

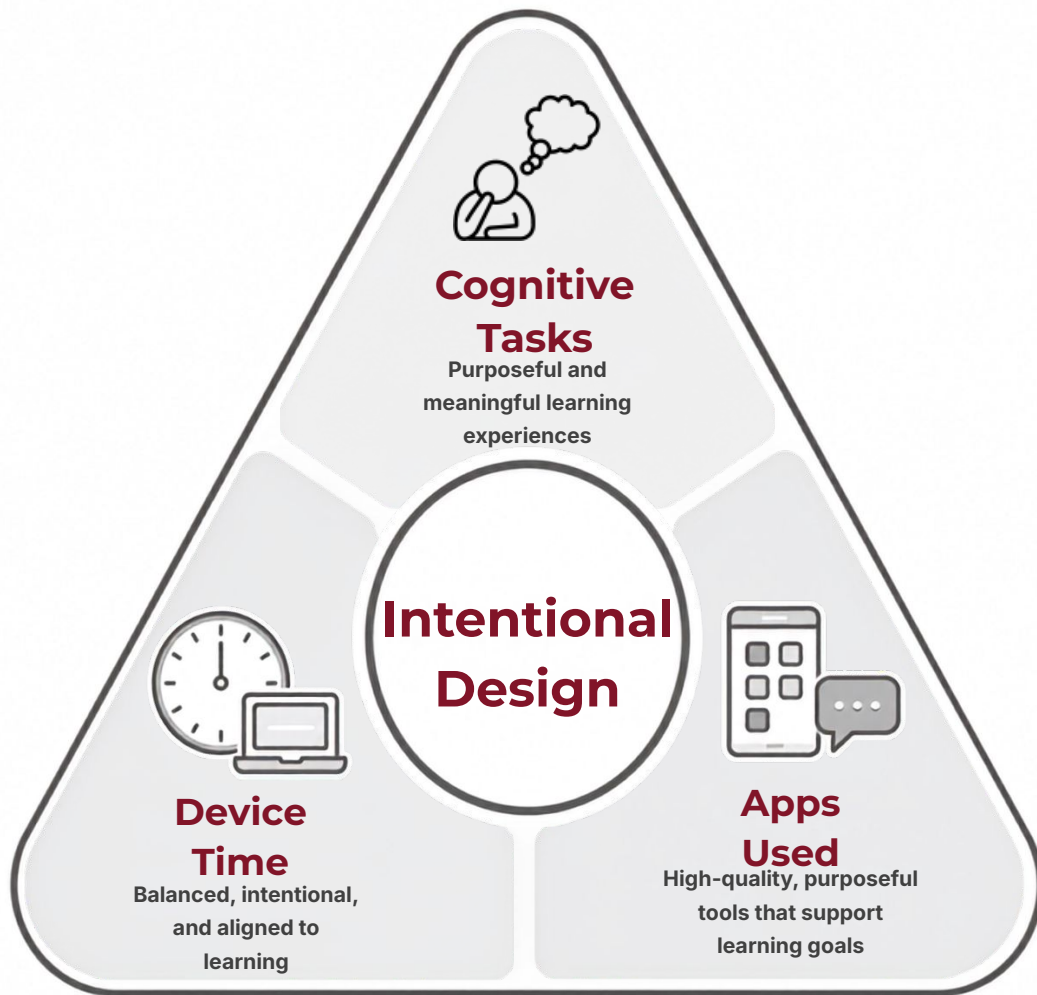
The Growing Screenshot Conversation



**NISD's
Strategic
Approach**

Strategy 1: Review the Data

What data do we
have access to
and what does it
show?





Strategy 2: **Stakeholder Input**

Prioritizing understanding over
quick action





Student Screen Time Insights

Structured Responses

This dashboard shares community survey insights about student screen time and technology use to support informed, balanced decisions about digital learning.

2,993

Survey Responses

FILTER BY SURVEY GROUP



Parents 1,498

Students 1,133

Staff 362

*Secondary Students

PAGE NAVIGATION

1

2

3

Structured Responses

Comment Analysis

Data Methods

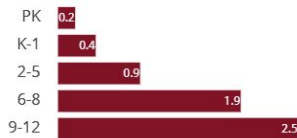
How Does Actual Student Screen Time Compare to Community Perspectives?



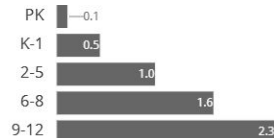
1 hr 38min

Average Student Daily Screen Time During School
(2025-2026 School Year)

Community-Defined Appropriate Screen Time (hours/day)

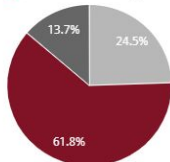


Actual Screen Time (hours/day)



Community Estimates vs Actual Screen Time

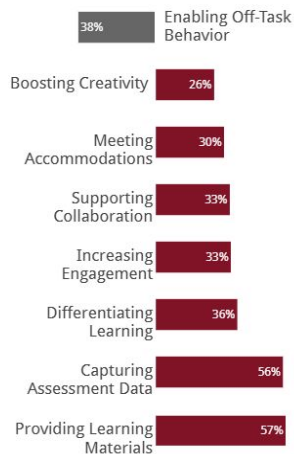
As Estimated Less than Estimated More than Estimated



Student screen time is generally consistent with what our community considers appropriate and is often less than the community perceives.

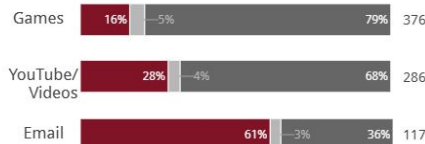
How Does Technology Impact Student Learning?

Perceived Impact of Technology on Student Learning



Perceived Educational Value of Digital Tools

Positive Neutral Negative

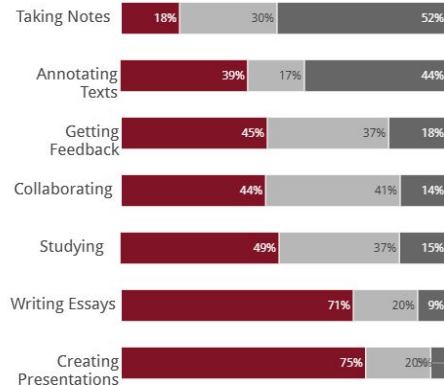


Community perspectives reflect both the instructional benefits of technology and concerns about its impact on learning and distraction.

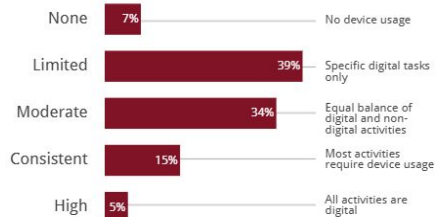
What Is the Right Balance of Digital and Non-Digital Learning?

Students' Preferred Learning Formats

Digital Digital & Paper Paper



Perceived Appropriate Amount of Device Use



Community preferences suggest that the role of technology depends on the learning activity, with support for both digital and non-digital learning.

Pre-Implementation

What did early feedback show?



90%+

Small Group Validation



Broad Community Support



Strong Engagement

Q1 - Implementation

What does early feedback show?

Parents



Teachers



Students



Q1 - Implementation

What does early feedback show?

Parents

Overall
approach

87%
Neutral or
Above

Safeguards

80%
Neutral or
Above

Teachers



Students



Q1 - Implementation

What does early feedback show?

Parents

Overall
approach

87%
Neutral or
Above

Safeguards

80%
Neutral or
Above

Teachers

Overall
approach

88%
Neutral or
Above

Safeguards

82%
Neutral or
Above

Students



Q1 - Implementation

What does early feedback show?

Parents

Overall
approach

87%
Neutral or
Above

Safeguards

80%
Neutral or
Above

Teachers

Overall
approach

88%
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Neutral or
Above

Students

Loss of autonomy

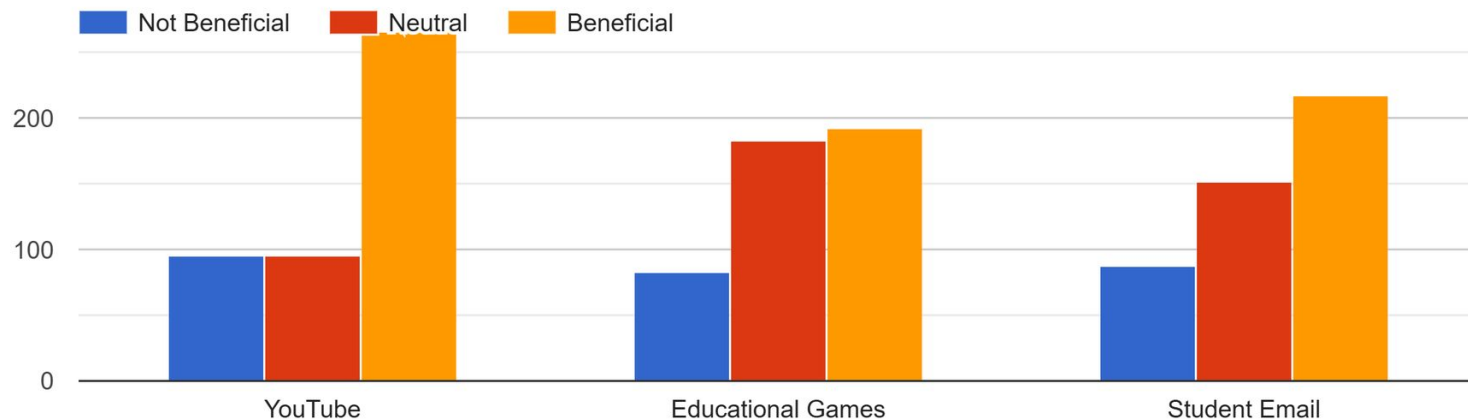
*music, parent
monitoring, YouTube*

Academic Impact

*Dual Credit,
self-tutoring*

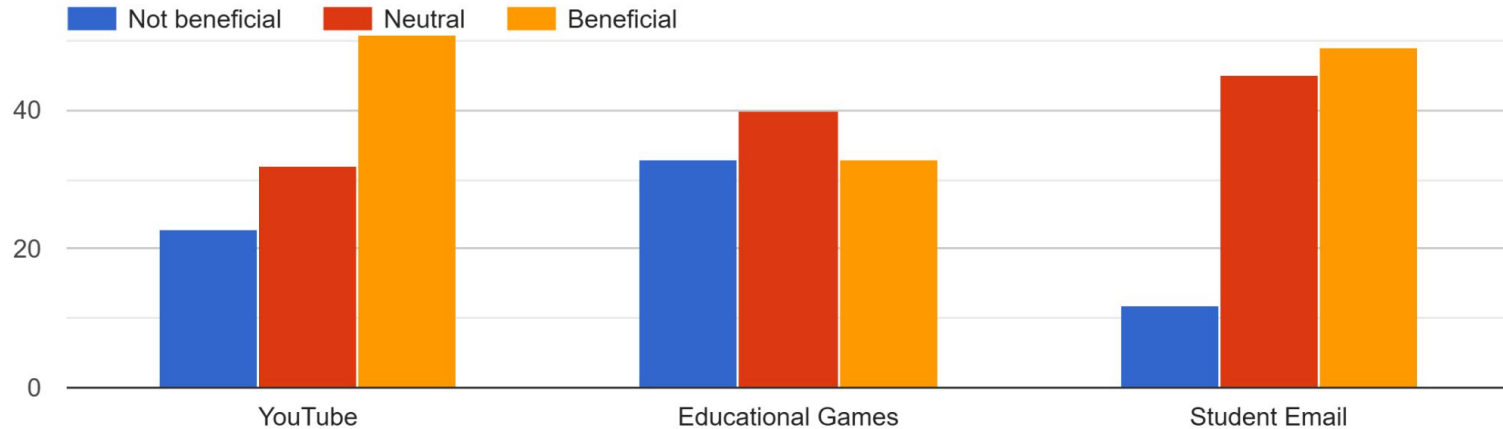
Parents

How do you think the restrictions in each of these areas have affected your child's experience during the school day?



Staff

How do you think the restrictions in each of these areas have affected your classroom?



PARENT SAMPLE FEEDBACK

Restrictions on usage often **interfere with legitimate research** making coursework unnecessarily difficult to complete.

I **like the direction it's headed** with minimizing use of optional technology during school hours

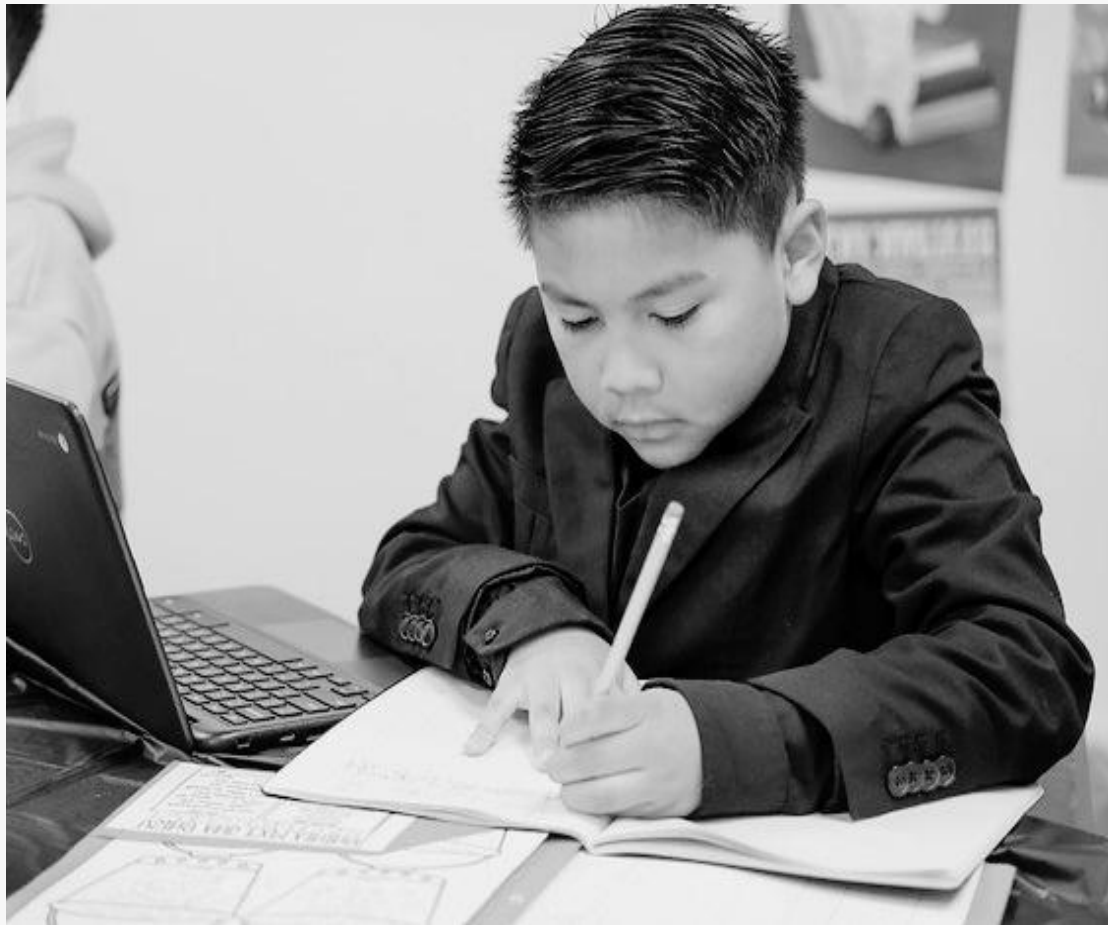
I think **y'all are doing the best you can do** considering how crafty some of these students can be. We can't make everyone happy, but at least y'all are genuinely trying.

I **appreciate the limit in screen time**, especially for younger learners.

I do know that my **child did benefit and appreciate the learning games** in past years, and the only change I know of with this limited amount of time this year is that screens have been used in only for testing in his class.

I believe, less usage of tech, and also **using better IT tools** can help with creating more **regulated safeguard/guardrails** for students in school for their tech usages

One additional impact I've noticed is that the safeguards seem to **encourage more intentional conversations at home** about responsible technology use.



STAFF SAMPLE

FEEDBACK

Bring some of the fun educational games back. They got the students attention and they wanted to do them.

Technology is here to stay, we need to **learn how to use it but with moderation.**

Yes, it is frustrating to find that a resource is blocked, but I feel a great deal of effort has been put in to best support us in the classroom if we are checking ahead of time. Thanks for **making this a priority** from a teacher and a parent!

I think these safeguards have **limited distractions** for the most part **keeping the focus on learning.**

Reducing unnecessary technology use is important, but **technology** is also **very helpful** in gamifying learning and **increasing student independence.** There are many educational websites that are no longer approved for student use, even though they are appropriate and helpful. For example, CommonLit works to provide passages and questions that are auto-scoring and great STAAR practice.

However, we can no longer use that.

The **help desk has been amazing** at unblocking websites/youtube videos to **make my job easier with the transition** of what has been blocked.



A SHARED APPROACH

Finding the right balance is ongoing work.

We will continue listening, reviewing what the data and research tell us, and making adjustments with student learning, wellbeing, and strong relationships at the center.

