Gray School
3730 N. Laramie
Chicago, IL 60631

Using iPads in the Classroom
Low-Cost Laptop Results
Executive Summary

Gray School received a grant for iPad 1's in the classroom during 2010/2011 school year and used them to enhance learning for middle school level ELL students. Gray school was lucky enough to receive 3 carts of iPad 2's in the fall of 2011 and focused on meeting the needs of and improving the language arts, reading and vocabulary skills for our 6th and 7th grade students. The goal was to expand the success of the original grant to regular and special education students.

Gray School has a population of 1286 students and is located on the northwest side of the city, in the Portage Park neighborhood. It is a predominantly Latino school with 92.3% low income families as defined by the number of students who qualify for free or reduced lunch. Currently, 30.9% of our students are limited English proficient. Gray is a technology magnet school. Our students are eager to learn and get excited about using new resources and technology in the classroom to which they might not otherwise have access. Despite the challenging economic situation and recent changes in the neighborhood, our school continues to be a high performing school with 80.3% of students meeting or exceeding standards on Illinois standardized assessments in reading, mathematics, and science.

Gray School participates in NWEA MAP testing three times per year. Students reading skills are assessed fall, winter and spring. Each student receives a RIT score and is given a growth target for the year. The percentage of students meeting growth targets in the classrooms using iPad were compared with grade-level averages. In sixth grade iPad classroom 1, 80% of students met their growth target as compared to 69% grade level average. In iPad classroom 2, 57% of the students met their growth target. While this was lower, there was a high proportion of special education students within this class, with several emergent readers. MAP does not accurately assess growth for these lower functioning students. In seventh grade, both iPad classrooms had higher growth percentages than the school average. In iPad classroom 1, 87% of students met their growth targets, in iPad classroom 2, 78% of students met their growth targets compared to 74% grade level average. When compared to compatible, non-iPad classrooms, all iPad classes showed a higher percentage of students meeting growth targets.

The level of student engagement in our 6th and 7th grade classrooms has increased due to the regular use of iPads in the classrooms. Reluctant readers became excited readers as they were able to use iBooks. Fearful readers, intimidated by complicated vocabulary were empowered by highlighting, note taking and instant dictionary links available to them on the iPads. Emergent readers were given access to

grade level reading material using ePub books and iBooks. Struggling writers were able to type out their ideas, see when they made mistakes, hear their finished writing to make sure their ideas made sense. Students conducted research using iPads. Struggling readers were able to listen to research information and use critical thinking skills. Seventy-six percent of students reported that they enjoyed using iPads for research. Students have become more motivated, have increased independence, and have been able to make literature and history come alive. When asked on an exit survey, 56% of the students indicated that iPads have helped them with **all** aspects of 21st century skills: collaboration, critical thinking, communication and creativity.

Using iPads in the classroom has been extremely successful. We have seen overall growth in reading scores in these classes on NWEA MAP data. More importantly, students are motivated to learn. They are more independent with their work. They are excited to come to school. They love using their iPads!

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