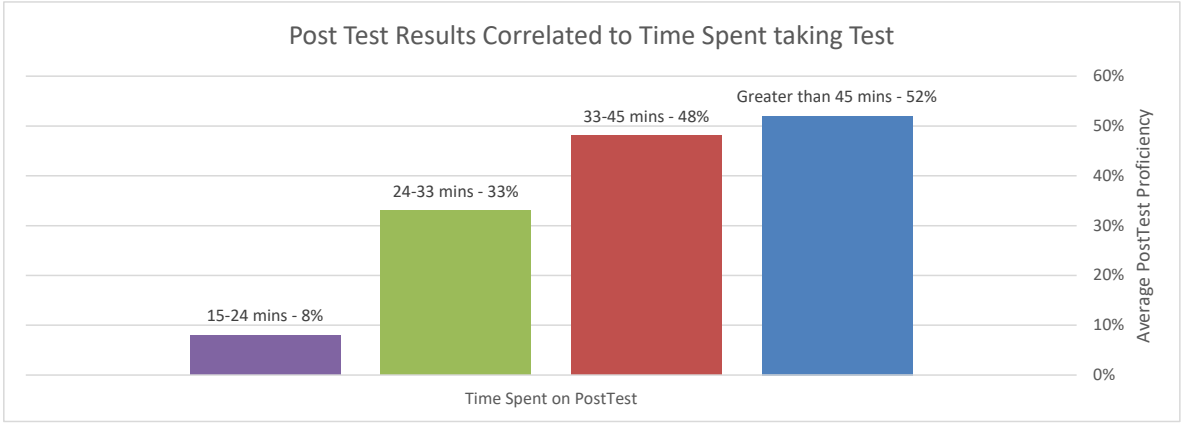
Post Test Analysis_2018-19

Palmetto Digital Literacy Program

Apri 5, 2019

DISTRICT	Post Test Average Proficiency	Avg Proficiency when students spent longer than 45 mins completing the PostTest	Avg Proficiency when students spent between 33-45 mins completing the PostTest	Avg Proficiency when students spent between 24-33 mins completing the PostTest	Avg Proficiency when students spent between 15-24 mins completing the PostTest
District A	31%	44%	50%	29%	10%
District B	31%	43%	36%	18%	3%
District C	41%	60%	31%	36%	0%
District D	25%	59%	45%	19%	7%
District E	21%	25%	32%	25%	4%
District F	53%	60%	60%	47%	20%
District G	27%	60%	30%	33%	0%
District H	39%	20%	50%	50%	0%
District I	33%	56%	41%	27%	5%
Cumulative Program Totals	39%	52%	48%	33%	8%

These results show a direct correlation between post test scores and the amount of time students dedicate to the test. The more time students commit, the higher the post test score. We found this year's test adminstration window to be difficult for students. Our testing window overlapped with MAP benchmark testing and students were not motivated to do their best.



Learning.com

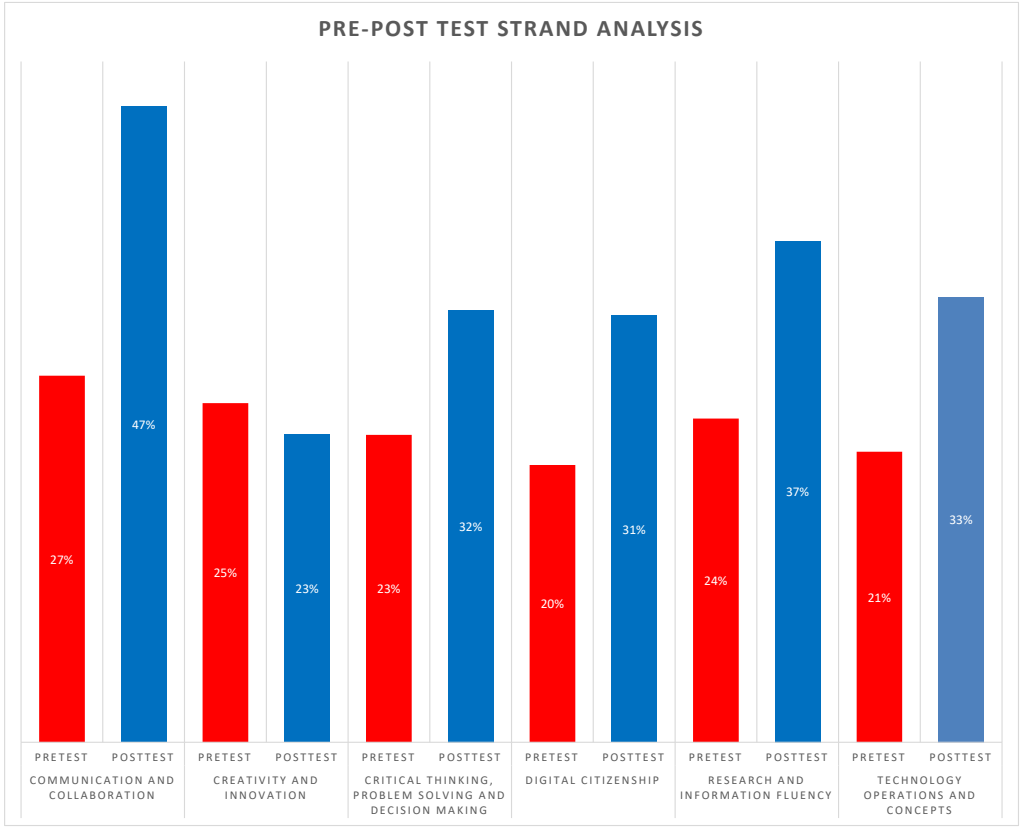
Post Test Analysis_2018-19

Palmetto Digital Literacy Program

Apri 5, 2019

	Communication and Collaboration		Creativity and Innovation		Critical Thinking, Problem Solving and Decision Making		Digital Citizenship		Research and Information Fluency		Technology Operations and Concepts	
	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest	PreTest	PostTest
District A	36%	46%	27%	19%	28%	21%	21%	23%	30%	39%	32%	33%
District B	22%	38%	20%	21%	21%	26%	15%	24%	26%	29%	17%	26%
District C	28%	50%	32%	22%	25%	32%	21%	36%	32%	42%	23%	34%
District D	27%	40%	18%	19%	13%	18%	12%	19%	19%	26%	17%	21%
District E	27%	34%	20%	11%	16%	19%	16%	15%	19%	22%	18%	13%
District F	28%	58%	29%	31%	27%	47%	25%	46%	26%	49%	24%	45%
District G	18%	40%	11%	14%	12%	19%	14%	23%	14%	21%	14%	26%
District H	18%	47%	24%	16%	8%	16%	10%	24%	22%	32%	8%	29%
District I	37%	43%	36%	21%	31%	33%	24%	33%	33%	36%	30%	37%
Program Average	27%	47%	25%	23%	23%	32%	20%	31%	24%	37%	21%	33%

These test strands were described earlier. Improvement noted in each strand with the exception of one. The "Creativity and Innovation" strand builds on digital literacy skills and moves them into real life applications. These project and inquiry-based lessons aren't utilized as much in a lab setting. With new standards being mandatory next year, we hope to see more classroom teachers involved and would anticipate this strand's proficiency to increase.



Appendix E:

Professional Development Record for 2018-2019

Digital Learning Project

Date	District	Audience	Topic
June 21, 2018	Jasper County	Classroom Teacher Leads	EasyTech & Inquiry
August 15, 2018	Hampton 2	ES& MS Computer Lab Managers	EasyTech Review
August 20, 2018	Clarendon 3	Elementary Computer Lab Manager	EasyTech New Year Set-up
August 29, 2018	McCormick	Middle School Classroom Teachers	EasyTech integration into the Core
August 30, 2018	McCormick	Elementary Classroom Teachers	EasyTech integration into the Core
September 4, 2018	Berkeley	Principal Presentation	EasyTech & Inquiry as a Pilot
September 5, 2018	Berkeley	Curriculum Team, APs, Instructional Coaches	EasyTech through Google Classroom
September 10, 2018	Barnwell 45	Classroom Teacher Leads	Inquiry
September 17, 2018	Barnwell 45	Classroom Teacher Leads	Inquiry
September 27, 2018	Laurens 55	Computer Lab Managers	EasyTech Q&A
October 1, 2018	Laurens 55	Hickory Tavern - New Computer Lab Manager	EasyTech for New Users
October 2, 2018	Laurens 55	Gray Court Owings- New Lab Manager	EasyTech for New Users
October 3, 2018	Calhoun	Computer Lab Manager	EasyTech for New Users
October 12, 2018	Florence 3	Computer Lab Managers & Media Specialists	EasyTech for New Users
October 22, 2018	Chester	Instructional Fair	EasyTech to meet DL& CS Standards
October 31, 2018	Marlboro	Leadership team - Supt, principals, media specialists	EasyTech integration into the Core
November 19, 2018	Dillon 4	New District Coordinator	EasyTech for Coordinators
November 27, 2018	Berkeley	District Coordinators	Technical Support Call
January 14, 2019	Dorchester 4	District Coordinator	Mid-Year Review
January 15, 2019	Hampton 1	District Coordinator	Mid-Year Review
January 15, 2019	Hampton 2	District Coordinator	Mid-Year Review
January 15, 2019	Jasper	District Coordinator	Mid-Year Review
January 16, 2019	Barnwell 45	District Coordinator, Curriculum Coordinator & Supt	Mid-Year Review
January 17, 2019	Allendale	District Coordinator and Lab Manager	Implementation Planning and Quickstart Training for Lab Manager
January 18, 2019	Bamberg 1	District Leadership and Principals	Implementation Planning
January 22, 2019	Marlboro	District Coordinator	Mid-Year Review
January 23, 2019	Florence 2	District Coordinator and Supt	Mid-Year Review and QuickStart for Lab Manager
January 24, 2019	Laurens 55	District Coordinator, Technical Coordinator, Lab Manager	Mid-Year Review and Computer Lab Observation
January 25, 2019	Anderson 3	District Coordinator and LMS Flat Rock El	Mid-Year Review and Implementation Planning
January 28, 2019	Clarendon 3	District Coordinator	Mid-Year Review and Computer Lab Observation
January 28, 2019	Calhoun	District Coordinator	Mid-Year Review
January 29, 2019	Clarendon 2	District Coordinator	Mid-Year Review
January 29, 2019	Fairfield	District Coordinator	Mid-Year Review
January 30, 2019	Chester	District Coordinator	Mid-Year Review
January 30, 2019	Orangeburg 3	District Coordinator	Implementation Planning
January 30, 2019	Orangeburg 3	District Leadership Team	EasyTech for New Users
January 31, 2019	McCormick	Superintendent	Mid-Year Review
February 1, 2019	Hampton 1	Instructional Coaches	EasyTech for New Users
February 4, 2019	Berkeley	Math Coach	Easy Tech for Google Classroom

Date	District	Audience	Topic
February 6, 2019	Florence 5	Leadership Team	Implementation Planning
February 11, 2019	Clarendon 3	Computer Lab Manager	EasyCode for New Users
February 12, 2019	Marlboro	Classroom Teachers	EasyTech Review
February 13, 2019	Clarendon 3	Computer Lab Manager	EasyTech for New Users
February 14, 2019	Marion	School Leadership Teams	EasyTech for New Users
February 15, 2019	Marion	School Leadership Teams	EasyTech for New Users
February 19, 2019	Anderson 3	District Coordinator & Adult Ed Coordinator	Implementation Planning
February 19, 2019	Florence 5	School Technology Team	EasyTech for New Users
February 21, 2019	Colleton	District Coordinator	Mid-Year Review & Implementation Planning
February 26, 2019	Marlboro	Classroom Teachers	EasyTech Review
February 27, 2019	Bamberg 1	Leadership Team	EasyTech for New Users
February 28, 2019	Hampton 2	District Coordinator	Curriculum Planning for Online Test Prep
March 8, 2019	Dillon 4	District Coordinator	Curriculum Planning for Online Test Prep
March 12, 2019	Anderson 3	Adult Ed Teachers	EasyTech for New Users
March 13, 2019	Greenwood	District Coordinator	Curriculum Planning for Online Test Prep
March 13, 2019	Marion	School Leadership Team	EasyTech for New School Coordinators
March 14, 2019	Laurens 55	Computer Lab Managers	EasyTech Followup
March 28, 2019	Calhoun	School Leadership Team	EasyTech Review
April 2, 2019	Clarendon 2	Classroom visits – Manning Elementary	Easy Code observations
April 3, 2019,	Clarendon 2	Classroom visits – Manning Junior HS	Easy Code observations
April 9, 2019	Marion	Alternative Teachers from Success Academy	EasyTech for New School Coordinators and Teachers
April 11, 2019	Chester	District Coordinator	Wayfind Teacher Assessment Training