

PROJECT 24



PLANNING FOR PROGRESS

Alliance for Excellent Education

DIGITAL LEARNING READINESS REPORT

Digital Learning Readiness Score: **8**

Date of Report: 1/14/13

The Alliance for Excellent Education appreciates your district's participation in Project 24. Project 24's overall goal is to ensure all students graduate from high school ready to succeed in college and a career. In the context of today's

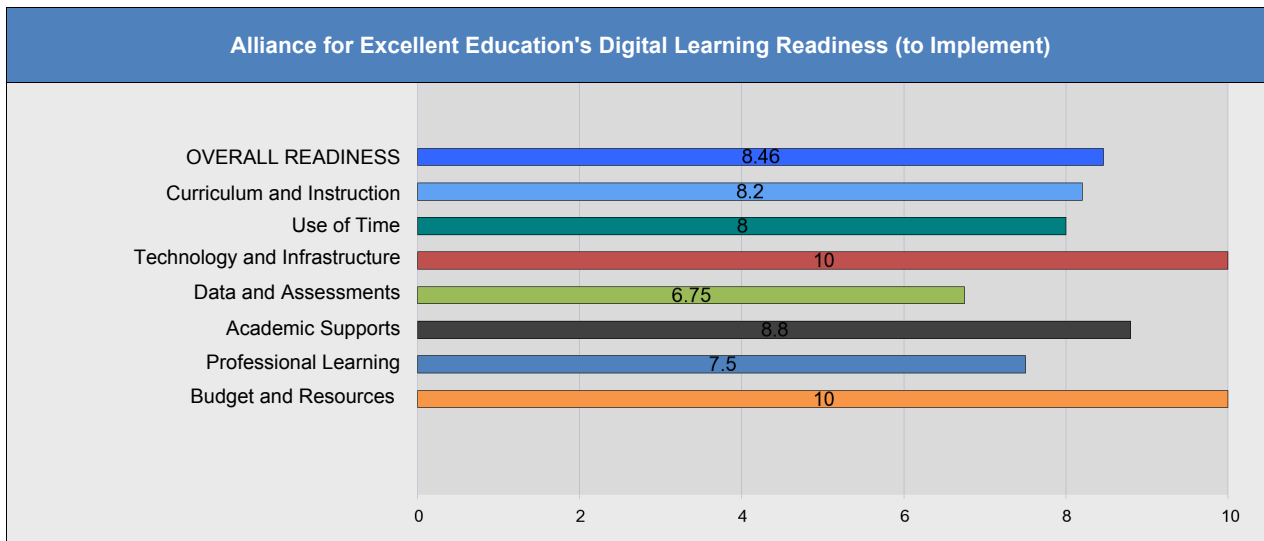
networked, global society, the Alliance believes digital learning is an essential component in a district's efforts to achieve higher standards by creating a more flexible, robust, and student-centered learning environment. As depicted in the figure to the left, The Alliance recommends that districts track their readiness for digital learning through Project 24's framework, which includes these seven (7) key categories or gears:



1. Curriculum and Instruction
2. Use of Time
3. Technology and Infrastructure
4. Data and Assessment
5. Academic Supports
6. Professional Learning
7. Budget and Resources

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.

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 Project 24 Framework.



Digital Learning

Digital learning is defined as the strengthening, broadening, and/or deepening of students' learning through the effective use of technology. It individualizes and personalizes learning to ensure all students reach their full potential to succeed in college and a career.

Digital learning is the strengthening, broadening, and/or deepening of students' learning through the effective use of technology.

Digital learning can be enabled through a range of instructional practices. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practices. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, and opportunities for learning anytime and anywhere.

Staging your district to implement digital learning successfully is a complex process. It will include: 1) investigating and researching new designs for learning, 2) envisioning a range of possibilities and formally adopting a new vision, 3) collaboratively developing plans to enable that vision, and 4) staging the implementation for success by enacting policies and capacity building measures. The following provides important information about the foundation your district is establishing in support of digital learning.

Your District's Vision for Digital Learning

| District Vision | Vision for Students | Included in Your District's Vision: | |
|---|--------------------------------|-------------------------------------|----|
| | | Yes | No |
| To maximize the potential of digital learning to ensu | • Personalization of learning | √ | |
| | • Student-centered learning | √ | |
| | • Authentic, deeper learning | | √ |
| | • 21st Century skills | √ | |
| | • College and career readiness | √ | |
| | • Digital citizenship | √ | |
| | • Technology skills | | √ |
| | • Anywhere, anytime learning | √ | |

Your District's Current Uses of Technology

| 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 | √ | | |
| • Blended learning | √ | | |
| • Digital tools for problem solving (i.e..visualization, simulation, modeling, charting, etc.) | √ | | |
| • eCommunication for student discussions | | √ | |
| • eCommunication for teacher discussions | | √ | |
| • Real-world connections for student products | √ | | |
| • Tools for students to develop products that demonstrate their learning | | √ | |
| • Electronic student portfolios | √ | | |
| • Online research | √ | | |
| • Intelligent adaptive learning | | √ | |
| • Digital content in a variety of formats and modes (i.e., visual, auditory, text) | √ | | |
| • Assessment data (formative and summative) | √ | | |

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 | √ | | |
| • Productivity tools | √ | | |
| • Document management | √ | | |
| • Learning management system | √ | | |
| • Web 2.0 communication tools (Asynchronous) | √ | | |
| • Web 2.0 communication tools (Synchronous) | | √ | |
| • Library of curated digital content | √ | | |
| • Collaborative workspaces | | √ | |
| • Visualization tools | √ | | |
| • Multimedia production tools | √ | | |

Please keep the district's vision, uses of technology, and digital learning environment in mind when considering the reports on the following pages. Each of these is a prerequisite to your district's readiness across the seven gears.

Strategic Use of This Report

The Alliance's purpose for this self-assessment is to provide your district's "readiness to implement" scores in the context of the seven gears in the Project 24 framework, as well as provide your district with a "way forward" in closing gaps. To do so, the Alliance, in partnership with the Metiri Group, is providing rubrics for each element of the gears. To find your district's way forward, simply note your district's stage of readiness as reported on the following pages, and map that back to the associated rubric. Target next steps by looking at the table cell that represents the next level to the right. A score at the "staging" level indicates that your district is ready for implementation.

The rubrics have been developed based on the following levels of readiness:

| Investigating | Envisioning | Planning | Staging |
|--|--|--|---|
| District leaders are becoming more deeply informed about emerging research, trends, best practices, and value-add 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 understanding 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. |

Once your district's readiness scores are mapped to the rubrics and targets are set for improvements, take advantage of the many Project 24 events, activities, and resources (see <http://www.digitallearningday.org/news-and-events/project-24/>). The Alliance offers a schedule that includes events and resources based on each gear, as well as the course offered through the Friday Institute.

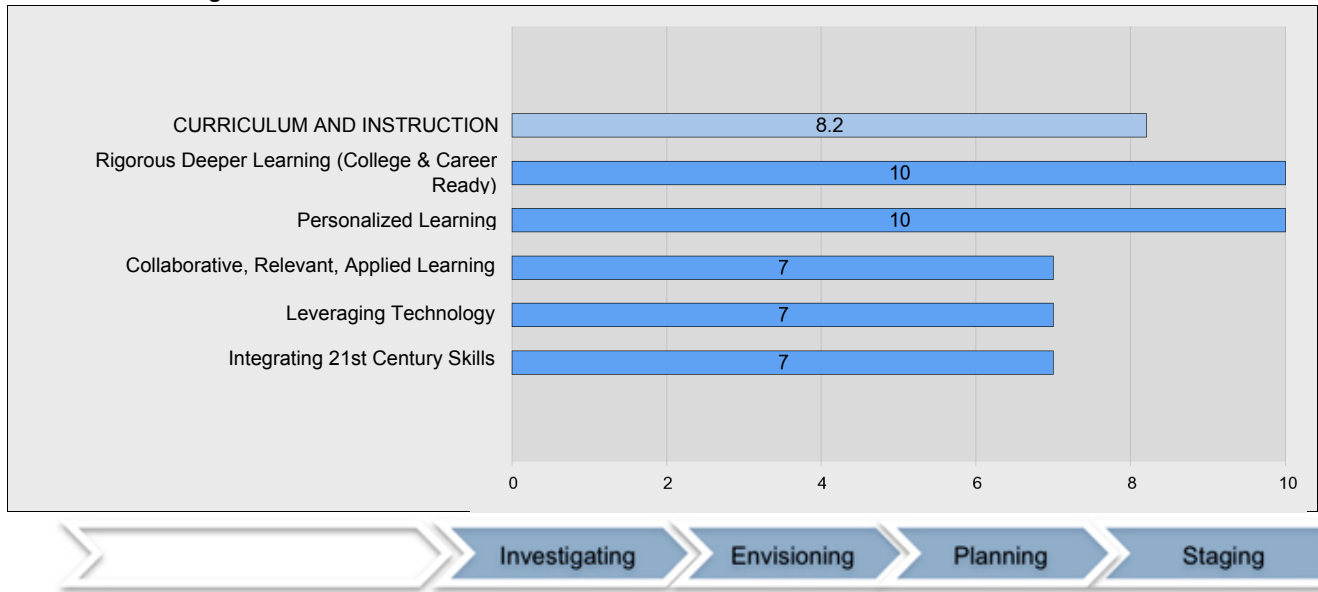
GEAR 1: Curriculum and Instruction

Through a more flexible, consistent, and concentrated approach to academic content design and accessibility, 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 reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics.

Your district provided the following Curriculum and Instruction vision:

To ensure that curriculum and instruction incorporate digital learning to better meet the needs of each student.

Your District's Stage of Readiness for Curriculum and Instruction



Depth of Your District's Knowledge Base: Curriculum and Instruction

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 for Curriculum and Instruction:

| Confidence of Leadership Team in Discussing Topics Related to Curriculum and Instruction for Digital Learning | Not Yet Prepared to Discuss | Could Discuss After Additional Research | Could Discuss with Confidence Now |
|---|-----------------------------|---|-----------------------------------|
| Creating strategies for building college and career readiness through opportunities for deeper learning through technology. | | √ | |
| Leveraging diverse resources accessible through technology to personalize learning for all students. | | | √ |
| Providing students with the opportunity and specific skills to collaborate within and outside of the school in the context of rich, authentic learning. | | | √ |
| Instituting research-based practice for the use of technology in support of learning. | | √ | |

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Curriculum and Instruction (Gear 1)

Rigorous Deeper Learning: Readiness Score of 10

Curriculum and instruction are based on clear expectations that all students will leave the system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content; elements of deeper learning such as critical thinking, creativity and innovation, and self-direction; and opportunities for learning that allow students to gain the core understandings related to that content.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|---------------------------------|--|--|--|---|
| Rigorous Deeper Learning | District leaders familiarize themselves and staff members with Common Core State Standards and with principles and strategies for deeper learning. | District leaders ensure that the district's vision includes specific references to college and career readiness. The vision also makes explicit that instruction will allow opportunities for deeper learning. | The curriculum department develops processes for integrating the Common Core State Standards and identifying opportunities within those standards for deep learning. | District leaders devise and communicate new expectations for college and career readiness. The Common Core State Standards replace previous curricula in all district documentation. They also design and pilot deep learning strategies and opportunities. |

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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|------------------------------|---|---|---|--|
| Personalized Learning | District leaders research personalized learning and document the characteristics of personalized learning environments and the requirements for building these characteristics. | A vision for personalized learning is written and communicated, and includes rich scenarios of practice in multiple grade levels and content areas. | Instructional leaders develop plans for supporting and training staff members to promote personalization of learning. Organizational tools, primarily technology based, are designed to assist students and teachers. | Instructional leaders prepare a plan for implementing personalized learning at all levels. This plan includes organizational tools, professional development, and examples of practice aimed at multiple levels and content areas. |

Collaborative, Relevant, and Applied Learning: Readiness Score of 7

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 involve the creation of knowledge products, foster deep learning, and have value beyond the classroom walls.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|---|---|--|--|---|
| Collaborative, Relevant and Applied Learning | Leaders review the research related to rich, authentic learning, including variants such as project- and problem-based learning. Teams have also gathered research and best practices on collaboration. | The concept of student work as collaborative and authentic is central to the district vision. Teams gather examples of teaching and learning meeting these criteria through research and piloting. | Instructional leaders review all curricula for opportunities for rich, authentic, and collaborative learning and document these opportunities. | Instructional leaders prepare a plan for implementing rich, authentic work, which includes unit designs and templates, professional development, and support for teachers as they scale up new instructional practices. |

Leveraging Technology: Readiness Score of 7

Educators in digital learning environments integrate technology seamlessly into the teaching and learning process. These educators have the skills to adopt and adapt to new technologies and filters, which assure that the use of technology adds value to the learning process.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|------------------------------|--|--|--|---|
| Leveraging Technology | District technology and curriculum staff members collaborate in an investigation of the latest research and best practices related to the use of technology in learning. | District leaders establish a vision for the digital learning classroom that illustrates the role technology plays in supporting these new learning environments. | Curriculum and learning leaders review all curricula for opportunities to apply current technologies to improve teaching and learning in ways that align with research and best practices. They then integrate these technologies into all curriculum documents. | Instructional leaders prepare a plan for proactively integrating technology throughout the teaching and learning practice in the district, which includes professional development and just-in-time training resources, as well as a scope and sequence illustrating expected uses within curriculum documents and rich examples of practice documented through pilots. |

Integrating 21st Century Skills in Support of Deeper Learning: Readiness Score of 7

District leaders adopt a formal process to ensure that serious efforts are made across the curriculum to promote 21st century skills, such as critical thinking, creativity, collaboration, and self-direction in support of a deeper learning model. All staff members are familiar with recent cognitive science related to these skills and use the strategies recommended by that science as a design feature of all curricula and instruction.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|---|---|---|---|
| Integrating 21st Century Skills in Support of Deeper Learning | District leaders initiate a process to prioritize and select key 21st century skills to enhance deeper learning. This process also identifies key research-based programs and strategies for building these skills. | 21st century skills are explicitly included in the district's vision for deeper learning. | Instructional leaders formally integrate 21st century skills to enhance deeper learning within all curriculum documents. They devise a plan for assessing these skills on an equal footing with content skills. | Instructional leaders prepare a plan for integrating and assessing 21st century skills to enhance deeper learning, including scope and sequence, guides for skill strategies, and professional development opportunities. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Curriculum and Instruction. Your district is encouraged to follow Project 24 events and activities on Curriculum and Instruction at <http://digitalllearningday.org/news-and-events/project-24/gears/curriculum-and-instruction> including available resources and information on how to participate in a course offered by the Friday Institute.

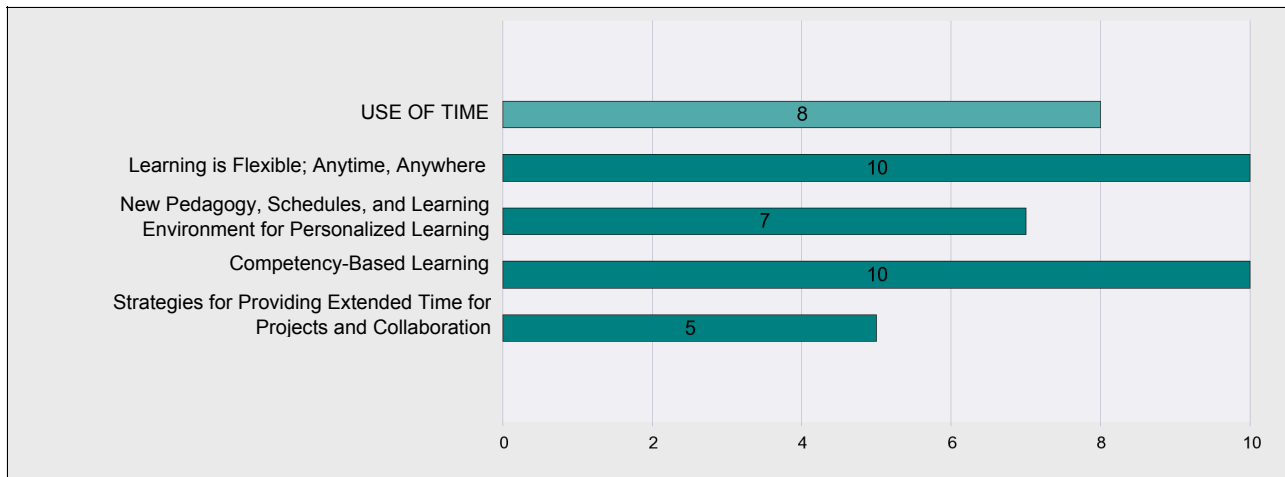
GEAR 2: Use of Time

Student-centric learning requires changes in the way instructional time is used. Many schools are shifting away from Carnegie units to competency-based learning. This type of system adapts learning to meet the needs, pace, interests, and preferences of the learner. This transition is made possible through innovative uses of technology for diagnostic, formative and summative assessments, for managing learning, for engaging students in learning, and for providing anywhere, anytime learning. Such transitions required districts to rethink and more effectively leverage the use of instructional time.

Your district provided the following Use of Time vision:

To ensure that students have flexibility in time and place of learning, as well as implementing strategies that allow students to take the time they need to complete a course or meet a standard.

Your District's Stage of Readiness for Use of Time



Depth of Your District's Knowledge Base: Use of 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 for Use of Time:

| Confidence of Leadership Team in Discussing Topics Related to Use of Time for Digital Learning | Not Yet Prepared to Discuss | Could Discuss After Some Additional Research | Could Discuss with Confidence Now |
|--|-----------------------------|--|-----------------------------------|
| Identifying options for providing students with online and digital learning options for anywhere, anytime learning. | | | √ |
| Rethinking 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. | | | √ |
| Identifying merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning). | | | √ |

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Use of Time (Gear 2)

Learning is Flexible; Anytime, Anywhere: Readiness Score of 10

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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|---|--|--|
| Learning is Flexible; Anytime, Anywhere | District leaders investigate options for providing devices and high-speed, robust access to students in school and beyond. District personnel attend conference sessions, visit other school districts, and talk with colleagues about various solutions for provisioning students with devices and access. They investigate models of online and blended learning that enable anytime, anywhere learning. | District leaders envision how various strategies for access would work in their schools, (e.g., one-to-one programs bring your own device (BYOD), community-wide internet access, and partnerships with community groups/ programs). They have both a technological approach in mind and a vision for leveraging the technology into anytime, anywhere learning that most stakeholders support. | District leaders embark on a community-based planning process to map the way toward the vision of anytime, anywhere learning through technology. The plan includes deploying technological solutions to enable anytime, anywhere learning and offering blended and online learning solutions for students. | District leaders develop a current responsible use policy; design a system for rolling out devices on a large scale; establish a digital learning environment for access in and outside of school; and prepare teachers to use the system. |

New Pedagogy, Schedules, and Learning Environment for Personalized Learning: Readiness Score of 7

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 students both synchronously and asynchronously to promote flexibility.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|---|--|--|---|
| New pedagogy, schedules, and learning environment for personalized learning | District leaders investigate personalizing learning, the flexible and adaptable use of time, and the shift in pedagogy necessary to increase the students' role in and responsibility for their own learning. | Stakeholders in the district create a common vision that includes personalized learning. The district maps out scenarios for personalizing learning at all levels and structuring instructional time in ways that optimize flexibility and adaptability. | District leaders build a plan for increasing the emphasis on personalized learning through the use of flexible time. | District leaders update their vision, curriculum, time schedules, instructional strategies, learning environment, staff development offerings, student readiness, and assessment to support flexible, adaptable uses of instructional time that enable personalization of learning. |

Competency-Based Learning: Readiness Score of 10

Along with flexible schedules, and as one facet of personalized learning, the pace of learning is flexible based on the needs of individual students and the challenges of complex, project-based work. Students move on to a new standard or course upon mastery.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|----------------------------------|--|---|--|--|
| Competency-Based Learning | District leaders define and investigate the use of competency-based education. | District leaders select a model for competency-based education that enables it to personalize learning for students, enabling them to control their pace and pathway through standards-aligned content and, as appropriate, to determine when and where they learn. | District leaders make plans for transitioning to competency-based learning. A learning management system enables students (as appropriate) to accumulate grades and credits based on performance. Plans for the redesign of curriculum, instruction, and assessment are established accordingly. | District leaders enact new policies that establish competency-based learning. Based on the district's plan, curriculum, instruction, assessment, professional development, and communications are all staged for the transition. |

Strategies for Providing Extended Time for Projects and Collaboration: Readiness Score of 5

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

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|---|---|--|---|
| Strategies for Providing Extended Time for Projects and Collaboration | District leaders investigate various structures and strategies for providing extended periods of time for students' authentic learning and personalized learning. Successful models are investigated for each level (elementary, middle, and high). | District stakeholders create a common vision for the role of authentic student projects conducted across the curriculum. Teams at all levels (elementary, middle, and high) develop a clear understanding of how learning structures and schedules will shift due to the transition to authentic projects. They select models for each level. | District leaders develop a plan for transitioning to a curriculum that provides flexible time for student engagement in authentic personalized, and/or project-based learning. | The district's vision includes mention of authentic and personalized learning. The structures are determined to provide flexible and adaptable scheduling of time to accommodate learner needs and they are ready to be implemented. The capacity building needed to stage this work is underway, including communications to parents and the community, professional development, piloting, etc. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Use of Time. Your district is encouraged to follow Project 24 events and activities on Use of Time at <http://digitalllearningday.org/news-and-events/project-24/gears/use-of-time/> including available resources and information on how to participate in a course offered by the Friday Institute.

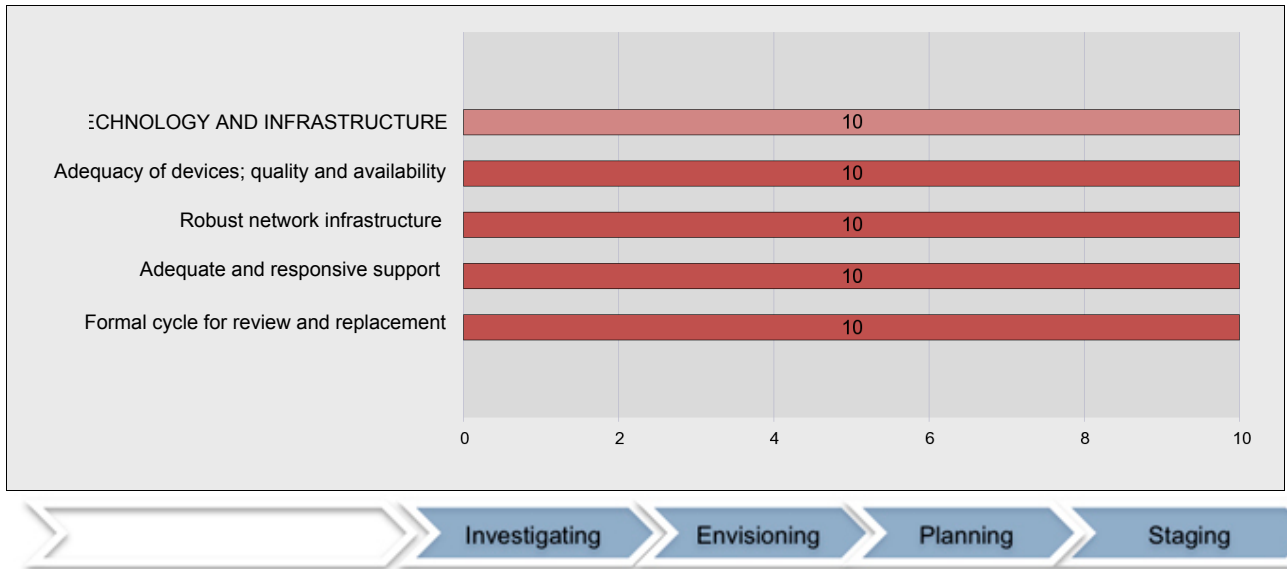
GEAR 3: Technology and Infrastructure

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.

Your district provided the following Technology and Infrastructure vision:

To ensure that students have access to the Internet and device any time any where.

Your District's Stage of Readiness for Technology and Infrastructure



Depth of Your District's Knowledge Base on Technology and 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 for Technology and Infrastructure:

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

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Technology and Infrastructure (Gear 3)

Adequacy of Devices; Quality and Availability: Readiness Score of 10

The school has considered diverse and creative options to ensure that appropriate internet-ready technology devices are available to students to support learning at any time.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|--|---|--|
| Adequacy of Devices; Quality and Availability | District leaders conduct a needs assessment for learning technologies. They investigate multiple strategies for providing technology devices to meet identified needs or improve efficiency. | District leaders develop a vision that clearly defines a role for technology in service of learning. | District leaders develop a plan for procuring and placing devices to provide equitable access in support of learning. | The district is well staged to deploy identified technologies, including plans for budgeting and purchasing, placement/distribution, and training and support. |

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. The school community collaboratively designs responsible use policies, and confirm that the network design is supportive of these policies.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--------------------------------------|--|--|--|--|
| Robust Network Infrastructure | Technology leaders assess current network capabilities and future network needs, both at school and in the communities that they serve. They collaborate with parents, students, and staff members to research elements of a responsible use policy. | Technology leaders ensure their vision includes an element of robust and equitable network access at school and in the home. They integrate a plan for responsible use into that vision. | Technology leaders develop plans for a network infrastructure that is robust and extensible. Plans include district facilities and a comprehensive set of options for home access as well. The entire school community collaboratively develops a formal responsible use policy. | Technology leaders are staged to roll out a robust network infrastructure that anticipates learning needs and facilitates access anytime, anywhere. A responsible use policy is completed and accepted by the entire school community. |

Adequate and Responsive support: Readiness Score of 10

Sufficient 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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|---|--|---|
| Adequate and Responsive Support | District leaders examine desirable levels and methods for providing technology support, including needs assessment activities. | District leaders establish a vision and criteria for comprehensive, service-oriented support services that prioritize support for research-based teaching and learning practices. | District leaders develop a comprehensive plan for support that is driven by the teaching and learning goals of the district. | District leaders are staged for a program of comprehensive, learning-centered, and proactive support. |

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 and proactive fashion.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|---|---|--|--|
| Formal Cycle for Review and Replacement | Technology leaders investigate model review and replacement policies. They conduct a comprehensive internal inventory and review disposal policies. | Technology leaders commit to a review and replacement policy that is both economically efficient and environmentally responsible. This policy is formally documented and integrated with district teaching and learning priorities. | Technology leaders build a plan for reviewing and replacing all technology devices and infrastructure. They build this into annual maintenance and operations budgets. | Technology leaders prepare a comprehensive plan that documents and updates current inventories; defines upgrade and replacement schedules and policies; identifies annual budgets; and specifically outlines an environmentally responsible disposal policy. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Technology and Infrastructure. Your district is encouraged to follow Project 24 events and activities on Technology and Infrastructure at <http://digitallearningday.org/news-and-events/project-24/gears/technology-and-infrastructure/> including available resources and information on how to participate in a course offered by the Friday Institute.

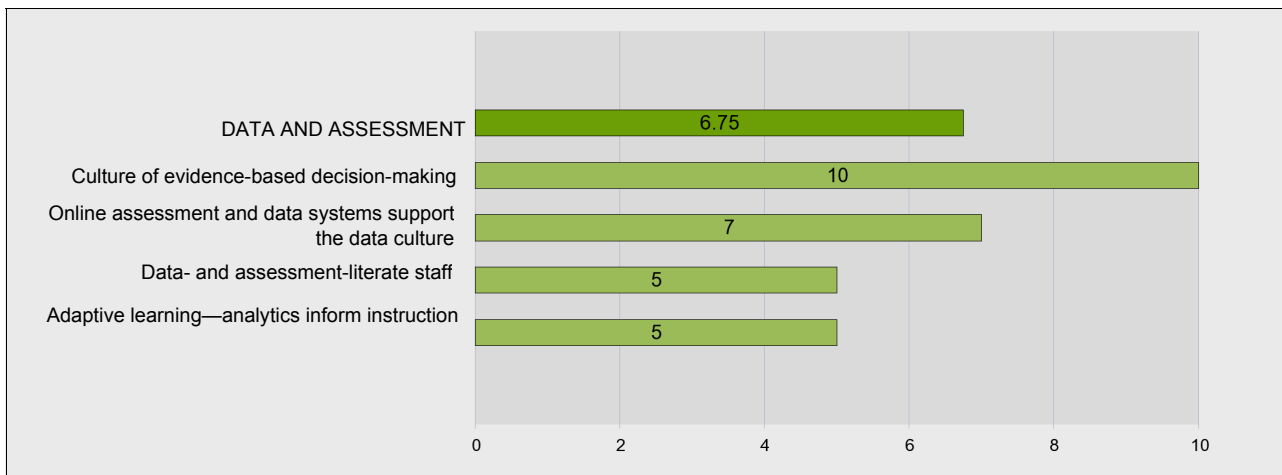
GEAR 4: Data and Assessment

Assessment, data, and data analytics are critical aspects 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.

Your district provided the following Data and Assessment vision:

To ensure that data and assessment systems support the implementation of competency-based and personalized learning.

Your District’s Stage of Readiness for Data and Assessment



Depth of Your District’s Knowledge Base on Data 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 for Data and Assessment:

| Confidence of Leadership Team in Discussing Topics Related to Data and Assessment for Digital Learning | Not Yet Prepared to Discuss | Could Discuss After Additional Research | Could Discuss with Confidence Now |
|---|-----------------------------|---|-----------------------------------|
| Identifying challenges and opportunities of transitioning to a culture of evidence-based reasoning (a data culture). | | √ | |
| Identifying challenges and opportunities of transitioning to a system of online assessment (formative and summative). | | √ | |
| Identifying challenges and opportunities of using adaptive models of learning to increase the rate and depth of student learning. | | √ | |

Strategic Interpretation of Your District’s Data

Displayed below are the elements for this gear, your district’s progress toward them, and associated rubrics. To use this data strategically, begin by locating your district’s readiness level on the rubric based on your district’s reported scores. A look to the immediate right will be your district’s potential targets. If at the “staging” level, your district is ready for implementation.

Rubrics for Data and Assessment (Gear 4)

Culture of Evidence-Based 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 these 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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|---|---|--|
| Culture of Evidence-Based Decision-making | District leaders investigate what it means to be evidence-based. In doing so, they document various models of evidence-based reasoning and data-driven decision-making as well as learning management systems. District leaders listen to other district leaders report on their work in building and transitioning to data cultures. They also identify models where students are engaged in a culture of evidence-based reasoning. | District leaders conduct visioning sessions with stakeholders that elicit their perspectives on how the district will look as a strong data culture. Scenarios incorporate all aspects of the process, including typical days in the lives of students, staff members, and parents operating in such a culture. | District leaders embark on a community-based planning process that to transition the district into a culture of evidence-based reasoning and decision-making. The plan documents the structures necessary to enable the vision (e.g., technical infrastructure, data systems, student information systems, longitudinal data systems, learning management systems, support structures, etc.). The plan includes a timeline, budget, and glide path toward the vision. | District leaders set formal expectations for data-driven decision-making and evidence-based reasoning at the district and school levels. They integrate these concepts into school improvement plans, staff development offerings, decision-making processes, and investment set-asides. At the student level, curricular materials are purchased; teaching training sessions are offered, and evidence-based reasoning is integrated into student learning standards. |

Online Assessment and Data Systems Support the Data Culture: Readiness Score of 7

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. This data is available at any time, on any desktop, and from any location.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|---|---|--|--|
| Online Assessment and Data Systems Support the Data Culture | District leaders investigate new models for storing and accessing data, including systems for learning management, online assessment, student information, and longitudinal data. | District leaders envision how online assessments and data systems will operate in the context of other district reforms. They envision how to ensure data is readily available, easily comprehensible, and useful for supporting the decision-making process. | District leaders write technical specifications for the various data systems required to enable the district's vision for learning, teaching, and management. They develop a plan for acquiring, deploying, operating, maintaining, supporting, and upgrading such a system over time. | District leaders establish data systems and online assessments (e.g., release of RFP, hiring of contractors, etc.). They hire and/or train the information technology staff members required to deploy and maintain such a system. They also establish cross-divisional structures for governing and operating the system to ensure collaborative decision-making and operations across divisions. |

Data- and Assessment-Literate Staff: Readiness Score of 5

Educators in the system are data- and assessment-literate, understanding the use and potential misuse of data in the teaching and learning process.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|--|---|---|
| Data- and Assessment-Literate Staff | District leaders investigate evidence-based reasoning and data-driven decision-making, including the types of training and professional development staff members will need to use such systems effectively. | District leaders create data-driven decision-making scenarios that include informed, well-trained, knowledgeable staff members and students. | District leaders' strategic planning includes explicit details to provide ongoing professional development and training support to staff members and students. Included in those plans are leadership decisions that establish data-driven decision-making and evidence-based reasoning as goals. | District leaders set clear expectations for the use of evidence-based reasoning and data-driven decision-making in learning, teaching, and administration by a targeted date. They provide training and professional development courses/in-services, including a course on evidence-based reasoning and self-assessment by students. |

Adaptive Learning; Analytics Inform Instruction: Readiness Score of 5

The district and its schools have 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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|--|--|--|
| Adaptive Learning; Analytics Inform Instruction | District leaders investigate models that use data and data analytics to adapt learning to meet diverse student needs. Such models include adaptive decision-making by teachers, students, learning management systems, and intelligent, adaptive learning systems. | District leaders integrate adaptive learning into the written scenarios projecting optimized learning systems. | District leaders' strategic technology plan includes the use of data systems and data analytics to adapt learning in ways that increase student performance. Such systems include use and decision-making by teachers, students, and machines/computers. | District leaders set clear expectations for the appropriate use of adaptive learning by teachers and students, and within digital learning systems. The instructional materials selection policy includes review of and possible investment in adaptive systems. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Data and Assessment. Your district is encouraged to follow Project 24 events and activities on Data and Assessment at <http://digitalllearningday.org/news-and-events/project-24/gears/data-systems-and-online-assessment/> including available resources and information on how to participate in a course offered by the Friday Institute.

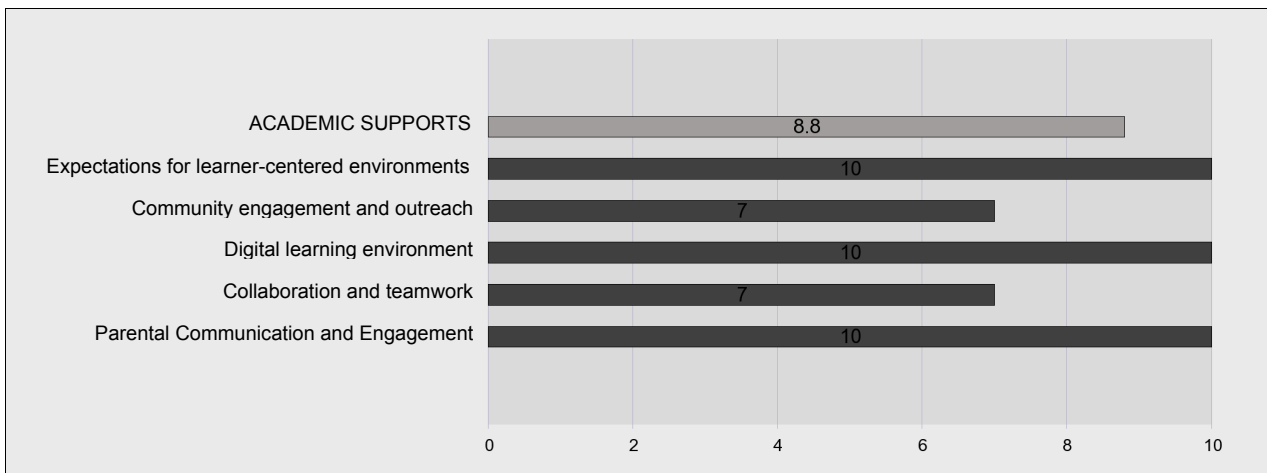
GEAR 5: Academic Supports

Academic supports include the context, culture, and learning environments that are provided with the intent of advancing and deepening student learning. These supports includes both the formal structures within the school day, and the informal structures that may extend learning beyond the typical school day on school grounds or beyond into the home and community. Digital communications, online communities, and digital learning environments often serve as connectors across these structures.

Your District's Stage of Readiness for Academic Supports

To provide support to students to ensure that they can excel in their academic work.

Depth of Your Team's District's Knowledge Base on Academic Supports



Depth of Your Team's District's Knowledge Base on Academic Supports

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 for Academic Supports:

| Confidence of Leadership Team in Discussing Topics Related to Academic Supports for Digital Learning | Not Yet Prepared to Discuss | Could Discuss After Additional Research | Could Discuss with Confidence Now |
|---|-----------------------------|---|-----------------------------------|
| Characteristics of learner-centered practices and associated effectiveness research. | | | √ |
| The critical elements of an online learning environment and the relative merits of such a system in enabling student-centered learning. | | | √ |
| How technology and eCommunications can facilitate collaboration between and among students, staff members, the home, and the community. | | √ | |
| The merits of collaborative learning for students and staff members. | | √ | |

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Academic Support (Gear 5)

Expectations for Learner-Centered Environments: Readiness Score of 10

Educators, leaders, and other personnel throughout the system have an understanding of the characteristics of learner-centered educational environments and are well versed in the teaching and learning strategies that support those environments. District leaders have established expectations that teaching and learning will embody this principle.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|---|--|---|---|--|
| Expectations for Learner-Centered Environments | District leaders conduct a review of the research on learner-centered environments. Representatives attend conference sessions, talk with district leaders who are implementing such programs, and identify key characteristics of effective learner-centered practices. | District leaders conduct public and internal sessions on learner-centered environments. Educators across the district envision such environments at all levels. District leaders include a learner-centered focus in their district and school visions. | District leaders establish a formal planning process to develop an implementation plan that supports/establishes learner-centered environments at all levels. That plan includes a glide path, budget, and pathway for schools to make this transition. | District leaders establish and communicate clear expectations that schools/classrooms will transition to learner-centered environments. All capacity-building elements are in place or carefully readied for implementation (e.g., associated series of professional development and training, models, curricular materials, and instructional coaches). |

Community Engagement and Outreach: Readiness Score of 7

The school serves as a hub of the 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, and the use of community-based experts and resources; (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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|--|--|---|
| Community Engagement and Outreach | District leaders survey the community each year to determine opportunities for partnerships and cooperative relationships. They provide communication outreach and public forums that give community members a voice in school decisions and activities. | District leaders engage in activities through which community partnerships are considered. They enable this in all aspects and make commitments to the most viable ideas (e.g., extending learning into community centers, libraries, museums, community-based exhibitions, coordinated afterschool programs). | District leaders establish a formal plan or plans to engage the community in viable partnerships and coordinated activities. | District leaders establish school-community partnerships as a strategic goal, with clear parameters for such partnerships, including processes for considering, vetting, and engaging in such partnerships. |

Digital Learning Environment: Readiness Score of 10

The school district has established a digital learning environment that offers access, eCommunication, resource libraries, file exchanges, and Web 2.0 tools that facilitate interactions among peers and between teachers, parents, and students in school and beyond. This environment includes a learning management system that provides educators and students with real-time access to a system that integrates and aligns digital and print-based content, student data (formative and summative), and learning standards. The digital content includes primary and supplementary resources across the curricula that offer students variety, choice, and multimodality. District leaders track the availability of internet access at home in the community and actively seeks to ensure that all students are connected.

| 10 | Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|-------------------------------------|---|--|--|---|----------------|
| Digital Learning Environment | District leaders review information on the critical elements of an online learning environment (e.g., access, eCommunication, resource libraries, file exchanges, and Web 2.0 tools) that facilitate interactions among peers and between teachers, parents, and students in school and beyond. This environment includes a learning management system that provides educators and students with real-time access to a system that integrates and aligns digital and print-based content, student data (formative and summative), and learning standards. | District leaders map the elements of a digital learning environment to its vision (e.g., personalization of learning, student-centered learning, authentic learning). In doing so, they envision student work, interactions, exchanges, and contributions at all levels. They also commit to a specific type of digital learning environment based on its research and its vision. Pilots of various aspects of the environment have been authorized and are underway. | With stakeholder input and collaboration, district leaders build a plan that outlines the steps and milestones to establishing a digital learning environment. They align the elements of that environment to its vision. The school reviews the results from various authorized pilots that test the elements of the environment to inform final decisions. | District leaders finalize the technical specifications for a digital learning environment. They build and deploy the environment or authorize and fund a group to do so. They offer training and professional development to ensure effective use. Support structures are in place. | |

Collaboration and Teamwork: Readiness Score of 7

Teamwork and collaboration are essential features of all interactions across the system. District leaders ensure that vehicles for collaboration, both organizational and technical, are readily available for all district initiatives.

| | Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|-----------------------------------|---|--|--|--|----------------|
| Collaboration and Teamwork | District leaders research the similarities and differences between collaboration and teamwork. They document the justification, rationale, and research on contributions to learning. | District leaders formally commit to a focus on collaboration and teamwork in learning, teaching, and leadership/administration. They carefully define each and offer scenarios as exemplars at each level. | District leaders develop a plan that ensures collaboration and teamwork will be critical features of learning, teaching, and leadership/administration. That plan includes milestones, timelines, capacity building, necessary policy changes, expected outcomes, and measurement metrics for each area. | District leaders establish expectations for the inclusion of collaboration and teamwork as strategies throughout the school/district culture. The capacity-building mechanisms identified in the plan are in place or ready to deploy. | |

Parental Communication and Engagement: Readiness Score of 10

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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|--|--|---|
| Parental Communication and Engagement | District leaders research options for parental communications and engagement. They survey connectivity needs among parents before designing communication systems. | District leaders include specific language and requirements for parental communications and engagement in all district plans, instructional and technological. They envision a communication system with parents that is flexible and adaptable to meet the families' needs. | District leaders develop a comprehensive plan for parental communication and engagement that includes both connected and traditional communications media. | District leaders develop a plan that includes specifications for a robust communication system that is responsive to the needs of individual families. The system includes specific strategies for drawing parents into frequent dialogue with staff members regarding the needs and accomplishments of their children. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Academic Supports. Your district is encouraged to follow Project 24 events and activities on Academic Supports at <http://digitallearningday.org/news-and-events/project-24/gears/academic-supports/> including available resources and information on how to participate in a course offered by the Friday Institute.

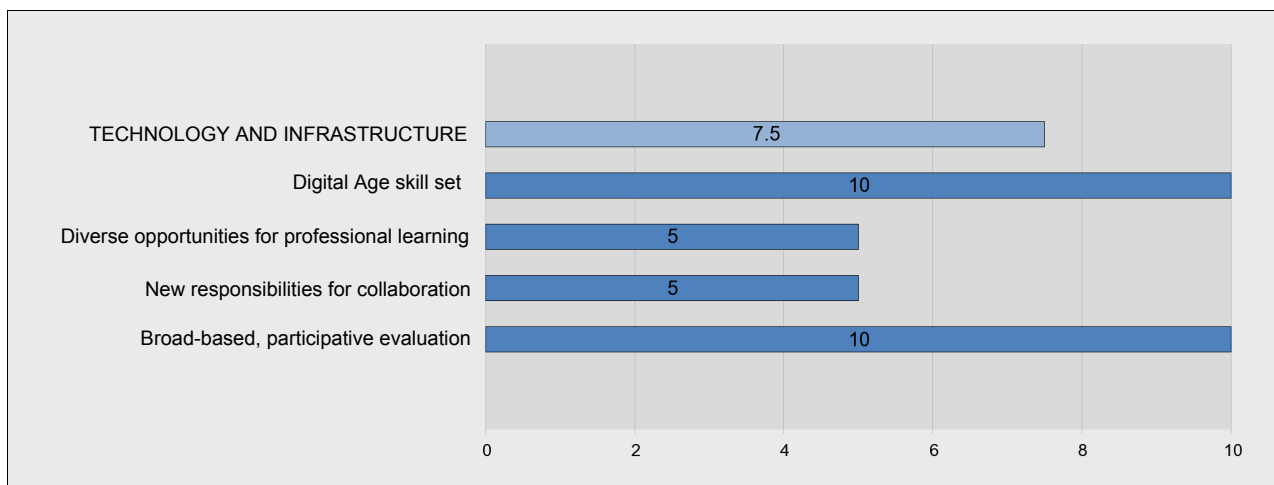
GEAR 6: Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding access to high-quality, ongoing, job-embedded resources to improve student success and to create a broader understanding of the skills that comprise success in a digital age. 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 vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. 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.

Your district provided the following Professional Learning vision:

To provide professional learning that is personalized to meet the needs of individual teachers.

Your District's Stage of Readiness for Professional Learning



Depth of Your District's Knowledge Base on 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 for Professional Learning:

| Confidence of Leadership Team in Discussing Topics Related to Professional Learning for Digital Learning | Not Yet Prepared to Discuss | Could Discuss After Additional Research | Could Discuss with Confidence Now |
|--|-----------------------------|---|-----------------------------------|
| Innovative new collaborative models of professional development including many supported by technology. | | √ | |
| Professional development required to ready staff members for digital learning. | | √ | |
| Models and merits of staff evaluation models that are goal-oriented and participatory. | | √ | |

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Professional Learning (Gear 6)

Digital Age Skill Set: Readiness Score of 10

Educators expand their skill sets to move beyond content knowledge. Professional learning includes immersion into cognitive and learning sciences, providing support both for new instructional practices and for purposefully promoting deeper learning in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|------------------------------|--|---|--|---|
| Digital Age Skill Set | The investigative focus is on cognitive and learning sciences research related to 21st century learning and technology-enabled learning. | District leaders build on key research studies to inform scenario-building and visioning. | District leaders formulate a plan to periodically update their investigations into cognitive and learning sciences research. | District leaders assign roles and responsibilities and create a timeline. |

Diverse Opportunities for Professional Development in Digital-Age Learning: Readiness Score of 5

Beyond initial workshops, 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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|---|--|--|--|--|
| Diverse Opportunities for Professional Development in Digital-Age Learning | District leaders are in the early stages of investigating new models of professional development and the research supporting those models. | District leaders identify key constructs of digital learning and have selected those elements that resonate with stakeholders in the district for programmatic action. These selections are consistent with the evolving vision. | District leaders make plans for professional development offerings in areas related to digital learning. These offerings represent a diverse set of delivery models, both synchronous and asynchronous, using a variety of media and delivery systems. Professional learning resources are being marshaled to support these offerings. | District leaders in curriculum and professional development align programs and resources in support of digital learning. Plans to leverage a wide variety of media and delivery systems and regularly collect data on the effectiveness of these offerings are in place. |

New Responsibilities for Collaboration: Readiness Score of 5

Educators have access to collaborative tools and environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires creating and maintaining professional networks both within and outside of the district, frequently leveraging the latest in social media.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|---|--|--|--|--|
| New Responsibility for Collaboration | District leaders collect research on the impact of collaboration that looks at student, teacher, and administrative collaboration opportunities and impacts. | District leaders integrate key features of collaboration into professional learning goals and requirements. Collaborative digital environments to support professional learning, along with teacher preparation for promoting collaboration across the curriculum, are defined as central to both student and professional digital learning. | District leaders design all professional development to support digital learning, including optional opportunities for professional collaboration around the training topic. They plan and resource opportunities for teachers to meet, share resources, ask and answer questions, and co-develop units and materials in digital environments. | District leaders in curriculum and professional learning prepare to implement professional development that features multiple opportunities for online collaboration before, during, and after the training. Teachers understand that they will regularly share ideas, materials, and units and co-develop with others within and outside of the school and district. There is a strong expectation for participation. |

Broad-Based, Participative Evaluation: Readiness Score of 10

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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--|--|--|---|---|
| Broad-Based, Participative Evaluation | District leaders explore and document new models for participative evaluation, but they do not yet define specific new directions. | District leaders describe and select new research-based models of evaluation that are supportive of digital learning goals. In these models, teachers play more active roles in the evaluative process and data sources enable teachers to establish goals and independently track their progress toward goals. District leaders use data sources beyond standardized assessments. | District and school leaders plan the transition to a system where evaluation is a collaborative process. Multiple data sources are identified that will allow educators to discover areas of need and collaboratively plan to meet those needs. Digital tools are identified that allow educators to access data, communicate, and collaborate in the service of professional development for digital learning. | District and school leaders make initial changes that will lead to a more collaborative evaluation process. Multiple and diverse sources of data related to student learning and 21st century skill development are made priorities in plans and budgets. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Professional Learning. Your district is encouraged to follow Project 24 events and activities on Professional Learning at <http://digitallearningday.org/news-and-events/project-24/gears/professional-learning> including available resources and information on how to participate in a course offered by the Friday Institute.

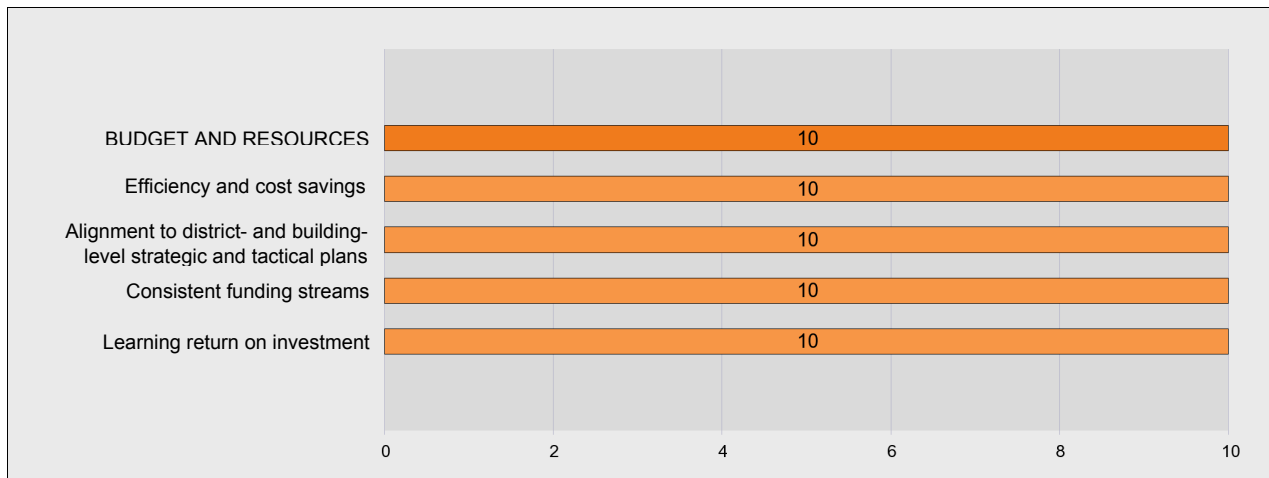
GEAR 7: Budget and Resources

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 should be aligned to the new vision, with consistent funding streams for both recurring and non-recurring costs. During the transition, 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 accountability for learning returns on investments.

Your district provided the following Budget and Resources vision:

To consider budget and resources specifically to meet the needs of students rather than based upon prior year expenditures.

Your District's Stage of Readiness for Budget and Resources



Depth of Your District's Knowledge Base on 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 for Budget and Resources:

| Confidence of Leadership Team in Discussing Topics Related to Budget and Resources for Digital Learning | Not Yet Prepared to Discuss | Could Discuss After Additional Research | Could Discuss with Confidence Now |
|--|-----------------------------|---|-----------------------------------|
| 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.). | | | √ |
| 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.). | | | √ |
| 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. | | | √ |

Strategic Interpretation of Your District's Data

Displayed below are the elements for this gear, your district's progress toward them, and associated rubrics. To use this data strategically, begin by locating your district's readiness level on the rubric based on your district's reported scores. A look to the immediate right will be your district's potential targets. If at the "staging" level, your district is ready for implementation.

Rubrics for Budget and Resources (Gear 7)

Efficiency and Cost Savings: Readiness Score of 10

Funding for digital learning leverages technologies that increase efficiency and cost savings. District leaders have strategies for calculating the total cost of ownership (TCO) for all technology resources.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|------------------------------------|--|---|--|---|
| Efficiency and Cost Savings | A cross-functional budget team participates in conferences and discusses strategies with other districts and experts on ways to fund digital learning. The team investigates options to support students with tools and resources for digital learning that offer cost savings, such as bring your own device (BYOD), use of Web 2.0 tools, free apps, etc. They investigate strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., use of online courses or blended learning, cloud computing solutions, replacing textbooks with digital resources, centralizing IT, "going green," moving communication online). | In collaboration with stakeholders, district leaders envision possibilities and build scenarios for using digital tools and technology to reduce costs and increase efficiencies for digital learning, such as blended learning, bring your own device (BYOD), cloud-computing solutions, use of Web 2.0 tools, "going green" and "paperless," replacing third-party applications with free applications, managing vendor costs by reexamining agreements, and seeking lower cost alternatives. | District leaders demonstrate how to reduce current costs for digital learning by leveraging digital tools and technology. They align these cost-savings strategies with district- and building-level strategic and tactical plans. | District leaders develop polices, procedures, and timelines for transitioning to cost-saving strategies for digital learning. |

Alignment to District- and Building-Level Strategic and Tactical Plans: Readiness Score of 10

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

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|---|--|--|---|---|
| Alignment to District- and Building-Level Strategic and Tactical Plans | District leaders ensure budget development activities occur after the annual academic planning processes. A cross-functional budget team investigates district- and building-level strategic and tactical plans and ways to link the budget for digital learning to these plans. | District leaders identify and prioritize expenditures for digital learning that align with district- and building-level strategic and tactical plans. They share this alignment with stakeholders, justify expenditures, and garner their support. They also envision pilots and scenarios to test options for digital learning that support strategic and tactical plans. | District leaders match digital learning expenditures that support district- and building-level strategic and tactical plans with appropriate funding streams and clarify when they will need which funds. They ensure the plan balances expenditures. | District leaders prepare to allocate and justify budgets that align with strategic and tactical plans and with cost-saving strategies that leverage technology. |

Consistent Funding Streams: Readiness Score of 10

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.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|-----------------------------------|---|--|---|---|
| Consistent Funding Streams | District leaders investigate ways to fund digital learning programs and initiatives as part of annual maintenance and operation budgets. They work to integrate funding into all budget areas where appropriate. Though their focus is on annual budget and maintenance budgets, district leaders also investigate alternative ways to fund technology, such as business partnering, community donations, and special grants, particularly for innovative programs. | District leaders identify its current IT budget relevant to digital learning, including budget for infrastructure, hardware, instructional content, and professional development. A cross-functional budget team proposes re-allocation of that budget to align with district- and building-level strategic plans and to incorporate cost-savings options. Stakeholders support their strategies for (1) incorporating digital learning expenditures in annual maintenance and operating costs; and (2) integrating them into all budget areas as appropriate. | Based on their vision and priorities for digital learning, district leaders develop a plan that identifies (1) which technology and support are mission-critical and must be done immediately, (2) what can be done within three years, and (3) what is long term. The plan balances expenditures and has a realistic amortization model for infrastructure, maintenance, and support services, including teacher professional development and support. | District leaders are staged to make expenditures for digital learning over time with identified annual funding streams. They identify nonrecurring funding for short-term initiatives they provide streamlined and clear purchasing procedures related to technologies, associated software and services, and professional development. |

Learning Return on Investment: Readiness Score of 10

All metrics for review of budget priorities are based on their demonstrated relationship to student learning goals.

| Levels | Investigating (1-3) | Envisioning (4-5) | Planning (6-7) | Staging (8-10) |
|--------------------------------------|---|---|--|---|
| Learning Return on Investment | District leaders investigate return-on-investment models and metrics that can be used to relate budget priorities for digital learning to student learning goals. | District leaders propose metrics and a methodology that demonstrate budget priorities for digital learning that relate to student learning goals. | District leaders have a plan and tools for monitoring the relationship between budget for digital learning and student learning goals. | District leaders build the financial model with metrics and a methodology for monitoring budget priorities for digital learning, based on student learning goals. |

Summary

These rubrics should give your district strong guidance in determining its next targets for closing gaps in Budget and Resources. Your district is encouraged to follow Project 24 events and activities on Budget and Resources at <http://digitalllearningday.org/news-and-events/project-24/gears/budget-and-resources/> including available resources and information on how to participate in a course offered by the Fridav Institute.

Alliance for Excellent Education's Vision for Digital Learning

A summary of your district's vision statements from your district's survey:

Vision for students: To maximize the potential of digital learning to ensure that students graduate ready for college, career, and life.

Curriculum and Instruction (Gear 1): To ensure that curriculum and instruction incorporate digital learning to better meet the needs of each student.

Use of Time (Gear 2): To ensure that students have flexibility in time and place of learning, as well as implementing strategies that allow students to take the time they need to complete a course or meet a standard.

Technology and Infrastructure (Gear 3): To ensure that students have access to the Internet and device any time any where.

Data and Assessment (Gear 4): To ensure that data and assessment systems support the implementation of competency-based and personalized learning.

Academic Supports (Gear 5): To provide support to students to ensure that they can excel in their academic work.

Professional Learning (Gear 6): To provide professional learning that is personalized to meet the needs of individual teachers.

Budget and Resources (Gear 7): To consider budget and resources specifically to meet the needs of students rather than based upon prior year expenditures.

The Alliance for Excellent Education anticipates that this data will help your district move toward digital learning. Please use this assessment as a stepping stone and take advantage of the framework, team of experts, community of practice, and online course on <http://digitalllearningday.org/news-and-events/project-24/> to (1) address your district's areas for improvement, and (2) share its strengths.

For further information, contact:

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