Digital Learning Readiness Report

Date of Report: 06/01/2020

KANE DISTRICT

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INTRODUCTION

Now more than ever, the nation's education system is faced with high demands to prepare students for an information-rich, high-tech, entrepreneurial, global economy that requires a highly skilled, knowledgeable, flexible, and capable workforce. Additionally, since January 2010, the US economy has added 11.6 million jobs, and 99% of those jobs have gone to workers with at least some college or post-secondary education. These national trends emphasize the increasingly high demands for graduates who have deeper learning competencies, skills, and grit to take on a future economy wrought with new challenges. To prepare graduates for this new environment, district and school leaders must build their own leadership capacity to implement innovative practices in curriculum, instruction, assessment, and professional learning that ensure more students engage in rigorous academic course work and follow interest-driven personalized routes to success. It is critical that education leaders rethink their vision for education, create a plan for digital transformation, and leverage research-based measurement to assess their progress.

The Alliance for Excellent Education (All4Ed) specifically the Future Ready Schools® (FRS) Initiative, helps district leaders create policies, procedures, and practices that empower educators to personalize learning experiences for each student. To succeed in today's workforce, a high school diploma is not enough - And a K-12 public school system with a traditional, teacher-centered approach to instruction will not adequately prepare students for the ever-growing post-secondary aspirations for students whether it be college, certification, career, or another pathway to success. FRS helps district leaders use research-based strategies to vision, plan and implement comprehensive digital transformation efforts that create learning environments where all students can graduate with the skills needed to become successful, productive, responsible citizens.

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The following report is based on data collected through the Future Ready Schools (FRS) District Leadership Self-Assessment, a research-based tool that measures a district's readiness to implement a comprehensive digital transformation effort aligned with the FRS Framework. These data will help your district leadership team to 1) to analyze your districts strengths and gaps in providing an effective, technology enhanced learning environment, 2) create a contextual definition for "student centered learning" that emphasizes the district's WHY or purpose for engaging in digital transformation, and 3) acknowledge next steps in setting goals, engaging stakeholders, and writing a Future Ready Action Plan to implement a student-centered, personalized learning imitative.

DIGITAL LEARNING READINESS SCORE:	7.6 (of 10)

The Future Ready Schools Framework, is designed to set out a road-map to move schools and districts as quickly as possible towards a shared vision of preparing students for success in college, careers and citizenship through leveraging technology as a tool. The framework provides a systemic approach to change while keeping student-centered learning the primary focus.

In order to effectively plan and implement digital transformation, a district must align their efforts to each of the seven (7) key categories, or gears:

1. Use of Time & Space	**2. Curriculum, Instruction, & Assessement**
3. Personalized Professional Learning	**4. Budget & Resources**
5. Community Partnerships	**6. Community Partnerships**
7. Robust Infrastructure	

The outside rings in the figure emphasize the importance of empowered leadership and the cycle of continuous improvement where districts vision, plan, implement, and assess. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning. For more detailed information on the FRS framework visit our dashboard (https://dashboard.futurereadyschools.org/framework).

This confidential report indicates your district's readiness to implement digital learning. The chart below provides a snapshot of your district's progress to date across the seven gears in the Future Ready Schools framework.

DIGITAL TRANSFORMATION

Digital transformation leverages technology to improve K-12 education policies and practices for better student outcomes. More specifically, schools and districts engaging in digital transformation use technology as a catalyst to provide high-quality instruction, access challenging content, and increase opportunities for anytime anywhere learning. Successful digital transformation results in a personalized learning environment that improves student outcomes to help each student reach their full potential in work and life.

Transforming the educational environment with technology requires the application of a systemic approach to change management as outlined in the FRS Framework - emphasizing equitable opportunities and outcomes for students, and improved effectiveness of teachers, administrators, and staff in the system.

Planning your district's successful digital transformation is a complex and ongoing process. It includes (1) investigating your needs and researching new strategies that are appropriate for your specific context; (2) envisioning and articulating a vision with SMART goals; (3) developing collaborative, tangible action steps to achieve the goals set forth; and (4) staging the plan with supportive policies and ample capacity to ensure successful implementation.

The following section provides important information about your district's current vision for teaching and learning as it relates to technology, your use of technology for learning, and the overall learning environment.

YOUR DISTRICT'S VISION FOR DIGITAL LEARNING

District Vision

In Kane School District, we use technology to promote meaningful learning and collaboration, ensure and provide for needed professional development and support, and respond flexibly to change. By providing tools to students and teachers, we empower students to be authentic, self learners in an age of information. We also: ▲ Believe that technology exists to support the curricular goals of the school ▲ Focus on authentic applications of technology, not technology itself ▲ Plan for technology based instruction in our learning process ▲ Have confidence in placing technology in the hands of educators and students

Vision for Students	Included in Your District's Vision	
	No	Yes
Personalization of learning		✔
Student-centered learning	✔	
21st Century Skills/deeper learning		✔
College and career readiness		✔

Digital citizenship		✔
Technology skills		✔
Anywhere, anytime learning	✔	

YOUR DISTRICT'S USES OF TECHNOLOGY FOR LEARNING			
This table reports the status of your district's uses of educational technology:	**Available in Your District**	**In Your District's Plans**	**Not Yet a Priority**
Online coursework	✔		
Intelligent adaptive learning		✔	
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	✔		
Assessment data (formative and summative)	✔		
Social Media			✔
Blended learning	✔		
Digital tools for problem solving (visualization, simulation, modeling, charting, etc.)		✔	
eCommunication sites for student discussions	✔		
eCommunication sites for teacher discussions	✔		
Real-world connections for student projects		✔	
Tools for students to develop products that demonstrate their learning	✔		
Digital student portfolios	✔		
Online research	✔		

YOUR DISTRICT'S DIGITAL LEARNING ENVIRONMENT

The following table presents the status of various elements of your district's digital learning environment:

Elements in a Digital Learning Environment	Available in Your District	In Your District's Plans	Not Yet a Priority
Presentation tools	✔		
Multimedia production		✔	
Social Media			✔
Productivity tools	✔		
Document management	✔		
Learning management system	✔		
eCommunication tools - Asynchronous Tools	✔		
eCommunication tools - Synchronous Tools		✔	
Library of curated digital content	✔		
Collaborative workspace	✔		
Visualization tools		✔	

DIGITAL LEARNING READINESS PER GEAR

This chart provides a snapshot of your district's Readiness Ratings across the seven gears in the Future Ready framework. As you review the table and following gear specific data, take note of your district's gaps and strengths. Using the FRS dashboard, your team can dig deeper into each gear and generate feedback from teachers, principals, or parents on each gear in Step 3 of the planning process. All the data you generate will help you create an action plan in Step 4.

Overall Readiness	7.6
Curriculum, Instruction, and Assessment	8.0
Use of Space and Time	3.3
Robust Infrastructure	10.0
Data and Privacy	8.8
Community Partnerships	7.2
Personalized Professional Learning	6.8
Budget and Resources	9.3
Across the Gears: Collaborative Leadership	7.3

LEVELS OF READINESS

Throughout this report, FRS refers to a series of rubrics for each element within the FRS gears. To identify a way forward, note your district's stage of readiness (i.e., Investigating, Envisioning, Planning and Staging) using your scores from the assessment and map that back to the rubric. The rubric will not only explain your current stage of readiness, it will also identify what is needed to elevate to the next stage. A score at the "staging" level indicates that your district is ready for implementation. Revisit the dashboard to look at specific rubrics by gear and by element. This information will help with developing your action plan in Step 4.




Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders are becoming more deeply informed about emerging research, trends, best practices, and added value related to digital learning. They are supported in their investigation through conference attendance, webinars, and in-depth discussions at district leadership meetings to ensure deep understating that informs their vision of digital learning.	District leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and working in tandem with key stakeholders, established a common vision of the future.	District leaders have established indicators of success based on the vision, set a baseline, and conducted a gap analysis. They have forged a plan for closing the gaps and identified key strategies for making progress toward those targets. They have projected benchmarks and milestones and created timelines, associated work plans, management plans and budgets.	District leaders have enacted policies, established new structures, identified budgets and assigned roles and responsibilities that collectively stage the district well for achieving the outcomes described in the vision. Where appropriate, they have undertaken pilots to document the efficacy of the elements of the plan. Once the district reaches the staging level, it is ready to begin full implementation.

Gear 1: Curriculum, Instruction, and Assessment

Through a more flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers will have robust and adaptive tools to customize the 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 students much greater opportunities to personalize learning and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics. Data are the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success.

Elements of this Gear:

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

YOUR DISTRICT PROVIDED THE FOLLOWING CURRICULUM, INSTRUCTION, AND ASSESSMENT VISION:

Curriculum must be adaptive to the change and evolution of information that is constant in the 21st Century. Teachers and students must be collaborative as they explore and discover concepts and ideas in the learning process. Promoting 21st Century Skills will empower students to have choice and control in learning. Giving students immediate feedback and assessing student learning using digital tools, must be a part of that instruction.

YOUR DISTRICT'S STAGE OF READINESS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

Gear Score: Curriculum, Instruction, and Assessment	8.0
21st Century Skills/Deeper Learning	5.0
Personalized Learning	10.0
Collaborative, Relevant, and Applied Learning	5.0
Leveraging Technology	10.0
Assessment—Analytics Inform Instruction	10.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Curriculum, Instruction, and Assessment	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss strategies for building college and career readiness through digital learning.		X	
Discuss leveraging diverse resources accessible through technology to personalize learning for all students.			X
Discuss providing students with the opportunity and specific skills to collaborate within and outside of the school, in the context of rich, authentic learning.		X	
Discuss instituting research-based practices for the use of technology in support of learning.		X	
Discuss transitioning to a system of digital and online assessment (diagnostic, formative, adaptive, and summative) to support continuous feedback loops improvement informed by data.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Integrate strategies to promote 21st Century skills/deeper learning outcomes into curriculum and instruction for all students.			X		
Design curriculum and instruction that leverage technology and diverse learning resources to enable all students to personalize their					X

learning with choices and control.					
Develop curriculum and instruction that provide each student the opportunity to solve real-world problems and encourage collaboration with students, educators and others outside of the school environment.			X		
Integrate technology seamlessly in the teaching and learning process while assuring that the use of technology adds value to learning for all students.					X
Provide opportunities for all schools to use digital and online assessment systems that provide all students and teachers with real-time feedback in ways that increase the rate and depth of learning, and that enable data-informed instructional decision ma					X

21ST CENTURY SKILLS/DEEPER LEARNING: **READINESS SCORE OF 5**

Curriculum, instruction, and assessment are based on clear expectations that all students will leave the education system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, and self-direction; as well as providing opportunities for authentic learning in the context of today's digital society.

PERSONALIZED LEARNING: **READINESS SCORE OF 10**

Educators leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.

COLLABORATIVE, RELEVANT, AND APPLIED LEARNING: **READINESS SCORE OF 5**

In digital learning environments, students do 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.

LEVERAGING TECHNOLOGY: **READINESS SCORE OF 10**

Educators in digital learning environments integrate learning-enabling technology seamlessly into the teaching and learning process. These educators have the skills to adopt multiple, highly effective learning technologies and adapt to diverse, evolving learning structures to assure that the use of technology adds value to the learning process.

ASSESSMENT—ANALYTICS INFORM INSTRUCTION: **READINESS SCORE OF 10**

The district and its schools use technology as a vehicle for diagnostic, formative, and summative assessment. The school system has mechanisms (i.e., processes and digital environments) for using data to improve, enrich, and guide the learning process. Educators actively use data to guide choices related to curriculum, content, and instructional strategies.

Gear 2: Use of Space and Time

Student-centric learning requires changes in the way instructional time is used. There are new opportunities for utilizing in-school and out-of-school time, and leveraging approaches such as competency-based learning to make learning more personalized and learning opportunities more accessible. These new opportunities leverage technology to meet the needs, pace, interests, and preferences of the learner. This transition is made possible through innovative uses of technology for assessing student learning, managing learning, engaging students in learning, disseminating content, and providing the infrastructure necessary to encourage flexible, anytime, anywhere learning opportunities.

Elements of this Gear:

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

YOUR DISTRICT PROVIDED THE FOLLOWING USE OF SPACE AND TIME VISION:

There is no greater resource in Education than that of the teacher. The district promotes and encourages teachers to provide learning that can expand past the walls of the classroom. Through content delivery using Canvas and providing 1:1 student devices, learning can be achieved anytime and anywhere.

YOUR DISTRICT'S STAGE OF READINESS FOR USE OF SPACE AND TIME

Gear Score: Use of Space and Time	3.3
Flexible Learning; Anytime, Anywhere	7.0
New Pedagogy, Schedules, and Learning Environments for Personalized Learning	3.0
Competency-Based Learning	3.0
Strategies for Providing Extended Time for Projects and Collaboration	0.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: USE OF SPACE AND TIME

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Use of Space and Time	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss options for providing students with online and digital learning options for anywhere, anytime learning.			X
Rethink the use of instructional time and school schedules to provide students with extended time for projects and collaboration, and to provide the flexibility required for personalized, student-centric learning.		X	
Discuss the merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning).	X		

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
By leveraging technology and media resources, students have options to learn any time of day, from home, school and/or community.				X	
Teachers are transitioning to more student-centric environments, leveraging flexible uses of time to enable personalized learning for their students.		X			
Student progress is measured by performance and mastery, rather than		X			

attendance/seat time (competency-based learning).					
The district has moved away from rigid schedules and short class periods, toward instructional time allocations that are flexible, enabling extended work time for complex projects.	X				

FLEXIBLE LEARNING; ANYTIME, ANYWHERE: **READINESS SCORE OF 7**

By leveraging technology and media resources, digital learning options are available for students at any time of day, from home, at school, and in the community. The value of anytime, anywhere learning is dependent on access and capacity for use; ubiquitous, robust internet access and the capacity to use digital learning tools and resources effectively.

NEW PEDAGOGY, SCHEDULES, AND LEARNING ENVIRONMENTS FOR PERSONALIZED LEARNING: **READINESS SCORE OF 3**

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

COMPETENCY-BASED LEARNING: **READINESS SCORE OF 3**

One facet of personalized learning, Competency-Based Learning (CBL), integrates student voice and choice, flexible paced learning with timely support, and demonstration of academic proficiency. Pace of learning is flexible based on the needs of individual students and the challenges of complex, often project-based work. Timely support is provided to accommodate learning needs and guarantee access to content and resources. Upon mastery of explicit, measurable and transferable outcomes that demonstrate the application and creation of knowledge, learners move on to a new, targeted standard or course.

STRATEGIES FOR PROVIDING EXTENDED TIME FOR PROJECTS AND COLLABORATION:
READINESS SCORE OF 0

Districts are re-imagining the school day and school year by re-designing and extending learning time, providing greater access to integrated enrichment and quality instruction. Rather than rigid schedules and short class periods, time allocations are flexible, allowing for extended schedules and work time for complex projects. Digital learning enables students to productively use time during and beyond the school day, often redefining homework time.

Gear 3: Robust Infrastructure

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancing of digital learning.

Elements of this Gear:

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

YOUR DISTRICT PROVIDED THE FOLLOWING ROBUST INFRASTRUCTURE VISION:

In a digital age, student learning is only achieved by providing a robust infrastructure to support digital tools and instruction. We have invested and ensured that student learning can be available at all times by designing and providing an infrastructure that will support digital instruction to all students.

YOUR DISTRICT'S STAGE OF READINESS FOR ROBUST INFRASTRUCTURE

Gear Score: Robust Infrastructure	10.0
Adequacy of Devices; Quality and Availability	10.0
Robust Network Infrastructure	10.0
Adequate and Responsive Support	10.0
Formal Cycle for Review and Replacement	10.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: ROBUST INFRASTRUCTURE

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Robust Infrastructure	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss a variety of options available to districts to ensure that appropriate Internet-ready technology devices are available to support teaching and learning.			X
Discuss the elements and implementation of a robust, responsive and safe network infrastructure.			X
Discuss the elements of a positive, effective, service-oriented technology support system.			X
Discuss a comprehensive, environmentally sound cycle for review and replacement of technology software, hardware and infrastructure.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Designing and implementing diverse and creative options to ensure that appropriate Internet-ready technology devices are available to students to support learning at any time.					X
Designing and implementing a network with adequate bandwidth and a supportive infrastructure to ensure ready and consistent access to online resources for					X

teaching and learning.					
Creating and implementing a support system that is characterized by a positive service orientation, is proactive, and provides resources, coaching and just-in-time instruction to prepare teachers and students for the use of new technologies.					X
Formalizing the review and replacement of all technologies in a cycle that is timely, proactive, and environmentally responsible.					X

ADEQUACY OF DEVICES; QUALITY AND AVAILABILITY: **READINESS SCORE OF 10**

The school has considered a host of creative options to ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location.

ROBUST NETWORK INFRASTRUCTURE: **READINESS SCORE OF 10**

Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to online resources for teaching and learning. Teams monitor usage and identify possible bottlenecks prior to them affecting teaching and learning. Privacy, safety and security are primary concerns as well. The school community collaboratively designs responsible use policies, and confirm that the network design is supportive of these policies.

ADEQUATE AND RESPONSIVE SUPPORT: **READINESS SCORE OF 10**

Sufficient technical and instructional support, characterized by a positive service orientation, is available in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

FORMAL CYCLE FOR REVIEW AND REPLACEMENT: **READINESS SCORE OF 10**

Teams continuously monitor technologies—software, hardware, and infrastructure—to ensure upgrades, additions, and, when called for, sunsetting/eliminations in a timely, environmentally responsible, and proactive manner.

Gear 4: Data and Privacy

Data and privacy are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Data is the building block of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success. The district ensures that sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

Elements of this Gear:

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

YOUR DISTRICT PROVIDED THE FOLLOWING DATA AND PRIVACY VISION:

Student Privacy and protecting student information is a high priority in a digital age. The district prioritizes vendors and activities protected under data privacy agreements to ensure student data and information is secured. Education of our teachers and policies are in place to ensure that student data and information is a top priority.

YOUR DISTRICT'S STAGE OF READINESS FOR DATA AND PRIVACY

Gear Score: Data and Privacy	8.8
Data and Data Systems	10.0
Data Policies, Procedures, and Practices	10.0
Data-Informed Decision Making	10.0
Data Literate Education Professionals	5.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: DATA AND PRIVACY

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Data and Privacy	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss data governance policies and procedures that ensure privacy, safety, and security in data collection, analysis, storage, retrieval, exchanges, and archiving, to meet standards and legal requirements (i.e., FERPA and CIPA).			X
Discuss the data systems, security procedures, and support systems required to ensure that a range of accurate, reliable data sets and associated reports are available, on demand, to authorized users.		X	
Discuss the challenges and opportunities in transitioning to a culture of evidence-based reasoning (a data culture) using accurate, reliable, and accessible data.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The district has up-to-date policies, procedures, and practices that address the privacy and security of data, and the use of data, technologies, and the Internet that meet or exceed legal requirements and federal guidelines.					X
The district is operating digital data systems that enable secure data collection, analysis, reporting, storage, exchanges, and archiving for authorized users.					X

Evidence-based reasoning and data-driven decision making are part of the school and district culture for staff, students, and parents.					X
All staff are knowledgeable and skilled in using data, technology, and data analytics to inform instruction, curriculum, assessment, and their own professional practices.			X		

DATA AND DATA SYSTEMS: **READINESS SCORE OF 10**

To facilitate data-driven decision making, appropriate data (i.e., data dashboards and data analytics) 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.

DATA POLICIES, PROCEDURES, AND PRACTICES: **READINESS SCORE OF 10**

Using the Family Educational Rights and Privacy Act (FERPA) 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 collection, storage, analysis, reporting, transmission, and archiving of data, as well as the usage of data, the Internet, and technology by students and education professionals in the course of teaching, learning, communications, and the management of school services.

DATA-INFORMED DECISION MAKING: **READINESS SCORE OF 10**

The use of formative and summative assessment data is part of the school culture, with administrators, teachers, and, perhaps most importantly, 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 district 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.

DATA LITERATE EDUCATION PROFESSIONALS: **READINESS SCORE OF 5**

Educators in the system are data-literate. They are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. They understand the potential uses and misuses of data in the teaching and learning process and act accordingly. All education professionals in the district use data to inform instructional and administrative decision making. Data literacy extends to students as well as curricula are reviewed and updated to make effective use of evidence and data a priority for all.

Gear 5: Community Partnerships

Community partnerships include the formal and informal local and global community connections, collaborative projects, and 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.

Elements of this Gear:

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

YOUR DISTRICT PROVIDED THE FOLLOWING COMMUNITY PARTNERSHIPS VISION:

The greatest strength of a school includes the community and the support that is provided from that community. The district is engaged and seeks community input regarding school decisions for digital learning. As a district, we will seek to further community partnerships to strengthen real world learning to promote 21st Century learners and digital citizens.

YOUR DISTRICT'S STAGE OF READINESS FOR COMMUNITY PARTNERSHIPS

Gear Score: Community Partnerships	7.2
Local Community Engagement and Outreach	7.0
Global and Cultural Awareness	5.0
Digital Learning Environments as Connectors to Local/Global Communities	10.0
Parental Communication and Engagement	7.0
District Brand	7.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: COMMUNITY PARTNERSHIPS

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Community Partnerships	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss how teaching and learning can be enriched through local community partnerships (i.e., increased access, relevance, opportunities for public exhibitions of student work, etc.).		X	
Discuss community partnerships that can build global and cultural awareness in students.		X	
Strategies for ensuring that digital/online learning environments serve as vehicles to enable local and global community partnerships.		X	
Discuss home-school communication that are enhanced and enriched through technology.			X
Discuss district creation of a "brand," that positions the district as a positive, 21st Century force in the lives of students and the community.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The school serves as a hub of the community and actively involves the community in achieving its learning goals.				X	
Students' global and cultural awareness is deepened through face-to-face and online community partnerships.			X		
The school district has deployed a					X

digital learning environment with education programs that facilitate safe online peer-to-peer, student-teacher, and student-expert interactions.					
The district has designed and deployed a robust digital communication system that is responsive to individual families as staff use it to draw parents into frequent interactions about their child’s education.				X	
The district has built a brand that conveys preferred messaging with students’ families, the community, and beyond.				X	

LOCAL COMMUNITY ENGAGEMENT AND OUTREACH: **READINESS SCORE OF 7**

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, businesses, higher education institutions, museums, and other public spaces; (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; and (4) coordinate after school programs, including collaboration with the school and students' teachers. Community Engagement and Outreach.

GLOBAL AND CULTURAL AWARENESS: **READINESS SCORE OF 5**

The community partnerships extend and deepen students' knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable 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 students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

DIGITAL LEARNING ENVIRONMENTS AS CONNECTORS TO LOCAL/GLOBAL COMMUNITIES: **READINESS SCORE OF 10**

The school district has established a digital learning environment that offers students access, e-communication, resource libraries, file exchanges, and Web tools, which facilitate interactions among peers and between teachers, parents, and students in school and beyond. District leaders build digital citizenship in students and structure online communities that to ensure online safety and security.

PARENTAL COMMUNICATION AND ENGAGEMENT: **READINESS SCORE OF 7**

School leaders engage parents and 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.

DISTRICT BRAND: **READINESS SCORE OF 7**

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 our schools develop a brand as well, and that the brand represents visionary thinking and 21st Century learning. The brand should be

transparent to all members within the organization—they must all be telling the same story, one that they believe in and stand behind.

Gear 6: Personalized Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding 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 with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.

Elements of this Gear:

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

YOUR DISTRICT PROVIDED THE FOLLOWING PERSONALIZED PROFESSIONAL LEARNING VISION:

Through partnerships with regional support centers, teachers are introduced to effective professional development to help them in providing digital learning to students. The district prioritizes and encourages teachers to seek professional development to enable them to be effective instructors in a digital age.

YOUR DISTRICT'S STAGE OF READINESS FOR PERSONALIZED PROFESSIONAL LEARNING

Gear Score: Personalized Professional Learning	6.8
Shared Ownership and Responsibility for Professional Growth	10.0
21st Century Skill Set	7.0
Diverse Opportunities for Professional Learning Through Technology	5.0
Broad-Based, Participative Evaluation	5.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: PERSONALIZED PROFESSIONAL LEARNING

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Personalized Professional Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss models of shared ownership of professional development, where district policy encourages and supports teachers and administrators in self-directed uses of online, social media for professional growth.			X
Discuss the pedagogical shifts and associated professional development required to ready staff for 21st Century digital learning.		X	
Discuss the models and merits of staff evaluation models that are goal-oriented, participatory, and focused on metrics directly related to 21st Century digital learning.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Shared ownership and shared responsibility for professional growth of education professionals.					X
New instructional practices and professional competencies necessary to support 21st Century Skills/deeper learning.				X	
Alternative, personalized models of professional development are enabled through technology and social media (i.e., EdCamps, Twitter Chats, etc.), and encouraged and supported through			X		

coherent district policies.					
New models for evaluation that involve education professionals in self-assessment, goal setting and professional collaboration in support of those goals.			X		

SHARED OWNERSHIP AND RESPONSIBILITY FOR PROFESSIONAL GROWTH: READINESS SCORE OF 10

Teachers, administrators, and other education professionals actively support their own professional practices by using technology, eLearning, and social media to optimize learning and teaching. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs), online communities of practice, eLearning, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.). Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires that they individually and collaboratively create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. The district has established flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals.

21ST CENTURY SKILL SET: READINESS SCORE OF 7

Educators have the opportunity to expand their knowledge and skills to address a 21st Century focus (e.g., critical thinking, collaboration, creativity, communication, technology competencies, self-direction, information literacy, etc.). Professional learning includes immersion in the learning sciences research to provide support and insights into more student-centered instructional practices and for the purposeful promotion of deeper learning/21st Century skills in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond. In doing so they broaden their own 21st Century skill set.

DIVERSE OPPORTUNITIES FOR PROFESSIONAL LEARNING THROUGH TECHNOLOGY: READINESS SCORE OF 5

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 often supported by the latest technologies. Professional learning is available anytime in a variety of modes. Alternative models are supported through coherent policies and practices in the district.

BROAD-BASED, PARTICIPATIVE EVALUATION: READINESS SCORE OF 5

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.

Gear 7: Budget and Resources

An effective budget development and review process is guided by a deep understanding of school finance at the District, State and Federal levels. Funding a digital learning environment requires strategic, short-term and long-term budgeting that leverages the use of learning-enabling technology and resources to optimize student learning. All budgets at the district and the school level are aligned in order to prioritize student learning and cost-efficiency, with consistent funding streams for both recurring and non-recurring costs. The District's financial model includes the metrics and processes to determine Total Cost of Ownership (TCO) for developing and sustaining the digital learning environment and to ensure accountability for determining learning Return On Investment (ROI).

Elements of this Gear:

- Efficiency and Cost Savings
- Alignment to District and School Plans
- Consistent Funding Streams
- Learning Return on Investment

YOUR DISTRICT PROVIDED THE FOLLOWING BUDGET AND RESOURCES VISION:

Digital learning requires strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school should be aligned to the District's vision, with consistent funding streams for both recurring and non-recurring costs to ensure sustainability. District 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 accountability for learning returns on investments.

YOUR DISTRICT'S STAGE OF READINESS FOR BUDGET AND RESOURCES

Gear Score: Budget and Resources	9.3
Efficiency and Cost Savings	10.0
Alignment to District and School Plans	10.0
Consistent Funding Streams	10.0
Learning Return on Investment	7.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: BUDGET AND RESOURCES

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Budget and Resources	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss ways to support students with tools and resources for digital learning that offer efficiencies and cost savings (e.g., BYOD, Web 2.0 tools, free apps, etc.).			X
Discuss strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., online courses or blended learning, cloud computing solutions, digital resources to replace textbooks, "going green", etc.).		X	
Discuss use of non-recurring funding for short-term digital learning initiatives (e.g., for innovative pilot programs) by leveraging business partnering, community donations and special grants.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Policies, procedures and timelines for transitioning to cost-saving strategies that leverage digital systems, tools and resources.					X
District and school level plans for digital learning justified and linked with consistent annual funding streams.					X
Funding identified for digital learning programs in the district's annual maintenance and					X

operation budgets. Non-recurring funding allocated for short-term initiatives or pilots.					
Metrics and methodology for monitoring the relationship between budget priorities and student learning goals.				X	

EFFICIENCY AND COST SAVINGS: **READINESS SCORE OF 10**

Innovative funding for digital learning leverages technologies to improve teaching and learning as well as to increase efficiency and cost savings. A cross-functional District budget development team is formed that is composed of District leaders, key stakeholders, and subject matter experts who collectively represent the District's interests. This team employs strategies for calculating the total cost of ownership (TCO) for all technology resources; focusing on learning-enabling technology, digital resources and instructional practice.

ALIGNMENT TO DISTRICT AND SCHOOL PLANS: **READINESS SCORE OF 10**

Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to continuous improvement goals. All expenditures must be justified as supportive of these plans. Innovative programs are funded conditionally upon their alignment to the district's vision and mission.

CONSISTENT FUNDING STREAMS: **READINESS SCORE OF 10**

The District has consistent and flexible funding that enables equitable access to optimal learning environments. Budgets for technology-enabled learning tools and resources are addressed in short and long-term fiscal plans. Funding sources are identified in the District's annual maintenance and operation budgets with minimal reliance on grants or other temporary sources. Funding for digital learning is integrated across multiple budget areas where appropriate.

LEARNING RETURN ON INVESTMENT: **READINESS SCORE OF 7**

All metrics for review of budget priorities and cost-efficiency are based on their demonstrated relationship to student learning goals. District leaders have strategies and tools for measuring Return On Investment (ROI) in digital learning; focusing on learning-enabling technologies, resources, instructional practice and student learning.

Gear 8: Across the Gears: Collaborative Leadership

The Future Ready framework is a systemic planning framework around the effective use of technology and digital learning to achieve the goal of "career and college readiness" for all students. While the seven interdependent Gears provide a roadmap toward digital learning, success within a district is dependent 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 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.

Elements of this Gear:

- 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

YOUR DISTRICT PROVIDED THE FOLLOWING ACROSS THE GEARS: COLLABORATIVE LEADERSHIP VISION:

Leaders within the district must be empowered to think and act innovatively, they must believe in the district's shared vision for personalized learning through the effective use of digital tools and resources. Critical to our success will be a culture of innovation that builds the capacity of students, teachers, administrators, parents, and community to work collaboratively toward that vision.

YOUR DISTRICT'S STAGE OF READINESS FOR ACROSS THE GEARS: COLLABORATIVE LEADERSHIP

Gear Score: Across the Gears: Collaborative Leadership	7.3
A Shared, Forward-Thinking Vision for Digital Learning	7.0
A Culture of Collaboration, Innovation, Capacity Building, and Empowerment	10.0
High Expectations for Evidence-Based Transformations to Digital Learning	7.0
Transformative, Coherent Thinking, Planning, Policies, and Implementation	5.0

DEPTH OF YOUR DISTRICT'S KNOWLEDGE BASE: ACROSS THE GEARS: COLLABORATIVE LEADERSHIP

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Across the Gears: Collaborative Leadership	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss the district's strategy for developing, communicating, implementing, and evaluating a shared, forward-thinking vision for digital learning.			X
Discuss strategies to establish a culture of collaborative innovation, where leaders at all levels are informed, trusted, empowered, and ready to lead.			X
Discuss the high expectations that will be required of all students, education professionals, and family/community if the district is to realize continuous, sustainable progress toward the vision.		X	
Discuss the coherent strategic, tactical, and budgetary policies and planning required to achieve the vision.			X

STATUS OF IMPLEMENTATION

This table shows the status of implementation your district's leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The district has involved the community in establishing a shared, forward-thinking vision for personalized, digital learning.				X	
The district and schools have established a culture where leaders are informed, collaborative, and empowered to innovate.					X
The district leadership team has established				X	

high expectations for transformation at all levels.					
District leaders have coherent policies, plans, and budgets for achieving the vision.			X		

A SHARED, FORWARD-THINKING VISION FOR DIGITAL LEARNING: READINESS SCORE OF 7

The district recognizes that, to prepare their students to thrive in today's connected, fast-paced society will require an education that engages students in evidence-based, deeper learning through smart uses of technology and new pedagogies. The district has engaged 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.

A CULTURE OF COLLABORATION, INNOVATION, CAPACITY BUILDING, AND EMPOWERMENT: READINESS SCORE OF 10

The District leadership team has established a collaborative culture of innovation in which leaders at all levels are empowered to innovate. 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.

HIGH EXPECTATIONS FOR EVIDENCE-BASED TRANSFORMATIONS TO DIGITAL LEARNING: READINESS SCORE OF 7

Across the district, teachers, administrators, and students are expected to show progress toward the district vision. 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.

TRANSFORMATIVE, COHERENT THINKING, PLANNING, POLICIES, AND IMPLEMENTATION: READINESS SCORE OF 5

The district's forward-thinking vision is advanced through leaders' transformative thinking. Leaders have ensured that the district's policies are coherent 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.

CONCLUSIONS AND NEXT STEPS

Your district's Future Ready Schools Readiness Report presents your team's assessment of how prepared your district is to implement a Future Ready initiative. This data will support your team in 1) identifying your district's strengths and gaps in providing an effective, technology-enhanced learning environment, 2) creating a clear definition for “student-centered learning” that articulates the district’s WHY or the purpose for engaging in digital transformation, and 3) crafting measured next steps in engaging stakeholders, goal setting, and writing a Future Ready Action Plan to implement student-centered, personalized learning imitative. After reviewing your results log into the dashboard to continue the 5 Step Planning process and complete the 3rd and 4th steps. In Step 3, you can use the dashboard to engage stakeholders through anonymous surveys and compare their understanding of district readiness to that of the leadership team. In Step 4, the dashboard will guide your team through a research-based action planning process where you'll create a comprehensive plan for implementing your district's student-centered learning initiative.

Great work so far! We're looking forward to supporting you through the rest of the planning process. Visit dashboard.futurereadyschools.org to take the next step!