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# Indicators of Digital Readiness

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<b>Indicator</b>	<b>Measuring Success Using Data</b>
<b>Theme</b>	<b>Leadership</b>
<b>Priority Level</b>	<b>P2</b>
<b>Organizational Level</b>	<b>District</b>

## **Description of the Indicator**

Although the impact of technology on learning is not always easily quantifiable, schools should have measures in place to demonstrate growth. District leaders should have strategies and tools for measuring Return On Investment (ROI) in digital learning; focusing on learning-enabling technologies, resources, instructional practice and student learning.

## **Why is this indicator important?**

When planning learning technology initiatives, it is important to be able to communicate regarding the success of the program as it progresses. Staff, parents, trustees, and other community stakeholders will want to see the results of the efforts, especially where significant financial resources are invested. District leaders can use ROI data to inform public conversations about financial decisions and budget questions.

## Indicator Rubric

<p><b>Insufficient Evidence of Implementation</b></p> <p>(0 Points)</p>	<ul style="list-style-type: none"> <li>There is no evidence that district leaders have investigated return-on-investment models and metrics that can be used to relate budget priorities for digital learning to student learning goals</li> </ul>
<p><b>Foundational Stage of Implementation</b></p> <p>(2 Points)</p>	<ul style="list-style-type: none"> <li>District leaders have investigated return-on-investment models and metrics that can be used to relate budget priorities for digital learning to student learning goals</li> </ul>
<p><b>Achieving Success in Implementation</b></p> <p>(4 Points)</p>	<p>Evidence is provided for all previous rubric levels, as well as:</p> <ul style="list-style-type: none"> <li>District leaders have proposed metrics and a methodology that demonstrates budget priorities for digital learning that relate to student learning goals</li> </ul>
<p><b>Exemplary Success in Implementation</b></p> <p>(6 Points)</p>	<p>Evidence is provided for all previous rubric levels, as well as:</p> <ul style="list-style-type: none"> <li>District leaders have a plan and tools for monitoring the relationship between the budget for digital learning and student learning goals</li> <li>School has conducted a pilot program to study effectiveness</li> <li>District leaders apply key metrics to analyze program effectiveness as a basis for future funding</li> </ul>

### Who in the school/district should lead and be involved with this indicator?

Chief School Administrator  
 Director/Supervisor of Technology  
 School Principal(s)  
 Staff Representation

School Business Administrator  
 Director/Supervisor of C & I  
 School Board Members

### How to execute the indicator

- Determine budget needs related to educational technology
- Schools may design surveys of staff, students, and parents. Collect baseline data using survey instruments. Set goals based on survey results
- Create a plan to track annual budget outlay alongside measurable results

- Allocate funds for recurring programs as well as non-recurring programs that are short term or pilots
- Link school data systems to the direct and indirect costs for digital learning. For example, the costs for educational technology resources can be linked to changes in one or more of the following outcomes:
  - Quality of student products/artifacts
  - Performance on formative assessments in content areas
  - Performance on summative assessments in content areas
  - Levels of student engagement (cognitive, social-emotional, and behavioral)
  - Student critical thinking and problem solving
  - Student creativity and innovation
  - Student collaboration
  - Student communication
  - Student visual literacy
  - Student information literacy
  - Student cultural and global awareness
  - Levels of personalization of student learning
- Provide stakeholders with contextual, easy to understand data
- Communicate current revenues and expenditures for technology initiatives with stakeholders

### **Recommended evidence to submit for successful execution of this action**

- Results including data regarding implemented educational technology initiative(s)/programs
- Pilot study results if completed
- Schools should submit survey results if completed
- Budget that shows actual and projected costs of the initiative/program
- Data that demonstrates growth in student outcomes

### **Resources schools can use to complete this action successfully**

- Schools may design their own instruments such as surveys to collect data regarding an educational technology program
- Online tools:
  - <https://tech.ed.gov/netp/>
  - <http://digitallearning.setda.org/>
  - <https://us.corwin.com/en-us/nam/planning-for-technology/book240278>

### **Certified Schools Exemplars: See links for school evidence**

#### **1. [Marlboro Middle School, Marlboro Township Public Schools, 2018 Bronze Certified](#)**

Marlboro Township Public Schools/Marlboro Middle School uses data to drive instruction. Our district's focus on digital tools is a constant and continuous priority. Such digital tools include Study Island, STMath, IXL Math, Achieve3000, among others. Such data is used by the staff to differentiate instruction based on the needs of students. By providing staff with an action plan ('Digital Tools Flowchart: PD and Instruction'), presentations ('Data and Digital Tools Presentation'), and professional development based on data ('Online Programs Usage and Performance Dashboard'), among other resources, the district is able to remain at the forefront of such technology.