NEW JERSEY DIGITAL LEARNING

Edward T. Hamilton

Voorhees Township School District

Consolidated School Report: 04/14/2022 - 03/31/2023

Overall Digital Readiness

7.6 of 10

Overall Digital Implementation

7.0 of 10

Executive Summary

Technology now enables personalized digital learning for every student in the nation. NJTRAx is designed to as a roadmap to achieve that success at the schoool level in achieving a shared vision of preparing students for success in college, careers and citizenship. With student learning at the center, a school must align each of the eight (8) key dimensions in order to implement and sustain successful digital learning. Digital learning readiness can only be accomplished through a systemic approach that addresses all dimensions.

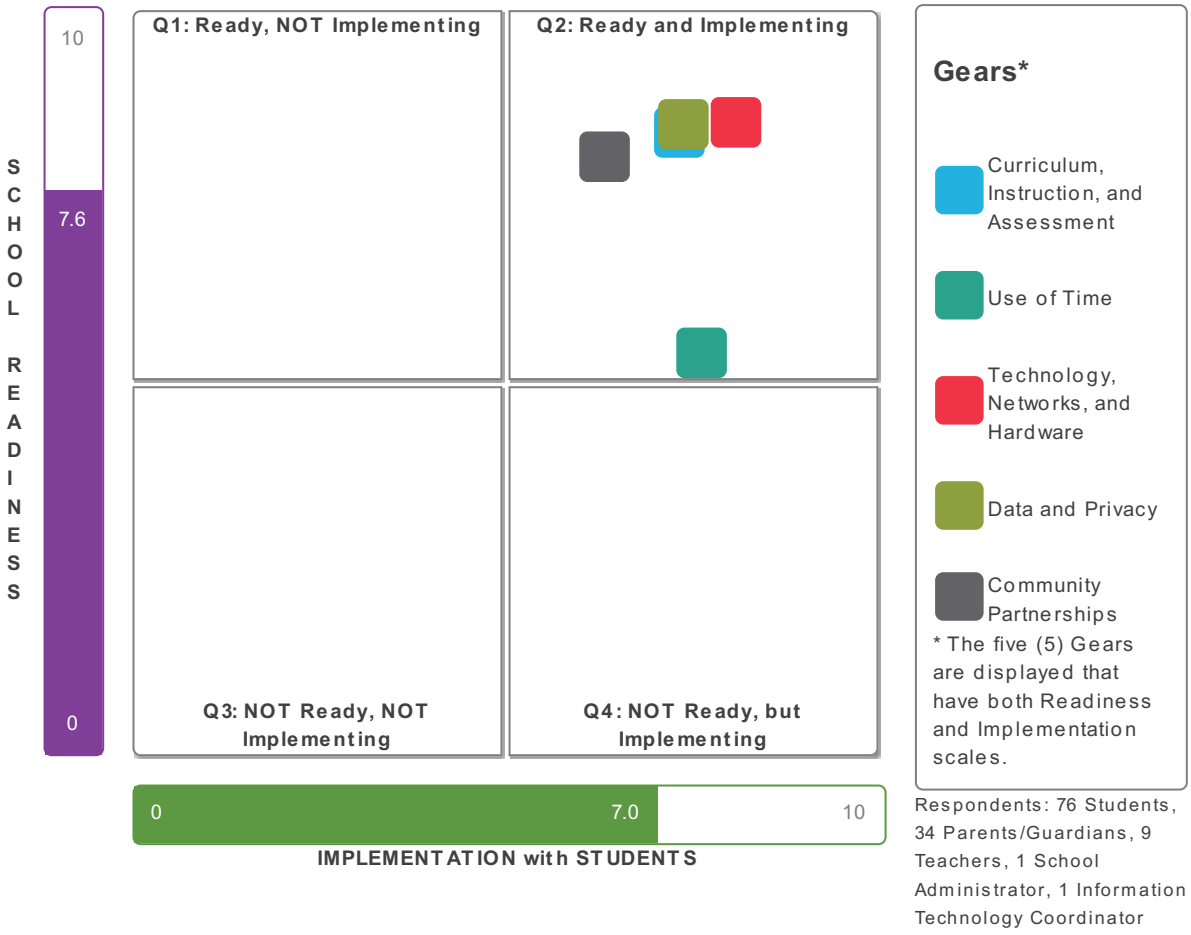
The 8 Dimensions are as follows:

1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Instructure
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Finances and Resources
8. Innovative Leadership

Innovative leadership is critical as schools vision, plan, implement, and assess continually. Successful implementation of digital learning is contingent upon thoughtful staging of policies, leadership, and practices at the school and district levels.

Digital Learning Index

This figure charts the Digital Learning Implementation rating vs. the Digital Learning Readiness rating for each of the first five gears. The quadrants in which this school's ratings are charted are indicators of the school's progress to date in the respective Gears. The quadrant to aspire to is Q2 (Ready and Implementing). The quadrant to avoid is Q4 (Not Ready, yet Implementing).

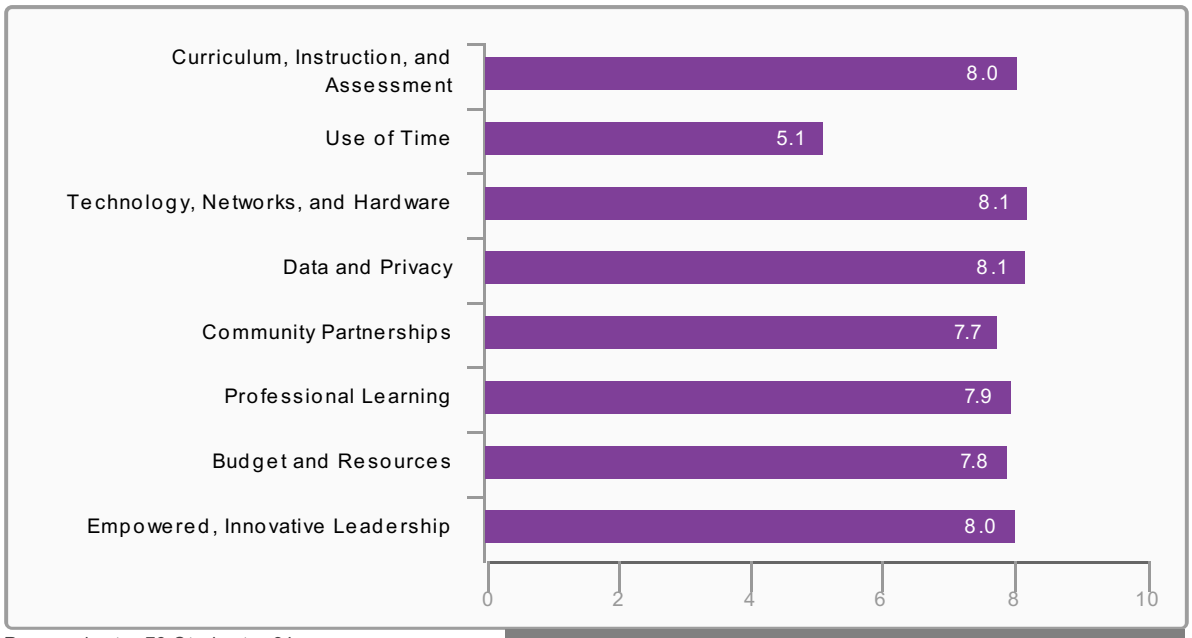


Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

The Digital Learning Readiness Rating is scored on a continuum from Investigating, to Envisioning, Planning, and Staging for implementation. Each of the Gear ratings is charted below on a scale of 0-10.

Digital Learning Readiness Rating

Figure: Digital Learning Readiness: Edward T. Hamilton (04/14/2022 - 03/31/2023)



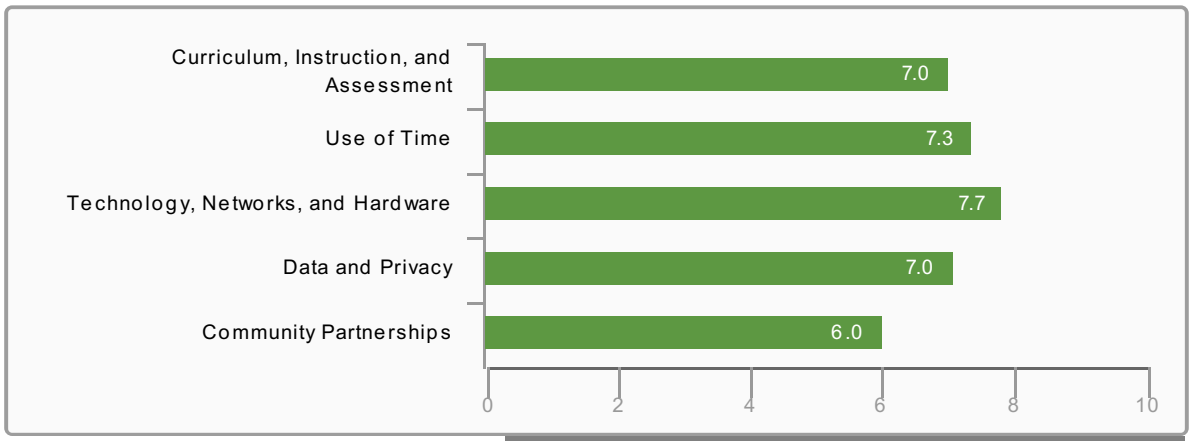
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

Digital Learning Implementation Rating

Figure: Digital Learning Implementation: Edward T. Hamilton (04/14/2022 - 03/31/2023)



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

No/Low level of implementation	Moderate level of implementation	High level of implementation
0-3	4-7	8-10

Gear Overview

Gear Digital Readiness

8.0 of 10

Gear Digital Implementation

7.0 of 10

Curriculum, Instruction, and Assessment

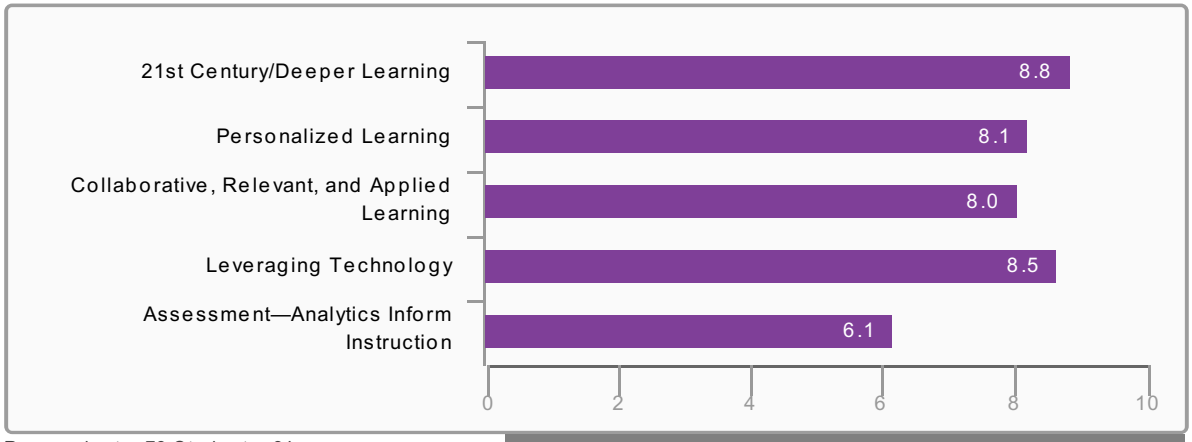
- 21st Century/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

Through a flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers with the support of robust and adaptive tools can customize instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high-quality academic content offers all students greater opportunities to personalize and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics. It is the learning needs of students that drive decisions related to technology, social media, and infrastructure. In this system, data and research are the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, or differentiated to ensure learner success. Students and education professionals have access to up-to-date devices and high-speed broadband 24-hours-per day, 7-days-per-week (24/7).

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Curriculum, Instruction, and Assessment



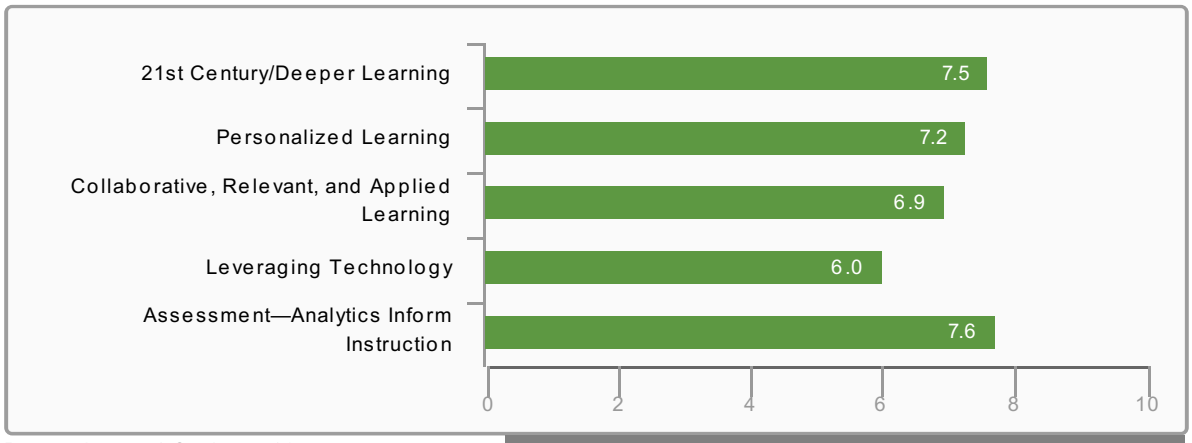
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Digital Learning Implementation in Curriculum, Instruction, and Assessment



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

No/Low level of implementation	Moderate level of implementation	High level of implementation
0-3	4-7	8-10

Element Digital Readiness

8.8 of 10

Element Digital Implementation

7.5 of 10

Element: 21st Century/Deeper Learning

In classrooms where students are acquiring 21st Century/deeper learning, curriculum and instruction must be aligned with the vision for digital learning. Such work is predicated on the expectation that all students will leave the education system well prepared for college acceptance or for alternative paths to workplace readiness. These expectations are grounded in standards-based content and elements of deeper learning (e.g., critical thinking and decision making, creativity and innovation, bi-directional communication, research and information literacy, and self-direction). Opportunities for learning exist that empower all students to experience and master the core understandings related to that content.

School leaders adopt formal processes to systematically integrate 21st Century skills in support of a deeper learning model. All staff members are familiar with recent cognitive science research related to these skills and use the strategies recommended by that research as a design feature of all curricula and instruction.

Guiding Question 1: Curriculum Aligned to 21st Century Skills

Are classrooms in this school student-centered learning environments that foster 21st Century Skills?

CRITICAL THINKING SKILLS

92% of **STUDENTS** said that their teachers teach them specific thinking skills.

Overall, **SCHOOL ADMINISTRATORS** report that teachers in the school place a **MODERATELY STRONG EMPHASIS** on critical thinking.

79% of **PARENTS/GUARDIANS** report that their student is being taught how to think critically.

When asked about the emphasis they place on critical thinking in their lessons/units, **TEACHERS** reported: **STRONG EMPHASIS**

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

CREATIVITY AND INNOVATION SKILLLS

Overall, **TEACHERS** say they place **STRONG EMPHASIS** on creativity and innovation in their classrooms.

62% of **PARENTS/ GUARDIANS** from this school reported that their student's creativity was being enhanced through the use of technology.

Respondents: 34 Parents/Guardians, 9 Teachers

RESEARCH AND INFORMATION LITERACY SKILLS

88% of **STUDENTS** say they appropriately cite their sources when doing Internet research for assignments.

When asked about the emphasis that they place on research and information literacy in their classrooms, the most frequent answer from **TEACHERS** was: **STRONG EMPHASIS**.

74% of **PARENTS/ GUARDIANS** say that their student is conducting research on topics that are of interest/importance to him/her.

Overall, **SCHOOL ADMINISTRATORS** say that teachers in this school place **STRONG EMPHASIS** on research and information literacy for learning.

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

COMMUNICATION IN THE CLASSSROOM

When asked how frequently they use social media for learning, **STUDENTS** say **NEVER**.

41% of **PARENTS/ GUARDIANS** say their student uses technologies to communicate with other students as he/she learns online, (e.g., email, texting, online chats, videoconferencing, exchanging files).

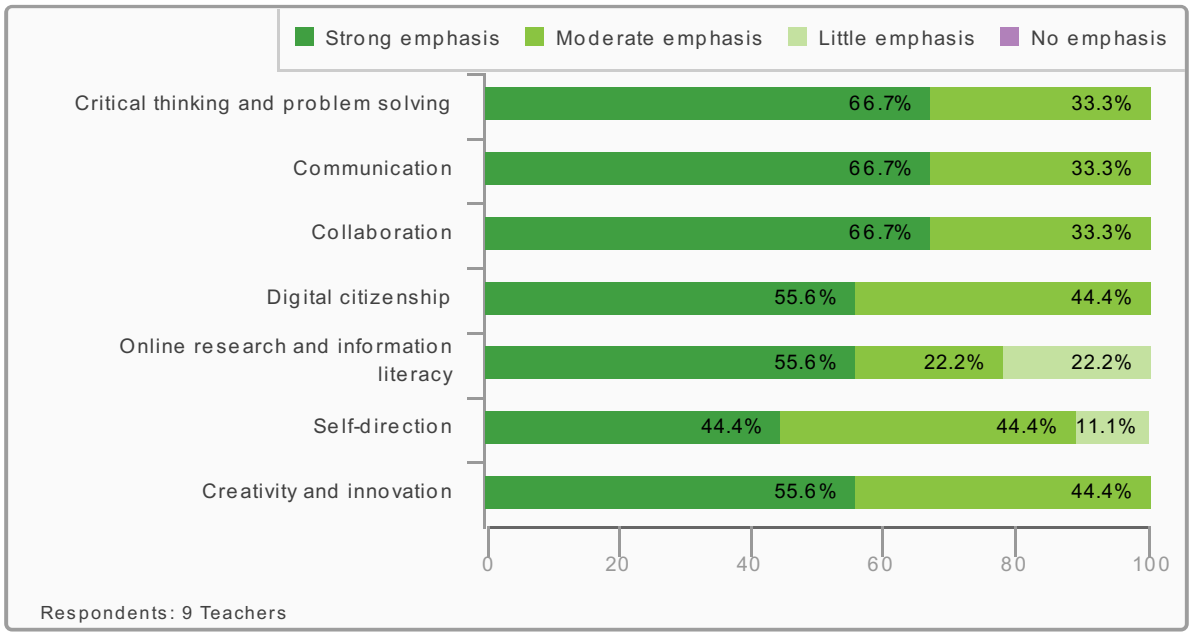
Overall, **TEACHERS** in this school say they place **STRONG EMPHASIS** on communication in their classrooms.

Overall, **SCHOOL ADMINISTRATORS** say teachers in this school place **STRONG EMPHASIS** on communication in their classrooms.

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Teacher Emphasis on 21st Century Skills

Figure: The extent to which teachers reported placing emphasis on specific 21st Century skills in their unit and lesson plans.

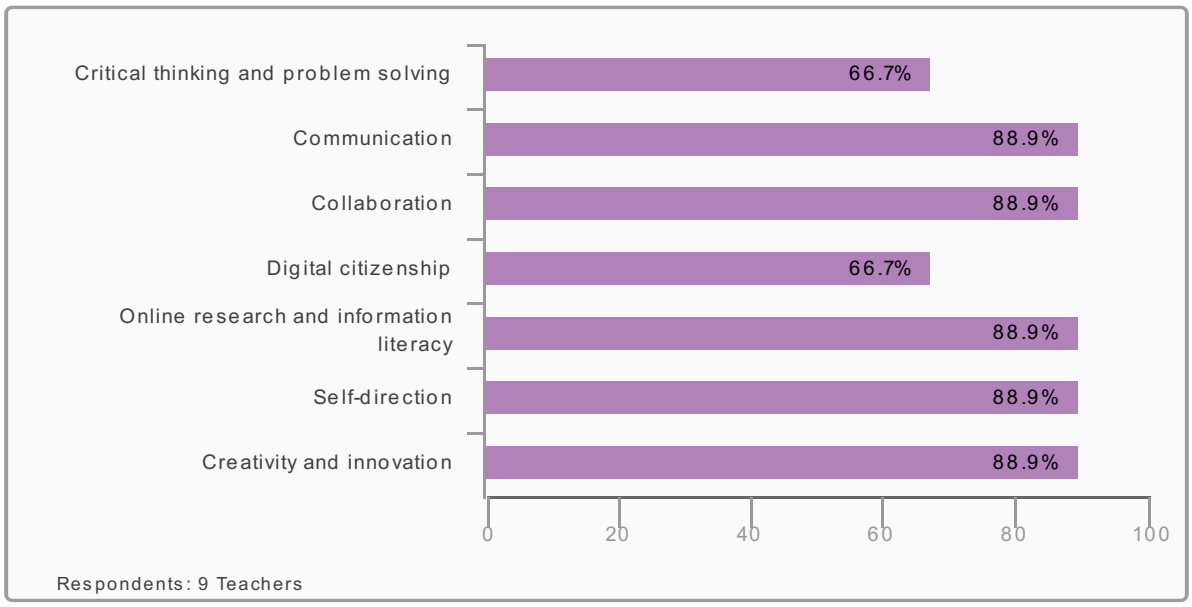


Guiding Question 2: Assessment of 21st Century Skills

To what extent are teachers monitoring and addressing the progress of all students for each of the 21st Century skills?

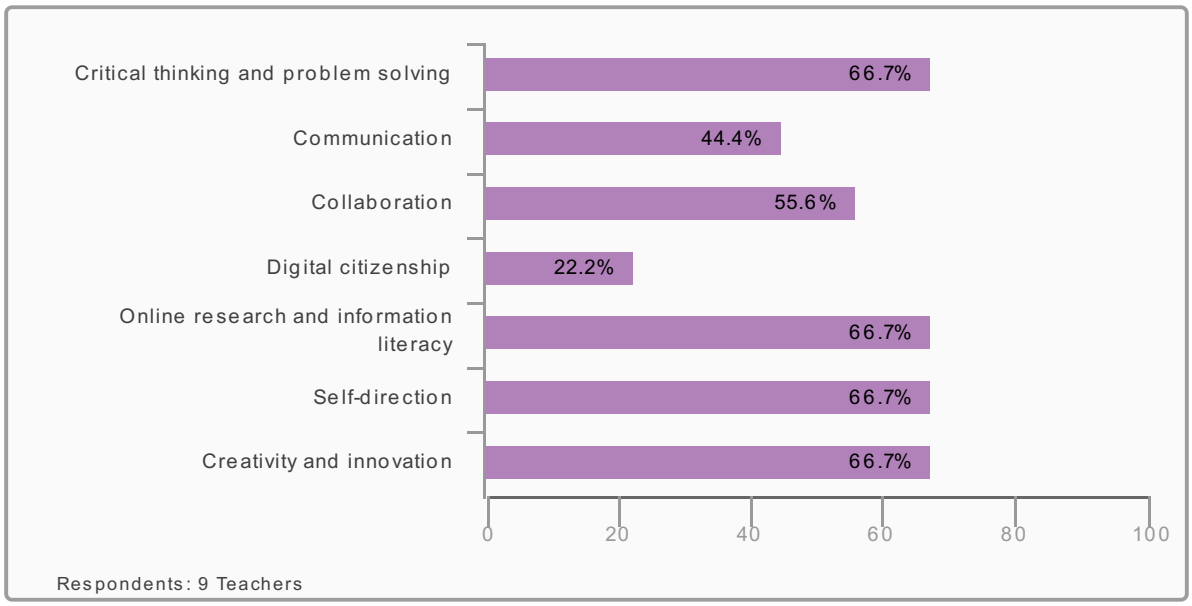
Assessing 21st Century Skills through Classroom Observation

Figure: The percentage of teachers who reported that they assess specific 21st Century skills through classroom observation.



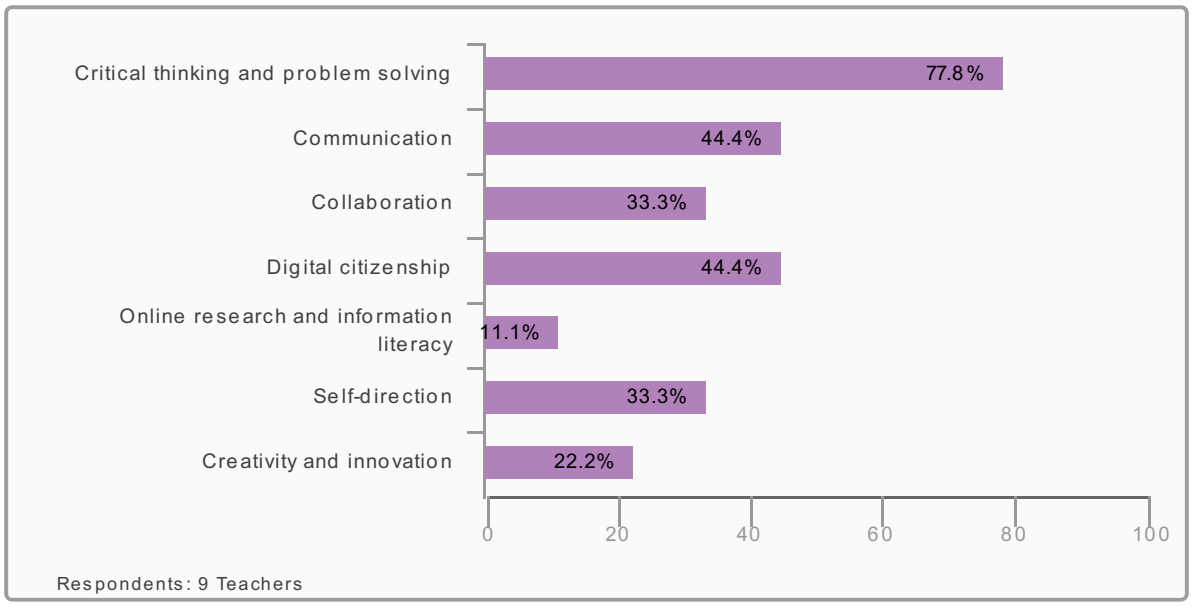
Assessment of 21st Century Skills through Rubric-Based Performance Assessments

Figure: The percentage of teachers who reported that specific 21st Century skills are assessed through classroom performance assessments (rubric-based).

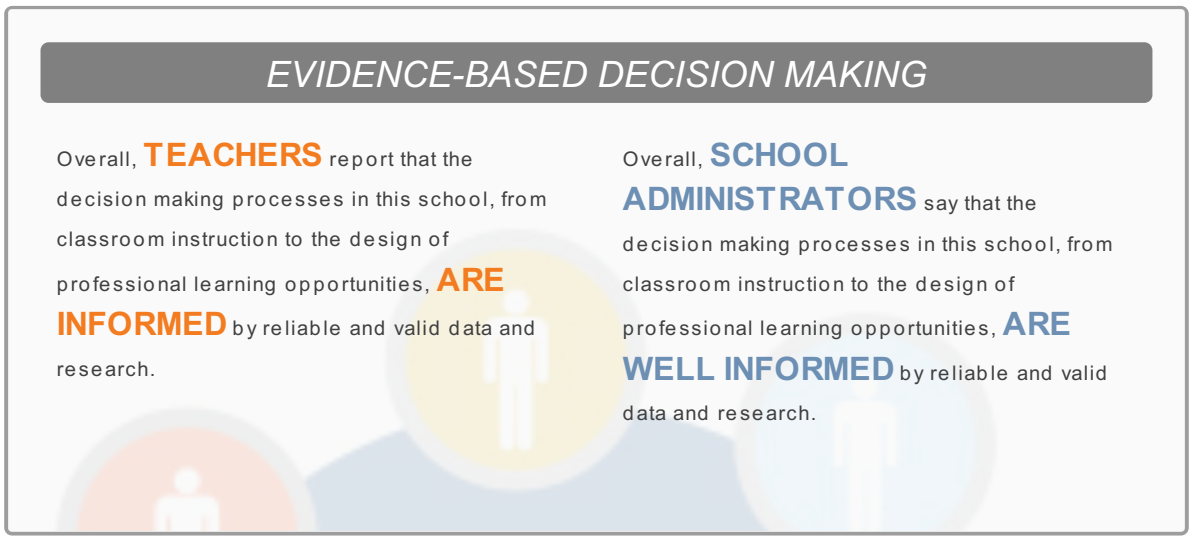


Assessment of 21st Century Skills Conducted Formally through District/School Instruments

Figure: The percentage of teachers who reported that specific 21st Century skills were embedded in the curriculum assessments formally administered by the district or school.



Guiding Question 3:
To what extent does instruction in the school embody recent cognitive science research on effective teaching and learning strategies (e.g., active learning, offering students choices, scaffolded learning, etc.)?



Respondents: 9 Teachers, 1 School Administrator

Element: Personalized Learning

Element Digital Readiness

8.1 of 10

Element Digital Implementation

7.2 of 10

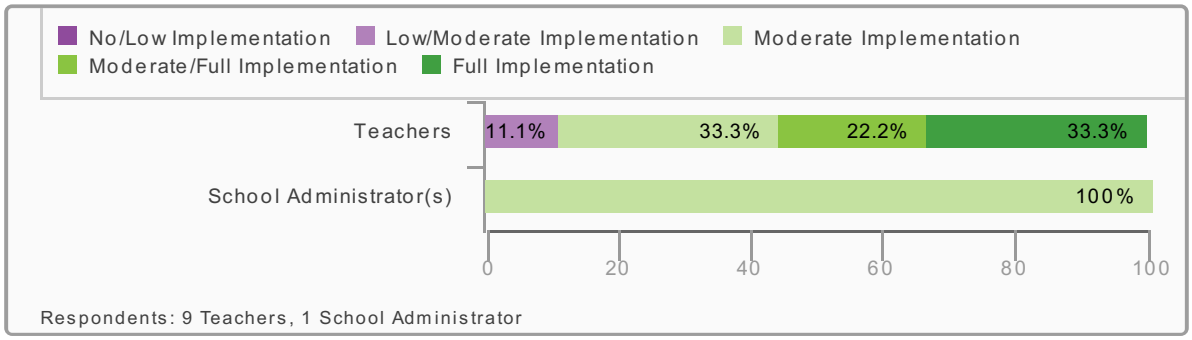
Educators leverage technology, a range of digital learning resources, and the principles of Universal Design for Learning (UDL) to personalize the learning experience for each student. Students' learning is scaffolded through differentiation and individualization, and use competency-based learning to ensure all students attain mastery. Personalization is an approach to learning that is student-centric, where students have a significant degree of control and choice in what, when, and how they learn. It involves tailoring the content, pacing, and feedback to the needs of each student and empowering all students with choice, where they regulate and take ownership of significant aspects of their learning. In digital learning environments, all students are provided the opportunity to do authentic real-world work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of knowledge products, (2) foster deep learning, and (3) have value beyond the classroom walls. This work is supported through connected teaching and engages other professionals, parents/guardians, and community members as appropriate.

Guiding Question 1: Personalized Student-Centered Learning

Do the learning environments in the school encourage and support personalized, student-centered learning?

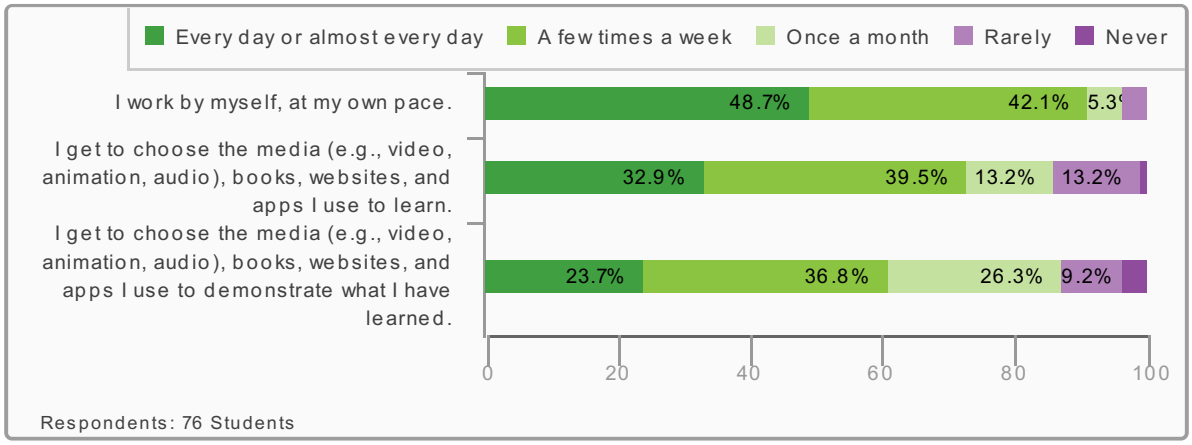
Current Implementation of Personalized Learning

Figure: The extent to which each respondent group perceives the school to be implementing personalized learning.



Student Indicators of Personalized Learning

Figure: Students report the frequency with which they engage in personalized learning in at least some of their classes.



Guiding Question 2: Student Voice, Choice, and Influence in Their Own Learning

To what extent do students have choice and control in their own learning? Is the learning environment student-driven? Are students engaged and self-directed in learning?

SELF-DIRECTION IN STUDENTS

91% of **STUDENTS** in this school say they put a lot of effort into their studies because they find the topics very interesting.

94% of **PARENTS/ GUARDIANS** in this school say that when their students use technology they take HIGHER LEVELS of ownership and responsibility for their own learning than usual.

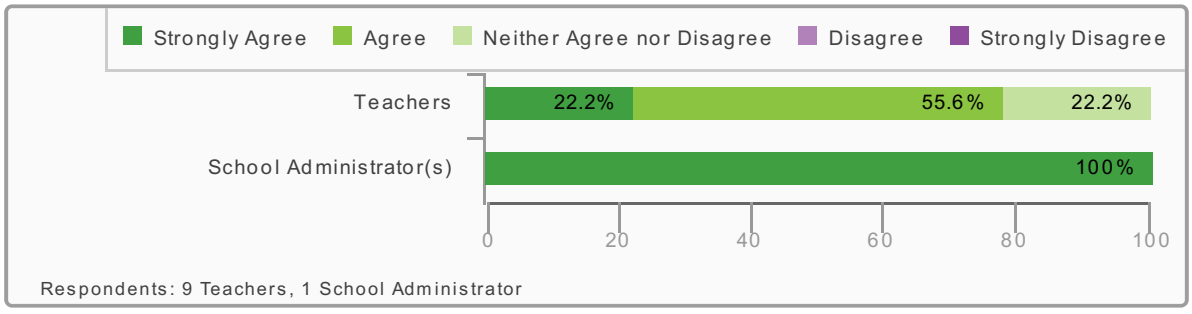
Overall, **SCHOOL ADMINISTRATORS** reported that most of the teachers in this school place **STRONG EMPHASIS** on self-direction.

When asked about the emphasis they place on self-direction, **TEACHERS** report placing **MODERATE EMPHASIS**.

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Teachers Expected to Foster Self-Direction in Students

Figure: Extent to which teachers and school administrators agree with the statement: "All teachers are expected to foster self-direction in students."



STUDENT RESEARCH AND INFORMATION LITERACY

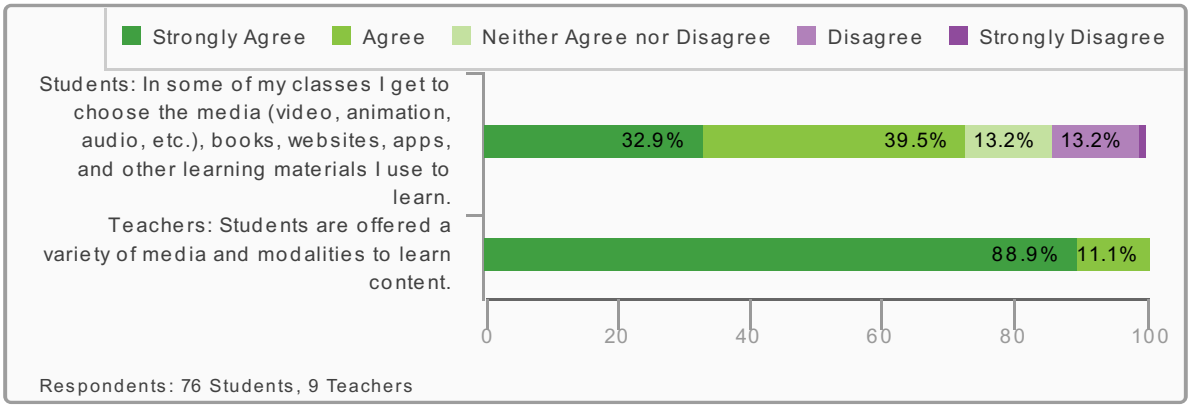
88% of **STUDENTS** say that they appropriately cite their sources when using Internet research to complete assignments.

Overall, **TEACHERS** say they place **STRONG EMPHASIS** on online research and information literacy in their lesson/unit plans.

Respondents: 76 Students, 9 Teachers

Student Choice in Media Used to Learn

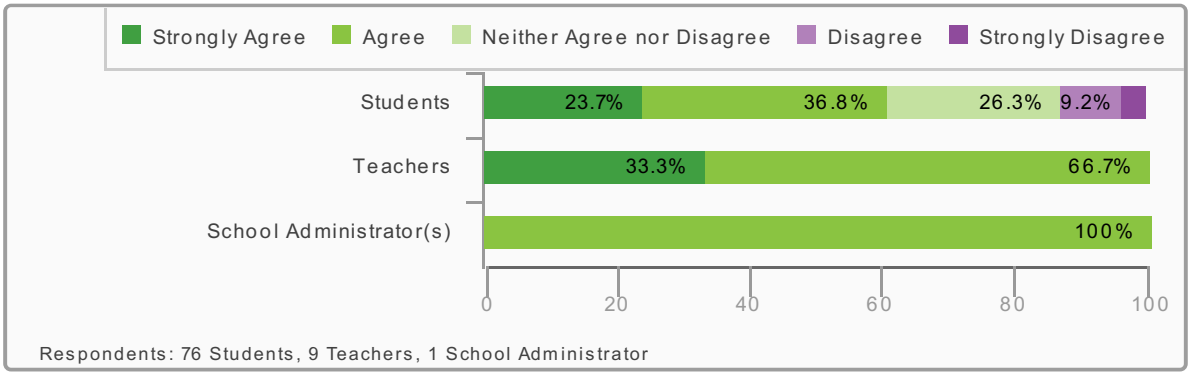
Figure: Extent to which students and teachers agree that students have choice in the media they use to learn.



Respondents: 76 Students, 9 Teachers

Student Choice in Media Used to Demonstrate What They Learn

Figure: Extent to which students, teachers, school administrators, and educational technology coordinators agree that students have choice in the media they use to demonstrate their learning.



Respondents: 76 Students, 9 Teachers, 1 School Administrator

Element Digital Readiness

8.0 of 10

Element Digital Implementation

6.9 of 10

Element: Collaborative, Relevant, and Applied Learning

Students are engaged in collaborative learning communities with peers, teachers, experts, and others outside the school environment. They are empowered through digital learning environments to do work similar to that of professionals in the larger society. Their projects often involve the creation of knowledge products, foster 21st Century skills/deeper learning, and have value beyond the classroom walls. Students are self-directed as well as cognitively, social-emotionally engaged in their learning.

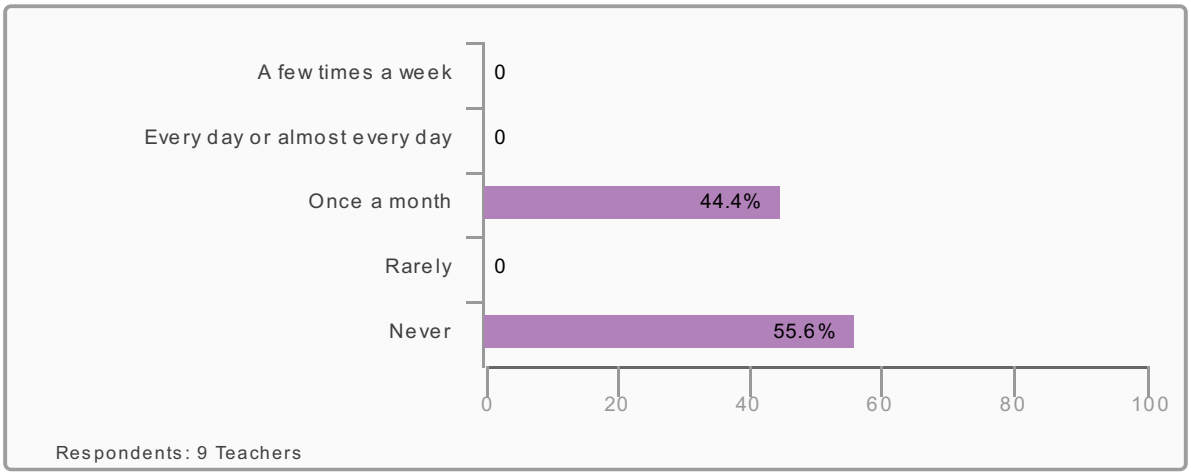
Guiding Question 1: Collaborative Learning

Are students frequently engaged in collaborative learning with peers, teachers, experts, and/or others from outside the school?

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Students Collaborate with Persons Outside of School

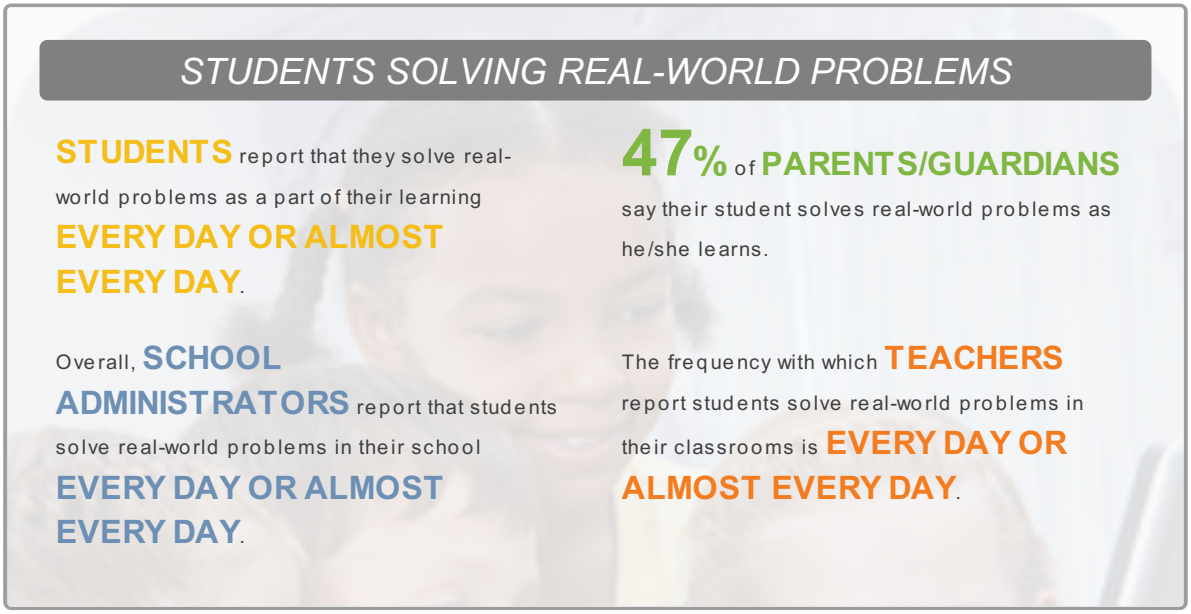
Figure: The percentage of teachers reporting on how often their students collaborate with people outside of the classroom (e.g., another classroom across the city or across the country, experts in another country).



Respondents: 9 Teachers

Guiding Question 2: Authentic Learning

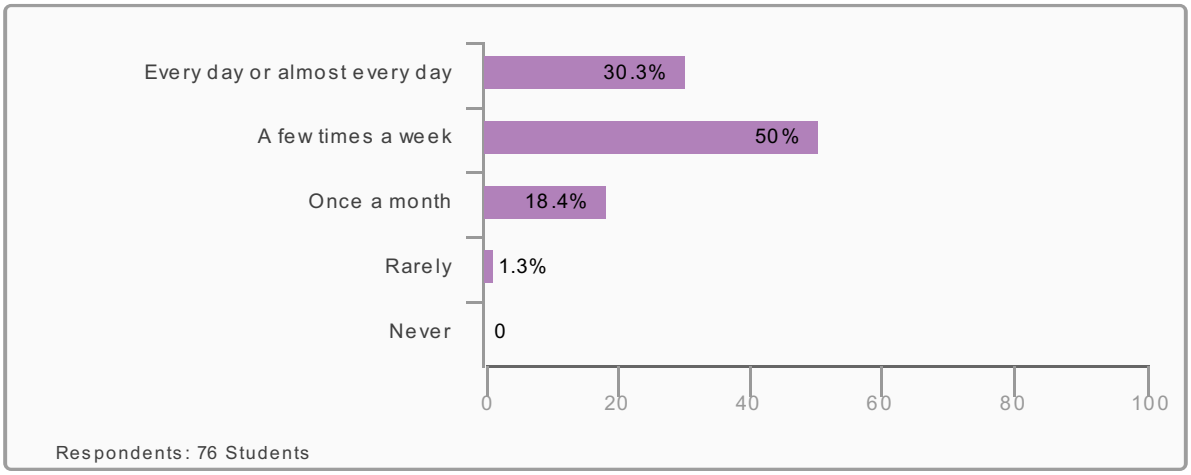
To what extent is the work that students are doing applied, relevant, and authentic? Does it have value beyond the classroom walls?



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Student Perspective on Relevance of Research

Figure: The percentage of students reporting on how often they conduct research on topics that are of interest/importance to them.



Respondents: 76 Students

STUDENTS RESEARCH TOPICS OF RELEVANCE

On average, **STUDENTS** report that they conduct research on topics that are of importance and relevance to them **A FEW TIMES A WEEK**.

74% of **PARENTS/GUARDIANS** say their student conducts research on topics that are of interest/importance to them.

Overall, **SCHOOL ADMINISTRATORS** report that students in this school conduct research on topics that are of interest/importance to them **A FEW TIMES A WEEK**.

Overall, **TEACHERS** report that students in their classrooms conduct research on topics that are of interest/importance to them **RARELY**.

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Element Digital Readiness

8.5 of 10

Element Digital Implementation

6.0 of 10

Element: Leveraging Technology

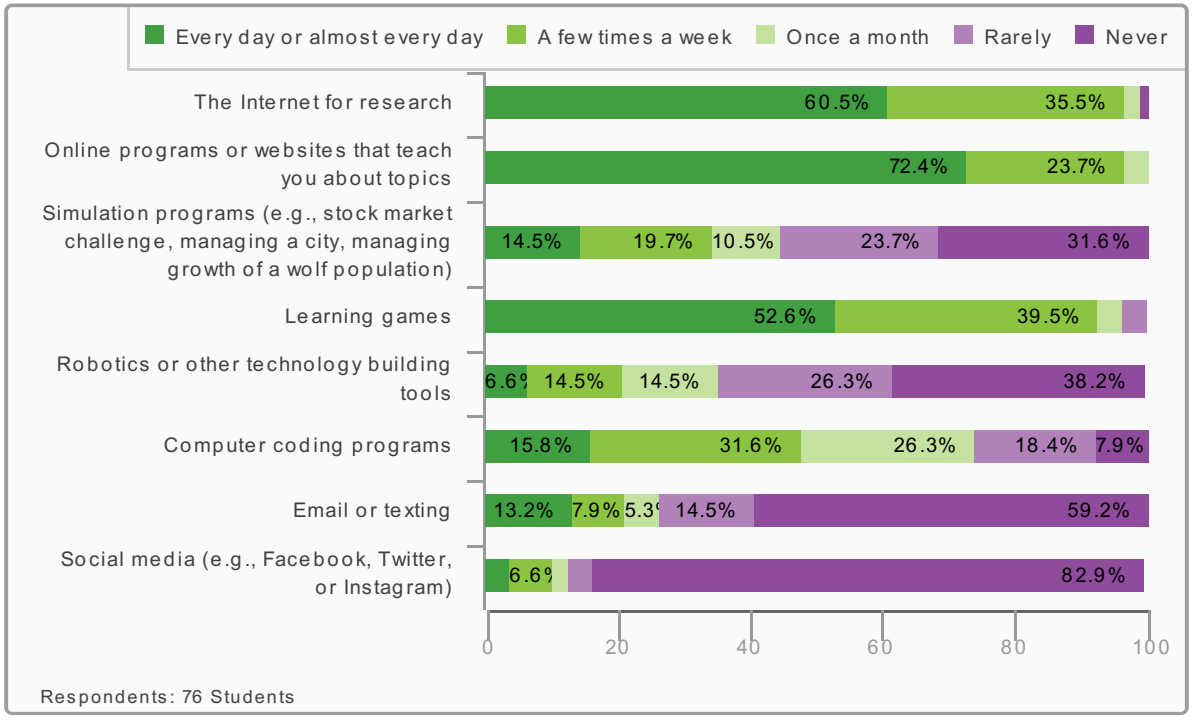
Education leaders set high expectations for evidence-based, digital learning transformations. They develop a culture of digital innovation as they redesign physical learning spaces and digital learning environments that integrate technology seamlessly into teaching, learning, and assessment. Specifically, this transformation may involve virtual learning, transition from paper to digital, digital citizenship and digital literacy for students. Student use of technology is dynamic; it empowers learning and ensures digital literacy and digital citizenship. Students learn in a culture of digital responsibility, and ethics prevail. All of this is dependent on 24/7 access to devices, broadband, and digital resources. Decisions related to technology, devices, networks, and infrastructure are driven by the learning needs of students in a culture of digital responsibility. The educators who teach in these digital learning environments have the skills to adopt and adapt to new technologies, using filters that ensure that the use of technology adds value to the learning process. Metrics are in place to document the schools' academic return on investment.

Guiding Question 1: Student Use of Technology for Learning

How and to what extent are students using technology for learning?

Student Use of Technology in School

Figure: Students report on the frequency with which they use various technology applications in school.



Student Use of Technology Applications for Learning

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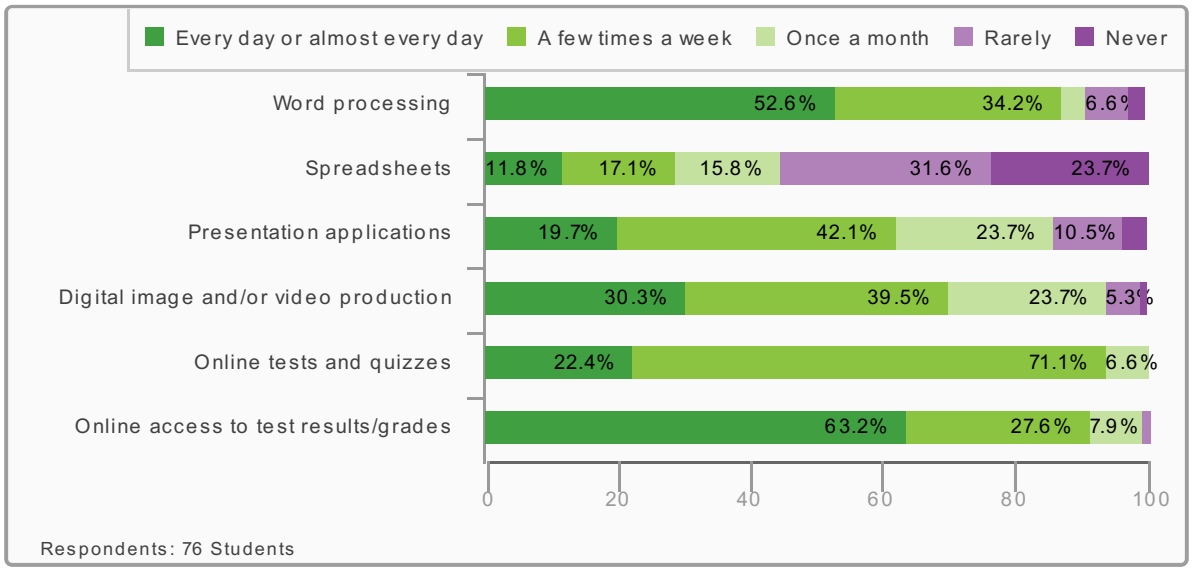
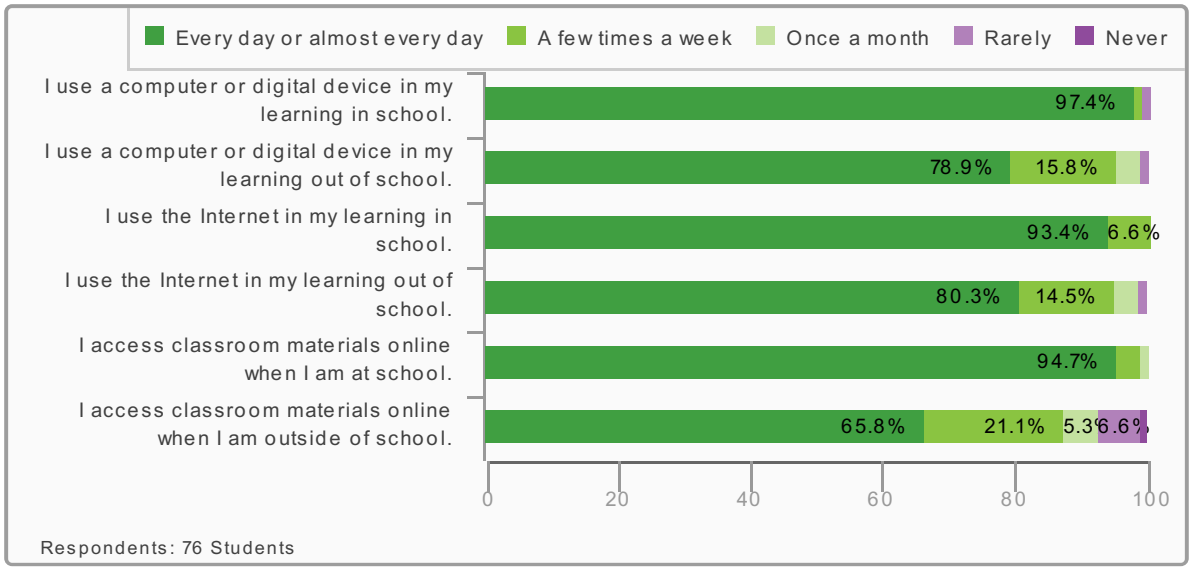


Student Access to Technology for Learning

Figure: Students report on their access and use of technology in learning.

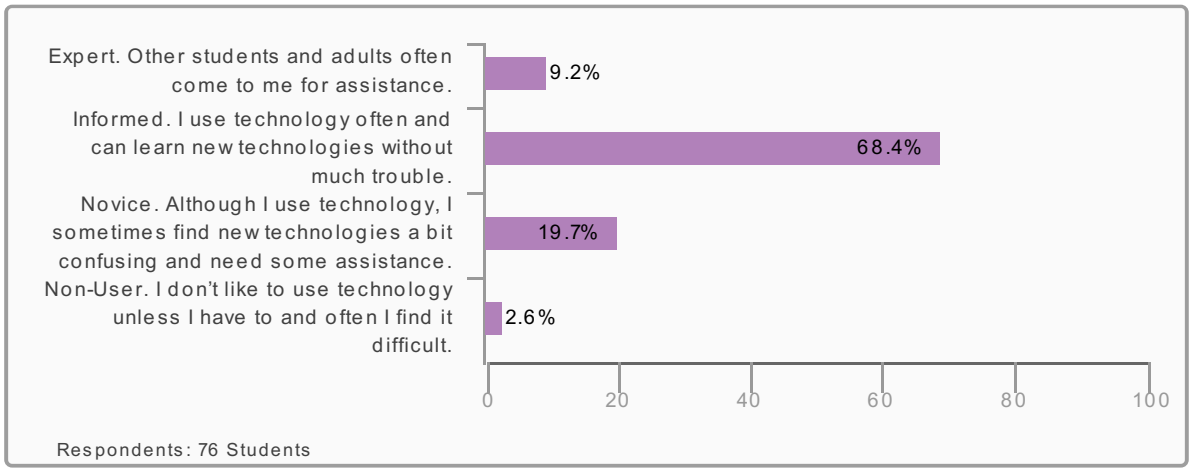


Guiding Question 2: Technologically Facile/Digital Citizens

To what extent are students and staff prepared to leverage technology effectively for learning? Are students demonstrating digital citizenship, digital literacy, and digital responsibility?

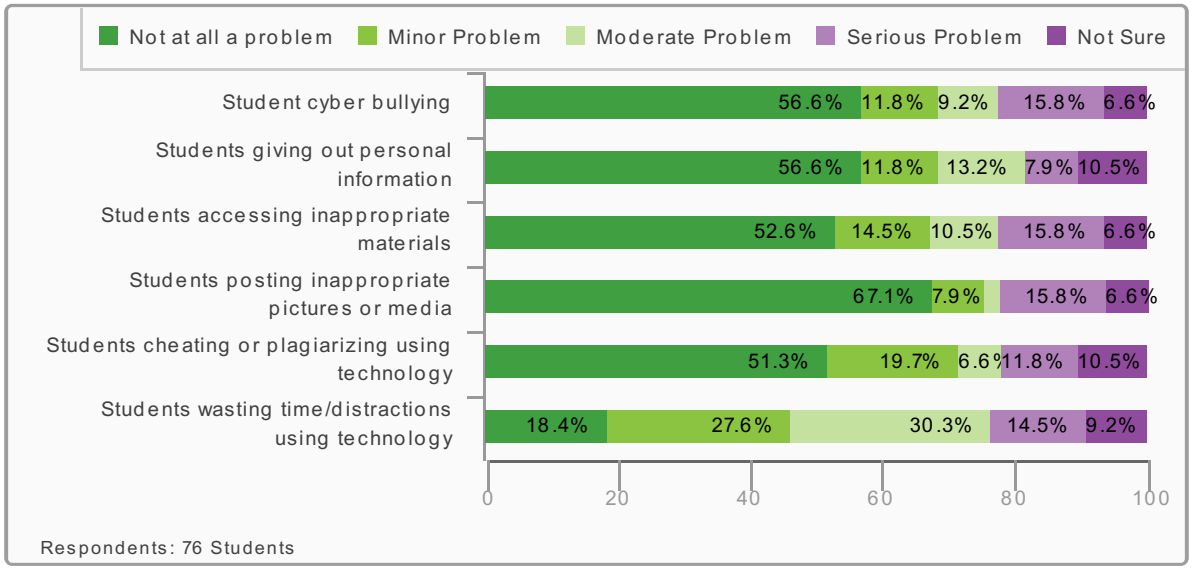
Students Describe Their Level of Expertise with Technology

Figure: Students describe their own use of technology, factoring in both use at school and in their personal lives.



Cyber Issues

Figure: Students report on the severity of cyber issues in their school.



DIGITAL CITIZENSHIP

78% of **STUDENTS** say they have reviewed their school's acceptable use policy (AUP) and they say they understand it.

59% of **PARENTS/ GUARDIANS** say, "My student is learning digital citizenship, including online safety, security, and privacy."

Overall, **TEACHERS** reported that **STRONG EMPHASIS** is placed on digital citizenship in their classrooms.

When asked about the emphasis teachers place on digital citizenship, the most frequent response by **SCHOOL ADMINISTRATORS** was: **MODERATE EMPHASIS**.

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

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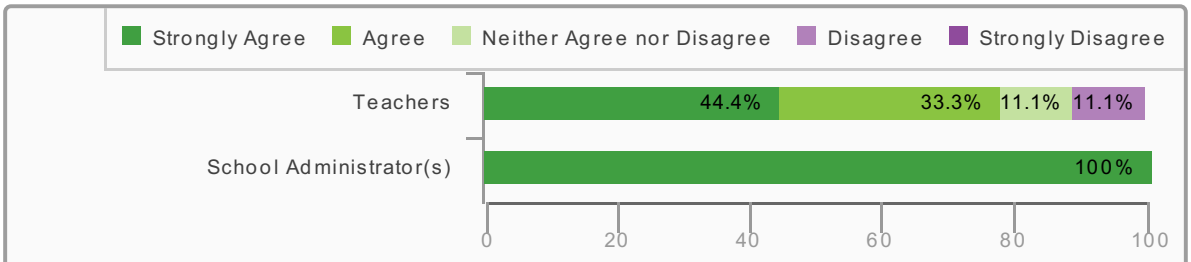
Guiding Question 3: Innovative Digital Culture. Driven by Research

Is there a digital innovation culture in the school that promotes pedagogy-driven digital transformations in curriculum, instruction, and assessment? To what extent are high expectations for evidence-based use of technology set by school leaders and clearly communicated to the educational community while modeling the adoption?

Culture of Digital Innovation

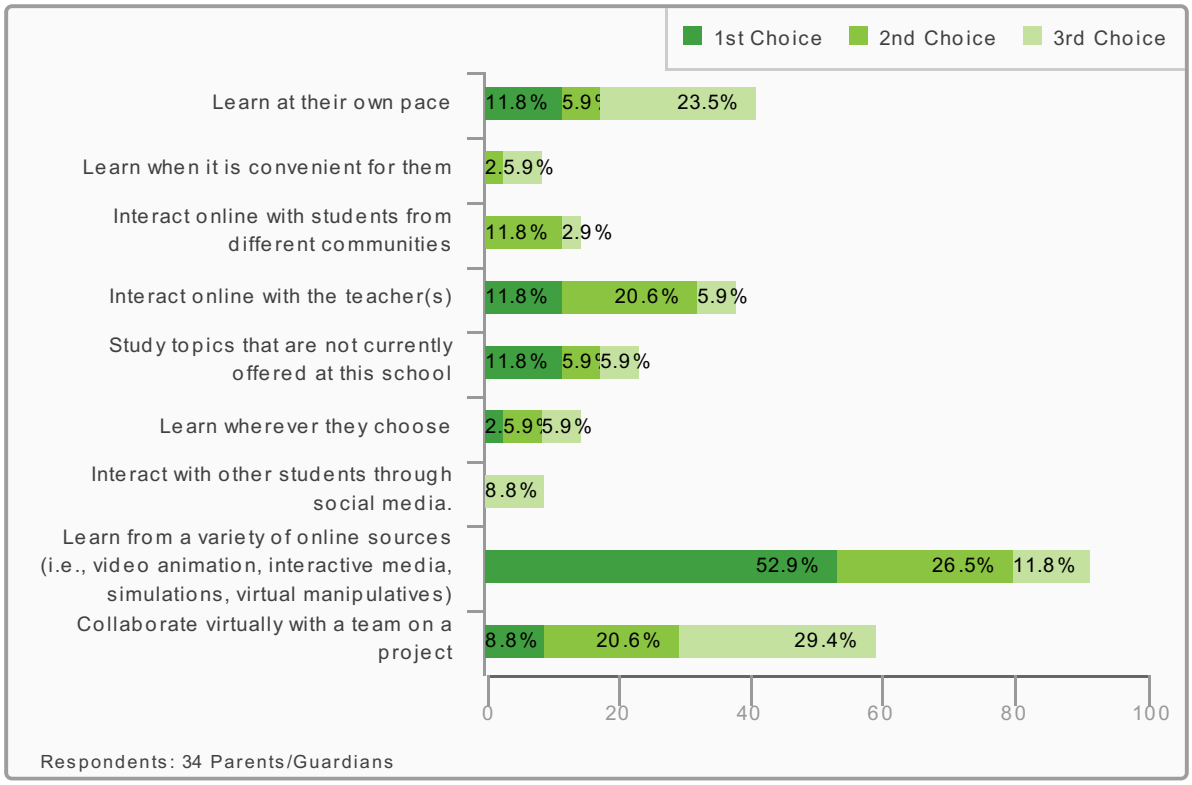
Figure: Teachers and school administrators report on their agreement with the statement: "Our school has established a culture of digital innovation, where educators are empowered to deepen and extend student learning through the use of technology, digital content, and media."



Respondents: 9 Teachers, 1 School Administrator

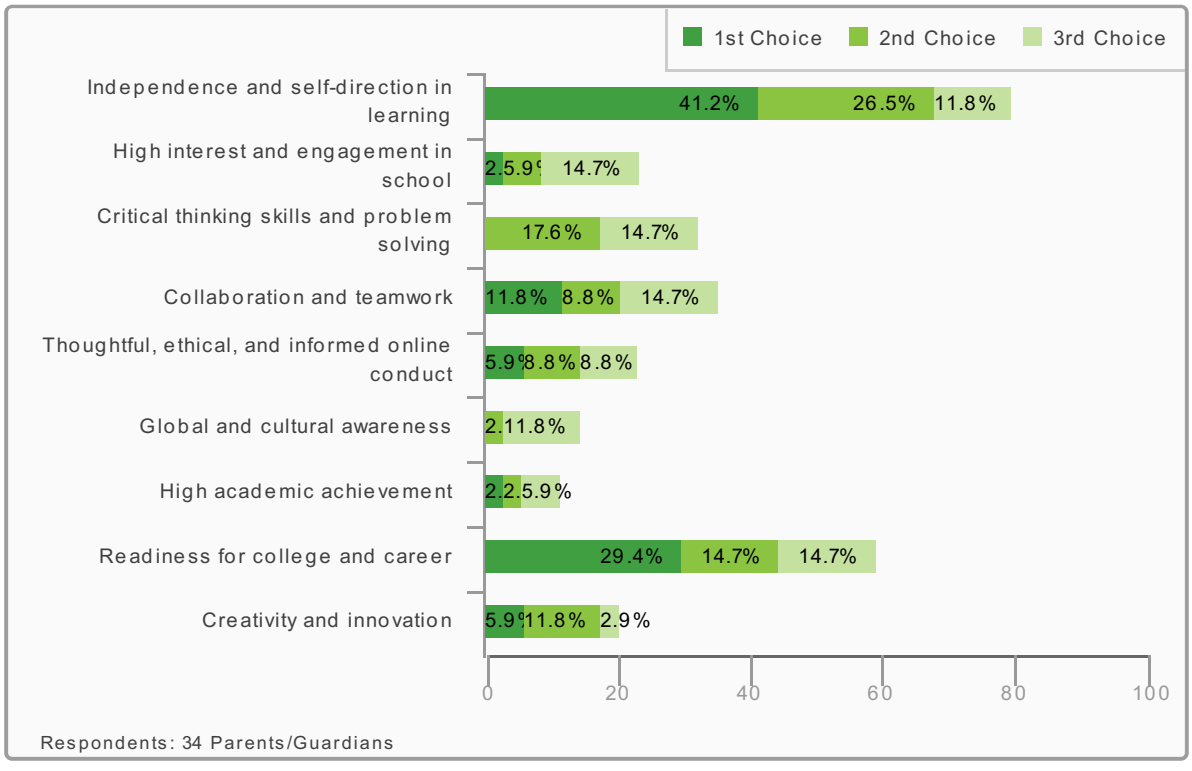
Top 3 Ways Technology Should Be Used to Increase Learning

Figure: The ranking by parents/guardians as to the top 3 ways that technology should be used by students to increase learning.



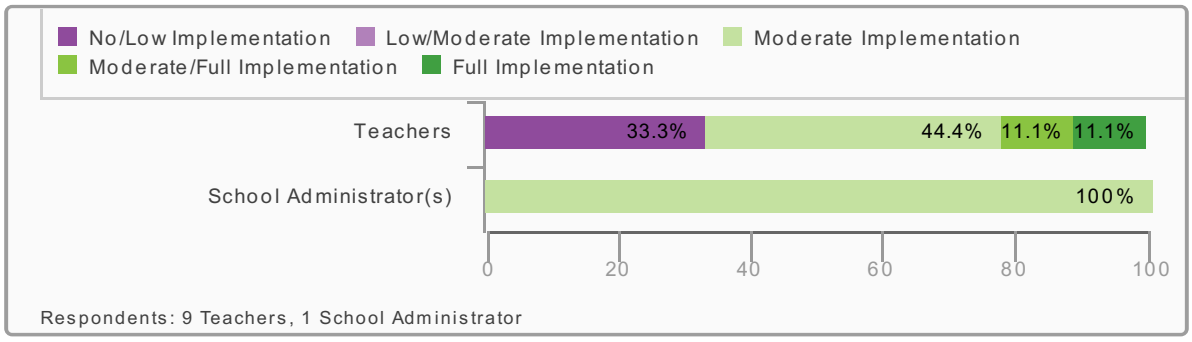
Top 3 Student Outcomes

Figure: The ranking by parents/guardians as to the top 3 potential student outcomes from the use of technology in learning.



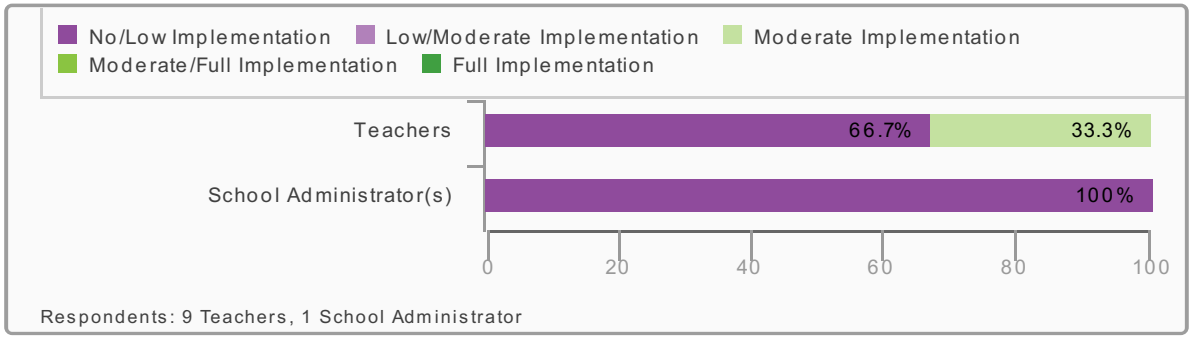
Blended Learning

Figure: Teachers and school administrators report on the extent to which the school is implementing blended learning.



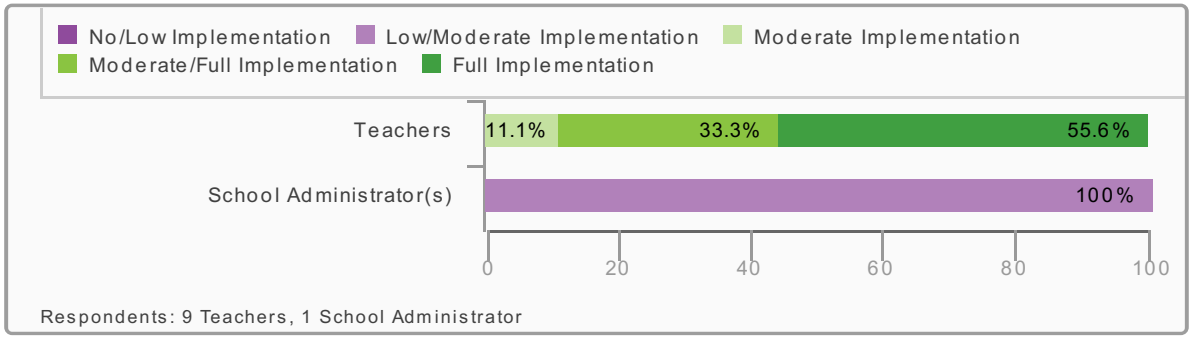
Online Courses for Students

Figure: Teachers and school administrators report on the extent to which the school is offering the option of online courses to students.



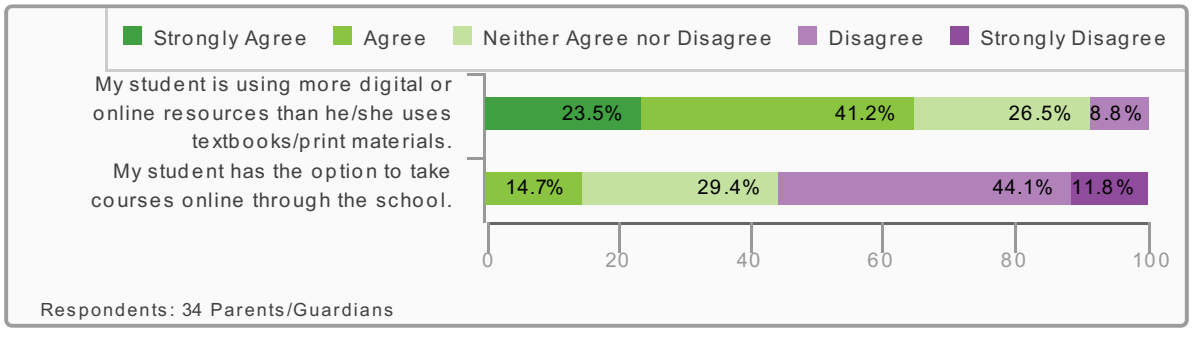
Digital Content, Digital Resources, Digital Tools

Figure: Teachers and school administrators report on the extent to which the school is offering digital content, digital resources, and digital tools to students.



Parents/Guardians Report on the Options Their Student has to Digital Resources and Online Classes

Figure: The percentage of parents/guardians who say they strongly agree or agree with the following statements.



Element: Assessment—Analytics Inform Instruction

Element Digital Readiness

6.1 of 10

Element Digital Implementation

7.6 of 10

Schools use technology as vehicles for quality diagnostic, formative, and summative assessments. Such assessments are aligned to the vision for digital learning and include assessments for all learning standards, 21st Century skills. Student projects involve peer review and revision, as well as self-assessment, empowering them to excel. The school system has mechanisms (i.e., processes and digital environments) that empower staff and students to use data to improve, enrich, and guide the learning process. Educators actively use data to guide decisions related to curriculum, content, instructional strategies, and assessments.

Guiding Question 1: School Data Culture?

Is there a data culture in the school? To what extent are data used to inform decision making by staff and students? Are student data records easily and securely accessible to staff and, where appropriate, to students and their parents/guardians? Do students track their own progress using data, self-assessment and peer review?

STUDENT USE OF DATA

61% of **STUDENTS** say that they use grades and testing data to help them decide what to study next.

68% of **PARENTS/GUARDIANS** say that their student uses data (i.e., grades, test results, feedback from teachers, etc.) to evaluate his/her own progress in learning.

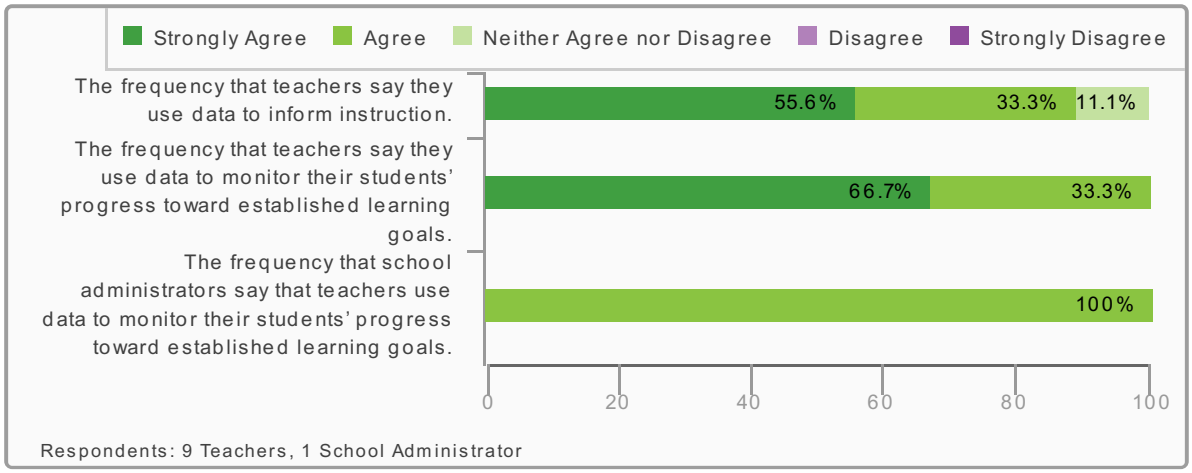
Overall, **SCHOOL ADMINISTRATORS** say students in their school **TRACK** their own progress against the learning goals/standards using assessment and other data.

Overall, **TEACHERS** agree that their students **TRACK** their own progress against the learning goals/standards using assessment and other data.

Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

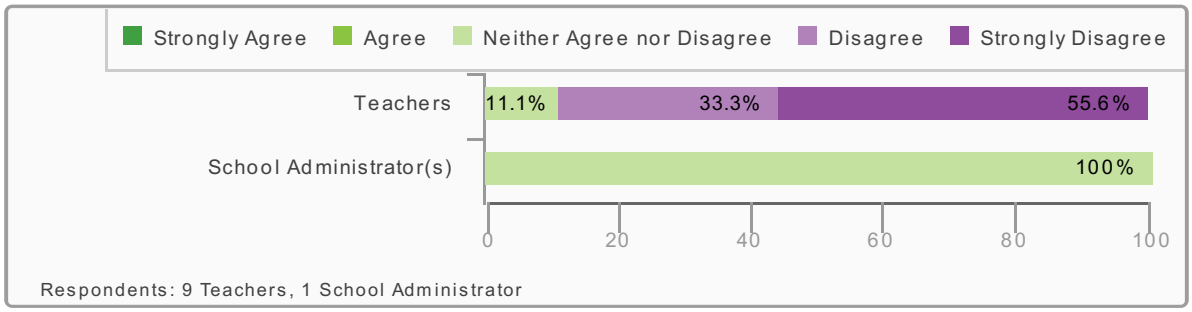
Teachers Use Student Data to Inform Instruction

Figure: Extent to which stakeholders agree that teachers use data use to monitor student progress toward established learning goals at least a few times per week.



Student Data Records – Accessible and Secure

Figure: Extent to which teachers and school administrators agree that student data records are easily and securely accessible to staff who are authorized to use such records.

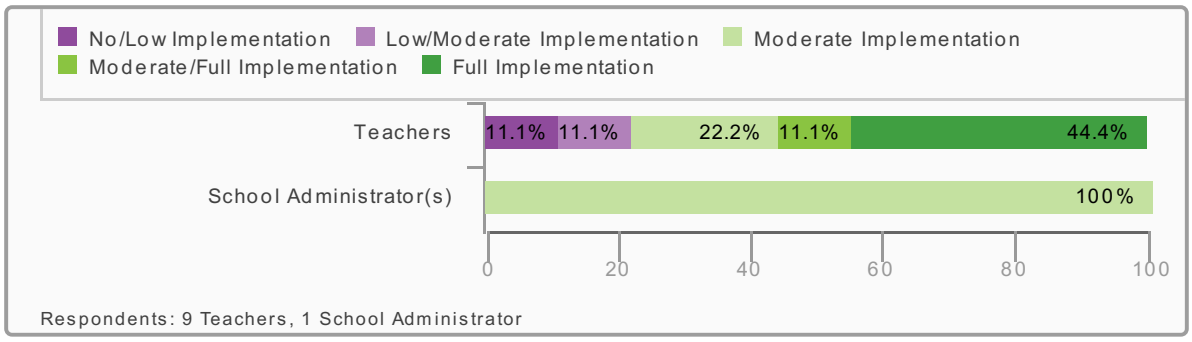


Guiding Question 2: Continuously Monitor and Inform Progress Toward Digital Learning

Is the school's progress toward its digital learning vision being monitored, reported on, and used to inform decision making?

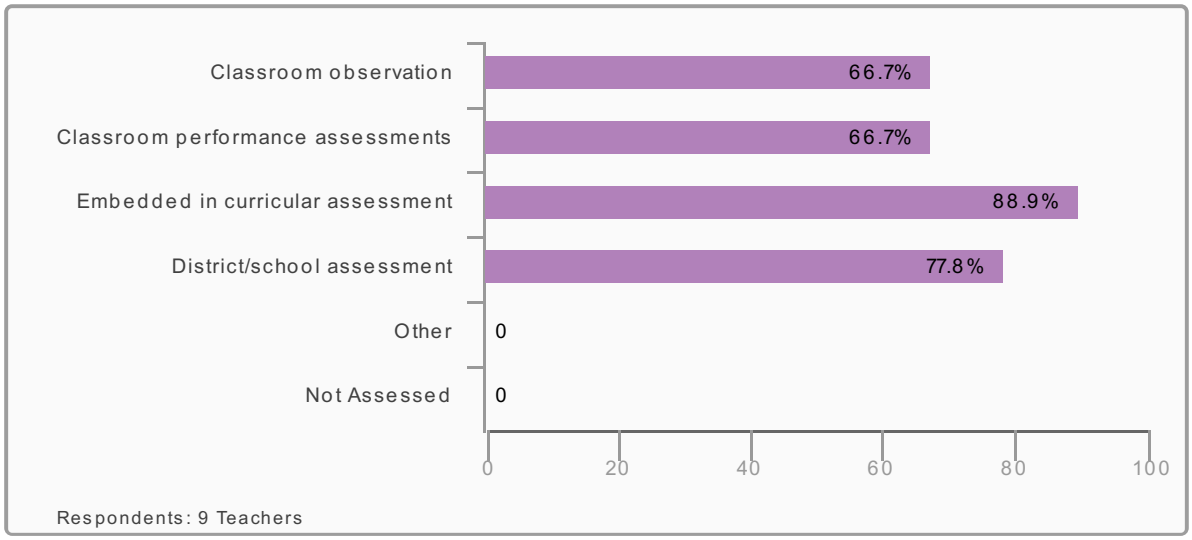
Metrics to Track Progress – Effective Use of Technology

Figure: Teachers and school administrators report on the extent to which the school (or district) is using established metrics to track how technology is leveraged to accelerate learning.



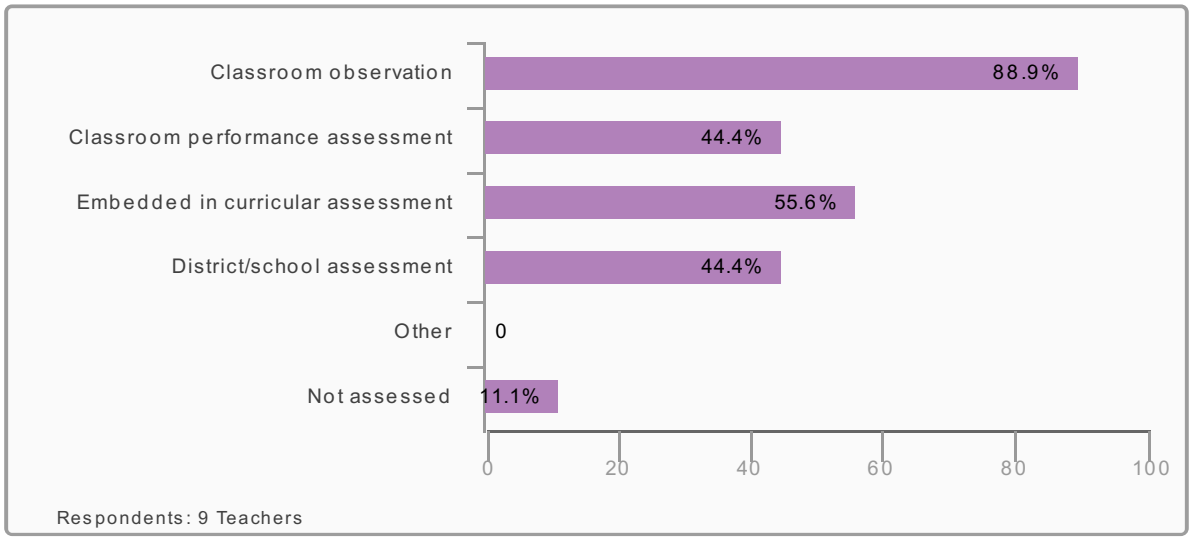
Metrics to Track Progress – Critical Thinking

Figure: The percentage of teachers who say their school's approach to assessing critical thinking includes the following types of assessments.



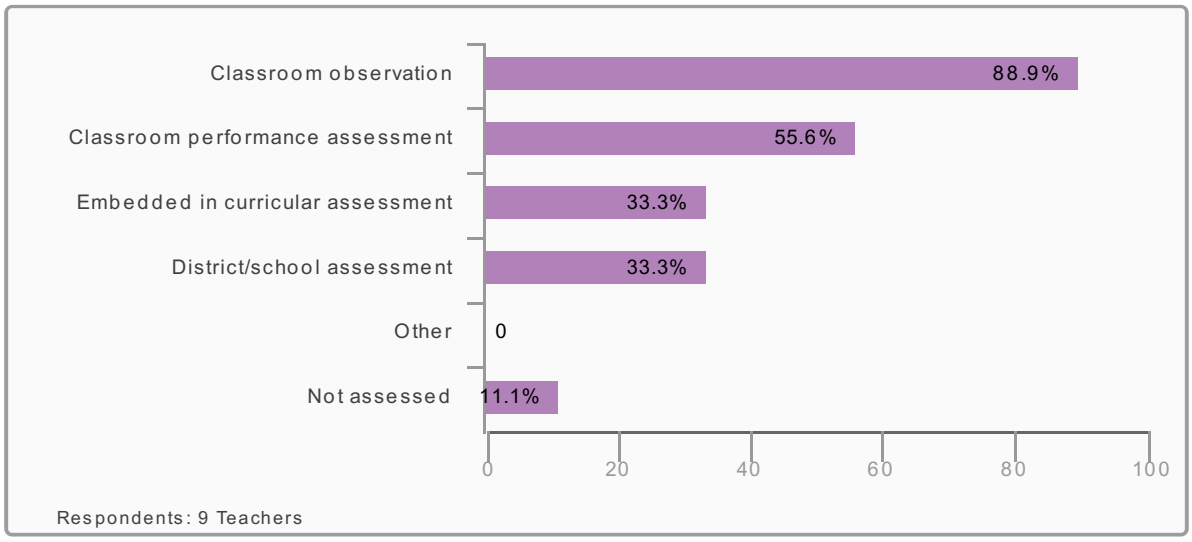
Metrics to Track Progress – Communication

Figure: The percentage of teachers who say their school's approach to assessing communication includes the following types of assessments.



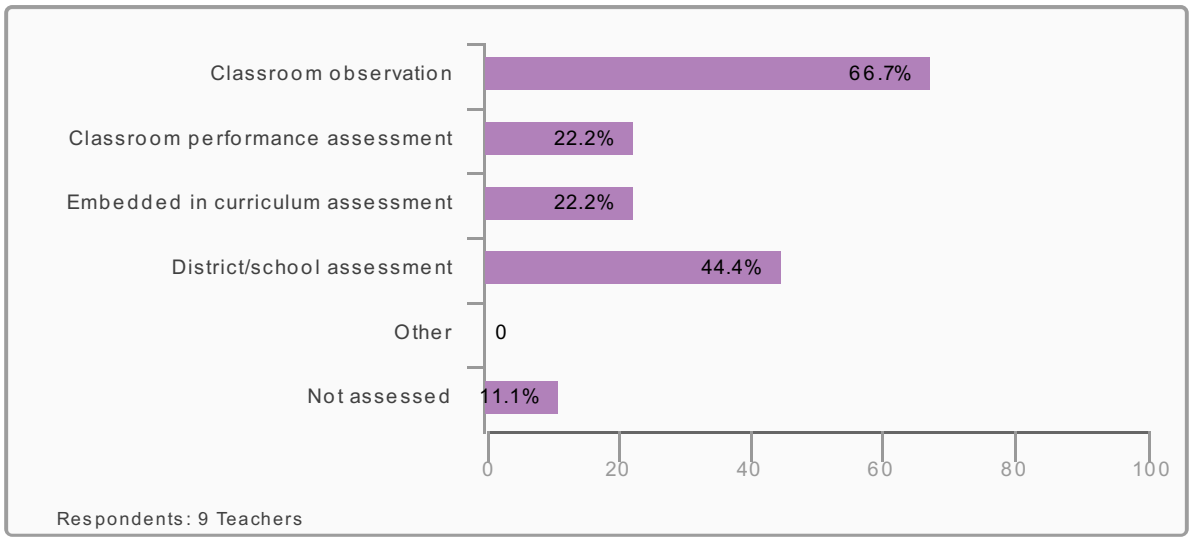
Metrics to Track Progress – Collaboration

Figure: The percentage of teachers who say their school's approach to assessing collaboration includes the following types of assessments.



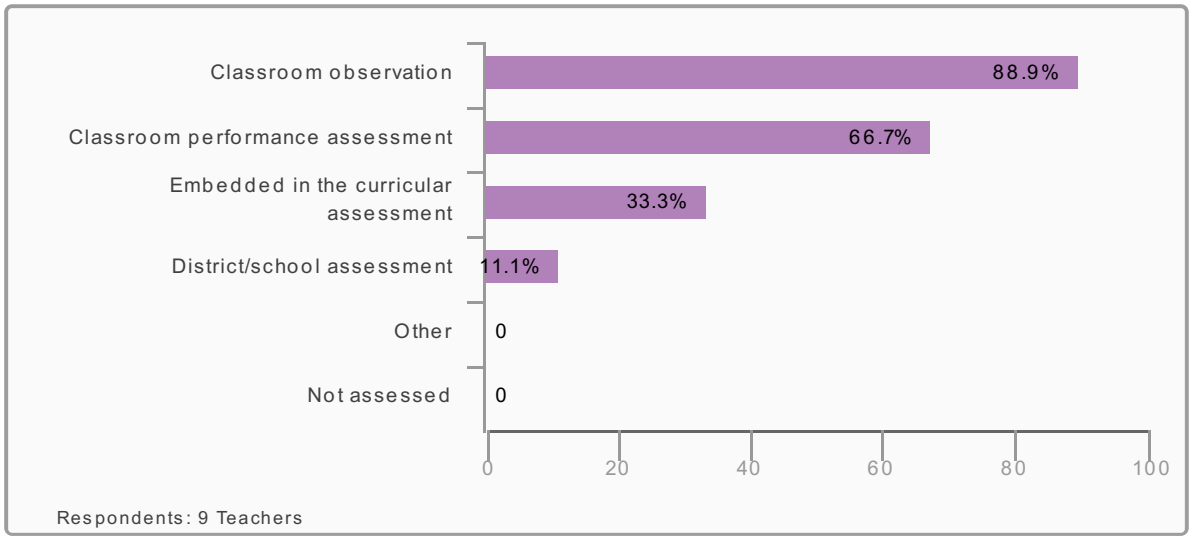
Metrics to Track Progress – Digital Citizenship

Figure: The percentage of teachers who say their school's approach to assessing digital citizenship includes the following types of assessments.



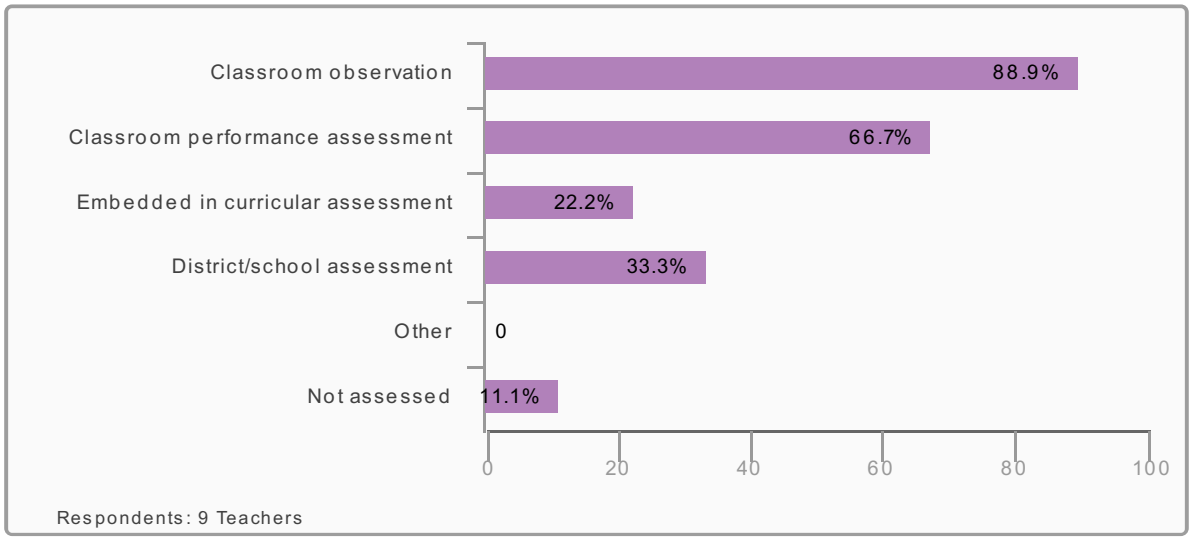
Metrics to Track Progress – Online Research and Information Literacy

Figure: The percentage of teachers who say their school's approach to assessing online research and information literacy includes the following types of assessments.



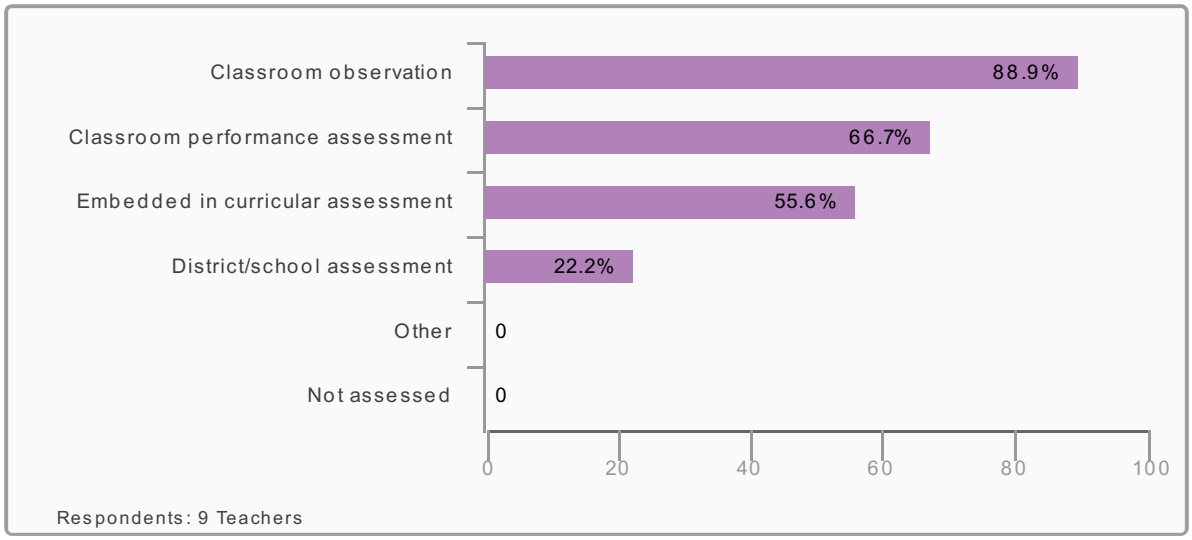
Metrics to Track Progress – Self-Direction

Figure: The percentage of teachers who say their school's approach to assessing self-direction includes the following types of assessments.



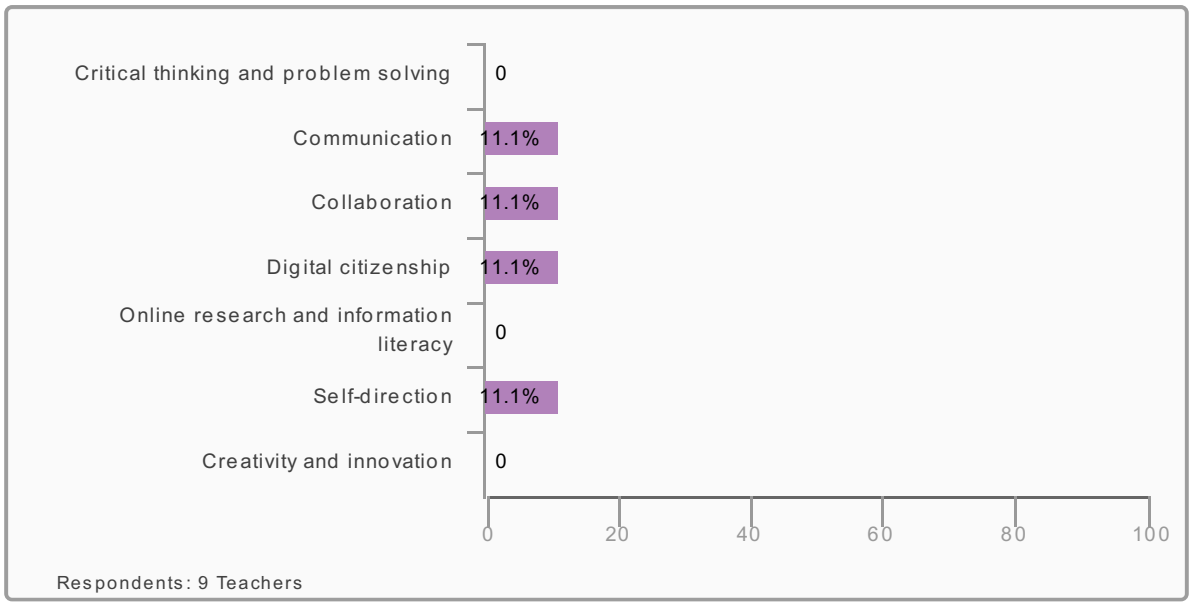
Metrics to Track Progress – Creativity and Innovation

Figure: The percentage of teachers who say their school's approach to assessing creativity and innovation includes the following types of assessments.



Metrics to Track Progress - Skills Not Assessed

Figure: The percentage of teachers and administrators who report that the 21st Century skills are not assessed at their school.



Gear Overview

Gear Digital Readiness

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Use of Time

Gear Digital Implementation

7.3 of 10

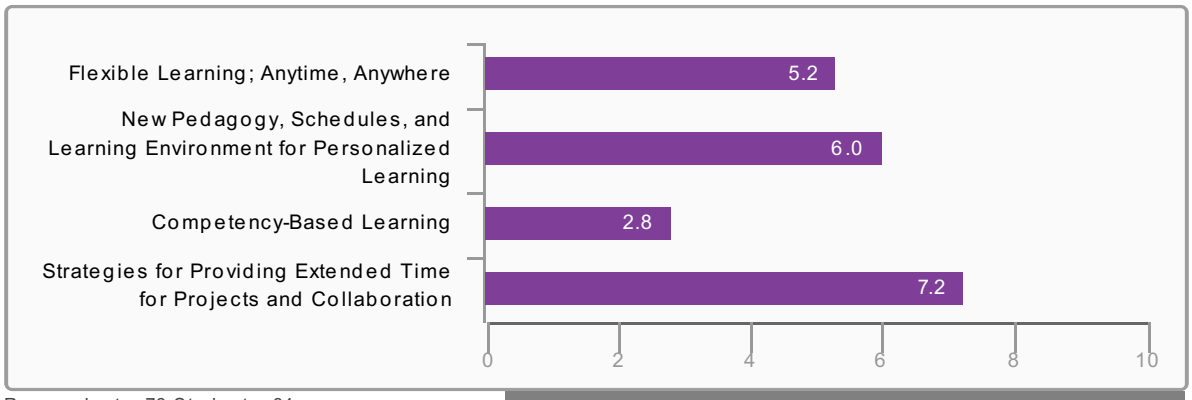
- Flexible Learning; Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environment for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

Student-centered learning requires flexibility and adaptability in the use of instructional time. Many schools are shifting away from Carnegie units to competency-based and personalized learning. Competency-based learning holds fixed the content and processes that the student needs to learn, but allows variability in the time each student takes to reach mastery. Personalized learning is student-centric, empowering students to have a significant degree of control and choice in what, when, and how they learn. Both adapt the learning to meet the needs of the learner, and both require innovative uses of technology to bring these concepts to scale. The technologies enable educators to transition classrooms to competency-based or personalized learning through: anywhere, anytime learning; diagnostic, formative and summative assessments; the management of learning; and the engagement of all students in learning, cognitively and emotionally. Such transitions require districts and schools to rethink and effectively leverage the use of instructional time.

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Use of Time



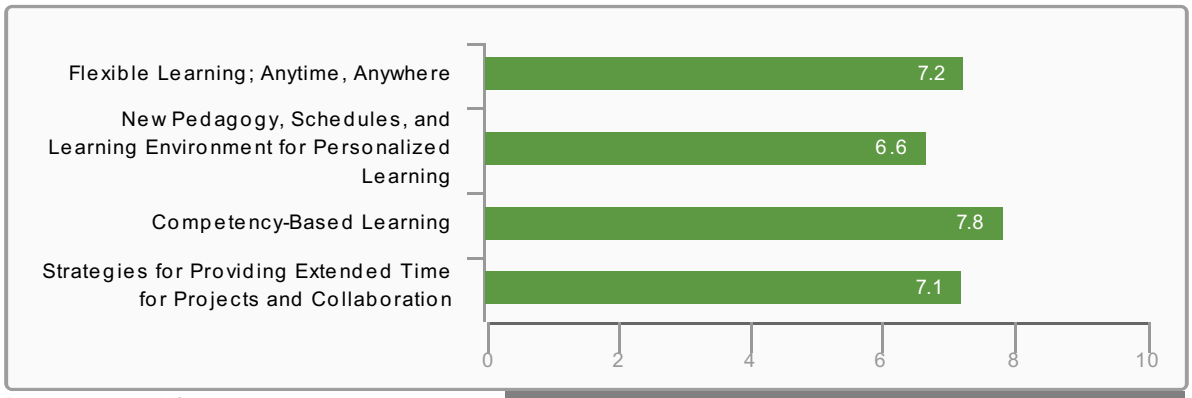
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Digital Learning Implementation in Use of Time



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

No/Low level of implementation	Moderate level of implementation	High level of implementation
0-3	4-7	8-10

Element Digital Readiness

5.2 of 10

Element Digital Implementation

7.2 of 10

Element: Flexible Learning; Anytime, Anywhere

By leveraging technology and media resources, online learning options are available for students at any time of day, from home, at school, and in the community. This enables students and teachers to use time innovatively, driven by student needs, interests, and preferences for learning. The key is flexibility and adaptability to meet the needs of the students.

Guiding Question 1: Offer Students Flexibility and Choice in Their Learning

To what extent has the school provided students with opportunities and choice in the use of technology for learning, including online classes, blended learning, media, digital content, asynchronous and synchronous learning, as well as face-to-face options?

FLEXIBILITY IN LEARNING

80% of **STUDENTS** say that at least **A FEW TIMES A WEEK** at school, there are open times where they can make decisions about how they spend their time to learn."

Overall, **SCHOOL ADMINISTRATORS** report that the following statement is **FALSE**: "Our schools operate on a bell schedule, with little flexibility."

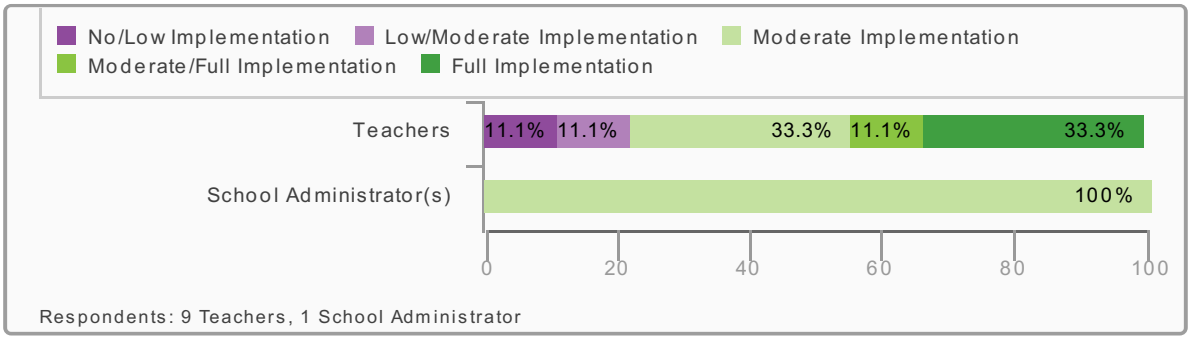
Respondents: 76 Students, 1 School Administrator

Guiding Question 2: Adaptable School Schedule

Has the school established a schedule that can be adapted to meet the needs of individual students?

Flexibility in Time and Schedules

Figure: The extent to which teachers and school administrators consider flexibility in time and schedules is implemented in this school.



Respondents: 9 Teachers, 1 School Administrator

Element: New Pedagogy, Schedules, and Learning Environment for Personalized Learning

Element Digital Readiness

6.0 of 10

Element Digital Implementation

6.6 of 10

To facilitate more personalized learning, educators work together to identify and validate new designs for personalized learning wherein the use of time is adaptable and flexible. Associated resources are made available to all students both synchronously and asynchronously to promote flexibility.

Guiding Question 1: Personal Learning Plans with Variability

To what extent have educators worked with all students to create a personal learning plan for each student that includes variability based on need and choice?

PERSONAL LEARNING PLANS WITH VARIABILITY

43% of **STUDENTS** say they have a personalized learning plan, which they worked on with their teacher.

32% of **PARENTS/GUARDIANS** report "My student and his/her teacher create a personal learning plan to meet my student's learning needs"

Overall, **SCHOOL ADMINISTRATORS** report this statement **IS REPRESENTATIVE** of their school: "Teachers in my school have worked with each of their students to create personal learning plans."

67% of **TEACHERS** say they work with each of their students to create a personal learning plan.

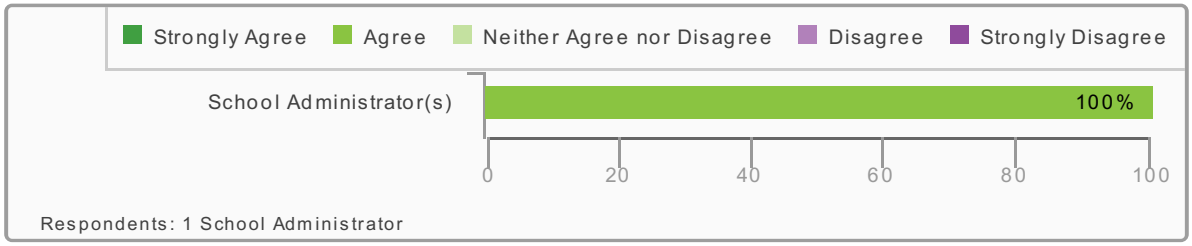
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Guiding Question 2: Professional Learning that Addresses Personalized Learning in the Classroom

To what extent has the school provided professional learning and an implementation plan for teachers that foster personalized learning, competency-based learning, flexible learning plans, while incorporating technology options.

Offering Teachers Professional Development on Personalized Learning for Students

Figure: The percentage of school administrators who agree that the district is providing teachers professional learning opportunities that empower them to personalize learning for their students.



Guiding Question 3: Learning Environments

To what extent has the school created a learning environment that enables personalized learning?

Features of the School's Digital Learning Environment

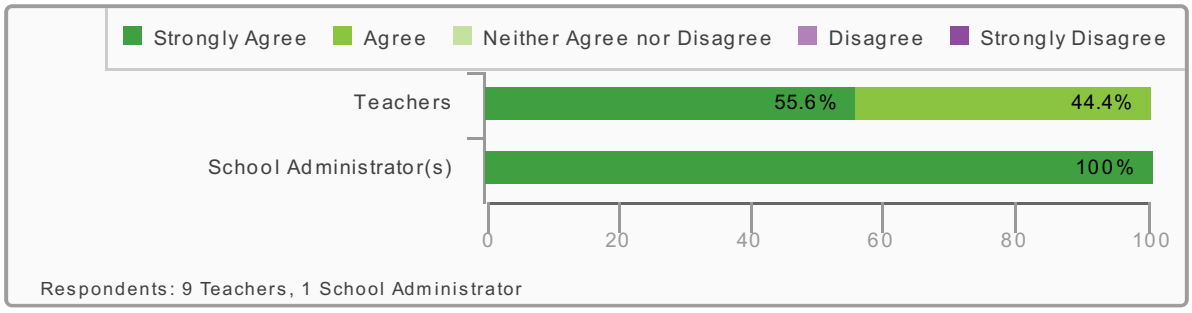
Table: The percentage of school administrators who indicated that the digital learning environment provided by the school for students and teachers includes that specific feature.

Item	Percent of Respondents
A web-based tool for students to access assignments and learning resources at school and at home (e.g., a web-based classroom space or learning management system)	100%
A method for students to submit and publish digital work online at school (e.g., shared network drive, online drop-box or locker)	100%
A method for students to submit and publish digital work online remotely (e.g., shared network drive, online drop-box or locker)	100%
Digital content and technology resources are available to personalize learning (e.g. e-versions of texts, instructional videos, teacher-made digital content, and open educational resources)	100%
Synchronous and/or asynchronous solution(s) for student-to-student and teacher-to student online collaboration (e.g., discussion threads, web conferencing, wikis, blogs)	100%
Off-site or after-hours access to the Internet (e.g., mobile devices, portable hot spots, free WI-FI access at public libraries and community centers, etc.)	0%
None of the above	0%

Respondents: 1 School Administrator

Access to the School's Digital Learning Environment

Figure: The percentage of teachers and school administrators who agree that their students have 24/7 access to the school's digital learning environment.



Element: Competency-Based Learning

Along with flexible schedules and as one facet of personalized learning, the pace of learning remains flexible, based on the needs of individual students and the challenges of complex, project-based work.

Element Digital Readiness

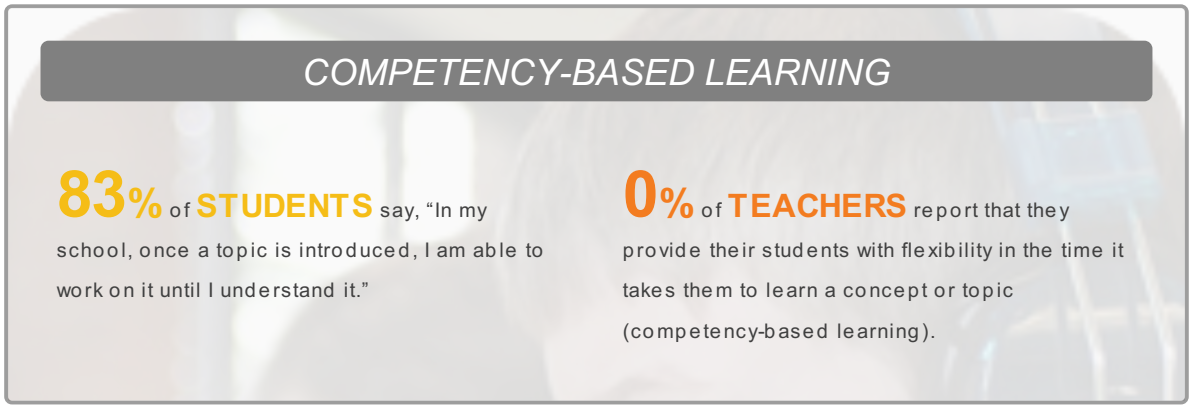
2.8 of 10

Element Digital Implementation

7.8 of 10

Guiding Question 1: Competency-Based Learning Implemented in School

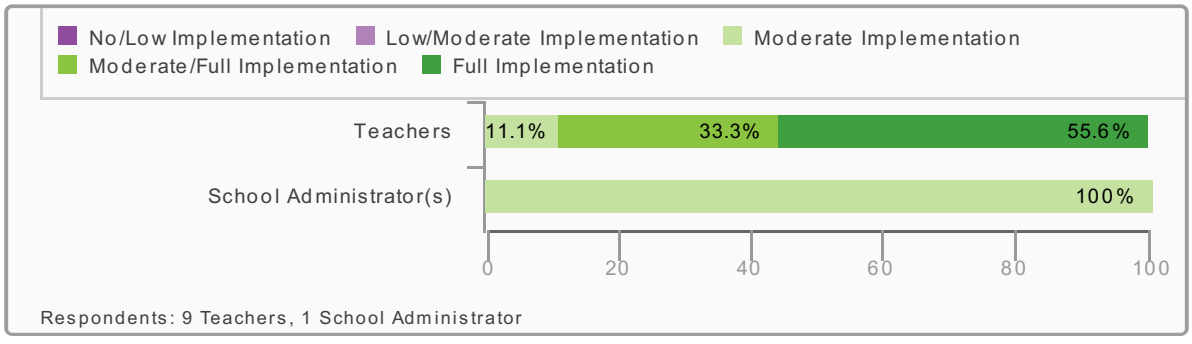
Has the school implemented competency-based learning as a key pedagogy for learning? If so, is there a school environment in place that supports competency-based learning (e.g., a system for the measurement of student achievement that accommodates time variability for mastery among students)?



Respondents: 76 Students, 9 Teachers

Measuring Progress Through Performance

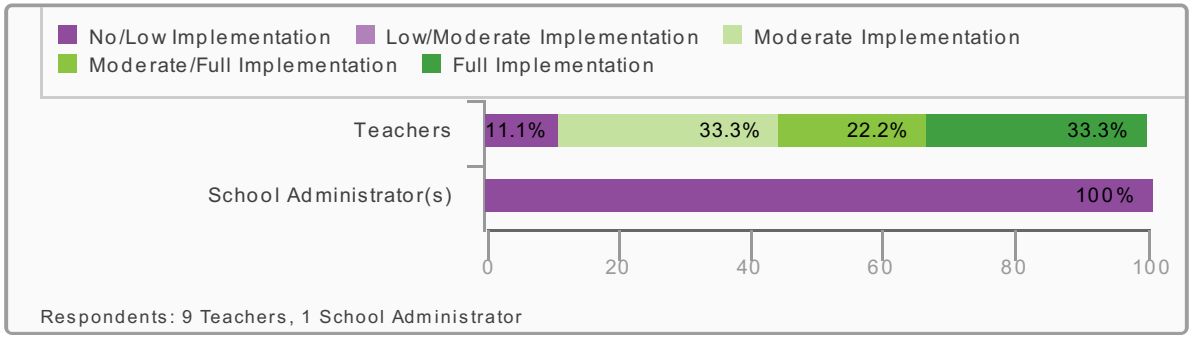
Figure: Teachers and school administrators report on the extent to which their school is measuring student progress by performance and competence, rather than attendance/seat time.



Respondents: 9 Teachers, 1 School Administrator

Instruction Accommodates Variability in Pace of Student Learning

Figure: Teachers and school administrators report on the extent to which their school accommodates competency-based learning through reorganized grade books, assessments, content management systems, schedules, staffing, etc.



Respondents: 9 Teachers, 1 School Administrator

Element Digital Readiness

7.2 of 10

Element Digital Implementation

7.1 of 10

Element: Strategies for Providing Extended Time for Projects and Collaboration

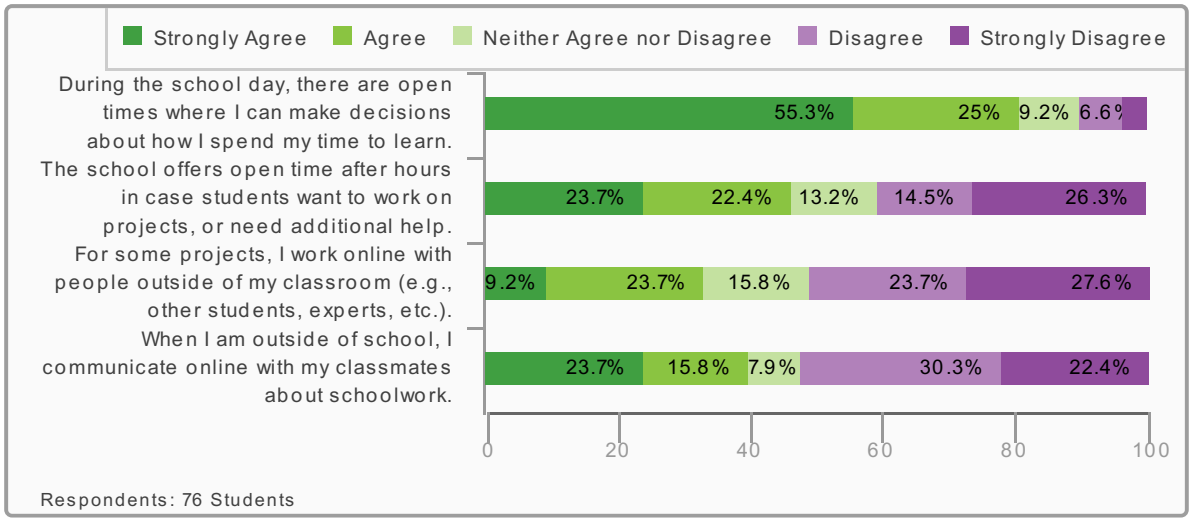
Rather than rigid schedules and short class periods, time allocations are flexible, allowing for extended work time for complex projects. Digital learning enables all students to productively use time during and beyond the school day; often repurposing what was previously homework time.

Guiding Question 1: Flexible Schedules and Collaborative Learning Spaces

Has the school established flexible schedule and/or alternative insturctional practices that include blocks of extended, open time and collaborative learning spaces where students can collaborate or work individually on projects?

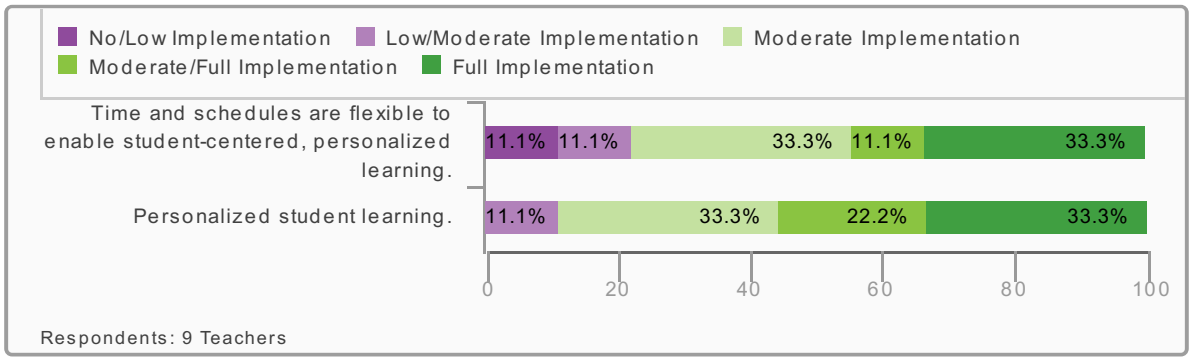
Instructional Practices that Extend Learning Time - Student Perspectives

Figure: The percentage of students who agree that each of the following strategies are practiced in their classrooms at least a few times a week.



Instructional Practices that Extend Learning Time – Teacher Perspectives

Figure: The level of implementation teachers report for this strategy in their schools.



Guiding Question 2: Do Educators Adjust Instruction to Meet Needs of Students

To what degree have educators in this school adjusted the use of instructional time depending on the scaffolding and support students require?

STUDENT AGENCY

89% TEACHERS report that students in their class(es) have a significant role in determining key aspects of their learning (e.g., what essential questions they investigate, how they use technology to learn, when they learn, with whom they learn, and when their projects are complete).

Overall, **TEACHERS** report they use social media (e.g., Facebook, Twitter, or Instagram) for instructional purposes in their classrooms **NEVER**.

Respondents: 9 Teachers

Gear Overview

Gear Digital Readiness

8.1 of 10

Gear Digital Implementation

7.7 of 10

Technology, Networks, and Hardware

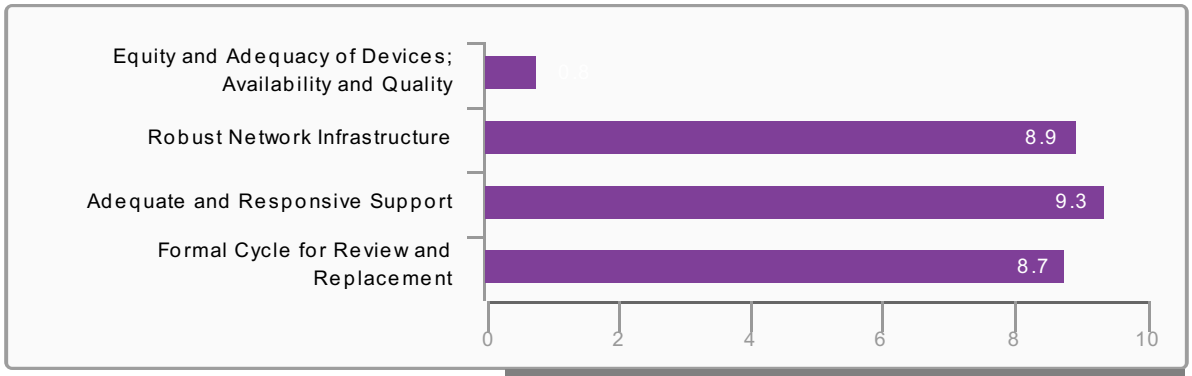
- Equity and Adequacy of Devices; Availability and Quality
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase learning opportunities and promote efficiency and effectiveness. Many such environments use universal design for learning (UDL) specifications to enable anytime, anywhere learning for all students. Instructional approaches are based on competency and mastery. Within these environments, caring adults ensure that each student succeeds. High quality, high-speed technology and infrastructure systems within a school district and in each school are essential, however, the learning needs of students drive all decisions related to technology.

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Technology, Networks, and Hardware



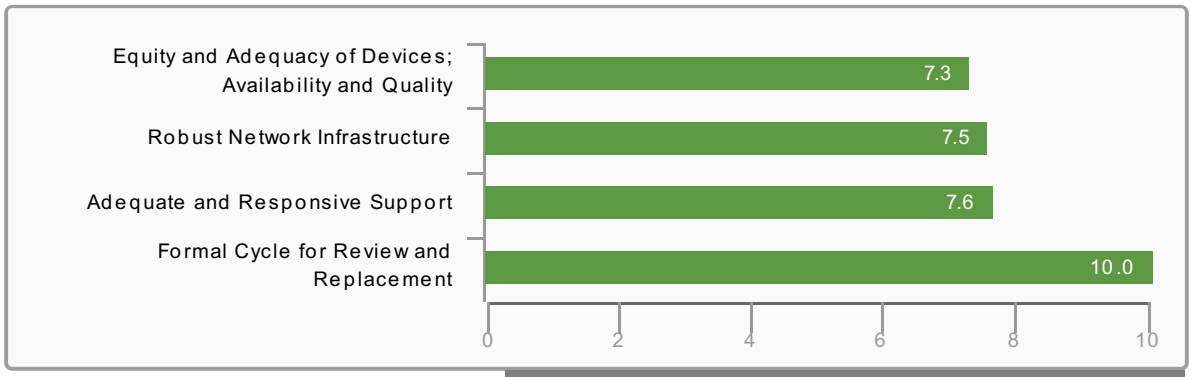
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Digital Learning Implementation in Technology, Networks, and Hardware



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

No/Low level of implementation	Moderate level of implementation	High level of implementation
0-3	4-7	8-10

Element Digital Readiness

0.8 of 10

Element Digital Implementation

7.3 of 10

Element: Equity and Adequacy of Devices; Availability and Quality

The school has adopted diverse, creative, and environmentally sound options to ensure that appropriate Internet-ready technology devices are available to all students to support learning at any time. In all cases, the driver for change is the district vision for digital learning. Decisions regarding the purchase of devices are a collaborative process involving representation from curriculum, instruction, assessment, information technology, and business groups. In some cases, schools will achieve equitable access through a 1:1 program, through a "bring your own device" (BYOD) program, or a blended environment. Equitable access is 24/7 and often accomplished through school-community partnerships.

Guiding Question 1: Equitable access

Do all students have equitable access to high-speed Internet-connected devices in all of their classes? What level and quality (high-speed and reliable) of access is currently available for students and staff?

Research Tip: Learning Advantages to 1:1 Mobile Learning 24/7

The key advantage to 1:1 (student to device) is the 24/7 access this provides students with a device for learning. The student sets up the mobile device with favorite apps, contacts, and websites. It is through this device that students access their school's learning environment with all the learning resources, assignments, digital content, teacher and classmate connections, and data, now available 24/7. It becomes a critical component of their learning, always at the ready.

1:1 ACCESS TO DEVICES FOR STUDENTS

SCHOOL ADMINISTRATORS report **1:1 ACCESS** in their school.

IT COORDINATORS classify this school as **NOT YET AT 1:1**.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

1:1 STUDENT-TO-DEVICE PROGRAMS

IT COORDINATORS say the school **HAS A 1:1** student-to-device program in at least some classrooms/grade levels.

According to the device inventory from NJTRAx PARCC Readiness, the **RATIO OF STUDENTS-TO-DEVICES** in this school is **0.6:1**.

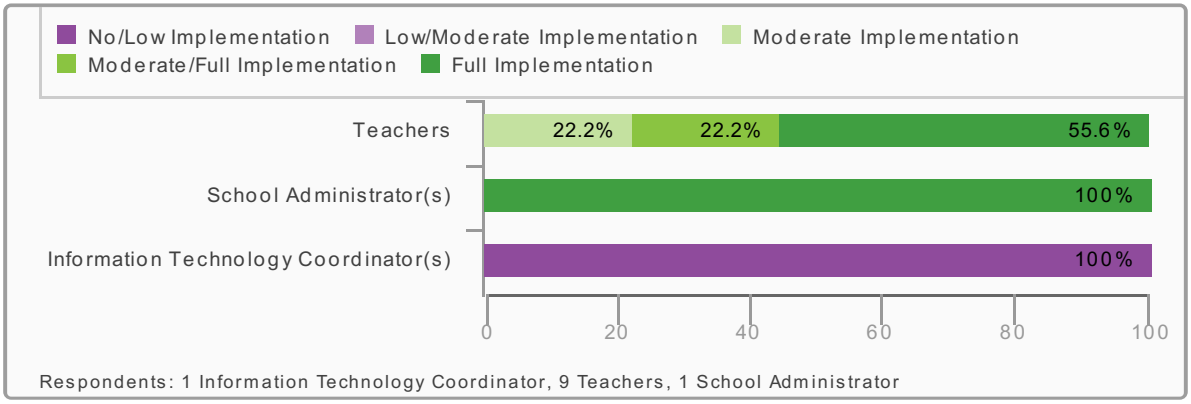
Respondents: 1 Information Technology Coordinator

Research Tip: Learning in 2:1 or 3:1 (student to device ratio)

When the student-to-device ratio has not yet reached 1:1, the impact of technology in learning can still be very positive; it just isn't yet fully personalized for the student, nor 24/7.

Equitable Access to Technology for Learning

Figure: A comparison of the responses from the teachers, school administrators, and information technology coordinators on the extent to which students have access to up-to-date devices that would allow them to communicate, create, and collaborate effectively in their learning.



Respondents: 1 Information Technology Coordinator, 9 Teachers, 1 School Administrator

Type of Student Devices for Learning in School

Figure: The percentage of students who indicated they had the following types of access to devices in school.

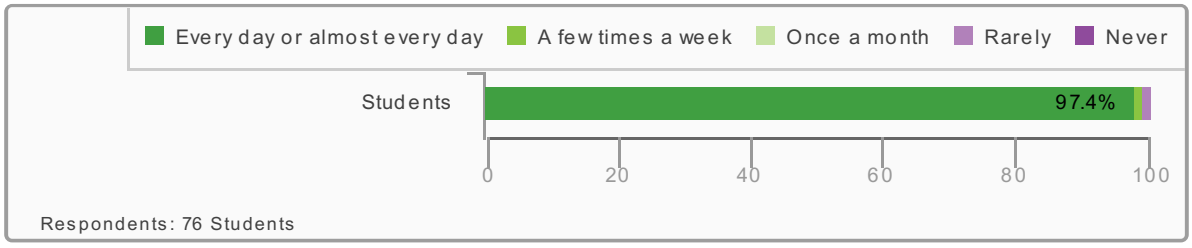
Item	Percent of Respondents
My school provides me with a personal digital device for the year.	98.7%
I bring my own digital device(s) to school to use for learning.	3.9%
I use a mixture of digital devices, depending on which class I am attending.	6.6%
I use computers in the school lab.	11.8%
None of the above.	1.3%

Respondents: 76 Students

Respondents: 1 Information Technology Coordinator

Frequency of Student Use of Technology for Learning

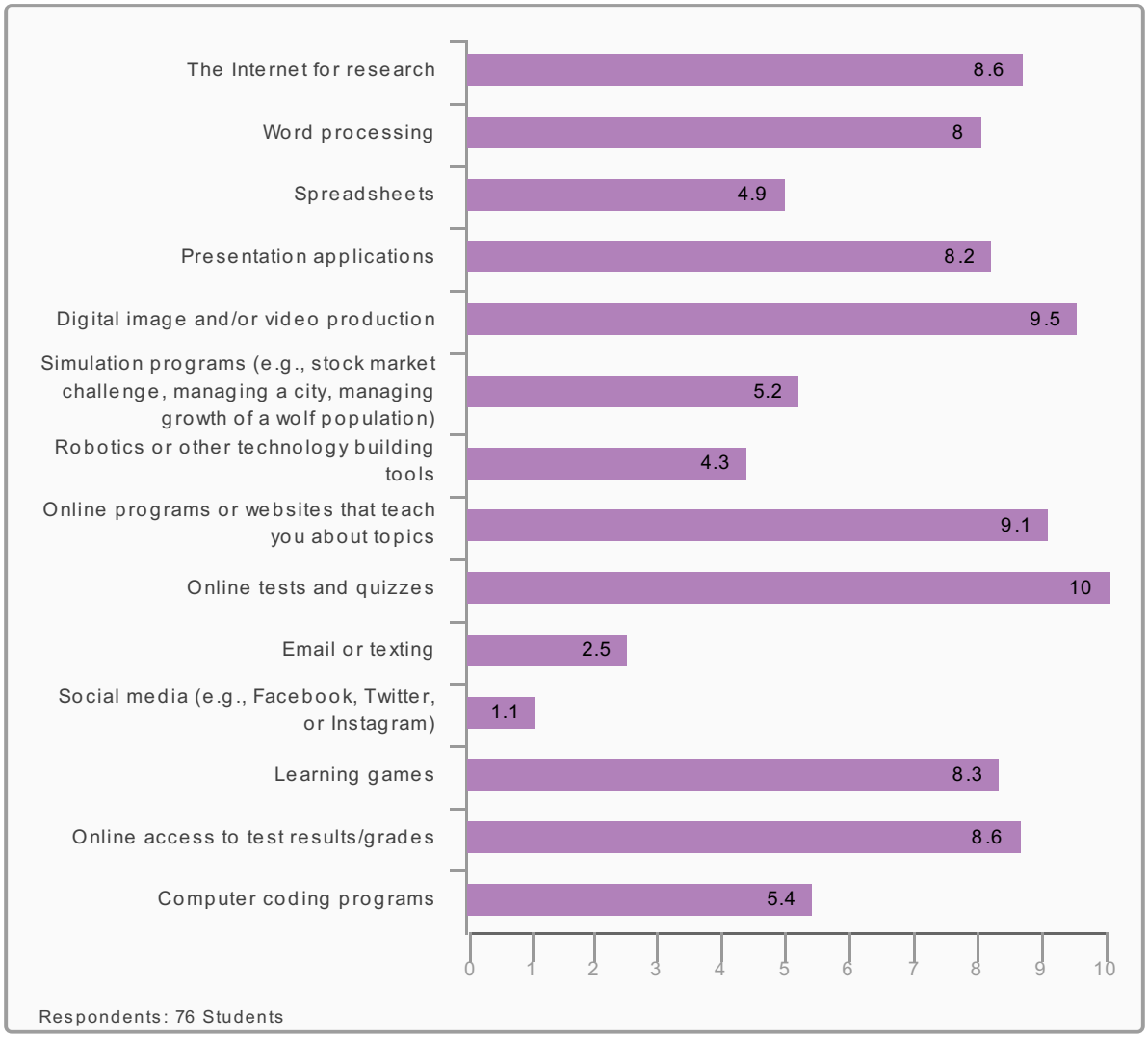
Figure: The frequency with which students say they learn with technology



Type of Student Technology Use

Figure: Students average use of various technology applications in school.

Scale: 0=Never, 1-3=Rarely, 4-5=Once a month, 6-7=A few times a week, 8-10= Every day.



HOME DEVICE

The **IT COORDINATORS** report that the school **DOES** allow students (at least at some grade levels) to take school-provided devices home?

94% of **PARENT/GUARDIANS** report that an Internet-connected computer/device used by their student at home is provided by the **FAMILY**.

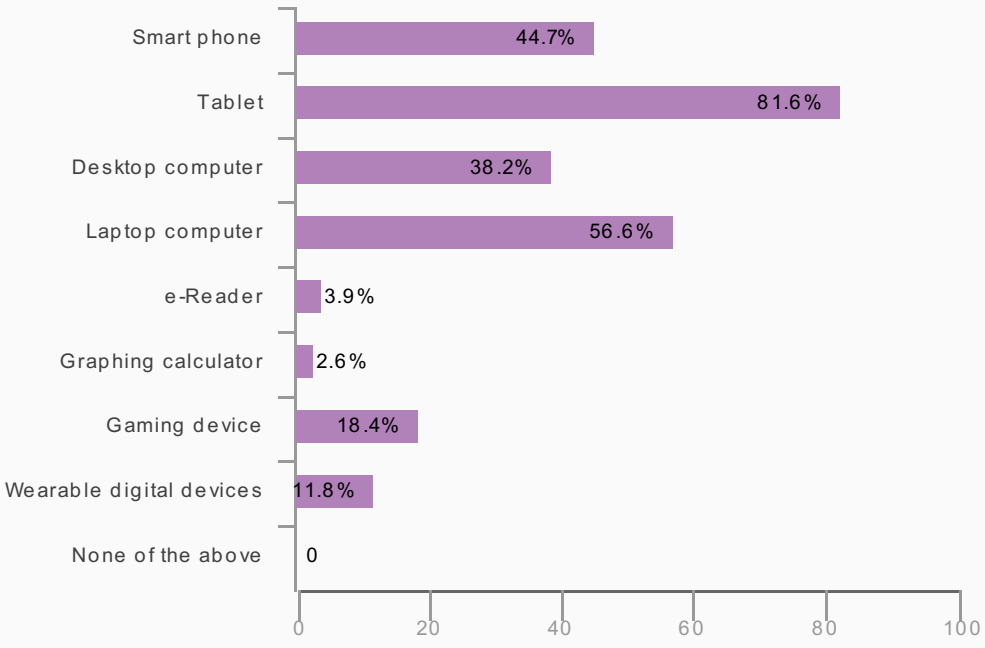
79% of **STUDENTS** say they use a computer or digital device in their learning out of school.

And **88%** say an Internet-connected computer/device is provided by the **SCHOOL**.

Respondents: 76 Students, 1 Information Technology Coordinator, 34 Parents/Guardians

Type of Student Devices for Learning at Home

Figure: The percentage of students who indicated that they had the following types of access to devices at home



Respondents: 76 Students

Guiding Question 2: Clear, Collaborative Device Selection Process

Is the decision making approach for device selection clearly articulated, collaborative, and aligned to the curricular and instructional goals, whether it is 1:1, BYOD, or other?

IMPACT OF SCHOOL PLANNING ON DIGITAL LEARNING

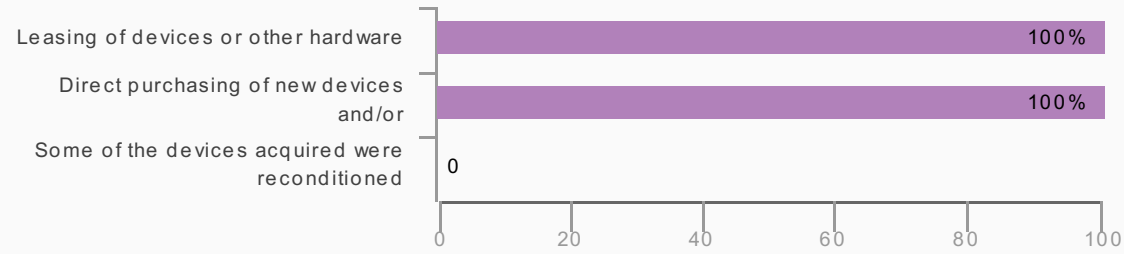
Overall, **SCHOOL ADMINISTRATORS** report that the district/school's annual academic planning process **INFORMS AND GUIDES** the budgetary decisions related to digital learning, technology, and infrastructure.

Overall, **IT COORDINATORS** report that technology budgets **(no results for answer values)** guided by academic planning.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

Acquisition Strategies

Figure: The percentage of information technology coordinators who indicated their schools used the device acquisition strategies listed.



Respondents: 1 Information Technology Coordinator

Element Digital Readiness

8.9 of 10

Element Digital Implementation

7.5 of 10

Element: Robust Network Infrastructure

A robust, environmentally sound infrastructure with high speed Internet bandwidth serves all schools. Teams monitor usage and identify and remedy possible bottlenecks prior to detrimental impacts on teaching and learning. Administrative processes and procedures are developed to maintain, operate, update, and govern the network. The infrastructure includes access to a digital learning platform that includes: a content management system (CMS); a learning management system (LMS); a referatory (i.e., database that refers user to appropriate sources) for apps, software, and other services aligned to the curriculum; a communication system; collaboration tools; and online and embedded assessments; etc. This platform ensures ready and consistent access to tools, resources, and communications for teaching, learning, assessment, and administration. The school community collaboratively designs, communicates, and implements responsible use policies with students and staff. Meanwhile, the network design follows these policies (e.g., filtering, redundancy, etc.). The infrastructure adequately serves various programs for students and staff, including 1:1 and BYOD, often by portioning the network to accommodate guest access. Funding for the infrastructure is consistent, driven by instructional needs in the district's strategic plan. As policies are developed to guide the design and use of the network, there is strict coherence between law and enacted policy.

Guiding Question 1: Infrastructure

Is Internet access high speed, and is the network infrastructure responsive to the learning needs of students and staff?

NETWORK AND INTERNET SPEED AND RELIABILITY

QUESTION: Is the school's network and the Internet consistently fast and reliable?

When **IT COORDINATORS** were asked, their most frequent response was that they **CONSIDER** access to the school's network and the Internet to be consistently fast and reliable.

59% of **STUDENTS** say **YES** to the question.

And, **78%** of **TEACHERS** say **YES** in response to the question.

Respondents: 76 Students, 1 Information Technology Coordinator, 9 Teachers

ACCESS TO INTERNET BANDWIDTH

Overall, **IT COORDINATORS** say the school **HAS COMMITTED** to meeting the national standard for bandwidth.

The bandwidth per student in this school is **1325** kbps. (Calculation based on data from NJTRAx Tech Readiness).

The **NATIONAL STANDARD** for bandwidth for 2016 is at least 100 Kbps per student/staff connection.

Overall, **SCHOOL ADMINISTRATORS** say this school has **SUFFICIENT** Internet bandwidth to the meet learning needs of students.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

ADJUSTMENTS DUE TO DIGITAL LEARNING LOAD

The **IT COORDINATORS REGULARLY ADJUST** traffic and/or network configurations based on a review of the data on instructional and administrative traffic.

As digital learning needs increase, the **IT COORDINATORS**, say network functions **HAVE** had to be restricted (e.g., downloading or streaming video, uploading video, emailing large attachments, etc.).

Respondents: 1 Information Technology Coordinator

Current Network Services/Functions

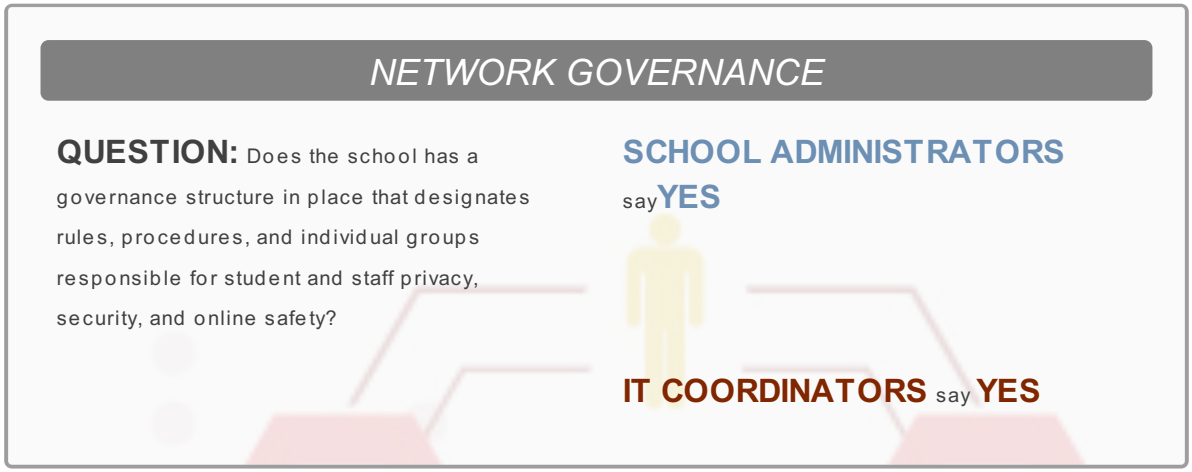
Figure: The percentage of information technology coordinators who indicated the school has these services/functions in place.

Item	Percent of Respondents
District as Internet Service Provider (ISP) for my school	100%
High speed Internet across integrated network	100%
Guest access to the network	100%
Cloud solutions and services	100%
Device management/digital asset solution	100%
Heat map of buildings for Wi-Fi planning	100%
Filtering system	100%
Leveraging E-Rate	100%
Automated system performance analysis	100%
Integrated infrastructure to meet demands district wide	100%
Software as service (SaaS) (Licensing a service that is hosted by a 3rd party)	0%
None of the above	0%

Respondents: 1 Information Technology Coordinator

Guiding Question 2: Network Maintenance

Is the network proactively maintained and updated? Are there established decision-making processes for establishing network-related policies?



Respondents: 1 Information Technology Coordinator, 1 School Administrator

Element: Adequate and Responsive Support

Element Digital Readiness

9.3 of 10

Element Digital Implementation

7.6 of 10

The technical assistance provided within the schools is characterized by a positive service orientation, supporting the learning needs of students and educators. The maintenance, operations, and management of the systems is ongoing, with users notified when updates or regularly scheduled maintenance are scheduled. This system quickly and efficiently meets all staff and students' technical assistance needs in the schools. It is increasingly proactive in providing resources, coaching, and just-in-time instruction that prepares teachers and students to troubleshoot basic maintenance issues as they occur. Ultimately, this reduces the need for external support during the instructional day.

INSTRUCTIONAL AND TECHNICAL SUPPORT

99% of **STUDENTS** say that Internet problems are usually fixed within 24 hours.

89% of **TEACHERS** say that Internet problems are usually fixed within 24 hours.

On average, the **SCHOOL ADMINISTRATORS** say that the district/school **PROVIDES** instructional support to all staff on using technology to empower students to learn (e.g., coaching, vetted digital content, classroom management, collaborative exchanges, lesson design and modeling, etc.).

On average, the **IT COORDINATORS** say that **STUDENTS ARE** trained to handle simple technical assistance tasks.

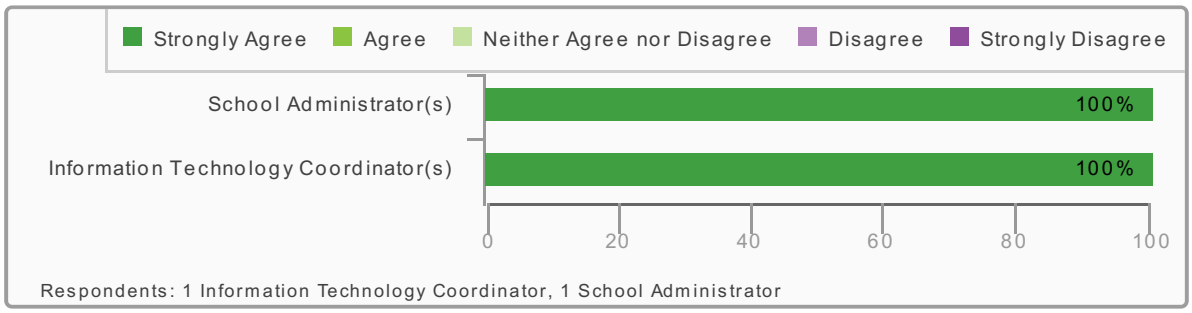
Respondents: 76 Students, 1 Information Technology Coordinator, 9 Teachers, 1 School Administrator

Guiding Question 1: Emphasis on Student Learning Needs

Are the learning needs of students and educators adequately supported? How responsive is the technical assistance team? To what extent does the team have a customer service orientation?

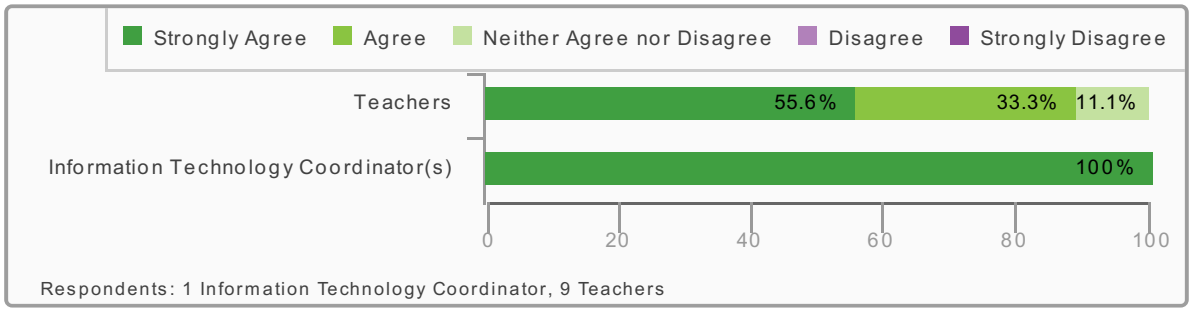
Instructional Support

Figure: The percentage of school administrators and information technology coordinators who agree or strongly agree with the statement, "Our district/school provides instructional support to all staff on using technology to empower students to learn (e.g., coaching, vetted digital content, classroom management, collaborative exchanges, lesson design and modeling, etc.)."



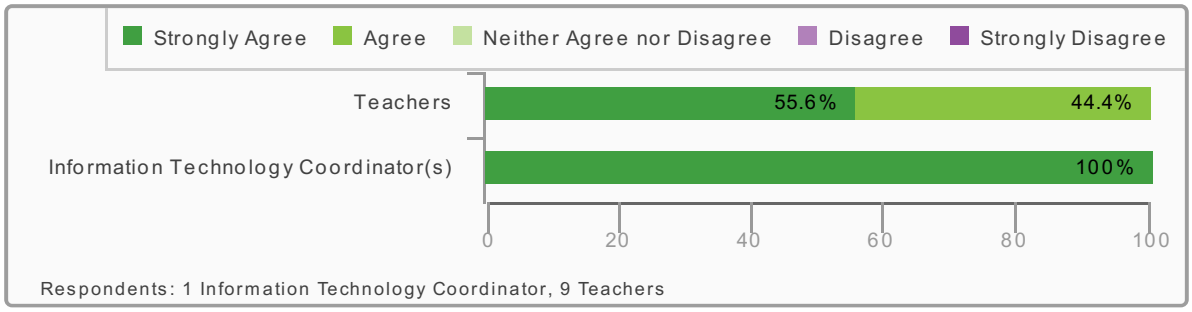
Timeliness of Technical Support for Internet Issues

Figure: The percentage of teachers and information technology coordinators who agree or strongly agree with the statement: "Problems with the Internet are usually fixed within 24 hours."



Timeliness of Technical Support for Hardware Issues

Figure: The percentage of teachers and information technology coordinators who agree or strongly agree with the statement: "Reported problems with computers/devices are acknowledged within 24 hours."

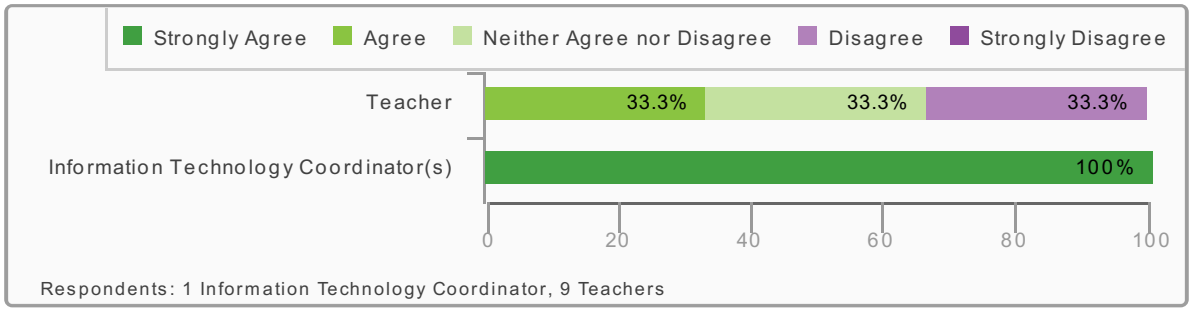


Guiding Question 2: Staff and Student Training

To what extent are staff and students trained and given access required to handle simple maintenance and troubleshooting in order to reduce interruptions to instructional time?

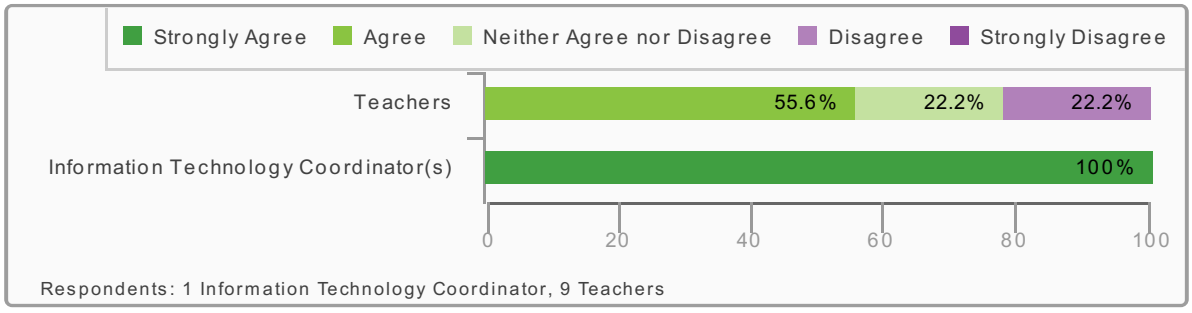
Students Trained to Troubleshoot

Figure: The percentage of teachers and information technology coordinators who agree or strongly agree with the statement: "In our school students are trained to handle simple technical assistance tasks."



Staff Trained to Troubleshoot

Figure: The percentage of teachers and information technology coordinators who agree or strongly agree with the statement: "Staff are trained to handle simple technical issues."



Element: Formal Cycle for Review and Replacement

There is a formal cycle for review, upgrades, and/or replacement; teams continuously monitor technologies (e.g., software, hardware, and infrastructure) for needed upgrades, purchases, and, when called for, sunsetting of technologies. The latter is done in a timely, environmentally appropriate, and proactive manner.

Element Digital Readiness

8.7 of 10

Element Digital Implementation

10.0 of 10

Guiding Question 1: Replacement Cycle

Is there a formal process and/or cycle for hardware and software upgrades and/or replacements? Is the process environmentally sound? Is the cycle supported fiscally? Are there dedicated funds in the annual maintenance and operations budget?

STAYING CURRENT WITH TECHNOLOGY CYCLES

According to **IT COORDINATORS**:

This school **HAS** a well-maintained, up-to-date inventory of all devices, hardware, and peripherals.

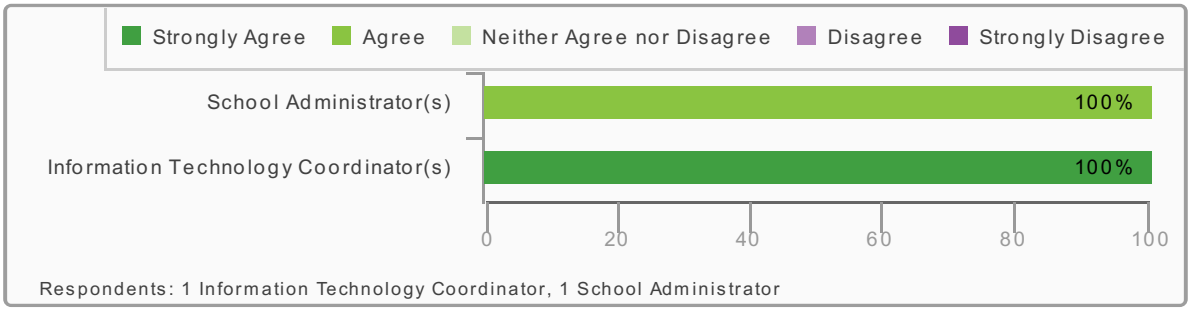
Cycles for updating and replacing devices, hardware, and networks **ARE FINANCIALLY SUPPORTED** in this school/district through line items in the annual maintenance and operations budget.

Processes for updating and replacing devices, hardware, and networks in this school **ARE ENVIRONMENTALLY RESPONSIBLE**.

Respondents: 1 Information Technology Coordinator

Staying Current with Technology Cycles

Figure: The percentage of school administrators and information technology coordinators who agree with the following statement: "Our district/school has a system for analyzing total cost of ownership (TCO) (i.e., direct and indirect costs) across the life cycle of the technology. This system is used to plan and to project upgrade and replacement cycles."



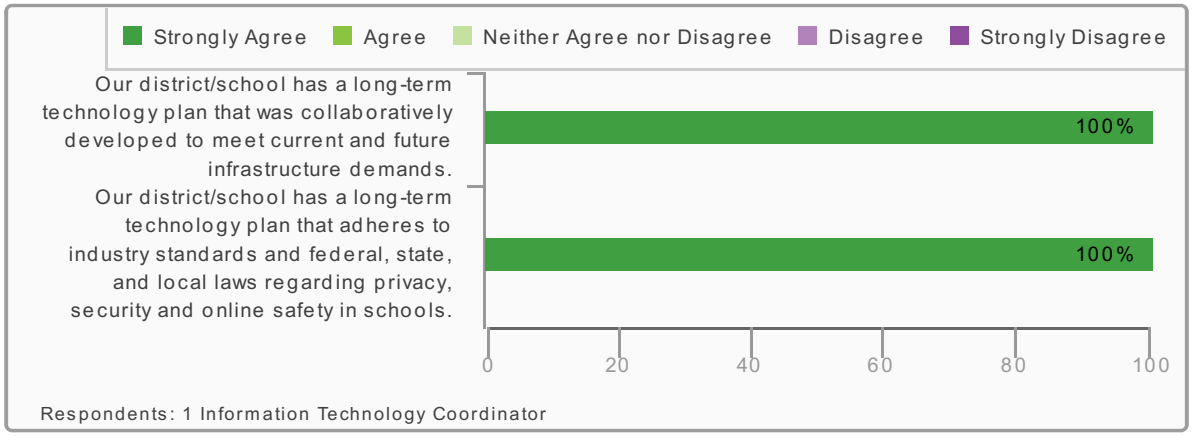
Respondents: 1 Information Technology Coordinator, 1 School Administrator

Guiding Question 2: Long-Range Plans

What are the long-range plans to upgrade existing network and hardware to meet the future educational demands?

Long-Range Plans to Meet Future Technology Needs

Figure: Information technology coordinators indicate their agreement with the following statements as representative of their school.



Gear Overview

Data and Privacy

Gear Digital Readiness

8.1 of 10

Gear Digital Implementation

7.0 of 10

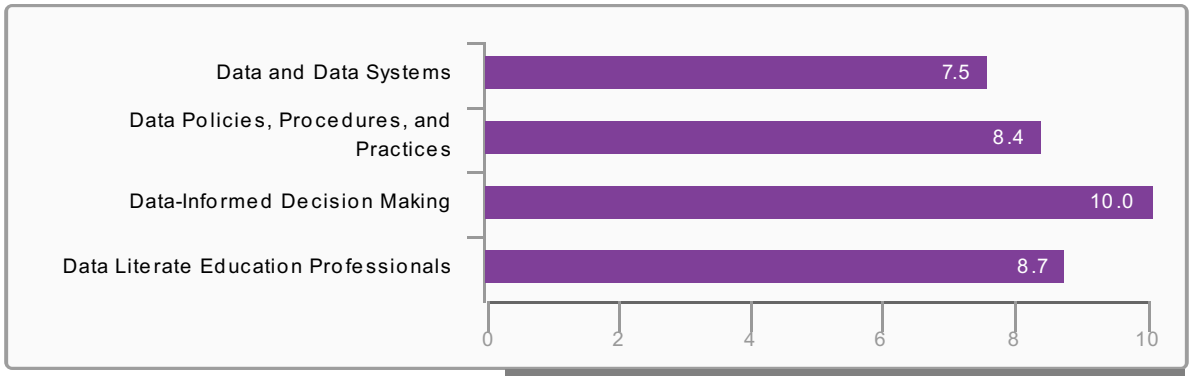
- Data and Data Systems
- Data Policies, Procedures, and Practices
- Data-Informed Decision Making
- Data Literate Education Professionals

Data, privacy, and security are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, organize, and access data to improve the effectiveness and efficiency of learning. The district ensures that sound data, privacy, and security policies, procedures, and practices are in place and adhered to at the district, school, classroom, and student levels. The district and school based policies and procedures on the guidelines from New Jersey statutes include the Family Educational Rights and Privacy Act (FERPA), the Child Internet Protection Act (CIPA), and the Children's Online Privacy Protection Act (COPPA).

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Data and Privacy



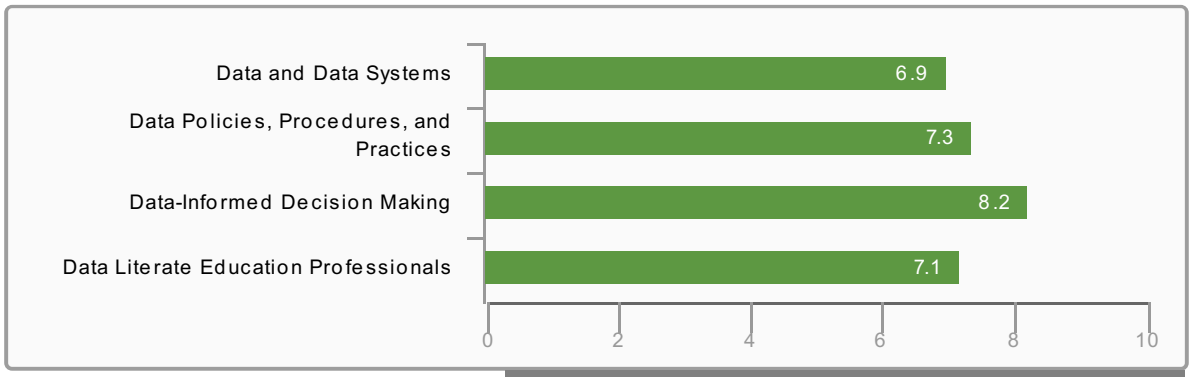
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Digital Learning Implementation in Data and Privacy



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

No/Low level of implementation	Moderate level of implementation	High level of implementation
0-3	4-7	8-10

Element: Data and Data Systems

To facilitate data-informed decision making, appropriate data are readily available, easily comprehensible, and useful for supporting the decision making processes. The data are available at any time, on any desktop, and from any location; made available through real-time access to data dashboards, data analytics, and data warehouses.

Element Digital Readiness

7.5 of 10

Element Digital Implementation

6.9 of 10

Guiding Question 1: Comprehensive Data System

To what extent has the school established a data system that integrates a student information system, data analytics, and an on-demand data reporting system with the classroom digital learning environment; where authorized users (e.g., students, teachers, administrators, parents/guardians) have access to diagnostic, summative, and formative data as well as student records?

DIGITAL DATA SYSTEM

The **SCHOOL ADMINISTRATORS** say that the teachers in this school **HAVE ACCESS** to a digital environment that enables them to access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.

The **IT COORDINATORS** report that the teachers in this school **HAVE ACCESS** to a digital environment that enables them to access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

Guiding Question 2: Integrated Data Dashboard for Educators

Do all educators have access to a comprehensive data dashboard that integrates student records with student diagnostic, formative, and summative data?

INTEGRATED DATA DASHBOARD

67% of **TEACHERS** say they have access to a digital environment in their school through which they access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.

The **IT COORDINATORS** says the district/school's information systems **ARE INTEGRATED** across instructional, administrative, and business systems.

Respondents: 1 Information Technology Coordinator, 9 Teachers

Element: Data Policies, Procedures, and Practices

Element Digital Readiness

8.4 of 10

Element Digital Implementation

7.3 of 10

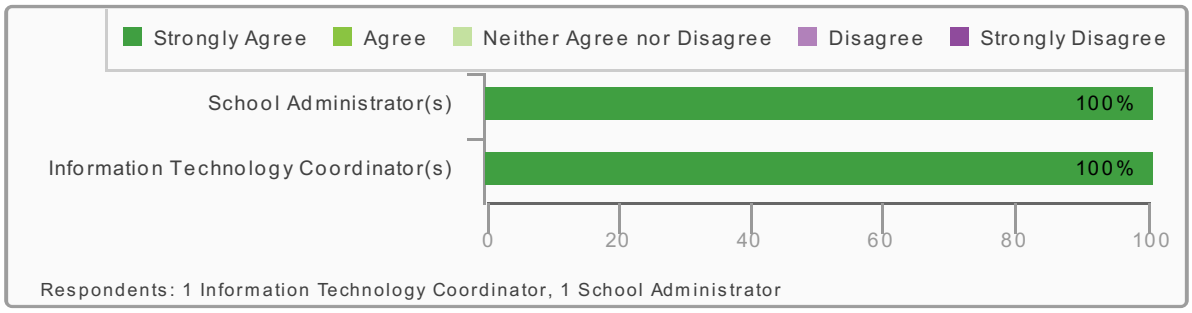
Using the Family Educational Rights and Privacy Act (FERPA), the Child Internet Protection Act (CIPA), and the Children's Online Privacy Protection Act (COPPA) as the basis, the district has up-to-date policies, procedures, and practices that address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet. Such policies, procedures, and practices address the collecting, storing, analyzing, reporting, exchanging, and archiving of data; as well as the usage of data, the Internet, and technology by all students and education professionals in the course of teaching, learning, communication, and the management of school services.

Guiding Question 1: Protocols for Data Collection, Retrieval, and Storage/Archiving

Has the school established a review process at the school that provides guidelines and review prior to any collecting, storing, analyzing, reporting, exchanging, and archiving of data by school personnel? Is the process evaluated and adjusted as needed?

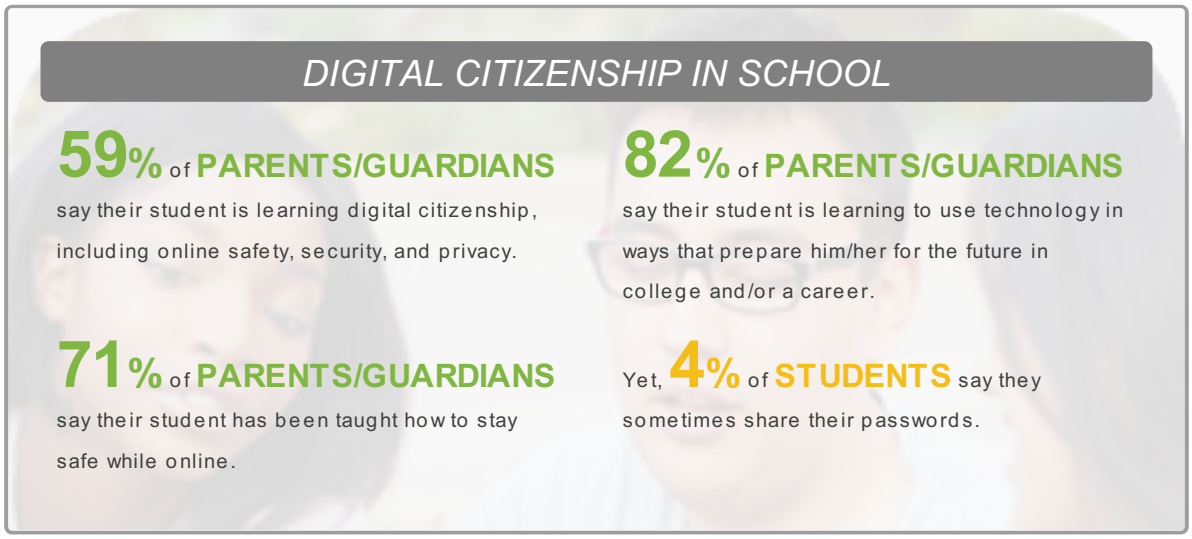
Governance Regarding Data Collection

Figure: The extent to which school administrators and information technology coordinators agree that the district/school has established protocols and review processes prior to any collecting, storing, analyzing, reporting, exchanging, or archiving of data by district or school personnel.



Guiding Question 2: Building Digital Citizenship in Students

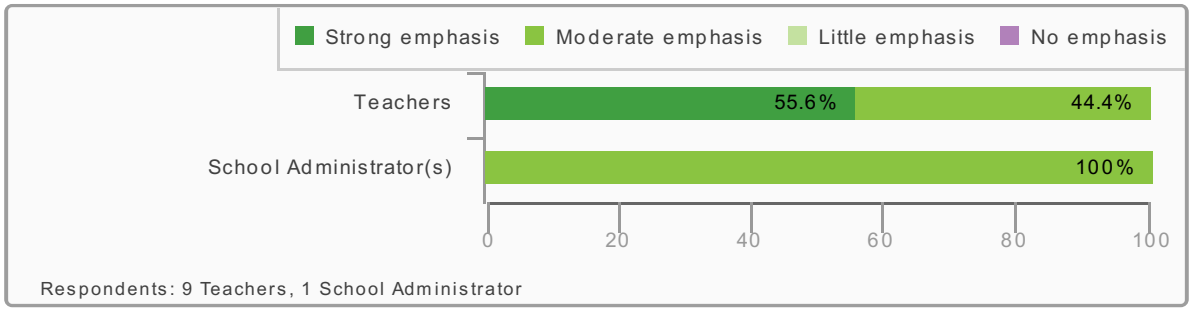
To what extent are educators explicitly building digital citizenship with their students to ensure student safety, security, and privacy? Are students practicing good habits online that will keep them safe and secure, and will maintain their privacy? Does the school have an up-to-date plan in place for parental/guardian involvement in these efforts? To what extent does the plan provide materials and training to help parents/guardians work with their children's academic achievement?



Respondents: 76 Students, 34 Parents/Guardians

Emphasis on Digital Citizenship in School

Figure: The level of emphasis the teachers and school administrators say is placed on digital citizenship in this school.



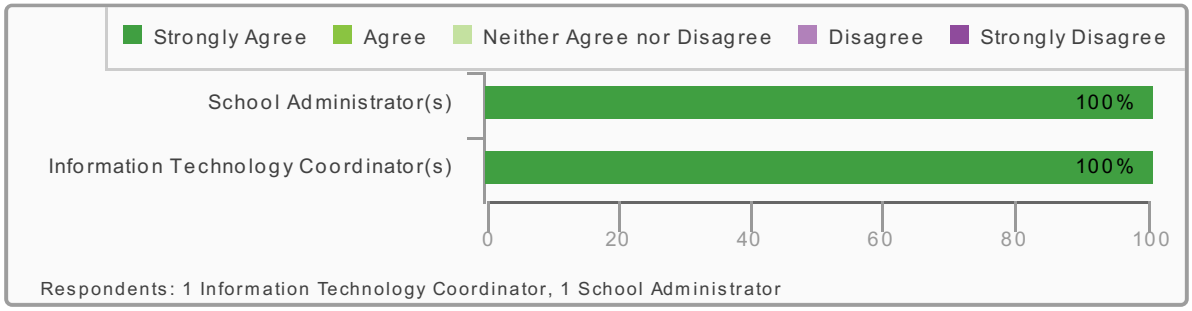
Respondents: 9 Teachers, 1 School Administrator

Guiding Question 3: Checklists and Guidelines to Protect Student Data and Ensure Privacy

Has the school established guidelines and a review process for teachers who are using apps, websites, blended learning and other uses that require student Internet access regarding data privacy and security for the possibility of student data generated and stored by third parties? (Implies teachers are familiar with statutes.)

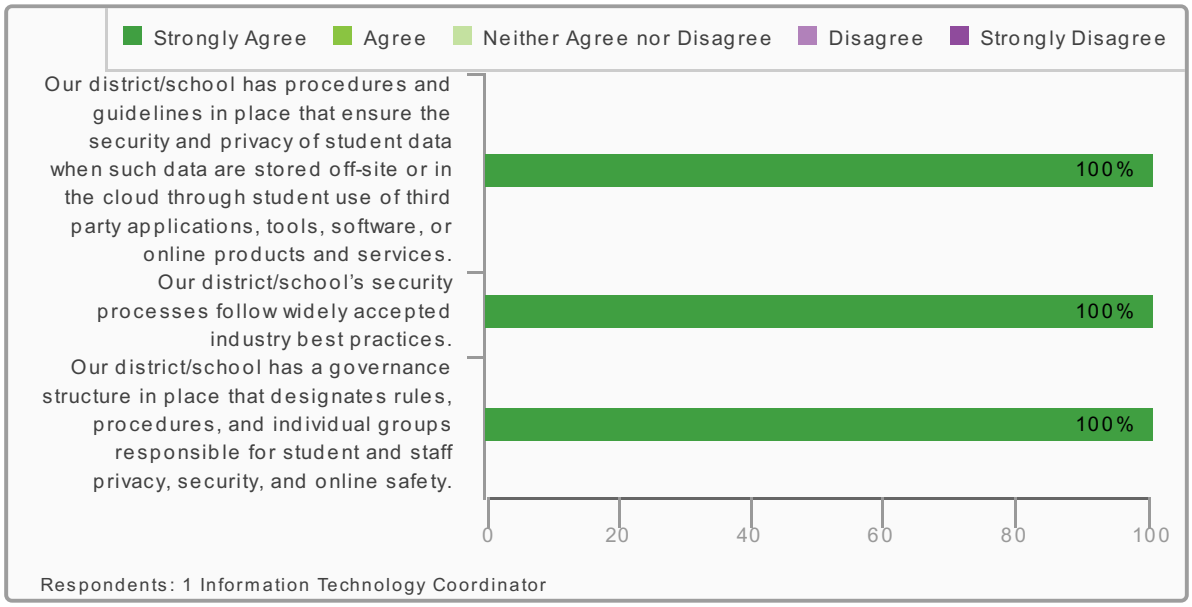
Network Privacy and Security

Figure: The extent to which school administrators and information technology coordinators agree that network privacy and security procedures are monitored and strictly enforced in this school.



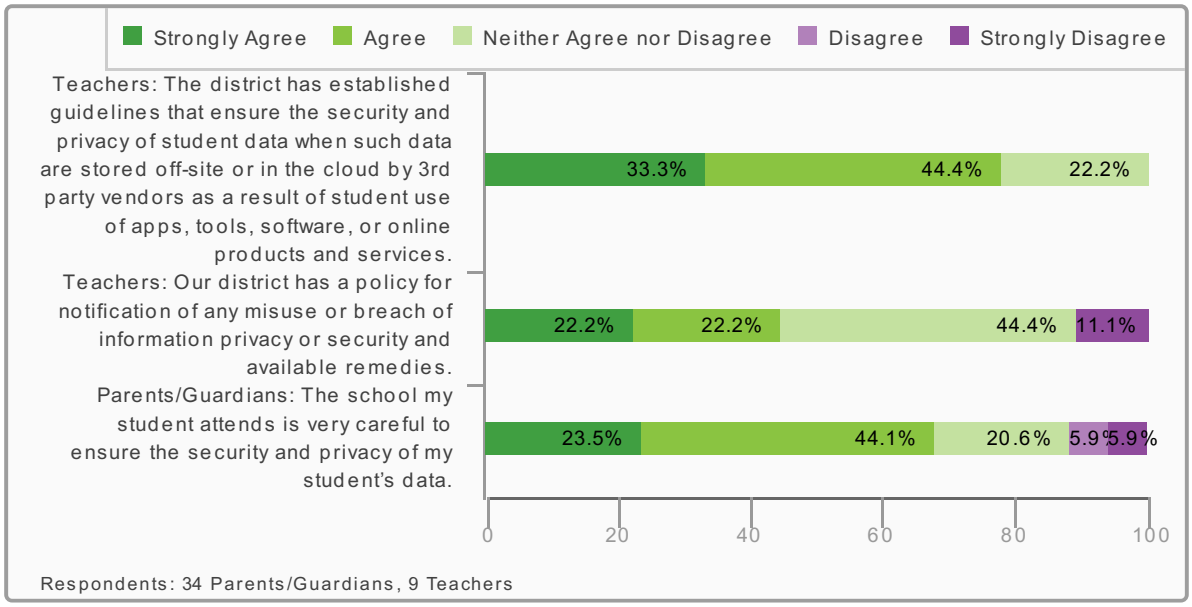
Security and Privacy Procedures

Figure: The extent to which the information technology coordinators agree that the following statements accurately describe their school's procedures.



Teachers and Parents/Guardians Perceptions of Student Data Security

Figure: The extent to which teachers and parents/guardians agree that the following statements accurately describe the school's procedures on privacy and security.



Element Digital Readiness

10.0 of 10

Element Digital Implementation

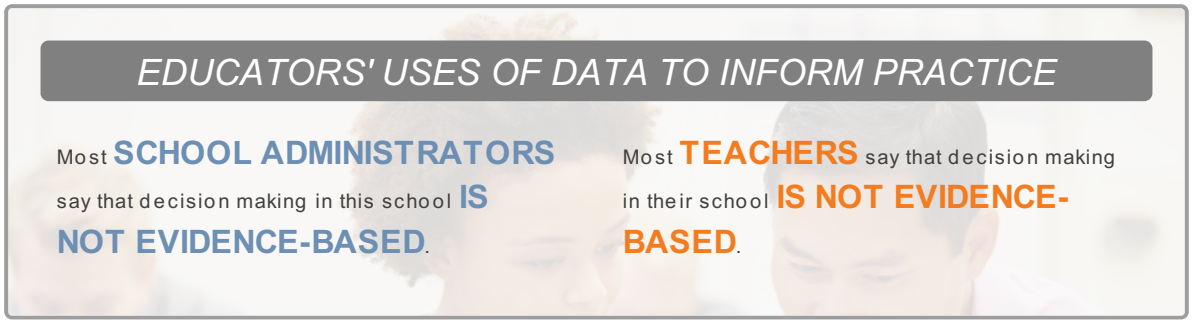
8.2 of 10

Element: Data-Informed Decision Making

The use of formative and summative assessment data is part of the school culture, with administrators, teachers and, perhaps most importantly, all students actively using this data to improve learning. Assessment is not viewed as punitive, but rather as part of the teaching and learning process. There is an expectation in the school that data will inform all teaching and learning practices and decisions. This is modeled at all levels of the school system, from administration to the students themselves.

Guiding Question 1: High Expectations for Data-Informed Decision Making

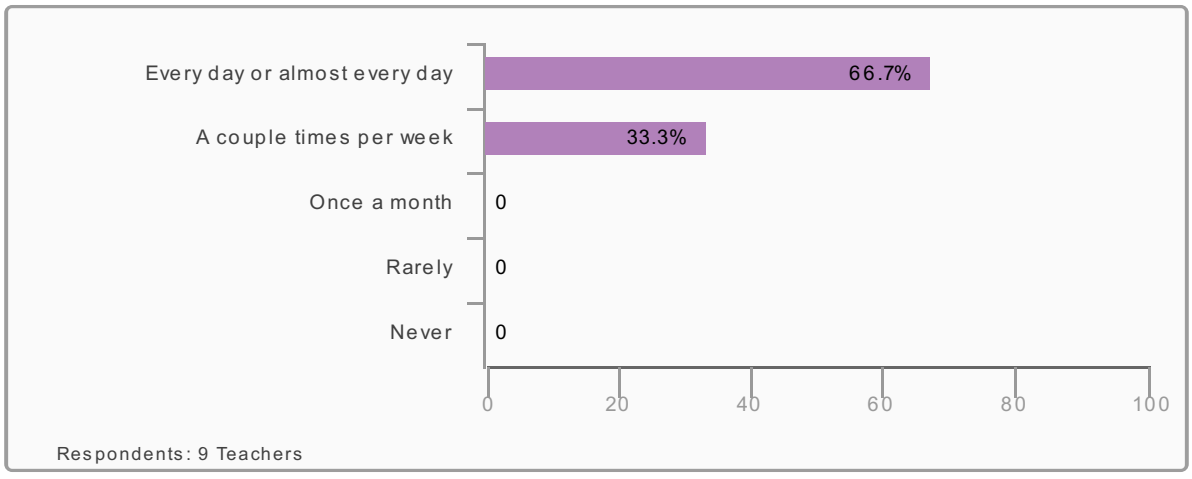
Has the school established a data culture that sets high expectations for data-informed decisions by staff and students (e.g., expect decisions will be based on research, logic, and evidence; expect that data will be accurate and reliable; expect that research will be from reliable sources and cited, expect use of data from multiple sources, etc.)?



Respondents: 9 Teachers, 1 School Administrator

Frequency of Teacher Uses of Data to Monitor Student Progress

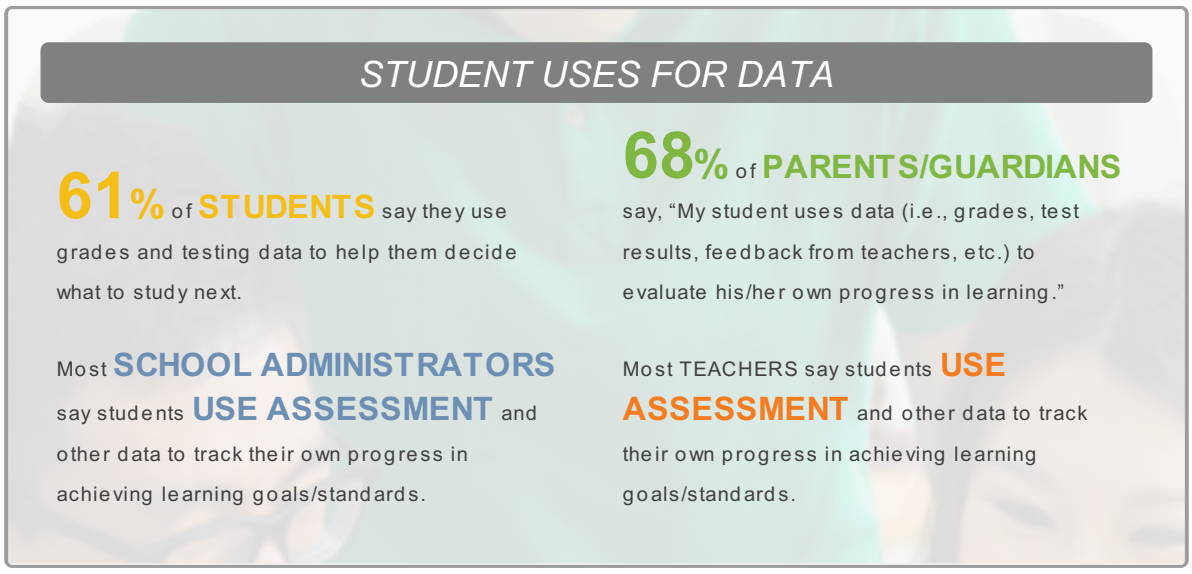
Figure: The teachers' perceptions as to how often they use data to monitor their students' progress toward established learning goals.



Respondents: 9 Teachers

Guiding Question 2: Capacity of Students to Access and Use Data

Do students have the skills and motivation to access the data that are digitally accessible to them; and then use that data to monitor their own progress, adjusting their actions accordingly?



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Element Digital Readiness

8.7 of 10

Element Digital Implementation

7.1 of 10

Element: Data Literate Education Professionals

Educators in the system are data literate, understanding the use and potential misuse of data in the teaching and learning process. They are informed about and adhere to district policies on data privacy and security. They also ensure that their students are knowledgeable and informed about data privacy and security, and that all students are good stewards of their own data. The school district provides professional learning opportunities in data literacy, and supports all education professionals technically and instructionally in their use of data for learning.

Guiding Question 1: Updates on Laws for Educators

Has the school provided educators with professional learning and periodic updates on federal and state laws on data, privacy, and security related to students?

TEACHER KNOWLEDGE ON DATA POLICY

SCHOOL ADMINISTRATORS say that the district **OFFERS** a series of professional learning opportunities on data literacy. Topics include legal and ethical responsibility in ensuring data accuracy, privacy, and security; data-informed decision-making; etc.

56% of **TEACHERS** say they are up-to-date on federal and state laws on privacy and security of student data.

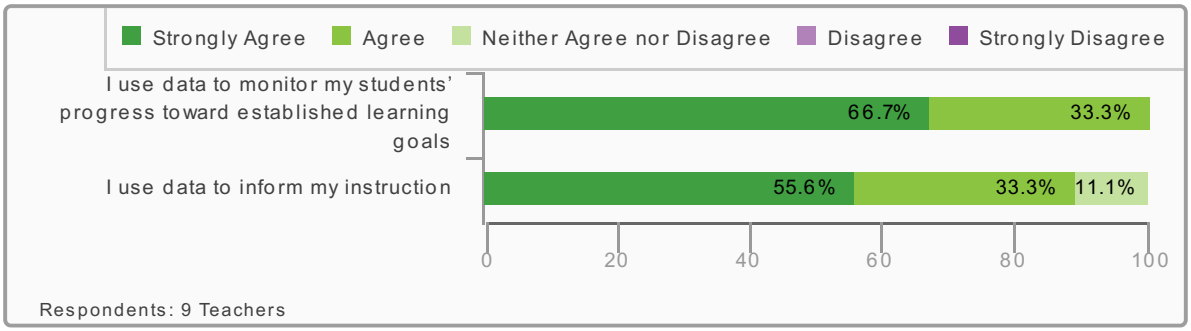
Respondents: 9 Teachers, 1 School Administrator

Guiding Question 2: Educator Capacity to Use Data

Do educators have the capacity (access and skill) to use data from multiple sources to inform instructional, curricular, and assessment decisions?

Educator Capacity to Use Data to Inform Instruction

Figure: Teachers indicate whether they use data to target instruction, monitor progress, and inform their instruction.



Respondents: 9 Teachers

Gear Overview

Gear Digital Readiness

7.7 of 10

Community Partnerships

Gear Digital Implementation

6.0 of 10

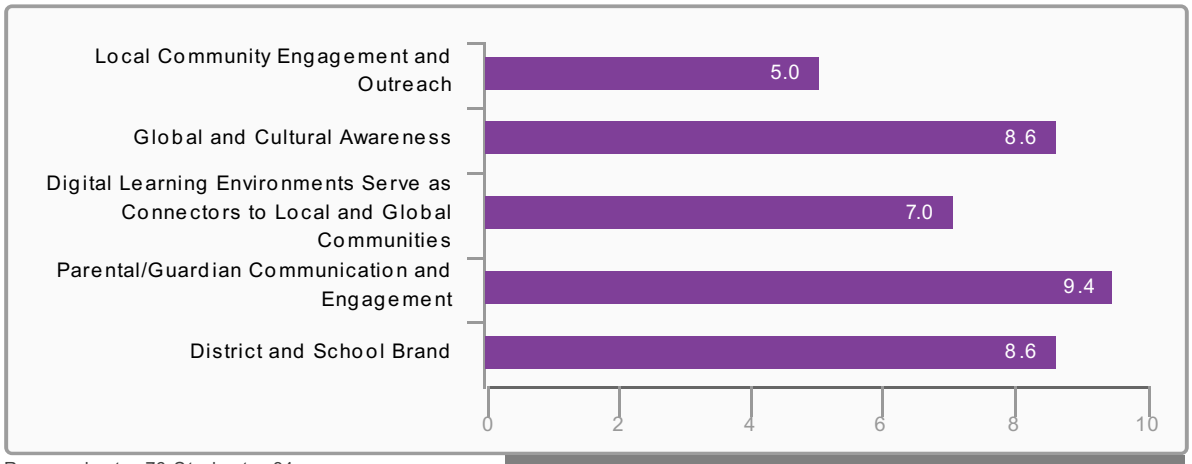
- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments Serve as Connectors to Local and Global Communities
- Parental/Guardian Communication and Engagement
- District and School Brand

Community partnerships include the formal and informal connections with local and global communities. Such partnerships take the form of collaborative projects, establishing relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Community Partnerships



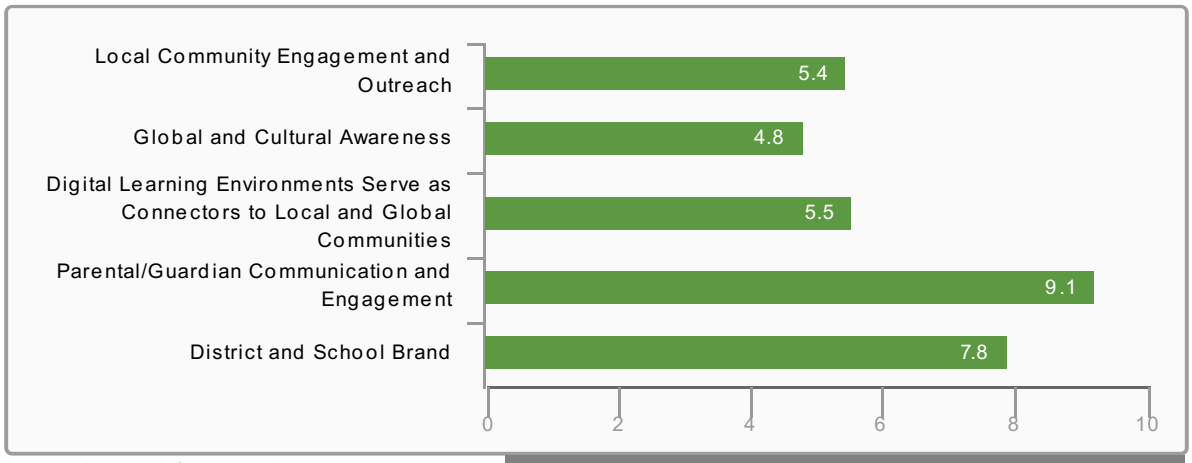
Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Digital Learning Implementation in Community Partnerships



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

No/Low level of implementation	Moderate level of implementation	High level of implementation
0-3	4-7	8-10

Element Digital Readiness

5.0 of 10

Element Digital Implementation

5.4 of 10

Element: Local Community Engagement and Outreach

The school serves as a hub of the local community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, museums, and other public spaces; (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, authentic projects, and the use of community-based experts and resources, etc.; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; and (4) coordinate afterschool programs, including collaboration with the school and students' teachers. The result is a school culture of collaboration, innovation, and empowerment.

Guiding Question 1: Community Connections that Bring Relevance to Student Learning

To what extent does the school provide opportunities for students to bring relevance to learning and/or the curriculum through community connections?

SCHOOL AS HUB OF COMMUNITY

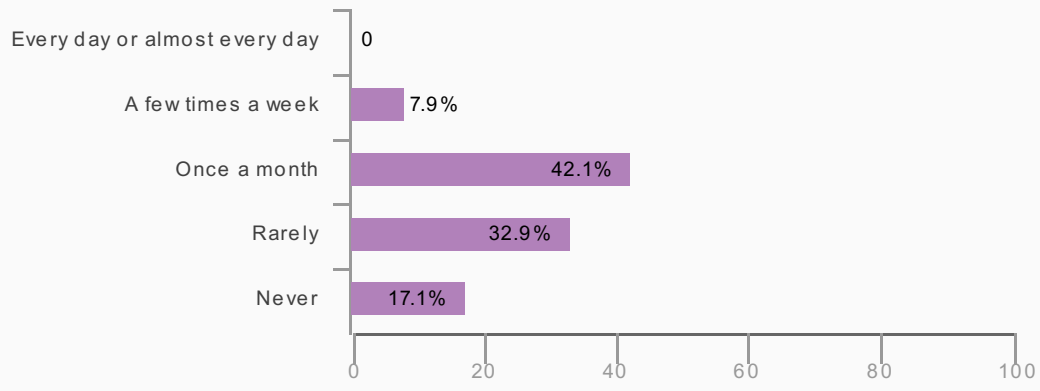
SCHOOL ADMINISTRATORS REPORT:

"Our school's implementation of activities that enable us to serve as a hub of the community and actively involve the community in achieving the school's learning goals is at **MODERATELY IMPLEMENTED**.

Respondents: 1 School Administrator

Students Interact Online With Local Community

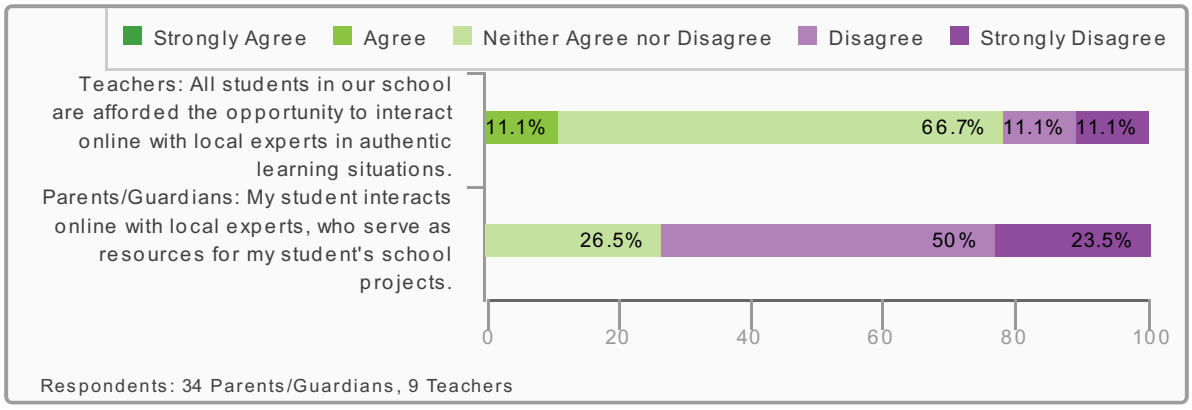
Figure: Percentage of students who report on the frequency of their interactions online with local community members as part of class projects.



Respondents: 76 Students

Authentic Learning Through Interactions With Local Community

Figure: Percentage of teachers and parents/guardians reporting on the extent to which they agree with statements about how their school is affording students the opportunity to interact online with local experts in authentic learning situations.

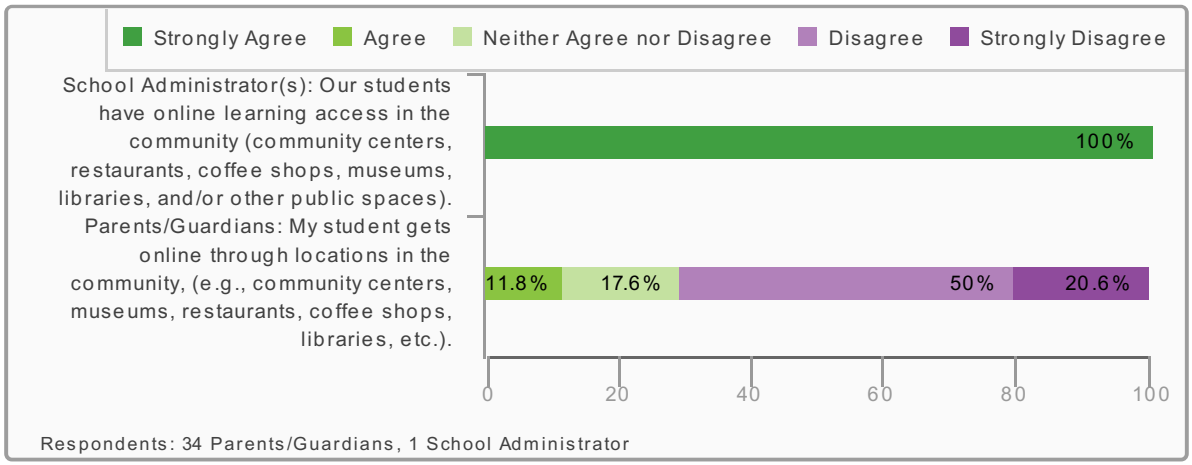


Guiding Question 2: Out-of-School Programs

To what extent does the school provide opportunities for students to engage in out-of-school learning programs, informal learning, and extended learning opportunities after school that involve the community?

Students Online Through Community Locations

Figure: Percentage of school administrators and parents/guardians who agree that students from their school get online through locations in the community, (e.g., community centers, museums, restaurants, coffee shops, libraries, etc.).



Element Digital Readiness

8.6 of 10

Element Digital Implementation

4.8 of 10

Element: Global and Cultural Awareness

The community partnerships extend and deepen all students' knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable all students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of their locale. The school builds the capacity of all students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

Guiding Question 1: Student Interactions with Community and Cultures that Facilitate Appreciation of Diversity

To what extent do all students have the opportunity to connect and interact in social and professional contexts that reflect both peer-group and adult activities within the other cultures and communities? Are the students' interactions with peers or members of other communities and cultures orchestrated to use appropriate etiquette in verbal and non-verbal communications, as it helps students recognize, appreciate, learn about, and celebrate diversity?

LEARNING FROM NEW CULTURES AND COMMUNITIES

Question: Do students in this school have opportunities to gain new appreciations, knowledge, and understandings about cultures and communities other than their own through online communications and digital projects?

26% of **PARENTS/GUARDIANS** say **YES**, their student is afforded these opportunities.

67% of **TEACHERS** say **YES**, students in their classrooms are afforded such opportunities.

SCHOOL ADMINISTRATORS AGREE that students in this school are afforded such opportunities.

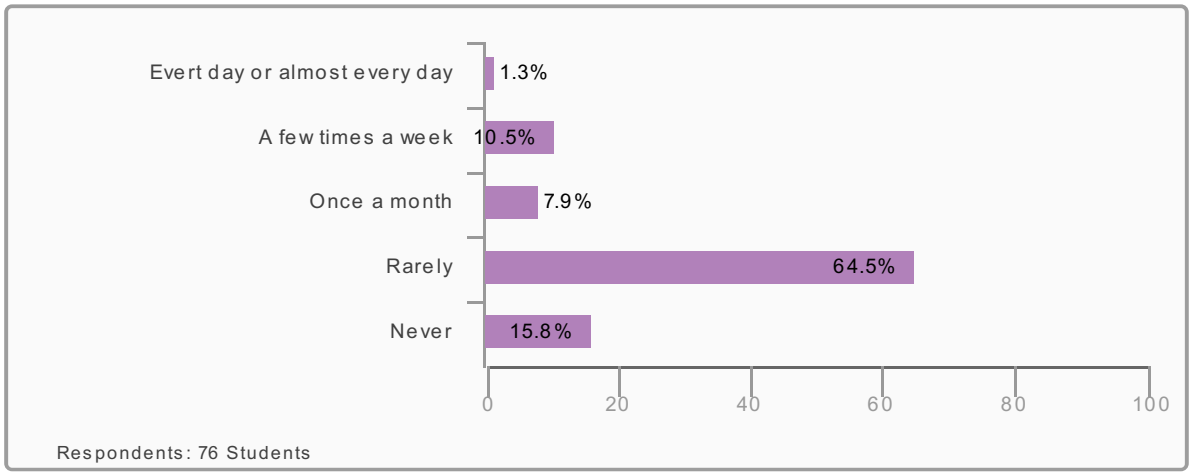
Respondents: 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Guiding Question 2: Students Develop Skills to Interact Online With Other Cultures and Communities

Do all students leave the school with the skills necessary to interact successfully with other communities and cultures online, in meaningful ways connected to the curricular efforts?

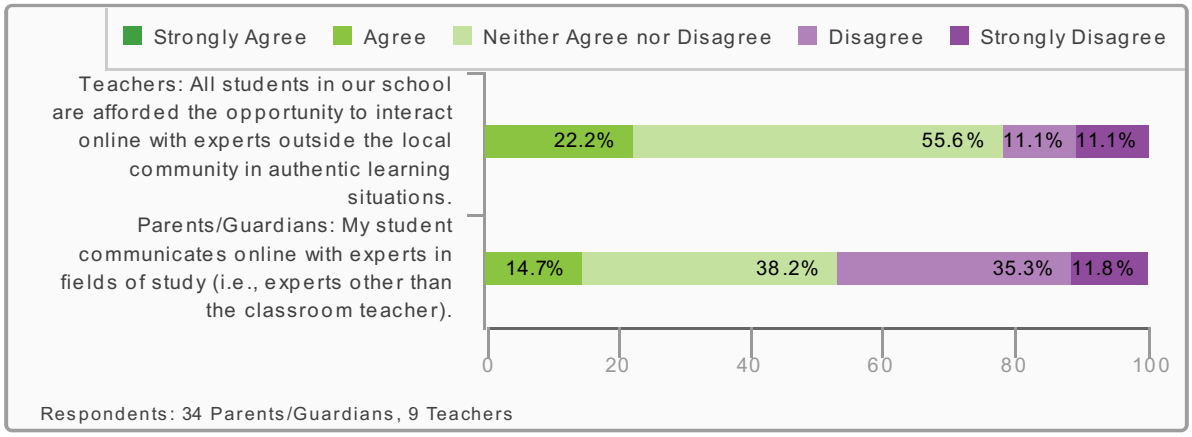
Students Connect with Other Cultures and Communities

Figure: Percentage of students who report on the frequencies of their connections online with students from other cultures and communities as a part of class projects.



Opportunity to Interact Online with Experts Outside the Local Community

Figure: Percentage of teachers and parents/guardians who agree that students in their school are afforded the opportunity to interact online with experts outside the local community, in authentic learning situations.



Element: Digital Learning Environments Serve as Connectors to Local and Global Communities

Element Digital Readiness

7.0 of 10

Element Digital Implementation

5.5 of 10

The school district has established a digital learning environment that offers all students access to e-communication, resource libraries, file exchanges, and Web tools; which facilitate interactions among peers and between teachers, parents/guardians, and all students in school and beyond. District leaders facilitate digital citizenship and student responsibility for the development and structure of online communities to ensure online safety and security. The school forms partnerships that promote affordable, community-based access to devices and the Internet for students.

Guiding Question 1: Digital Learning Environment Enables Students to Interact with Community

Has the school provided a digital learning environment for students that empowers them to interact ethically and appropriately with local and global communities?

MEMBERSHIPS TO GLOBAL EDUCATION NETWORKS

SCHOOL ADMINISTRATORS AGREE with this statement:

This district/school purchases memberships for approved global education networks where teachers can engage their students in projects with other schools locally and globally.

Respondents: 1 School Administrator

There are times when a school's filtering system can serve as a barrier to students' and teachers' access to communities outside the school. Take a look at what students and teachers say about your school on this topic.

INTERNET FILTERING SYSTEM

16% of **STUDENTS** say that the school's filtering system is too strict. It often blocks websites that they need for learning.

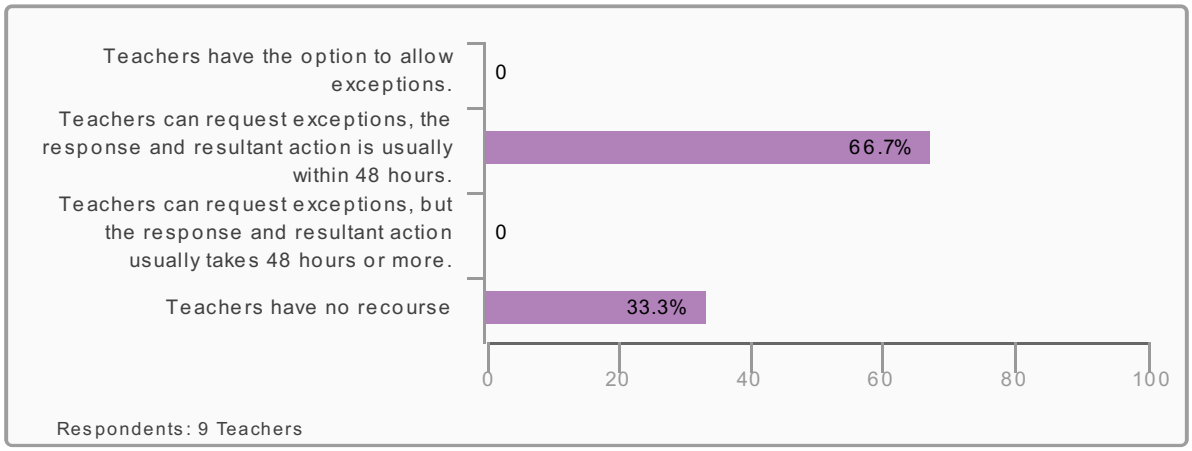
22% of **TEACHERS** say the school's filtering system is too strict. It often impedes instruction.

Respondents: 76 Students, 9 Teachers

The following chart describes a teachers recourse in your school when websites are blocked that interfere with or impede learning.

Teacher Recourse to Blocked Sites

Figure: Teachers report the options available to them when a website is blocked by the school Internet filter.



Element: Parental/Guardian Communication and Engagement

The school engages parents/guardians and all students in home-to-school communications through a variety of venues. While this may include Internet-based solutions, it also includes options that do not depend on connectivity in the home.

Element Digital Readiness

9.4 of 10

Element Digital Implementation

9.1 of 10

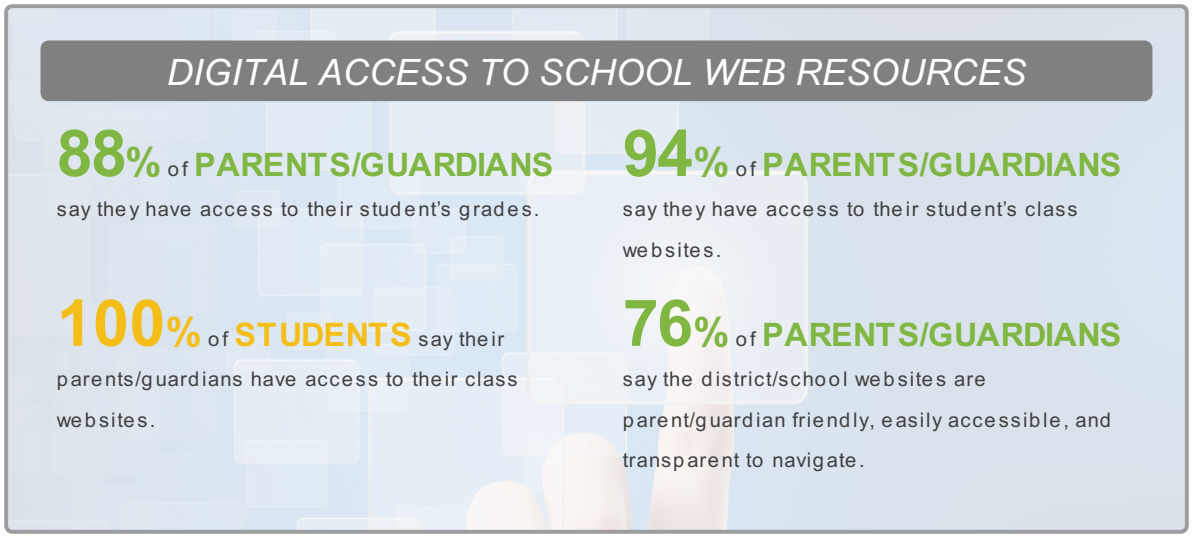
Guiding Question 1: Parental/Guardian Involvement

To what extent does the school welcome parental/guardian involvement through such activities as conferences, digital updates, notices, and reports from the school; parent/guardian volunteers in classrooms or the library, use of social media, or providing expertise for student projects?

Respondents: 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Guiding Question 2: School/Community Accommodates Parental/Guardian Access Online and Offline

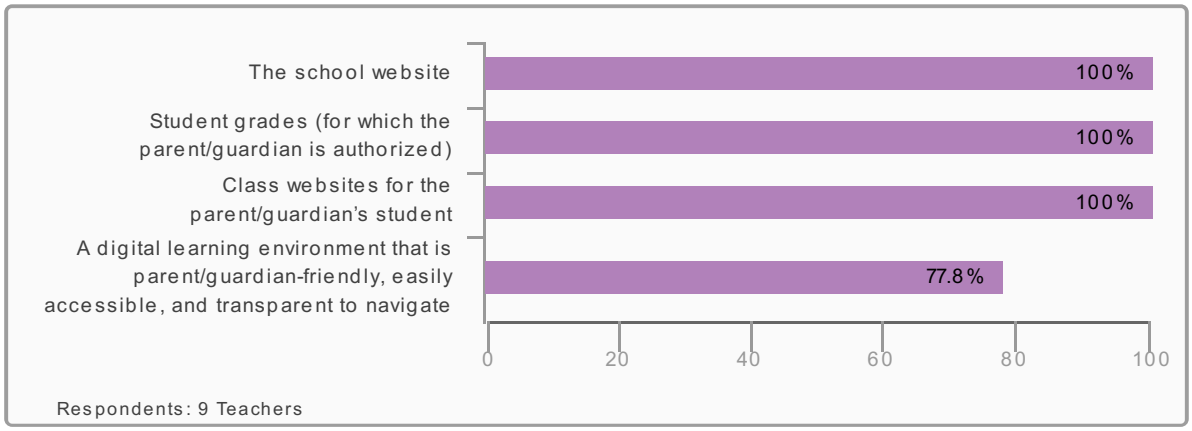
Are home-to-school communications, access to student records, and other interactions offered to parents/guardians on and offline? Do parents/guardians have options to use a variety of formats such as mail, website, and public announcement? Is the communication available in multiple languages? Do parents/guardians without online access in the home have community centers where they can use devices to access their child's records?



Respondents: 76 Students, 34 Parents/Guardians

Teacher Perspectives

Figure: The percentage of teachers who said that the following features are available to parents/guardians.



Respondents: 9 Teachers

Element Digital Readiness

8.6 of 10

Element Digital Implementation

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Element: District and School Brand

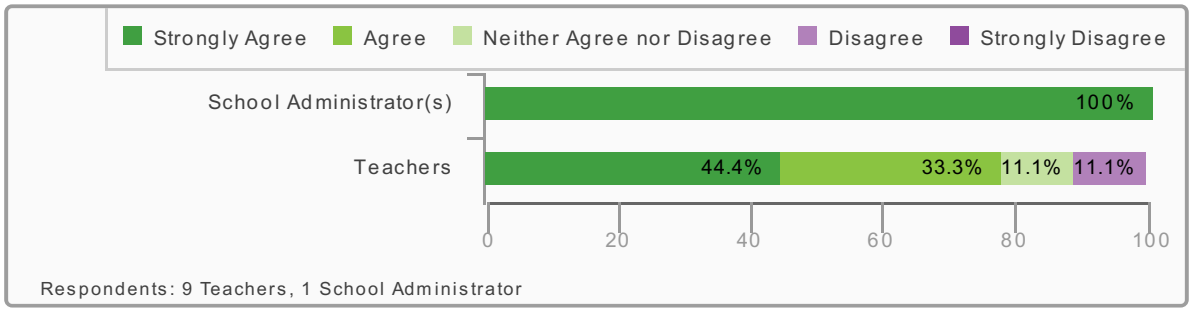
Branding is defined as the marketing practice of creating a name, symbol, or design that identifies and differentiates a product from other products. It's critical that schools develop a brand as well and that the brand is transparent to all members within the organization—they must all be telling the same story, one that they believe in and stand behind. During faculty gatherings, informal conversations, and various meetings the district and school must ensure that the brand is communicated to the entire team. If the brand is to be effectively communicated outside of the school, leaders must first ensure that the brand promise matches the brand experience—the most important component for our students. The possibilities for how schools/districts can tell their stories are endless. For schools, it has never been more important to communicate a brand. And, it has never been easier to bring a story to life through social media, technology, and connected communities. The time has come for educators, students, and families to use their voices, take control of their stories, and begin thinking about how school and district communities can brand their space.

Guiding Question 1: Single and Focused Brand Communicated Universally

Has there been a concerted effort on the part of the school to establish a brand? Does the school have a single brand that is communicated by all staff and students? To what extent does that effort involve educators, students, and families in telling their stories using technology and social media?

Story-Telling That Contributes to the Brand

Figure: The percentage of key stakeholder groups on the extent to which the school is engaged in story-telling with the community, which contributes to the district brand (reputation).



Respondents: 9 Teachers, 1 School Administrator

Respondents: 34 Parents/Guardians

Gear Overview

Gear Digital Readiness

7.9 **of 10**

Professional Learning

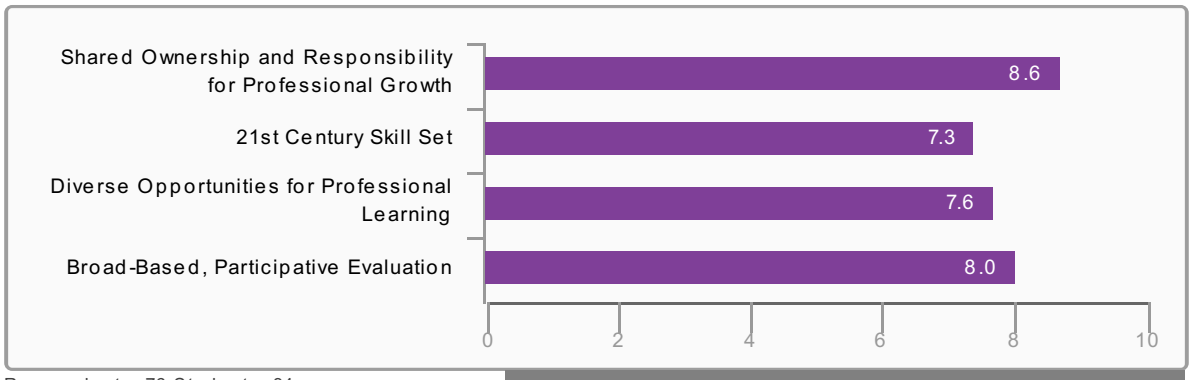
- Shared Ownership and Responsibility for Professional Growth
- 21st Century Skill Set
- Diverse Opportunities for Professional Learning
- Broad-Based, Participative Evaluation

Technology and digital learning can increase professional learning opportunities by expanding local and global access to high-quality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. Digital professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent/guardian with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches for the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to all students.

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Professional Learning



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

Element Digital Readiness

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Element: Shared Ownership and Responsibility for Professional Growth

Teachers, administrators, and other education professionals are self-directed in their professional practices, using technology to optimize teaching and learning. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs) and online communities of practice. Educators have 24/7 access to collaborative tools, professional learning resources, and digital environments connect them locally and globally. Professional development offered by the district and school encourages, facilitates, and often requires creating and maintaining professional networks both within and outside of the district and school, frequently leveraging the latest in social media and blended learning. Educators are taking advantage of the district's policies that honor and encourage personalization of professional learning for teachers, administrators and other education professionals. School leaders are modeling these new, technology-enabled professional learning.

Guiding Question 1: Educators Accountable for Own Learning?

Is the school empowering teachers, administrators, and other education professionals to take ownership of and be accountable for their own professional learning?

Shared Ownership for Professional Growth

100% of **TEACHERS** agreed or strongly agreed that this district/school encourages shared ownership for their professional growth.

When **SCHOOL ADMINISTRATORS** were asked if this district/school encourages shared ownership of educators' professional growth, they **STRONGLY AGREED**.

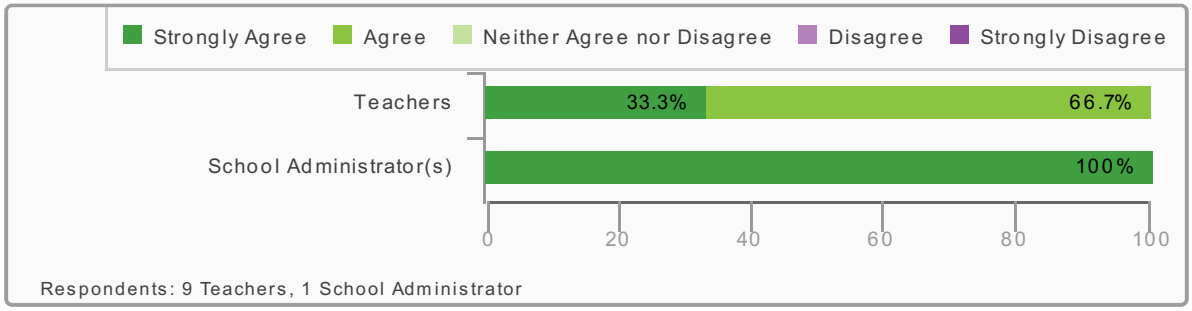
Respondents: 9 Teachers, 1 School Administrator

Guiding Question 2: Modeling Uses of Technology

Is the school modeling how technology can be used to support and share professional learning? For example, is the school explicitly teaching teachers to build professional learning networks (PLNs), learn through Twitter feeds, engage successfully in EdCamps)?

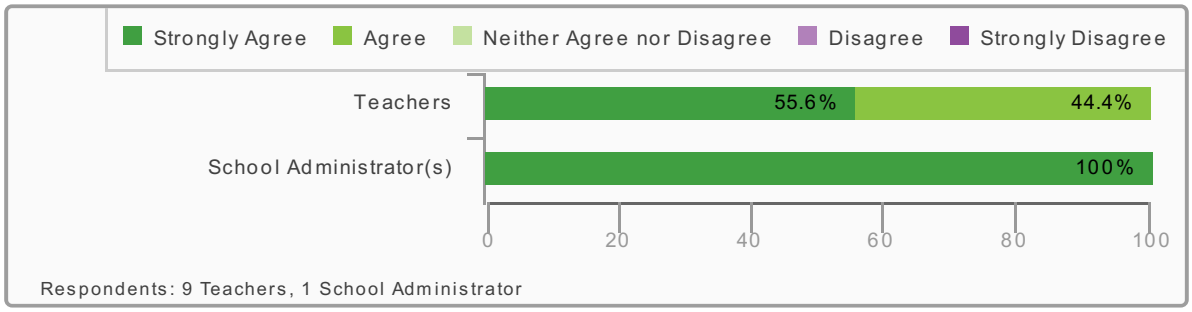
Policies on Ways to Demonstrate Professional Growth

Figure: The percentage of teachers and school administrators who agree that the district/school supports self-directed, personalized professional learning by providing educators with multiple ways to demonstrate professional growth (i.e., documenting professional learning credit in ways other than seat time).



Modeling of Continuous, 21st Century Professional Growth

Figure: The percentage of teachers and administrators who agree that the district/school leadership team models continuous professional growth, in part through the use of various technologies, social media, and online communities of practice.



Element: 21st Century Skill Set

Educators expand their knowledge to acquire a 21st Century skill set applicable to their professional learning, their professional practices, and their classroom practices. Through participation in 21st Century professional learning, they become better critical thinkers, problem solvers, innovators, collaborators, and communicators, and they become more self-directed. The 21st Century skill set for education professionals should include: experience with online and blended learning; facility with technology in curriculum and instruction, with digital assessment, with informed use of data/data analytics; and the capacity to design appropriate units for all digital learners. School administrators create a school culture that requires teachers and other education professionals to apply these skills as they make informed decisions related to student-centered learning, teaching, and assessment. Professional learning around these skills includes an immersion into the learning sciences that addresses research-based pedagogies to leverage project based learning and authentic learning in situations that enable collaborative learning with colleagues. Along the way, educators master a variety of new, research-based instructional strategies to better engage all students in deeper learning and prepare them for college and beyond. These educators learn to create lessons and use instructional approaches that develop their students' 21st Century skills. They will need to develop collaborative pedagogical models in a supportive culture that enables them to experience negative and positive outcomes in the facilitation of learning without penalties. In addition, they will need to develop classroom management strategies for all digital learners, create safe learning environment that allows students to expand their reach, while ensuring that equipment is being used appropriately and effectively. Integral to this skill set is the effective use of technology, digital tools, blended learning, digital content, and social media to advance their own learning, and to coach and mentor their students.

Guiding Question 1: Safe and Supportive Culture in Which to Build 21st Century Skills

Has the school developed a safe and supportive culture that encourages innovation, exploration and calculated risk taking, especially in the use of 21st Century Skills, encouraging a growth mindset?

CULTURE TO BUILD 21ST CENTURY SKILLS

100% of **TEACHERS** say they are empowered to innovate and take professional calculated risks as they transform their classrooms into 21st Century learning environments.

0% of **TEACHERS** say there is moderate to full implementation of strategies to promote 21st Century skills/deeper learning outcomes integrated into the curriculum.

100% of **SCHOOL ADMINISTRATORS** agree that "Transitioning our school to 21st Century skills and digital learning must be a top priority if we are to graduate students ready for their futures."

Yet, **22%** of **TEACHERS** say that some district and/or school policies are barriers to implementing lessons that integrate 21st Century Skills.

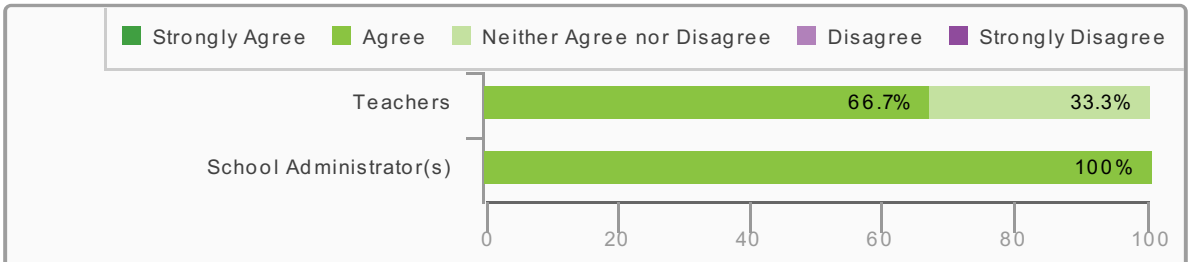
Respondents: 9 Teachers, 1 School Administrator

Guiding Question 2: Educators Using 21st Century Skills

To what degree are staff using 21st Century skills in their professional practice with peers?

Educators Using 21st Century Skills in Their Professional Practice

Figure: The percentage of teachers and school administrators reporting on whether they connect online with professional colleagues about issues that are of relevance to their work.

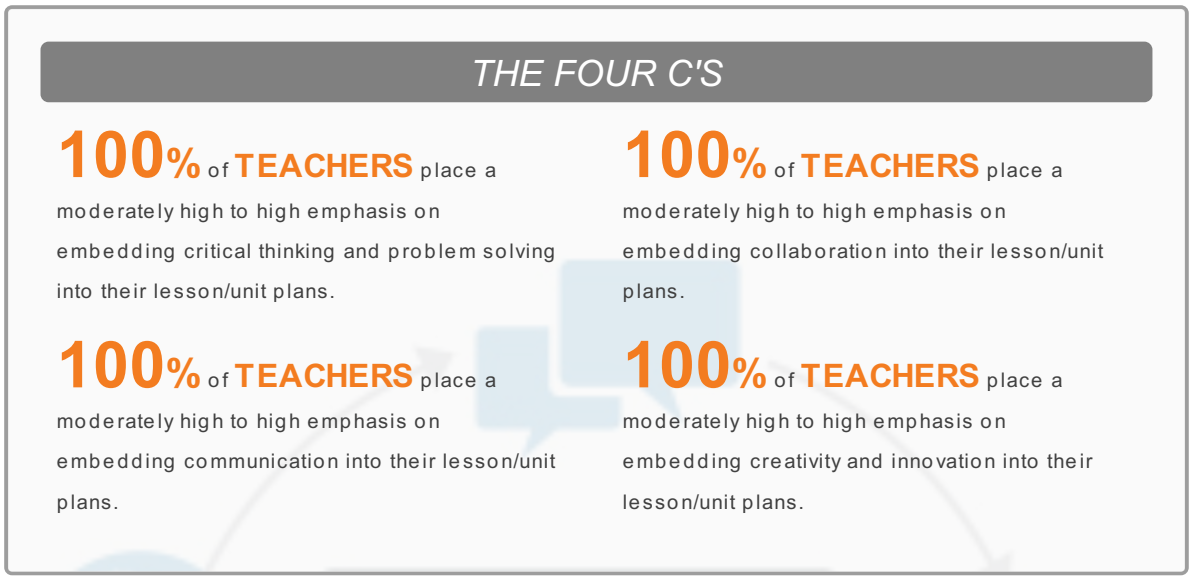


Respondents: 9 Teachers, 1 School Administrator

Guiding Question 3: Educators Competent in Building 21st Century Lessons/Units

How competent are staff in building lessons that effectively integrate 21st Century skills into learning? To what extent are they building lessons and units that embody authentic learning?

Respondents: 9 Teachers, 1 School Administrator



Respondents: 9 Teachers

Element Digital Readiness 7.6 of 10

Element: Diverse Opportunities for Professional Learning

Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable and supported by the latest technologies. Such opportunities use research-based pedagogies and technology (e.g., social media, professional learning networks (PLNs), Twitter feeds, EdCamps, etc.). Professional learning is available anytime, anywhere in a variety of modes. New models of professional learning are supported through coherent district and school policies and practices.

Guiding Question 1: Educators Empowered by Technology to Personalize Learning

Are educators participating in the types of professional learning that empower them to personalize their learning? Has the school identified and developed teacher leaders in personalized, professional learning initiatives?

Empower Educators to Personalize Learning

When **ADMINISTRATORS** from this school were asked if they agreed with the statement to the right, their most frequent response was: **AGREED**.

"Our school (or district) is providing teachers professional learning opportunities that empower them to personalize learning for their students."

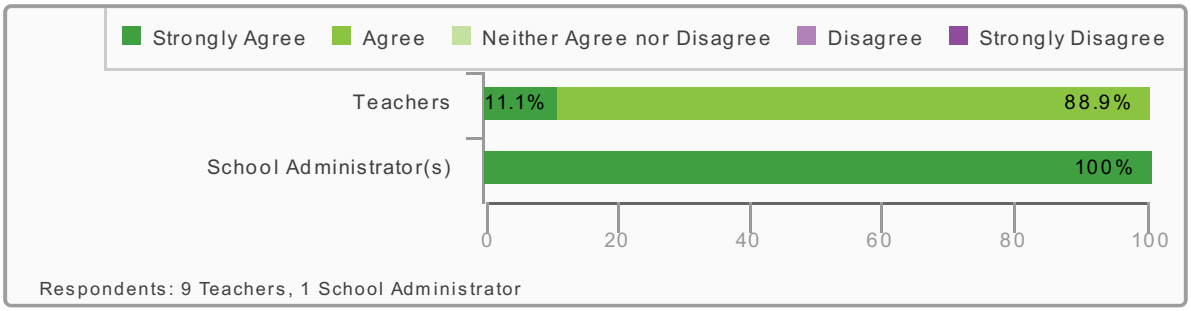
Respondents: 1 School Administrator

Guiding Question 2: School Offers Broad Range of Technology-Supported Professional Development

Has the school researched, developed, modeled, and implemented a broad range of differentiated professional learning options that use technology and social media to enable personalized professional learning? Job embedded growth model.

Broad Spectrum of Professional Learning Offered by District/School

Figure: Teachers and school administrators reporting on the extent to which they agree that the district/school encourages, models, and provides opportunities for a broad spectrum of professional learning (e.g., face-to-face, webinars, social media, coaches, etc.).



Respondents: 9 Teachers, 1 School Administrator

Element Digital Readiness

8.0 of 10

Element: Broad-Based, Participative Evaluation

In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors). Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill attainment.

Guiding Question 1: Explicit Connection Between Digital Learning and Teacher Evaluation Framework

Are the criteria used in teacher and other staff evaluations aligned to the digital learning vision, e.g., student achievement, evidence of improved instructional practice based on research, student engagement, and 21st Century skill attainment? To what extent do the results from such analyses inform the setting of teachers' professional learning goals, ensuring that the process is cyclical?

TEACHER EVALUATION ALIGNED TO DL

89% of **TEACHERS** said they agreed or strongly agreed that the criteria for teacher evaluations are aligned to the district and school vision for digital learning.

When **SCHOOL ADMINISTRATORS** were asked the same question, their most frequent response was that they **STRONGLY AGREED**.

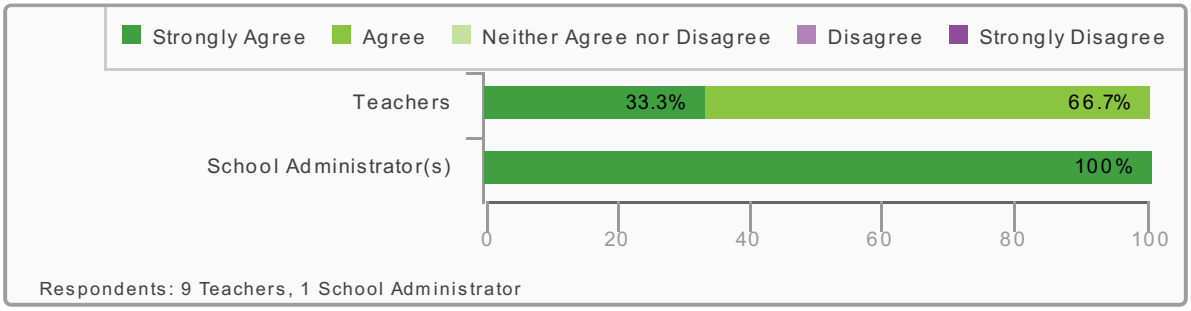
Respondents: 9 Teachers, 1 School Administrator

Guiding Question 2: Evaluation Process Recognizes Variability of Success that Results from Innovation

Is the school leadership team establishing a culture of trust, respect, and innovation, acknowledging that in such a culture, teacher evaluation must take into account the expected variability of success with lesson implementation as innovation occurs?

Teacher Evaluation Process Acknowledges Variability in Innovation

Figure: Teachers and school administrators reporting on the extent to which they agree that the school has a culture of trust, respect, and innovation that acknowledges that teacher evaluation must take into account the expected variability of success with lesson implementation as innovation occurs.



Respondents: 9 Teachers, 1 School Administrator

Gear Overview

Gear Digital Readiness

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Budget and Resources

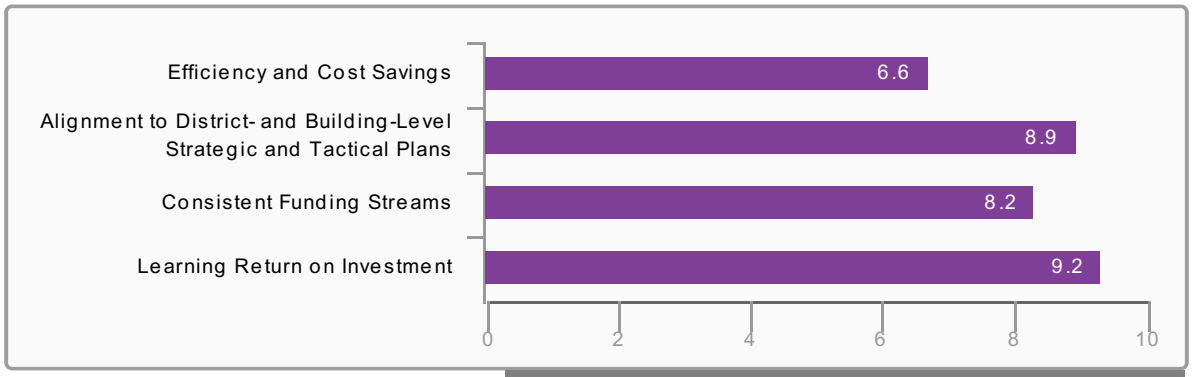
- Efficiency and Cost Savings
- Alignment to District- and Building-Level Strategic and Tactical Plans
- Consistent Funding Streams
- Learning Return on Investment

The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school levels should be aligned to the new vision, with consistent funding streams for both recurring and non-recurring costs to ensure sustainability. During the transition to digital learning, district and school leaders should strive for cost-savings and efficiencies through effective uses of technology. The financial model should include the metrics and processes to ensure not only sustainability, but also total cost of ownership and accountability for learning returns on investments.

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Budget and Resources



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

Element Digital Readiness 6.6 of 10

Element: Efficiency and Cost Savings

Funding for digital learning leverages technologies that increase efficiency, cost savings and cost effectiveness. District and school leaders have strategies for calculating the total cost of ownership (TCO) for all technology resources. This involves a review of both direct cost (e.g., costs related to equipment, devices, Internet access, boxes, wires, etc.) and indirect costs (e.g., training, technical assistance, staff time, etc.).

Guiding Question 1: Uses Research or Pilots to Identify TCO

What actions has the school taken in conducting research or pilots to identify the direct and indirect total cost of ownership (TCO) associated with owning and using technology resources?

(TCO): DIRECT AND INDIRECT COSTS

SCHOOL ADMINISTRATORS were asked if they agreed with the statement below.

"Our district/school has a process in place to identify and summarize all the **DIRECT AND INDIRECT COSTS** associated with digital learning."

Their most frequent response about **DIRECT COSTS**, (i.e., acquisition and upgrades of technologies and networks, licenses, and bandwidth), was they **STRONGLY AGREED**.

Their most frequent response about **INDIRECT COSTS**, (i.e., costs of implementation, professional learning, technical support, and operations), was they **STRONGLY AGREED**.

Respondents: 1 School Administrator

Guiding Question 2: Documentation of Cost Savings from Technology

What steps has the school taken in documenting any cost savings, efficiencies, and effectiveness accomplished through the funding of the school's technology, digital resources, and other associated costs (e.g., savings from transitioning from print to digital)?

Cost Savings from Innovative Uses of Technology

Table: The school's cost savings the school administrator reports achieved through innovative uses of technology

Item	Percent of Respondents
Transition from print to more digital, online resources.	100%
Bring Your Own Device (savings in device purchasing)	0%
Reimbursement for warranty repair work	0%
Capitalize on available E-Rate funding	0%
Transition to digital in business operations	0%
Online professional learning for educators	100%
Automated lighting and heating in all schools/district building	0%
More efficient bus routes due to digital simulation	100%
Online courses offered for credit recovery and/or advancement	100%
Digital phone systems (reduce long distance costs, saves personnel costs-broadcasts messages, routing calls, etc.)	0%
Shared services or cooperative agreements	0%

Respondents: 1 School Administrator

Guiding Question 3: Parents/Guardians' Engagement in the Budgeting Process

How are these benefits communicated to stakeholders, especially the shift to digital? How often is this process repeated? How does this process inform the exploration of new options for cost savings? In such explorations, to what extent are parents/guardians involved?

PARENT/GUARDIAN ENGAGEMENT WITH BUDGETING

44% of **PARENTS/GUARDIANS** say they are comfortable with the district/school's method of keeping them informed about the overall budget.

When **PARENTS/GUARDIANS** were asked to comment on the level of this school's/district's investment in technology, their most frequent response indicated that they found it to be **APPROPRIATE TO THE NEED**.

Respondents: 34 Parents/Guardians

Element Digital Readiness

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Element: Alignment to District- and Building-Level Strategic and Tactical Plans

Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to school improvement goals. All expenditures are justified as supportive of these plans. Innovative programs are funded conditionally upon their alignment to the district's vision and mission, thus ensuring sustainability, efficiency, and coherence with the vision.

Guiding Question 1: Prioritize Budgets Based on School Plans

To what extent does the school prioritize budget and resource decisions (including that for technology at district, school and classroom levels) based on the school's strategic and tactical plans for learning?

ACADEMICS DRIVE TECHNOLOGY BUDGETS

School administrators and information technology coordinators were asked if they agreed with the statement below:

"Our district/school's annual **ACADEMIC PLANNING** process **INFORMS AND GUIDES THE BUDGETARY DECISIONS** related to digital learning, technology, and infrastructure."

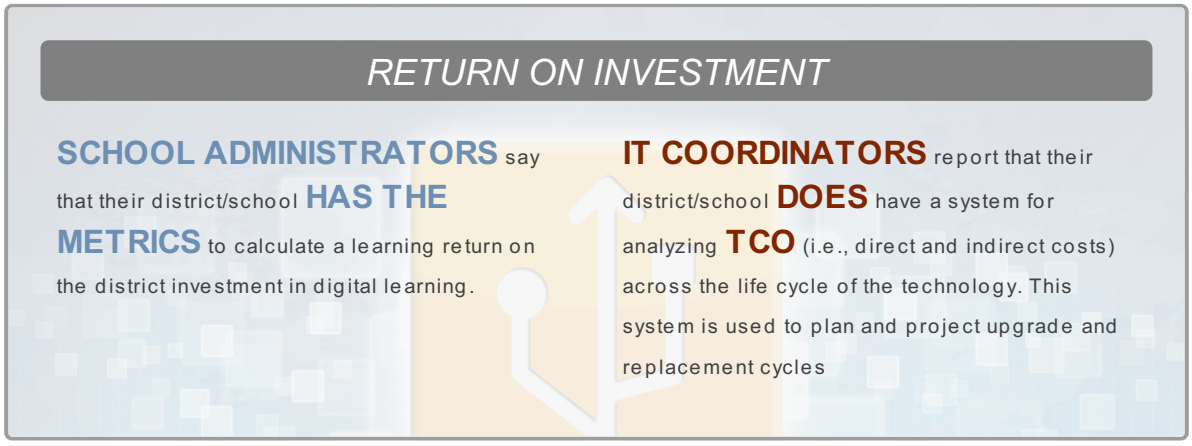
SCHOOL ADMINISTRATORS' most frequent response was that the academic process **DOES INFORM** and guide technology budgeting.

IT COORDINATORS' most frequent response was that it **DOES INFORM** and guide budgetary decisions related to technology.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

Guiding Question 2: Identify and Budget for Indirect Costs Related to Technology

How does the school identify and budget indirect costs necessary to ensure optimal returns are recognized from the acquisition.



Respondents: 1 Information Technology Coordinator, 1 School Administrator

Element Digital Readiness

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Element: Consistent Funding Streams

Budgets for digital learning programs and initiatives are part of the annual maintenance and operation budget for the district. Reliance on grant funding or temporary sources is minimal, and funding for digital learning is integrated into all budget areas where appropriate.

Guiding Question 1: School Achieves Fiscal Sustainability Over Life Cycle of Technologies

To what extent does the school understand the life cycles, maintenance requirements, and implementation costs of technology, and budget accordingly? Does the school explore options for funding technology, including not only the Maintenance and Operations (M&O) budget, but also alternatives such as grants, consortia purchasing, cost sharing, and crowdsourcing

SUSTAINABILITY OVER LIFE CYCLE

Most **IT COORDINATORS** reported that this school **HAS REVIEWED** past practices to determine where and how inconsistency in funding has negatively impacted digital learning practices and/or outcomes.

Most **SCHOOL ADMINISTRATORS** say that their school, when conducting short-term pilot projects (or other innovative initiatives), **DOES CREATE** sustainability plans to support these initiatives long-term.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

Technology Funding Sources

Table: The school administrators' identification of funding sources for this school

Item	Percent of Respondents
Federal grants	100%
E-Rate	0%
State grants	100%
Foundation grants	0%
Parent/Guardian Teacher Organization (PTO) grants	0%
Crowdsourcing (e.g., Kickstarter)	0%
Special levies	0%
Community fundraising	0%
Gifts from patrons	0%
Consortia purchasing	0%
Cost sharing	0%
Tax levy	100%

Respondents: 1 School Administrator

Guiding Question 2: Funding Technology Refresh Cycle

How fully does the school fund a technology refresh plan?

FUNDING THE REFRESH CYCLE

Most **IT COORDINATORS** say the school's processes for updating and replacing devices, hardware, and networks **ARE ENVIRONMENTALLY RESPONSIBLE**.

When **IT COORDINATORS** were asked about refresh cycles, their most frequent answer was: "Cycles for updating and replacing devices, hardware, and networks **ARE FINANCIALLY SUPPORTED** through line items in the annual maintenance and operations budget.

Respondents: 1 Information Technology Coordinator

Element: Learning Return on Investment

All metrics for review of budget priorities are based on their demonstrated relationship to student learning goals. The school calculates its learning return on investment.

Guiding Question 1: School Uses Zero-Based Budgeting

To what extent does the school use zero-based budgeting as part of a transformational budgeting process, where an item must be linked to a district/school strategic plan or learning goal in order to be included in the budget?

ZERO-BASED BUDGETING

School administrators and information technology coordinators were asked the question below:

Does your district/school use **ZERO-BASED BUDGETING AS PART OF A TRANSFORMATIONAL BUDGETING PROCESS**, where an item must be linked to a district/school strategic plan or learning goal in order to be included in the budget?

Overall, **IT COORDINATOR** report that the district **DOES USE ZERO-BASED BUDGETING**.

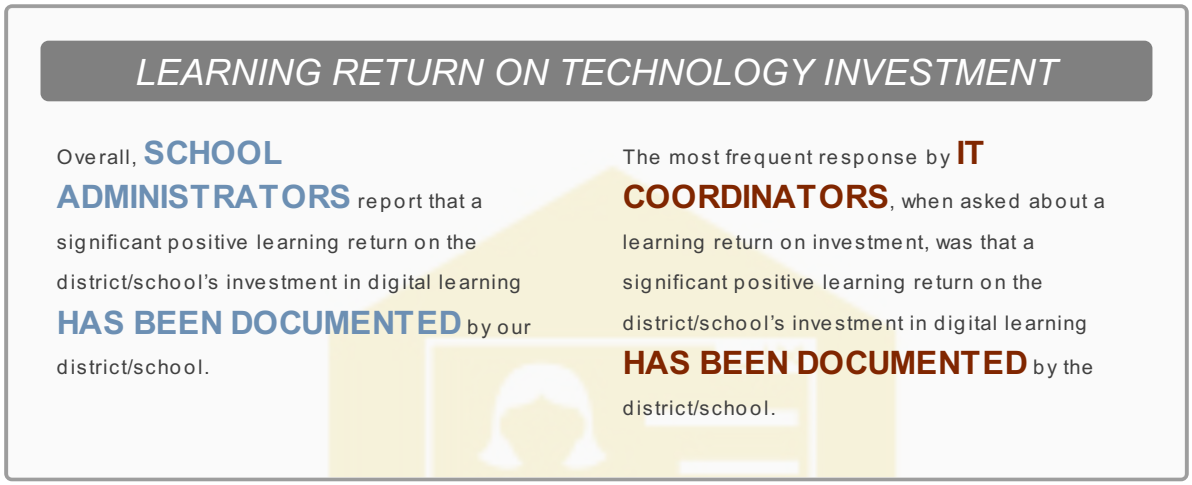
When **SCHOOL ADMINISTRATORS** were asked about zero-based budgeting, the most frequent response was that this district **DOES USE ZERO-BASED BUDGETING**.

Respondents: 1 Information Technology Coordinator, 1 School Administrator

Guiding Question 2: School Measures ROI Using TCO

To what extent does the school track TCO (i.e., the direct and indirect costs of the technology)? To what degree does the school's TCO include direct costs such as purchase, lease, and licensing prices for equipment, Internet access, boxes, wires, and digital resources, as well as indirect costs such as staff time, technical assistance, insurance, and training required.

How does the school calculate its learning return on investment? (i.e., gauging gains in student learning in return for TCO investment)? What is that return either for specific programs and/or for the whole school?



Respondents: 1 Information Technology Coordinator, 1 School Administrator

Gear Overview

Gear Digital Readiness

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Empowered, Innovative Leadership

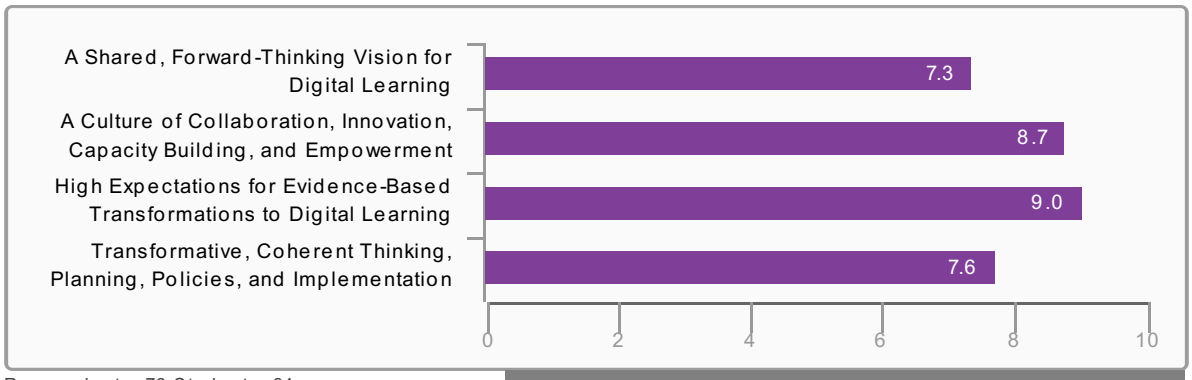
- A Shared, Forward-Thinking Vision for Digital Learning
- A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
- High Expectations for Evidence-Based Transformations to Digital Learning
- Transformative, Coherent Thinking, Planning, Policies, and Implementation

Future Ready is a systemic planning framework around the effective use of and access to technology and digital learning to achieve the goal of "career and college readiness" for all students. While the seven interdependent Future Ready Gears provides a roadmap toward digital learning, success within a district is depended on innovative leadership at all levels. First and foremost, leaders within a district must be empowered to think and act innovatively, they must believe in the district's shared, forward-thinking vision for deeper learning through effective uses of digital, 21st Century technologies. Critical to their success will be a culture of innovation that builds the capacity of all students, teachers, administrators, parents, and community to work collaboratively toward that preferred future. The policy foundation that results must be coherent with that vision. Unleashed in a culture of vision and empowerment, leaders will have the flexibility and adaptability they require to prepare their students to thrive in the 21st Century. They will collaboratively hold one another accountable against established metrics, using continuous feedback loops to inform change management while leading from the middle.

Gear Report: Readiness Digital Learning

Edward T. Hamilton (04/14/2022 - 03/31/2023)

Figure: Readiness for Digital in Empowered, Innovative Leadership



Respondents: 76 Students, 34 Parents/Guardians, 9 Teachers, 1 School Administrator, 1 Information Technology Coordinator

Investigating	Envisioning	Planning	Staging
0-3	4-5	6-7	8-10

Element Digital Readiness 7.3 of 10

Element: A Shared, Forward-Thinking Vision for Digital Learning

The district and school leaders recognize that to prepare their students to thrive in today's connected, fast-paced society will require an education that engages all students in evidence-based, deeper learning through smart uses of technology and new pedagogies. The schools have engaged all students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that personalizes learning for all students through the effective uses of technology. They have articulated and shared this vision internally and externally.

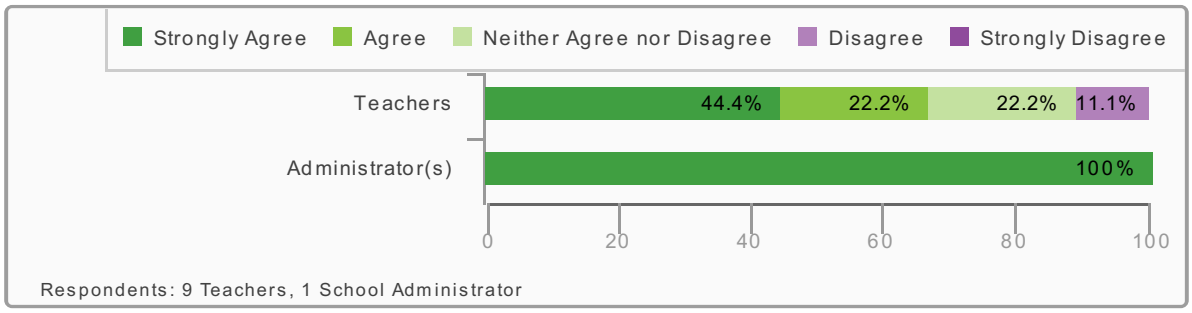
Guiding Question 1: Clear Expectations and Metrics of Success for Digital Learning

To what degree has the school set clear expectations as to what is expected of staff and students in implementing the vision for digital learning? Are there high expectations for evidence-based transformations to digital learning, both in and out of school? Is the vision for digital learning clearly articulated for various stakeholder groups? Has the school established metrics for measuring the progress the school is making in implementing and achieving the vision? Are these data used to inform continuous improvements?

Note: Such metrics might include measures of digital citizenship, student engagement, student self-direction, critical thinking, successful collaboration, and other 21st century skills. Measurement tools might include classroom observations, inclusion and use of lesson templates that refer to 21st Century skills, school walkthroughs documenting the range of technology uses, etc.

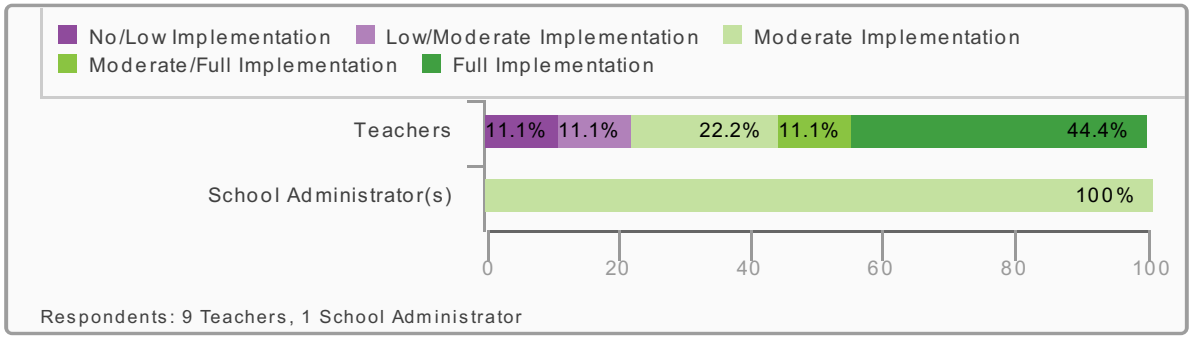
Clarity of Expectations for Digital Learning

Figure: Teachers and school administrators report on the extent to which they believe that the school has set clear expectations as to what is expected of staff and students in implementing the vision for digital learning.



Metrics for Success

Figure: Teachers and school administrators report on the extent to which the school (or district) is using established metrics to track how technology is leveraged to accelerate learning



Element Digital Readiness

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Element: A Culture of Collaboration, Innovation, Capacity Building, and Empowerment

The District and school leadership teams have established a collaborative culture of innovation in which leaders at all level are empowered to innovate. Within this culture, the school is being restructured to bring the vision to life. The capacity of leaders to innovate is maximized through a culture of trust and respect, providing leaders with the flexibility and adaptability they require to lead. This culture leads to sustainable change, informed by research and facilitated by digital leaders.

Guiding Question 1: Culture of Empowerment

To what extent have stakeholders committed to the vision for digital learning and its implementation in their schools and classrooms? Has the school established a culture of trust, respect, and shared commitment to digital learning and 21st Century skills, where autonomy, collaboration and innovation are the norm?

STAKEHOLDERS COMMITTED TO THE VISION

78% of **TEACHERS** report that they do, "see high value in digital learning for our students."

94% of **PARENTS/GUARDIANS** support the inclusion of digital learning in their student's classroom.

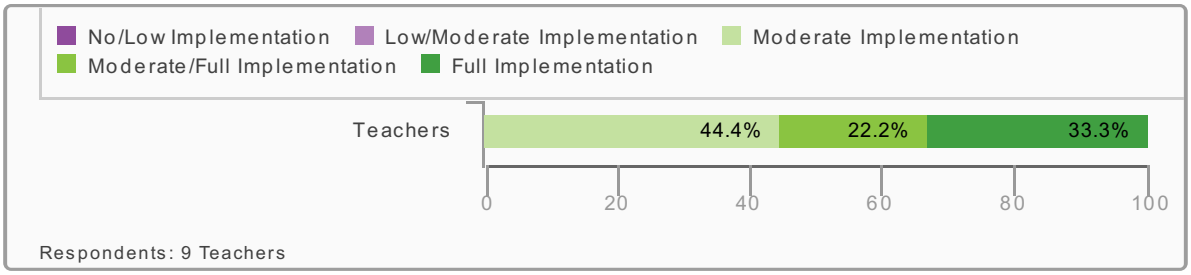
The most frequent response by **SCHOOL ADMINISTRATORS**, when asked if they agree that "Transitioning their school to 21st Century skills and digital learning must be a top priority if students are to graduate ready for their futures," was **THEY STRONGLY AGREE**.

89% of **TEACHERS** who report that they are committed to transitioning their classroom to digital learning (or have already made that transition).

Respondents: 34 Parents/Guardians, 9 Teachers, 1 School Administrator

Culture of Trust, Respect, and Autonomy

Figure: Teachers on the extent to which they believe the school has implemented a culture in which leaders are informed, collaborative, and empowered to innovate.



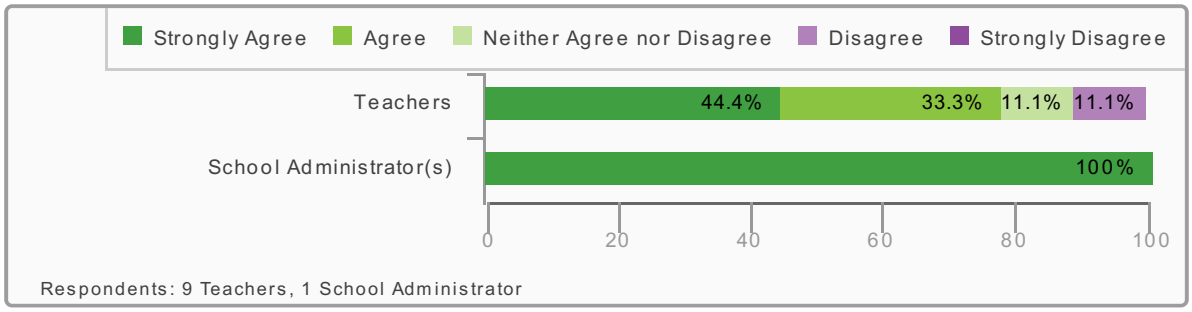
Respondents: 9 Teachers

Guiding Question 2: Flexibility Empowers Innovation

Has the school empowered leaders to innovate by providing them with flexibility, adaptability, and autonomy in achieving desired learning outcomes and/or concepts grounded in cognitive research?

Culture of Digital Innovation

Figure: Teachers and school administrators report on their agreement with the statement: "Our school has established a culture of digital innovation, where educators are empowered to deepen and extend student learning through the use of technology, digital content, and media."



Element Digital Readiness

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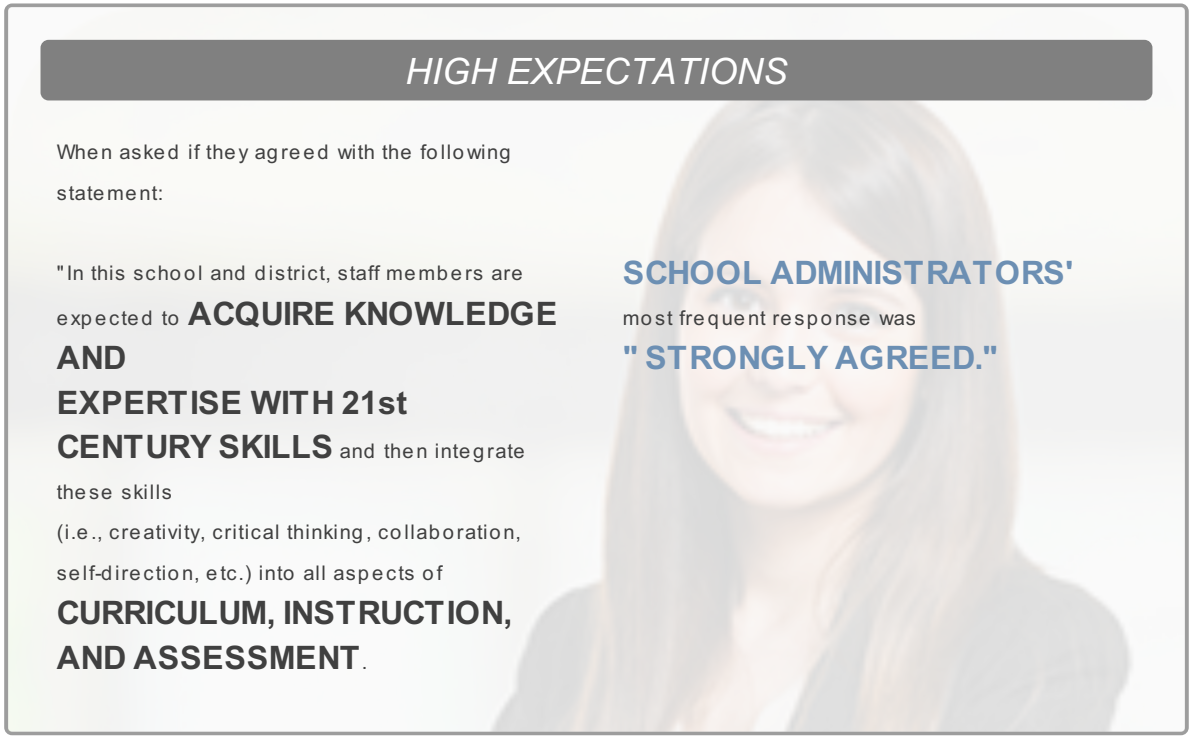
Element: High Expectations for Evidence-Based Transformations to Digital Learning

Across the district, teachers, administrators, and students are expected to show progress toward the district vision for 21st Century digital learning. The district has established metrics for gauging such progress and is working across the district to monitor progress and to use evidence-based decision making to ensure that technologies are implemented in ways that advance the vision.

Guiding Question 1: Evidence-Based Transformations

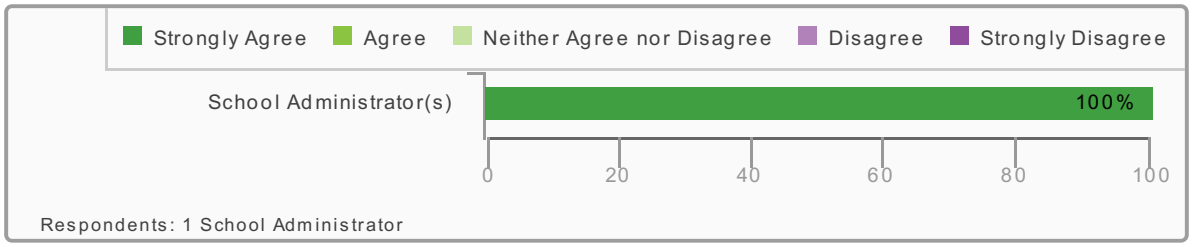
To what extent have school leaders provided inspiration for staff to achieve evidence-based transformations to digital learning that empower students to learn? To what extent have these leaders worked with staff to set high expectations collaboratively with staff to achieve the vision? Have school leaders established and use metrics to gauge the progress their school is making toward digital learning? Note: Such metrics might include measures of digital citizenship, student engagement, student self-direction, critical thinking, successful collaboration, and other 21st century skills. Measurement tools might include classroom observations, inclusion and use of lesson templates that refer to 21st Century skills, school walkthroughs documenting the range of technology uses, etc.



Respondents: 1 School Administrator

Evidence-Based Transformations

Figure: School administrators levels of agreement with the statement: "Our district/school uses applicable data to inform the implementation of the district's/school's vision for 21st Century skills."

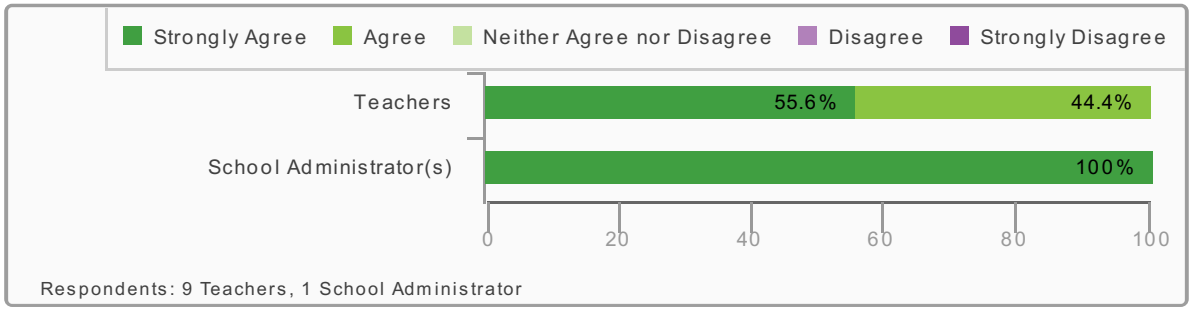


Guiding Question 2: Level of Implementation

To what extent are educators implementing the vision for digital learning? Are the schools making gains?

Gains Toward Digital Innovation

Figure: Teachers and school administrators levels of agreement with the statement: "Our school (or, for teachers, my classroom) is making gains in the transition to digital learning."



Element Digital Readiness

7.6 of 10

Element: Transformative, Coherent Thinking, Planning, Policies, and Implementation

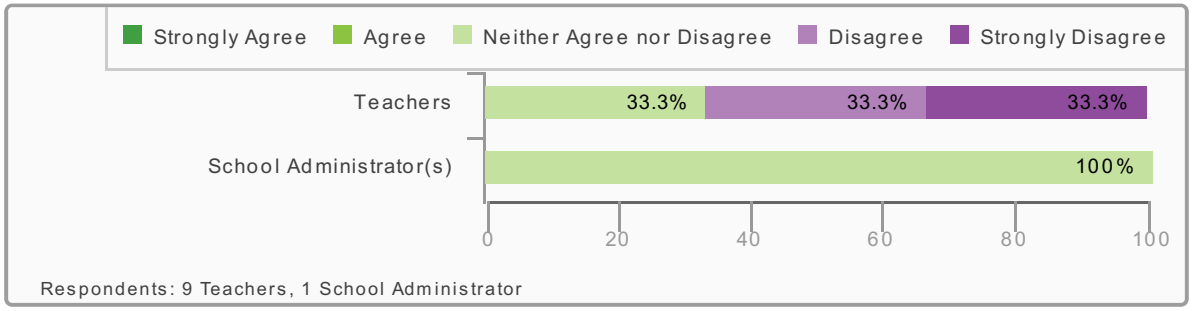
The district's forward-thinking vision is advanced through leaders' transformative thinking. Leaders have ensured that the district's policies are coherence with the philosophy underpinning the vision (e.g., personalizing professional learning for education professionals, just as they personalize learning for students). They have developed strategic plans that map potential pathways to the district's preferred future, and have created the tactical and financial plans and dedicated budget necessary for implementation. As they implement they monitor, adjust, build capacity, and incrementally improve.

Guiding Question 1: Coherence of Policies with the Acquisition of 21st Century Learning/Digital Learning

Have school leaders aligned school policies and procedures to the vision for 21st Century skills and digital learning? Have school leaders developed plans and established associated metrics to track progress toward the vision? Are data used to inform continuous improvements?

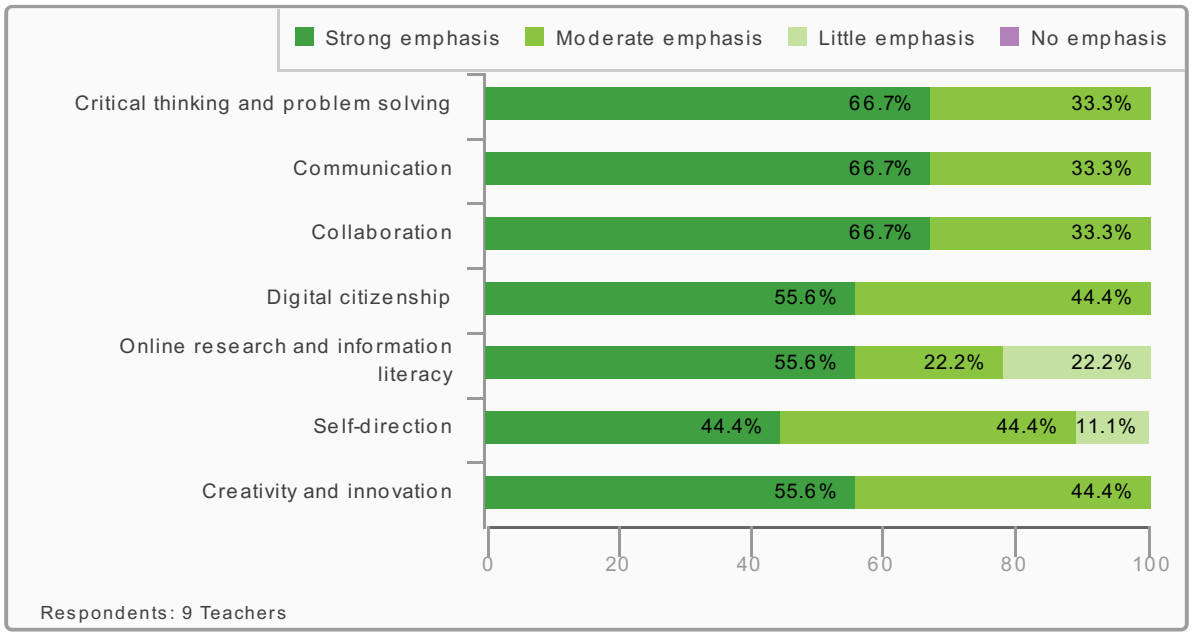
Strategies to Promote 21st Century Skills/Deeper Learning

Figure: Key stakeholders perceptions of the degree to which strategies to promote 21st Century skills/deeper learning outcomes are integrated into curriculum and instruction are being implemented.



Strategies to Promote 21st Century Skills/Deeper Learning

Figure: Teachers' perceptions of the emphasis the school is placing on 21st Century skills/deeper learning.

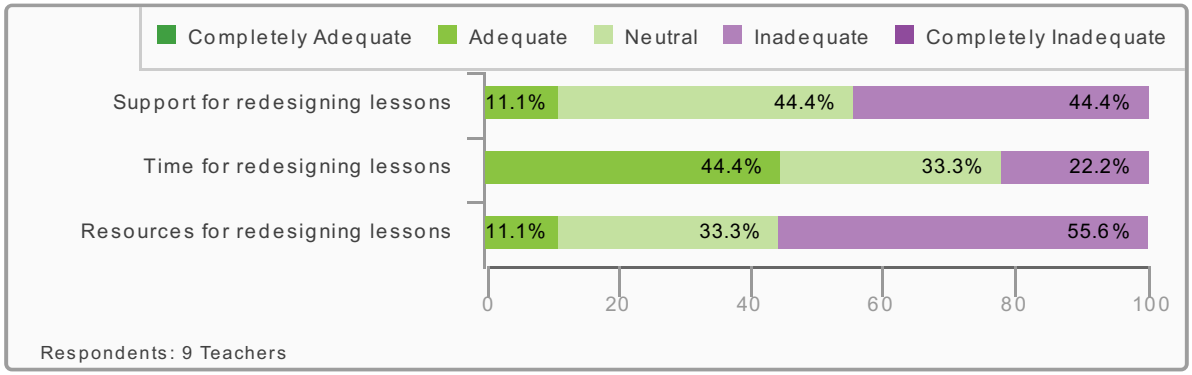


Guiding Question 2: Capacity Building

To what extent do school leaders develop the capacity of staff to monitor and attain these expectations?

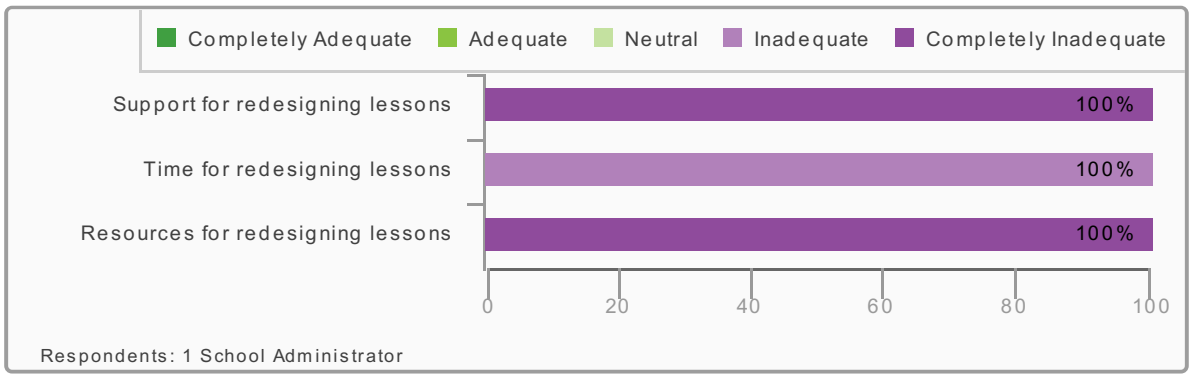
Capacity Building for Redesigning Lessons – Teacher Perspective

Figure: Teachers report on the adequacy of the resources, support, and time provided them to redesign lessons/unit plans for the 21st Century.



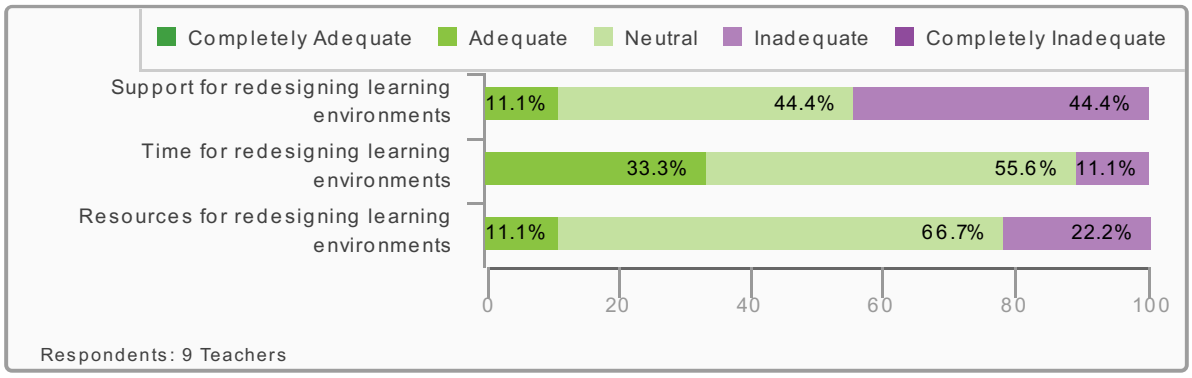
Capacity Building for Redesigning Lessons – Administrator Perspective

Figure: Administrators report on the adequacy of the support, time and resources to redesign lessons for the 21st century.



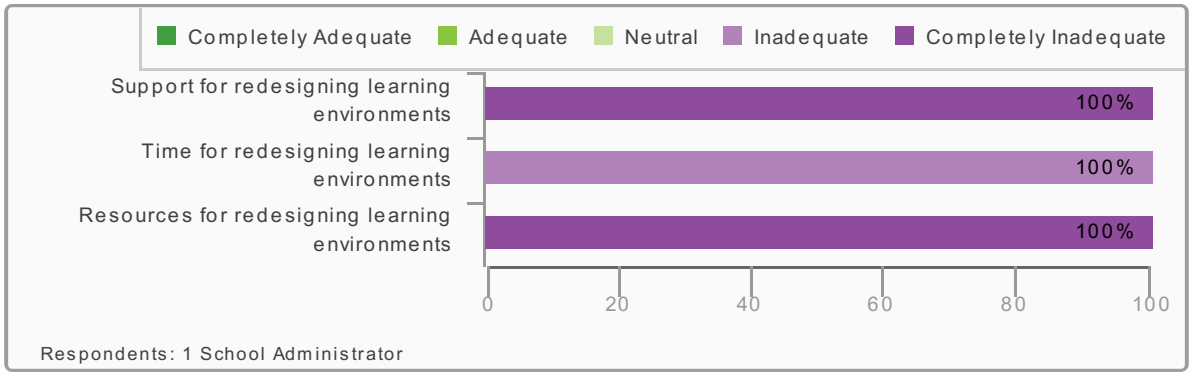
Capacity Building for Redesigning Learning Environments – Teacher Perspective

Figure: Teachers report on the adequacy of the support, time and resources to redesign learning environments for the 21st Century.



Capacity Building for Redesigning Learning Environments – Administrator Perspective

Figure: Administrators report on the adequacy of the support, time and resources to redesign learning environments for the 21st Century.



TOP POLICY ALIGNMENTS

89% of **TEACHERS** say that **STUDENTS IN THIS SCHOOL HAVE A SIGNIFICANT ROLE TO PLAY** in determining key aspects of their learning (e.g., what essential questions they investigate, how they use technology to learn, when they learn, with whom they learn, and when their projects are complete.).

SCHOOL ADMINISTRATORS most frequently responded, "I **AGREED**, when asked if this school is providing teachers professional learning opportunities that **EMPOWER THEM TO PERSONALIZE LEARNING FOR THEIR STUDENTS**.

Most **SCHOOL ADMINISTRATORS STRONGLY AGREED** that this district/school provides instructional support to all staff on using **TECHNOLOGY TO EMPOWER STUDENTS TO LEARN** (e.g., coaching, vetted digital content, classroom management, collaborative exchanges, lesson design and modeling, etc.)."

100% of **TEACHERS** say the school's **DIGITAL LEARNING ENVIRONMENTS AND DIGITAL CONTENT ARE ACCESSIBLE TO AUTHORIZED STUDENTS 24/7**.

Respondents: 9 Teachers, 1 School Administrator

POLICY ALIGNMENT

Most **SCHOOL ADMINISTRATORS** say, "Our school (or district) **IS NOT USING ESTABLISHED METRICS** to track how technology is leveraged to accelerate learning."

When **SCHOOL ADMINISTRATORS** were asked if this school had equitable access to up-to-date devices that allow all students to communicate, create, and collaborate effectively, their most frequent response was **YES**.

Respondents: 1 School Administrator