



The 1:1 Device Classroom Platform

**+24%**  
STAAR test score improvement in Exploros case study

## 1:1 Texas School Achieves 24 Percent Social Studies Gains with Exploros

Beatriz G. Garza Middle School, Weslaco ISD, Weslaco, Texas

Beatriz G. Garza Middle School achieved a 24 percent increase in the number of students attaining satisfactory or advanced scores on the STAAR social studies assessment, and a corresponding drop of 20 percent in the number of students in the unsatisfactory category.

The school's achievement gain showed a 77 percent improvement compared with the average gain of all schools and districts across the state.

### Demographics

- 1,092 students, grades 6-8
- 98.6% Hispanic
- 1.1% White
- 0.2% Asian
- 0.09% Native American
- Title 1 school
- 996th out of 1,763 TX middle schools

### Social Studies Gains, 8th grade STAAR Assessment, 2015-16

STAAR Social Studies 8th Grade change 2016 vs. 2015				
	Average Scale Score Change	% Satisfactory Change	% Unsatisfactory Change	% Advanced Change
State	2.20%	1.60%	-2.80%	54.50%
Weslaco ISD	1.40%	-3.50%	4.70%	71.40%
B.Garza Middle School	3.90%	24.40%	-20.00%	150.00%
WISD Middle School II	-1.90%	-26.30%	34.90%	0.00%
WISD Middle School III	0.10%	-14.90%	30.30%	55.60%
WISD Middle School IV	2.50%	3.20%	-5.30%	90.00%

*"The visuals and collaboration helped my struggling students."*

--Maria J. Carmona, Teacher, Beatriz G. Garza Middle School

## Challenge

In 2015, only a few teachers in the Weslaco Independent School District (WISD) were using their 1:1 student devices for instruction. District leaders wanted to increase usage with the goal of improving student achievement.

At Beatriz G. Garza Middle School, Principal John Garlic wanted to move beyond the early adopters to help every teacher use the 1:1 devices during face-to-face instruction. In this school, social studies 8th grade STAAR test results were significantly lower than the state and district averages, with only 45 percent of students achieving satisfactory or advanced scores.

## Implementation

In August 2015, under the leadership of Assistant Superintendent for Curriculum and Instruction Sue Peterson, WISD partnered with Exploros to improve 1:1 classroom instruction using self-published learning experiences (digital lessons) based on open educational resources. Beatriz G. Garza was selected as the pilot school.

In October, the Exploros team began to transform the TEKS-aligned scope and sequence into teacher-guided collaborative learning experiences. District curriculum specialists supported the effort, led by the social studies team. Also in October, every teacher at Beatriz G. Garza participated in four hours of built-in professional learning on the Exploros version of Common Sense Education's Digital Citizenship.

Following the recommended pathway for new Exploros schools, all 40 teachers at Beatriz G. Garza used the CSE digital citizenship to become proficient in teaching a 1:1 curriculum, develop familiarity with the Exploros platform, and teach five digital citizenship lessons.

In January 2016, 11 eighth grade teachers from Beatriz G. Garza attended two days of Exploros built-in professional learning on how to author and edit student-centric learning experiences in social studies, science, and English language arts. Three

teachers from other district middle schools also participated, while district curriculum specialists worked with the Exploros team on designing learning experiences for the rest of the school year. Teachers began to implement the learning experiences with an emphasis on 8th grade U.S. History. Students conducted research, collaborated in groups, completed concept maps, participated in polls, brainstormed, reviewed each other's work, responded to open questions, took embedded assessments, and more.

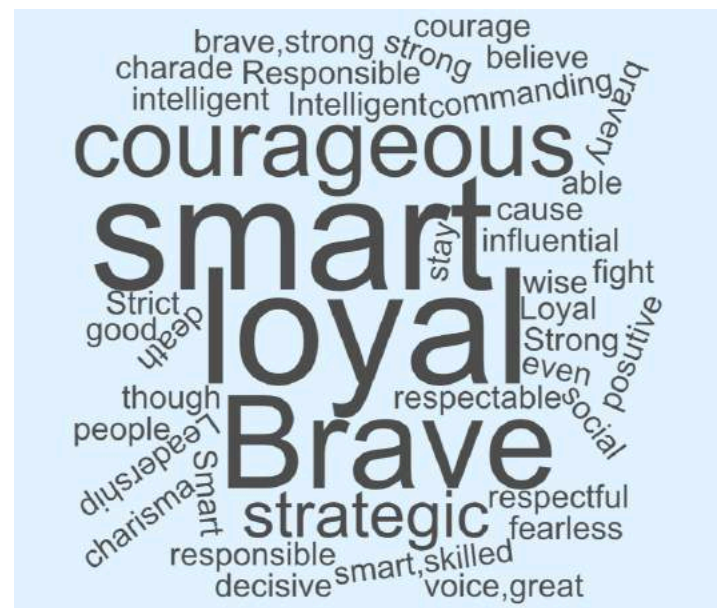
*"I am very happy with Exploros as a way to integrate curriculum across the building. The tools for collaboration and brainstorming are also very strong for classroom use."*

— John Garlic, Principal,  
Beatriz G. Garza Middle School

## Student Response Examples (Social Studies)

**Brainstorm:** In one lesson, students brainstormed the answer to the following question: *"List one or more traits that you think make someone a leader."*

The results of a single class brainstorm appear below.



Class brainstorm for characteristics of a leader.

Open Response Question: In another example, students completed an open response question and shared it back to the teacher: “*Explain why Jackson was considered a champion of the common man.*”

Again, the results of a single class appear below.

Explain why Jackson was considered a champion of the common man.

- because he gave them voting spots and gave them jobs
- He worked hard to the top even if he was uneducated.
- Because he was one of them, what the rich people hated about him the common people like
- Because he worked his way up to the top unlike most politicians who were born rich or acknowledged as high tier politics.
- he came up from nothing
- he had a tough time and started from the bottom like them
- because he cared only about the common people and fought for them. he represented the american dream.
- he was considered an educated war hero who made it on top.
- He was uneducated and he rose to the top by competing with the wealthy and educated.
- he was hailed by his supporters and fought his way up to the top
- he rose to the top of the american political system
- people wanted land so Jackson kicked the Indians out.
- because how he was to rich folk
- he was a very brave person and he deserved recognition
- He was an non educated man that was brave and loyal to his people
- Because he was one of them.He was a example of the American dream because he started with nothing and climbs his way to the top.
- because he was a hero from the war of 1812, and he was born from a log cabin so he was just a common man accomplishing many things.
- The people that weren't rich voted for Jackson without any classification of class or rank.
- Jackson is known as “champion” of the common man because he worked to his potential.

## Teacher Involvement

Teachers quickly “bought in” to the new 1:1 program. Every teacher assigned and taught the Exploros version of Common Sense Education’s digital citizenship during the first semester, an average of six lessons per teacher. The most active teacher taught 18 lessons.

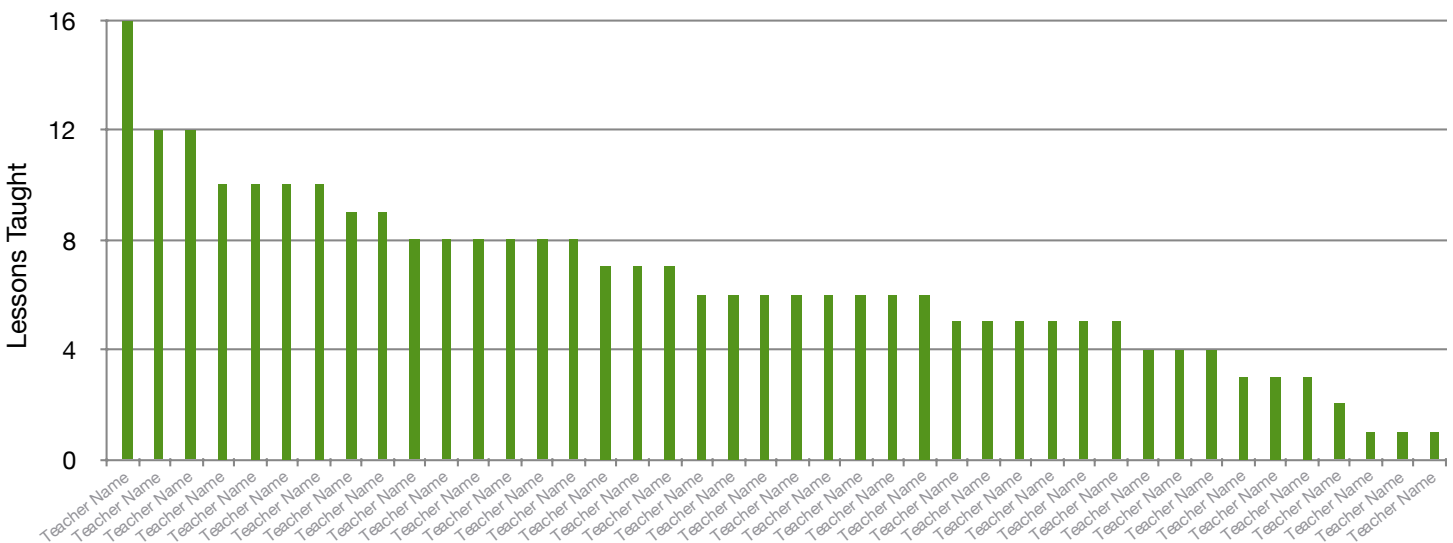
Teachers taught 103 social studies lessons to 386 8th grade students using Exploros. Four social studies teachers used Exploros U.S. History learning experiences to teach new material and help students prepare for STAAR testing. Science and ELA teachers also used Exploros for their lessons.

Lesson plan analytics provided unprecedented insights into student learning to improve instruction. Teachers were able to engage students at their level, and administrators gained a holistic view of the classroom—what was being taught, where students collaborated, and where they completed assignments.

*“Exploros has given our principals a new window into what’s going on in every classroom.”*

- Sue Peterson, Asst. Superintendent for Curriculum & Instruction, Weslaco ISD

Digital Citizenship Lessons Taught By Teacher (For All Teachers in School)



Digital citizenship: Learning experiences assigned by Beatriz G. Garza teachers

Social studies: Learning experience completion rate by teacher, class, and learning experience

Teacher/ Class	The Monroe Doctrine	The 1824 and 1828 Presidential Elections	The 1824 and 1828 Presidential Elections	Manifest Destiny	The Mexican-American War	Civil War Vocabulary	The Outbreak of the Civil War	Civil War Leaders	Key Battles of the Civil War	Emancipation Proclamation	The Birth of the War	The Civil War: Figures	Early Reconstruction	Reconstruction	Grand Total
Castro	88%	89%							60%						86%
US History Class 304	92%	93%													93%
US History Class 309	92%	86%							60%						79%
US History Class 310	97%	93%													95%
US History Class 311	71%	85%													78%
Pablo	98%	97%			99%	97%	95%	95%	95%	77%	75%	60%		77%	87%
US History - 2nd & 3rd	97%	95%			95%	93%	95%	100%	80%	79%				77%	90%
US History - 4th & 5th	98%	95%			97%	98%	85%	99%	75%	70%	34%		80%		84%
US History - 6th & 7th	99%	100%			97%	100%	99%	93%	75%	76%	72%		72%		88%
US History - 9th & 10th	97%				100%		92%	89%		74%	76%		80%		87%
Sanchez	95%			93%	93%		95%	67%		72%				70%	83%
2nd -3rd period US HIST 401	98%				95%		94%	58%		61%				69%	78%
4th-5th period US HIST 405	95%			86%	88%		100%	75%		76%				73%	85%
6th-7th period US HIST 404	95%			92%	96%		91%	74%		74%				70%	84%
9th-11th period US HIST 400	93%			100%	90%		96%	62%		77%				70%	83%
Tosi	93%		71%		100%		92%				75%			79%	83%
U.S. History 1	98%						88%				78%			80%	86%
U.S. History 2	100%		80%		100%		100%			80%				76%	89%
U.S. History 3	100%		77%				100%			78%				80%	86%
U.S. History 4	80%		61%				83%			68%				79%	74%
Grand Total	93%	92%	71%	93%	95%	97%	94%	67%	86%	74%	75%	60%	75%		85%

Social studies: Learning experience student engagement by teacher, class, and learning experience

Teacher/ Class	The Monroe Doctrine	The 1824 and 1828 Presidential Elections	The 1824 and 1828 Presidential Elections	Manifest Destiny	The Mexican-American War	Civil War Vocabulary	The Outbreak of the Civil War	Civil War Leaders	Key Battles of the Civil War	Emancipation Proclamation	The Birth of the War	The Civil War: Figures	Early Reconstruction	Reconstruction	Grand Total
Castro	450	688				50	24	221	3	380					1816
US History Class 304	135	202					24	167		206					734
US History Class 309	119	166						54							340
US History Class 310	129	174							2						305
US History Class 311	67	146				50				174					437
Pablo	463	510			712	550	329	508	371	587	229	21	672		4952
US History - 2nd & 3rd	104	150			160	155	90	115	128	127		21	162		1202
US History - 4th & 5th	119	144			181	204	69	132	130	142	39		176		1336
US History - 6th & 7th	102	136			155	191	74	108	113	135	91		144		1249
US History - 9th & 10th	138	80			216		106	153		183	99		190		1165
Sanchez	366			288	659	314	482		497				595	80	3281
2nd -3rd period US HIST 401	60				147	65	109		98				145	17	641
4th-5th period US HIST 405	77			86	123	52	114		102				121	17	672
6th-7th period US HIST 404	116			121	202	96	120		145				140	23	963
9th-11th period US HIST 400	113			101	187	101	139		152				189	23	1005
Tosi	220		280		274		225			531	1	82	605	34	2252
U.S. History 1	57		50		47		54			140		21	161		530
U.S. History 2	45		82		97		49			117		17	107	16	530
U.S. History 3	90		78		61		62			127		19	146	18	601
U.S. History 4	28		70		69		60			147	1	25	191		591
Grand Total	1499	1198	280	288	1645	550	918	506	729	871	1498	230	103	1872	12301

Lesson Plan Analytics: The above reports indicate scope and sequence progress, with metrics for completion and student engagement. The top report shows which learning experiences each class completed, and to what extent. The bottom report shows the total number of student responses per lesson per class.

## Student Engagement

Students were highly engaged in the learning experiences. Exploros lesson plan analytics showed that 1,077 out of 1,090 students in grades 6-8 participated using their 1:1 devices and that each student provided an average of 17 responses in a 45-minute face-to-face class.

Overall, students provided a total of 100,000 responses. One of the keys to engagement within Exploros is that, in many cases, students cannot see peer posts until after they respond, whether they are responding with text, drawings, graphic organizers or any number of other response types. This motivates all students to participate.

# 17.1

Average number of responses, per student per class.

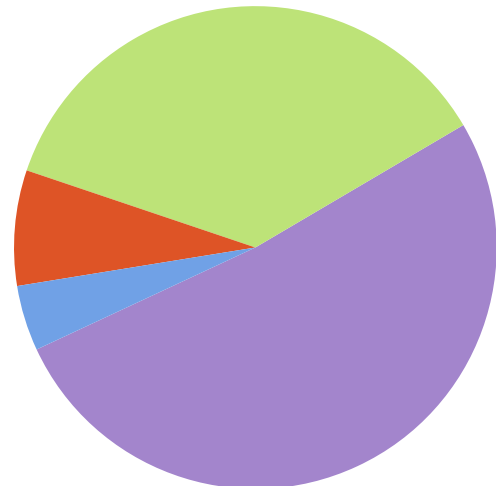
In addition to engagement, students had numerous opportunities to share thoughts and ideas, and benefit from the posts of others.

In one example, students creatively wrote about their media lives. The results of a single class appear below. This example accounted for 21 of the 100,000 responses.

Describe your media life in a simile. For example, my media life is like \_\_\_ because \_\_\_.

- "My media life is like a roller coaster because it makes my thought and feelings spin!!
- My media life is as happy as a dog because it helps us understand more
- "My media life is like a Ride Because It Is Fun."
- my media life is like a car because it gets me somewhere
- box with nothing in it because I don,t have one
- My media life is like a dog because this thing is runing arond.
- good
- lots of things
- my media is like a tornado because it's crazy
- my media life is like a boring world
- My media life is like a gum stick to a wall because I never let go of it.
- my media life is like a library because it gets boring
- My media life is like a person you love so much because i cant live without it
- my media life is like a rain storm because it gets everywhere
- My media life is like a roller coaster because it has the ups and downs and at the end it gets sick
- Yes, ...you and many other kids like yourself cannot live without their phones. I hope, for your sake, media doesn't come crashing down. You guys would be lost!
- My media life is like a roller coaster because my thoughts and feelings have its ups and downs and at the end I get sick of it
- my media life is like a roller coaster because sometimes I love it and sometimes I don't
- my media life is like a tacos the frijoles because i love it
- My media life is like a tornado because it makes my thoughts and feelings spin!!
- my media life is like a track meet because you get tired a lot to look at the phone
- my media life is like roller coaster

100,000 Student Responses  
(Displayed by social setting)



- Student to teacher
- Student to class
- Small group to teacher
- Small group to class

Students participated in rich instructional approaches, working as a class, individually, and in small groups, sharing responses with the teacher and peers.

## Next Steps

In the fall of 2016, three more district middle schools joined the Exploros program in order to harness the power of 1:1 devices and improve student outcomes.

Moving forward, every school will be able to leverage unprecedented academic and engagement data through added reporting and analysis. The time required for built-in professional learning will diminish. And the high-quality Exploros core curriculum OER will provide significant cost savings over traditional curriculum and help the district move to financial sustainability.



**Exploros is the 1:1 device classroom platform** that supports the social learning environment of the traditional classroom, leading to proven STAAR score improvements. Teachers work comfortably with familiar lesson plans (transformed into digital learning experiences). Students engage in productive social networking, exploring and interacting in a class environment under teacher guidance. Exploros unleashes the true power of 1:1 devices and delivers real-time data on student engagement and mastery that is available in no other solution. And by incorporating OER curriculum, districts achieve financial sustainability thanks to substantial cost savings over expensive textbooks.