



A Statewide Comparative Report of Student Surveys

Prepared by

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During Year One of the Classroom Connections Initiative, two student surveys were administered, one during the first month of the school year and the second toward the end of the school year. In the first survey, students were asked to reflect on learning philosophies, experiences and practices prior to implementation of the laptop project. In the second survey they were asked to respond to the questions based on their experience during the first year of implementation. This report compares the results of only those students who completed both surveys. Both surveys were administered to students in electronic format.

This report includes charts to graphically represent the data and descriptive narrative of the findings. Statistical analysis of the comparative data will be completed at a later time.

The chart below shows the number of students who completed both surveys. Watertown student data is not included because Watertown High School has been involved in a one to one project for three years prior to implementation of the Classroom Connections initiative. Students in one school district did not complete the survey.

Grade level	Count
Grade 9 Female	286
Grade 9 Male	288
Grade 10 Female	284
Grade 10 Male	277
Grade 11 Female	309
Grade 11 Male	324
Grade 12 Female	229
Grade 12 Male	257
	2254

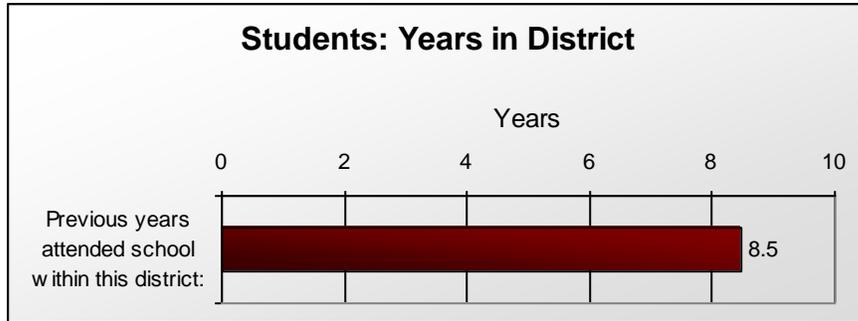


Chart 1.a.

South Dakota high school students who responded to this survey have attended school in their districts an average of 8.5 years.

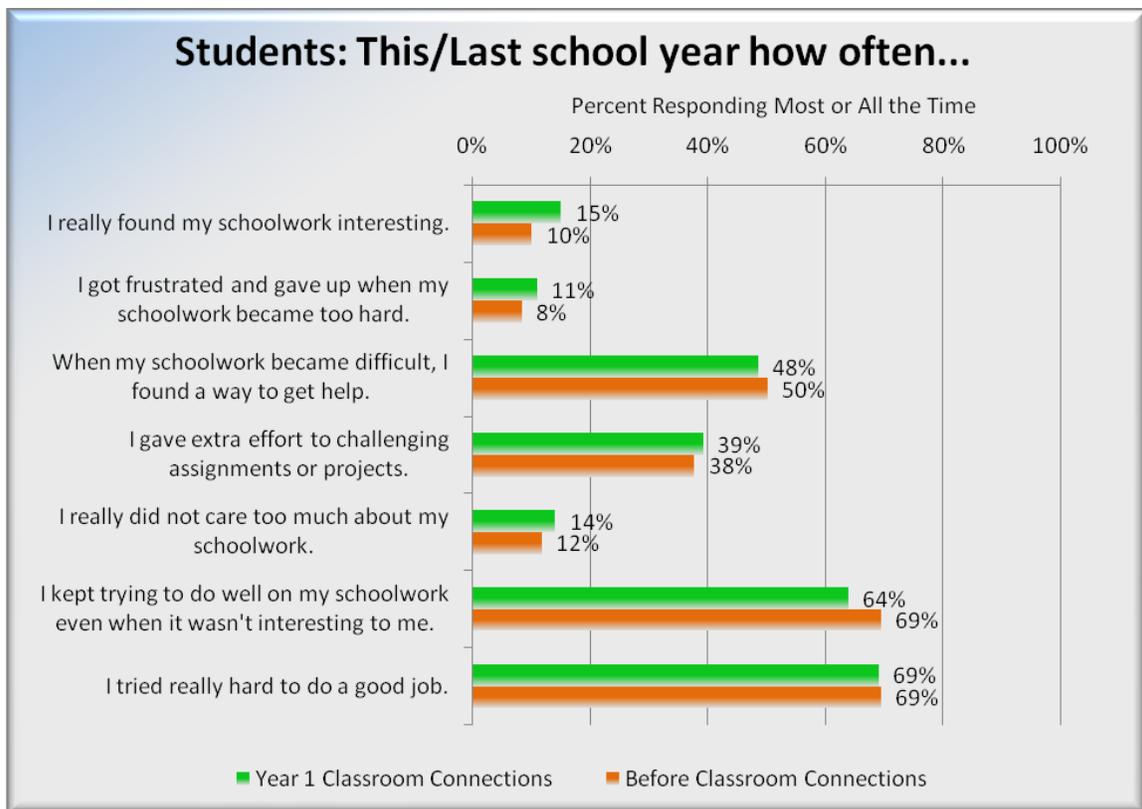


Chart 2

There is a 5% increase in the number of students who said they really found their school work interesting most or all of the time from last year to the end of this school year, although the overall percentage is small. The percentage of students indicating they got frustrated and gave up when schoolwork became too hard increased by 3% and the percentage of students who kept trying to do well on their school work, even when it wasn't interesting to them decreased by 5%. Nearly fifty percent or more of the students say when school work became difficult, they found ways to get help; they kept trying to do well in school even when it wasn't interesting to them and they tried really hard to do a good job.

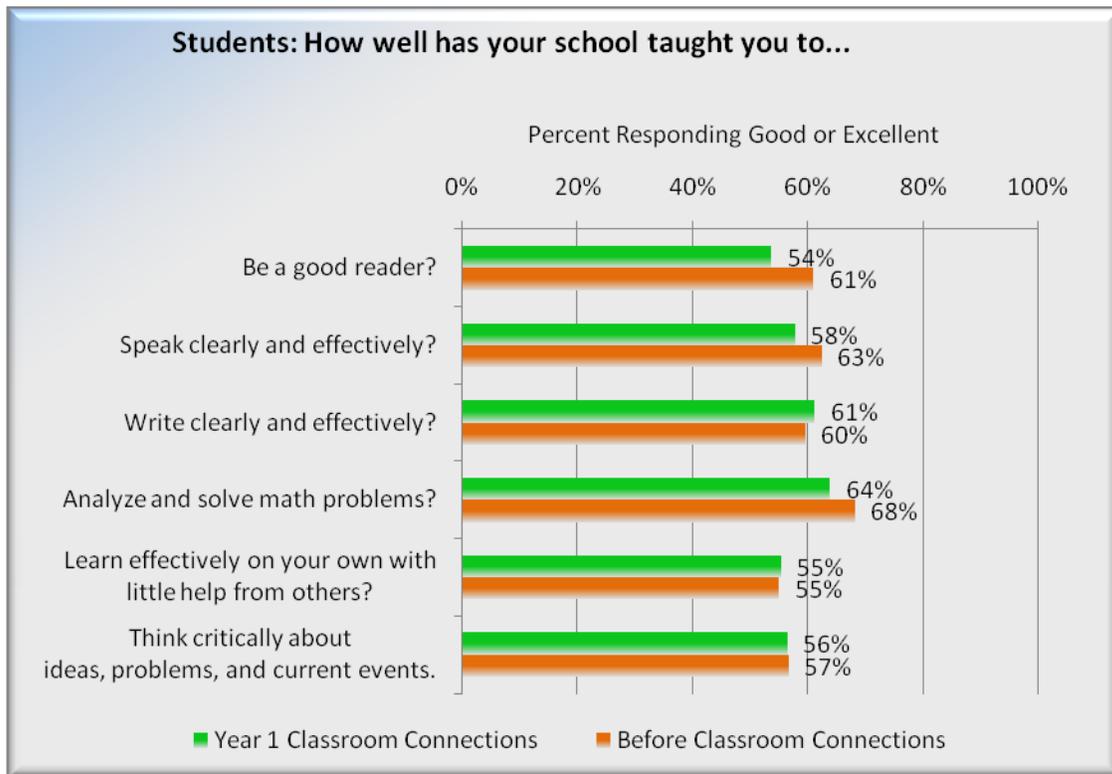


Chart 3

Fifty percent or more of the students responded on both the fall survey and the spring survey that their school has done a good or excellent job of teaching them to be good readers; speak clearly and effectively; write clearly and effectively; analyze and solve math problems; learn effectively on their own; and think critically about ideas, problems, and current events. The chart shows a 5-7% decrease in the number of students who say their school has done a good or excellent job of teaching them to be a good reader and speak clearly and effectively.

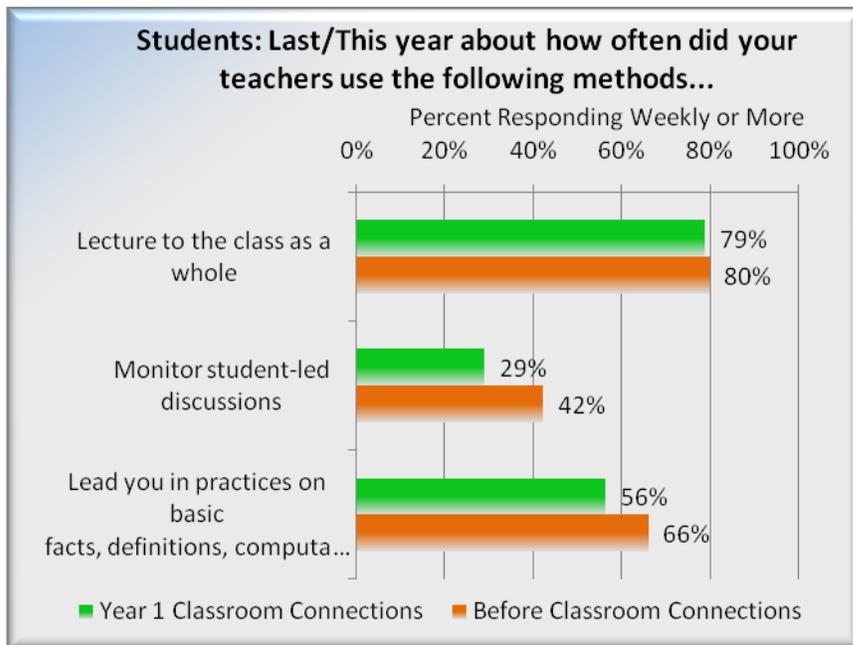


Chart 4

The percentage of students who said their teachers lecture to the class as a whole stayed about the same between the fall and spring surveys. The percentage of students indicating weekly or more frequent use of student led discussions and practices on basic facts, definitions, computations, skills or procedures decreased by 10% or more.

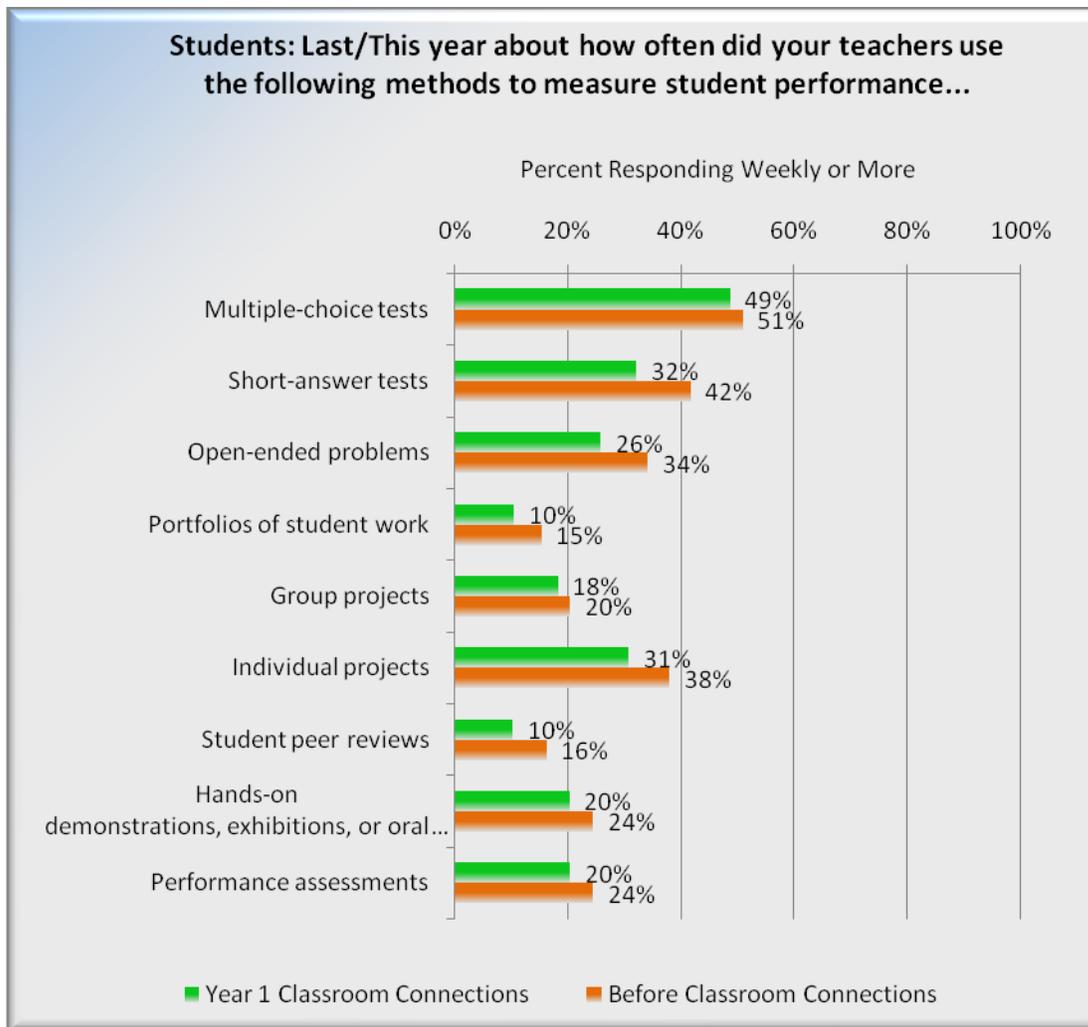


Chart 5

The percentage of students reporting weekly or more frequent use of the nine assessment methods listed in this chart decreased for each method between the fall and spring surveys. The greatest decrease is a 10% drop in short answer tests.

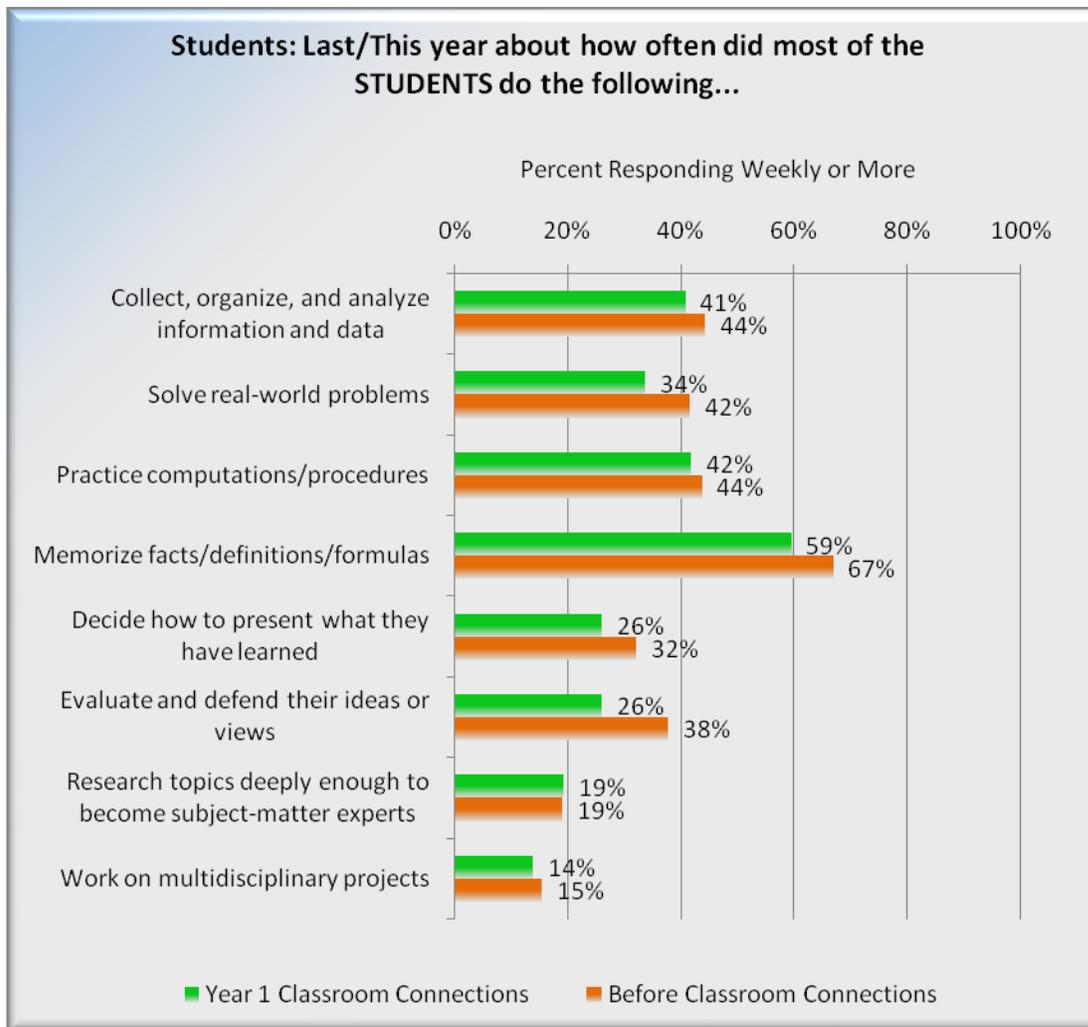


Chart 6.a.

The data in this chart show that the percentage of students reporting weekly or more frequent engagement in the activities listed decreased in all but one item between the fall survey and the spring survey data.

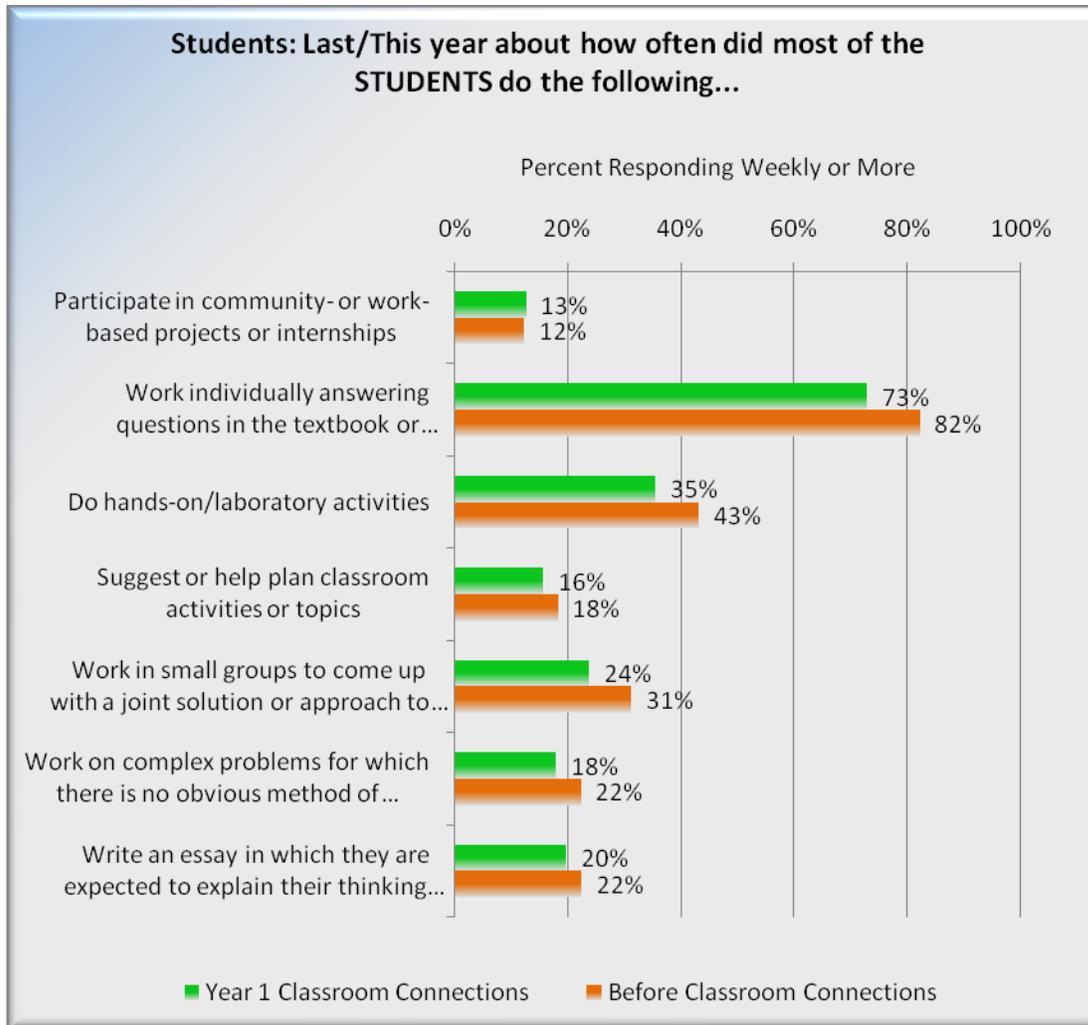


Chart 6.b.

In this set of activities the percentage of students reporting they engage in the activities weekly or more often decreased for each item except participation in community or work-based projects or internships which shows a 1% increase. The greatest decrease was reported for students working individually answering questions in the textbook or worksheets at a 9% decrease.

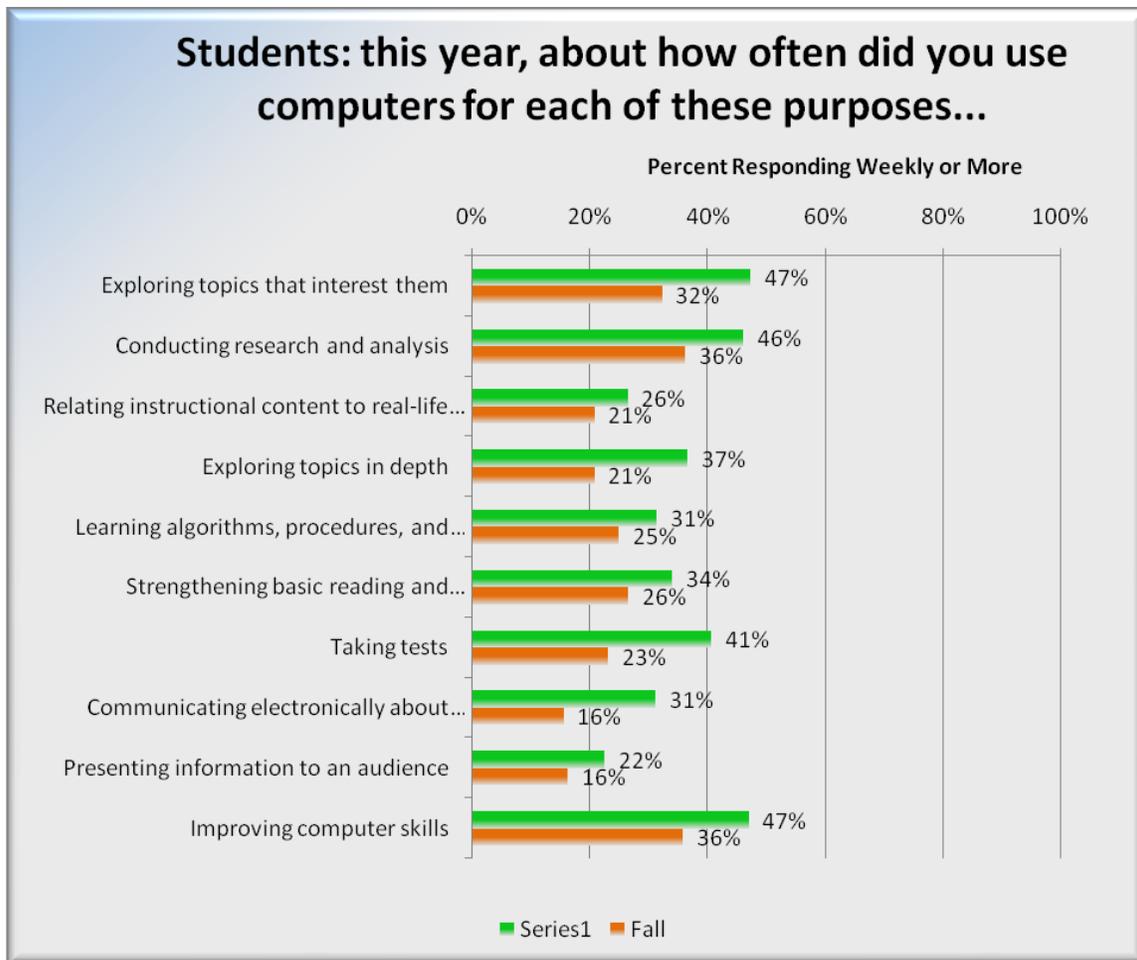


Chart 7

The percentage of students reporting weekly or more frequent use of computers for the ten items in Chart 9 increased in a range of 6% to 18% between the fall and spring surveys. The greatest increase is reported in the weekly or more often use of computers for exploring topics in depth, followed by exploring topics that interest students.

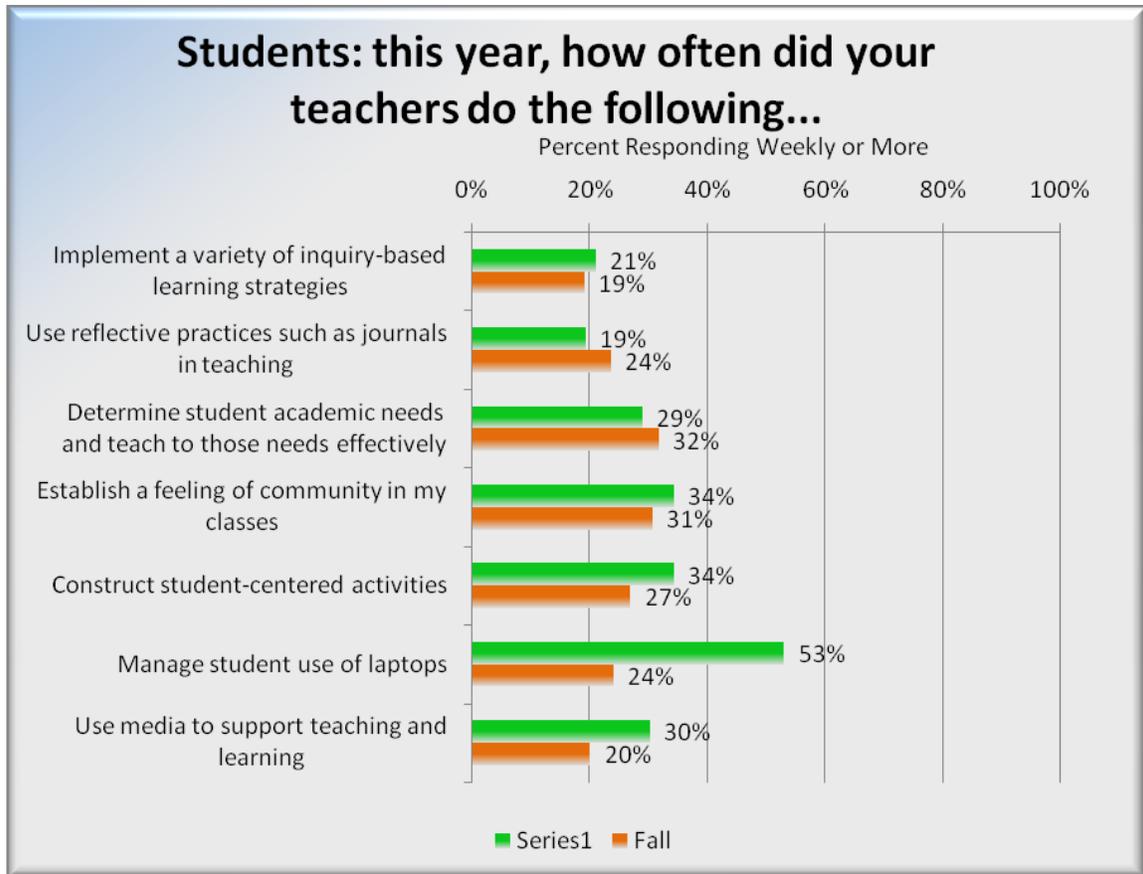


Chart 8

Over 50% of the students report that teachers manage student use of laptops at least weekly. The also shows a 10% increase in teachers using media to support teaching and learning and a 7% increase in student-centered activities.

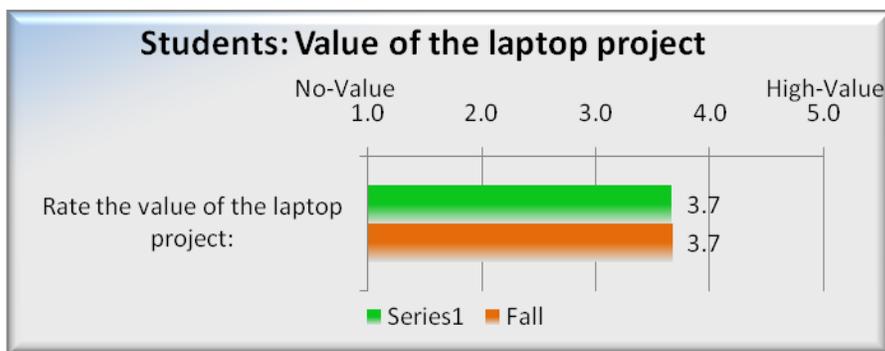


Chart 9

Students rate the value of the laptop project at 3.7 average in both the fall and spring surveys.

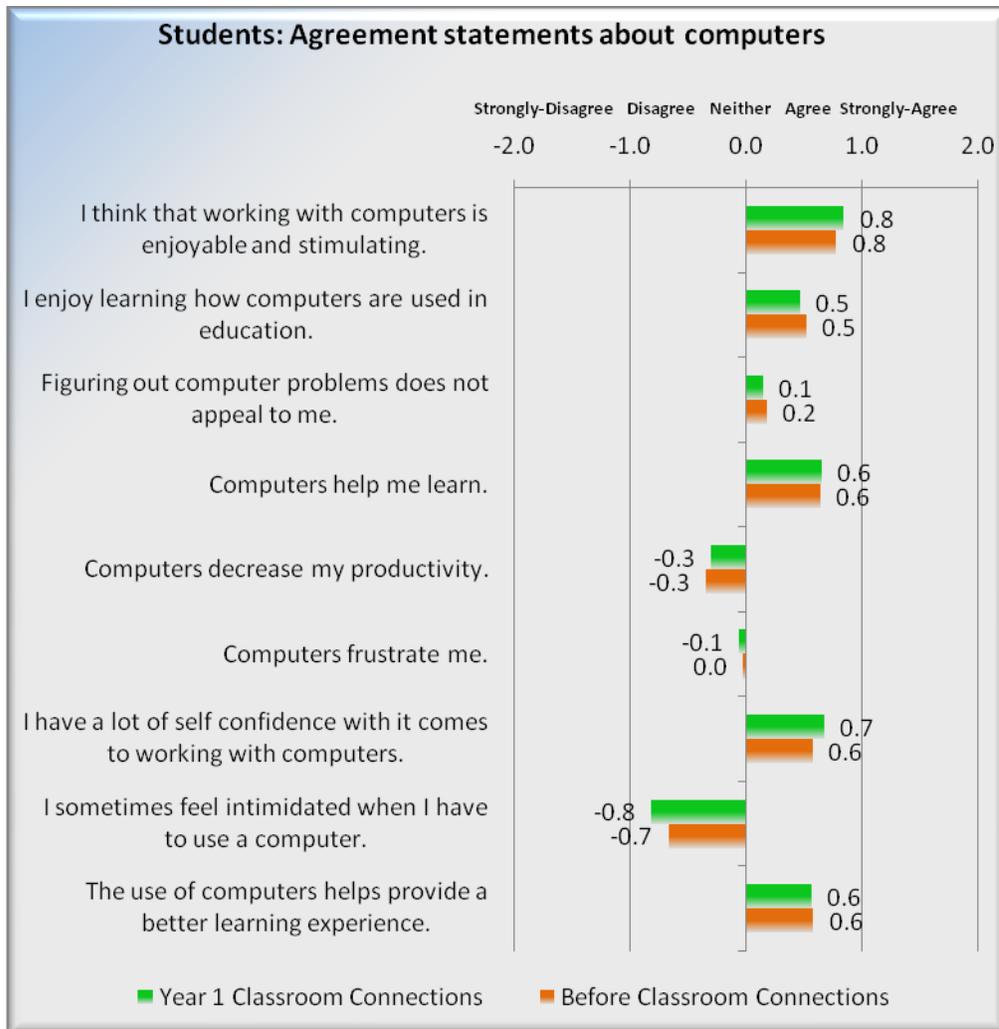


Chart 10.a.

Generally the level of student agreement with the statements about computers stayed the same between the fall and spring surveys.

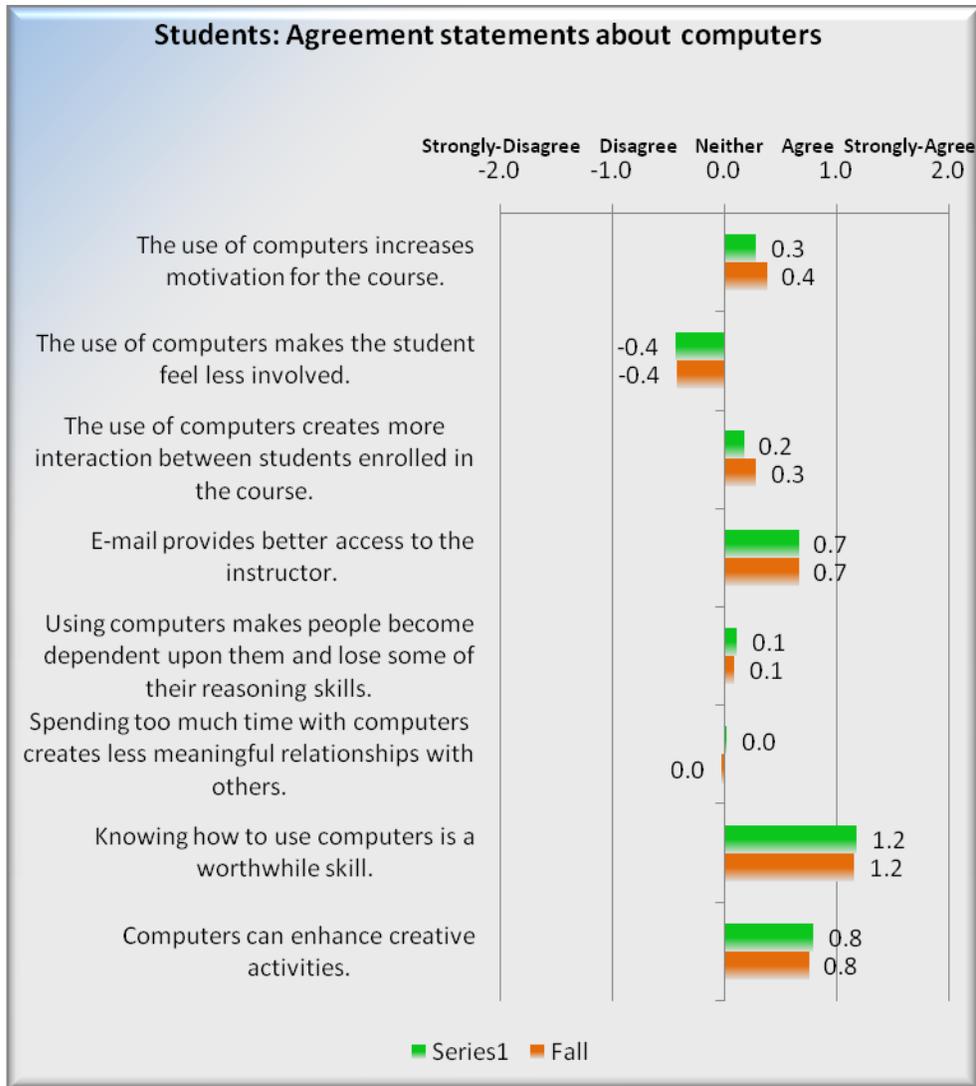


Chart 10.b.

The level of student agreement with the statements about computers in this chart stayed about the same between the fall and spring surveys.

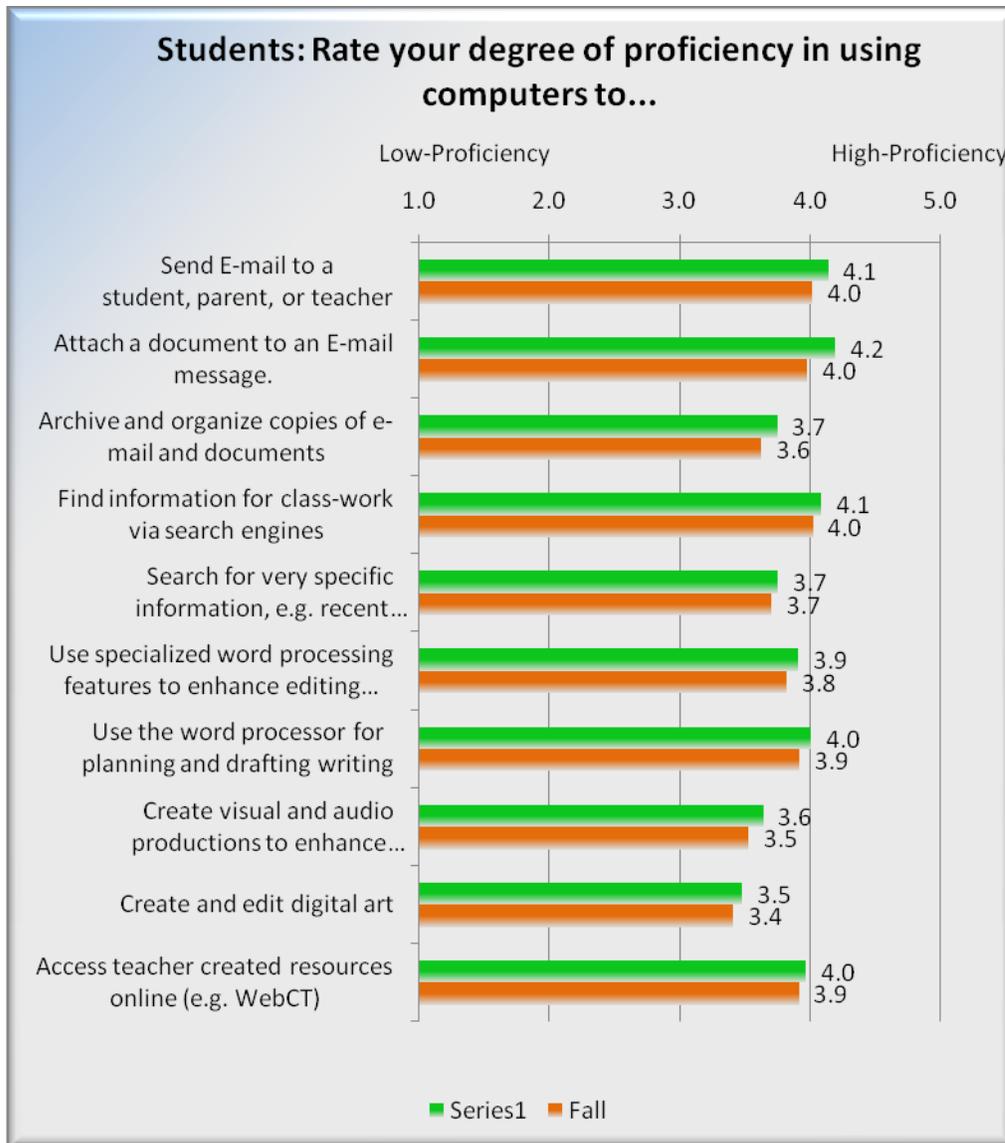


Chart 11.a.

Student ratings of their proficiency in using computers for a series of tasks ranged from 3.4 to 4.2 average and remained about the same from the fall to the spring surveys. The greatest gain was a 0.2 average in attaching a document to an e-mail message.

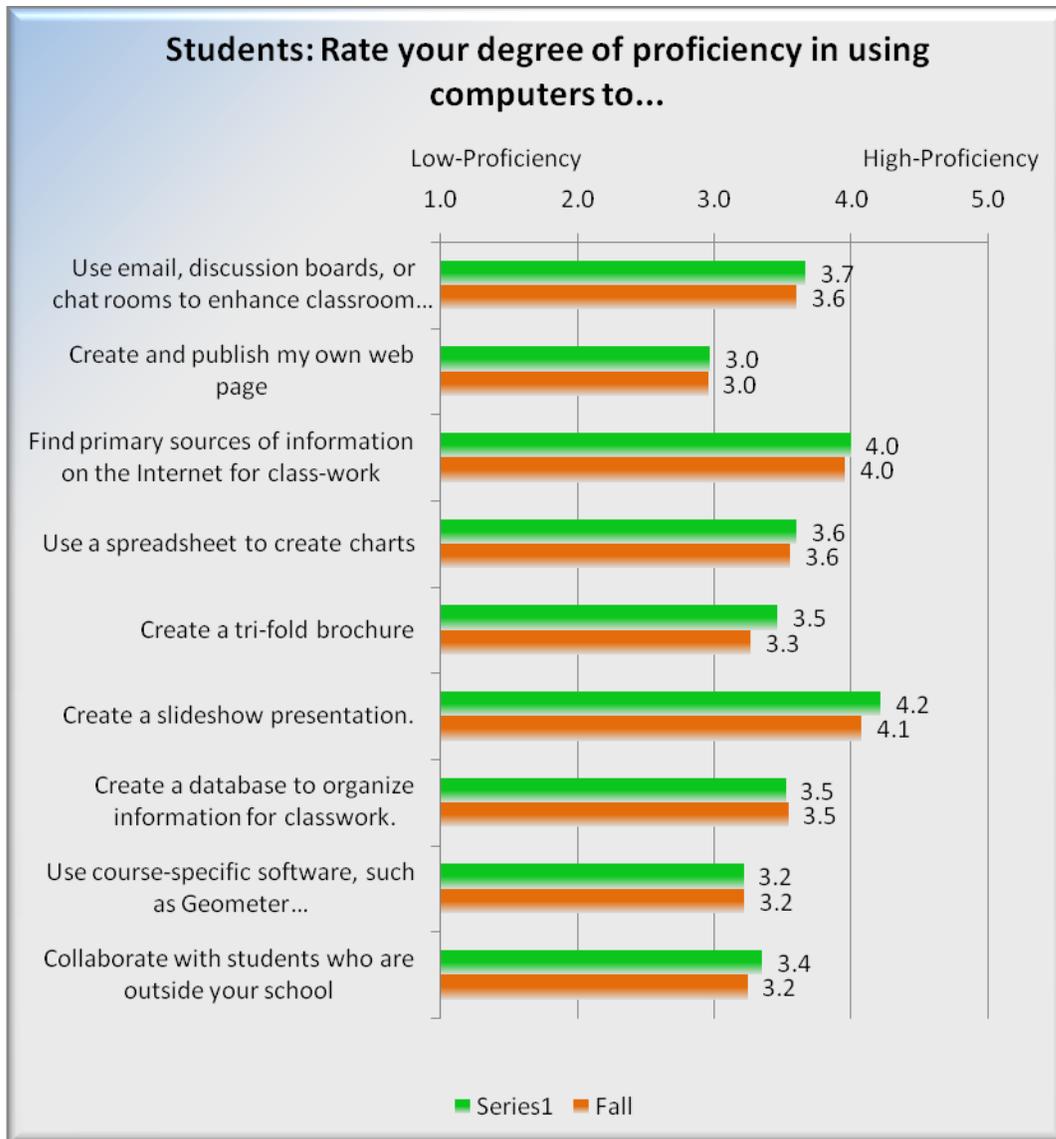


Chart 11.b.

Students report a 0.2 average increase in their proficiency for using computers to create a tri-fold brochure and to collaborate with students who are outside their school.

Summary of findings:

The comparison of data between the Fall 2006 student survey and the Spring 2007 student survey shows only slight increases or decreases in the items included in each survey category.

Some differences in the data that stand out include the following:

*There is a five percent increase in the number of students reporting they really found their school work interesting, raising the overall percentage to 15%.

*The percentage of students who say their school has done a good or excellent job of teaching them to be a good reader and speak clearly and effectively decreased by 5-7% at the end of the year compared to the beginning of the school year.

*Students indicated a slight decrease in the use of most of the instruction and assessment methods included in the survey.

*Students reported an increase in their use of computers for instruction, assessment, research, learning academic content, communication, and improving technology skills.

*Students show either the same level of proficiency or an increase in proficiency in using computers for nineteen different tasks by the end of the school year.