BrightBytes

Data Dive 2018

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BrightBytes Data

Denton by the numbers

1,957

11,126

2,514

Total = 15,597

BrightBytes Data 2017

CASE™ Score

1073 Proficient ↗ Up since last data collection

Classroom

Use of the 4Cs
- Teachers
- Students

Digital Citizenship
- Teachers
- Students

Assessment

Assistive Technology

Access

Access at School
- Teachers
- Students

Access at Home
- Teachers
- Students

Skills

Foundational
- Teachers
- Students

Online
- Teachers
- Students

Multimedia
- Teachers
- Students

Environment

The 3Ps

Support

Professional Learning

Beliefs

BrightBytes Data 2018

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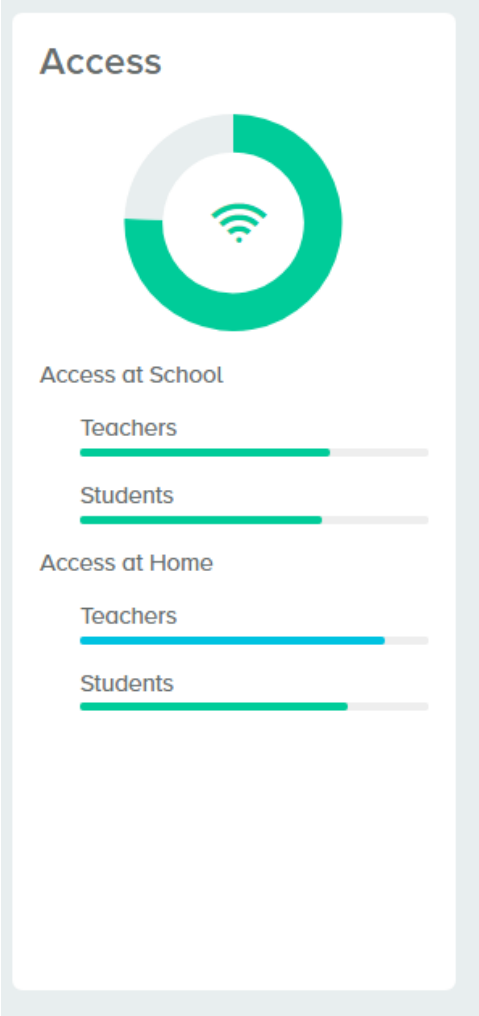
BrightBytes Data

BrightBytes Data

BrightBytes CASE Score

Beginning	With an overall score of 800-899, users in this range (shown in grey) may be at an early stage of technology adoption and use. The organization may be focused on defining the right role for technology in their schools and working to expand basic access and skills. Limited classroom access and use is likely.
Emerging	With an overall score of 900-999, users in this range (shown in red) may be working to expand basic knowledge and use of technology. The organization might have a few enthusiastic champions and a growing level of access, but overall classroom adoption may remain spotty and focused heavily on substitution of existing materials or processes with technology versions.
Proficient	With an overall score of 1000-1099, users in this range (shown in yellow) may have strong access and good skills but continue to struggle to translate them into consistent classroom practice. To continue forward, the organization may be focused on closing gaps in environment (e.g., ensuring beliefs match to policies and process) and moving technology from basic substitution to more complex levels of application and creation.
Advanced	With an overall score of 1100-1199, users in this range (shown in green) may have several bright spots in the Classroom domain and a strong alignment of beliefs and practices (3Ps). Innovative technology use can likely be found throughout the school, with students using it for critical thinking, creation, and analysis.
Exemplary	With an overall score of 1200-1300, users in this range (shown in blue) likely have a number of highly innovative practices going on at the school. Moreover, the organization's, mindset reflects an orientation towards the integration of technology in meaningful ways. Teachers, school leaders, and students are all using technology as a regular part of their work. For students, technology-based classroom activities often emphasize open-ended, multi-modal, and collaborative tasks.

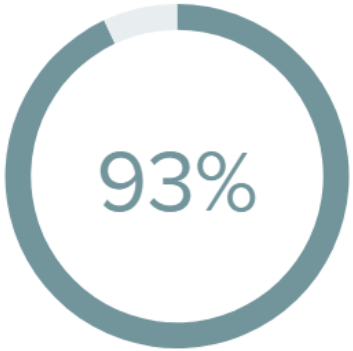
Access



Do teachers and students have access to devices and the internet at school and home?

Access

Student Access to Internet and Wireless at Home



of your students have Internet access at home

→ OF WHOM

94% Have wireless Internet access

6% Have wired Internet access

Access

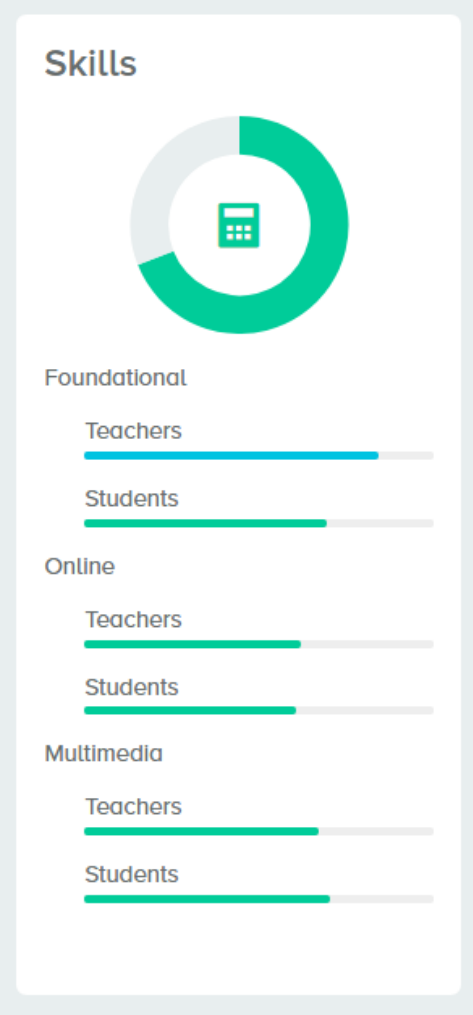
Student access to a desktop, laptop, or tablet computer at home

Access

Teacher access to a desktop, laptop, or tablet computer at home

We are currently working with the Business Office on a plan to help students receive salvaged devices.

Skills

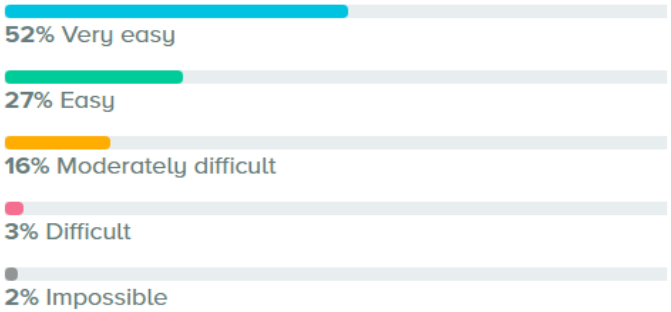


Are skills in place among students and teachers to effectively use technology for learning?

Skills

Teacher-reported ease of collaborating using online documents

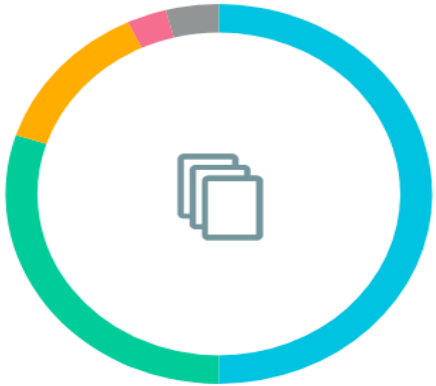
(Dropbox, ...)



Skills

Student-reported ease of collaborating using online documents

(Dropbox, ...)

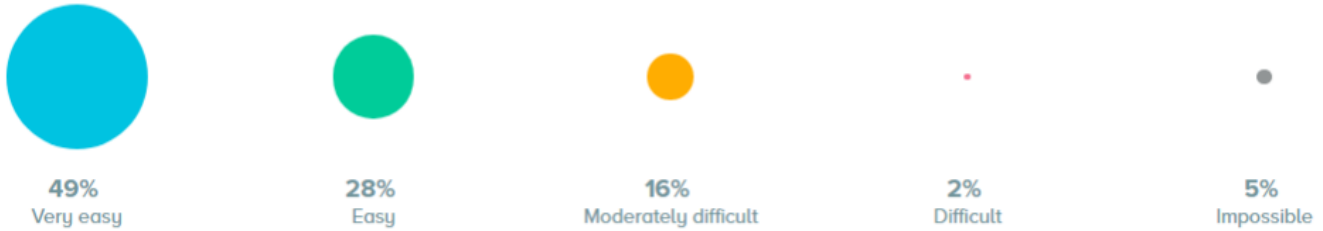


- **50%** Very easy
- **30%** Easy
- **13%** Moderately difficult
- **3%** Difficult
- **4%** Impossible

Skills

Teacher-reported ease of using web tools to receive information

(RSS feeds, ...)



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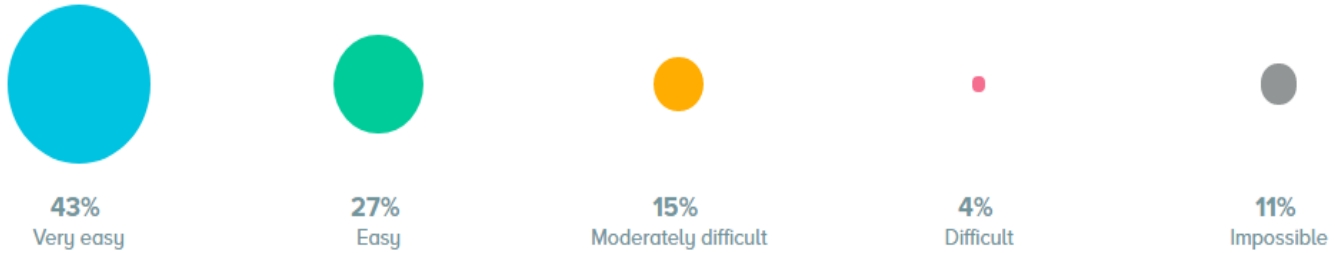
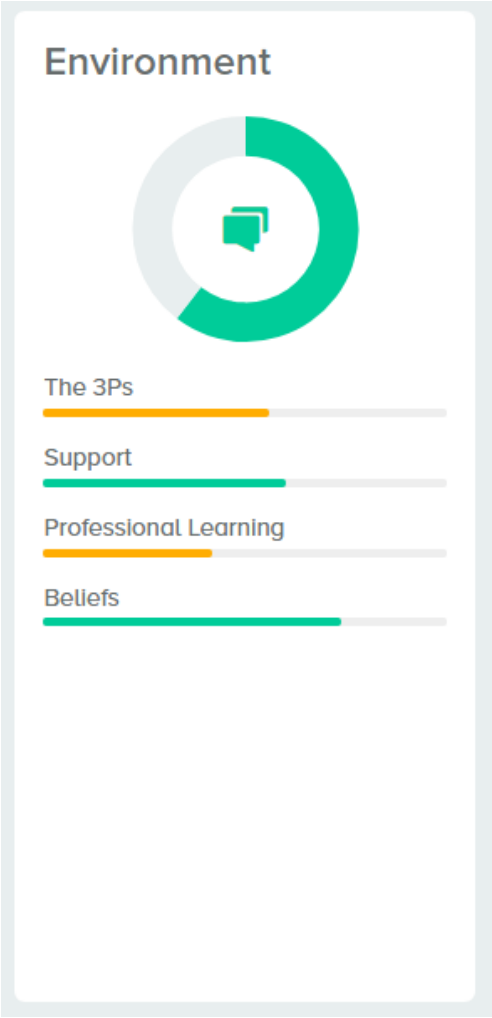


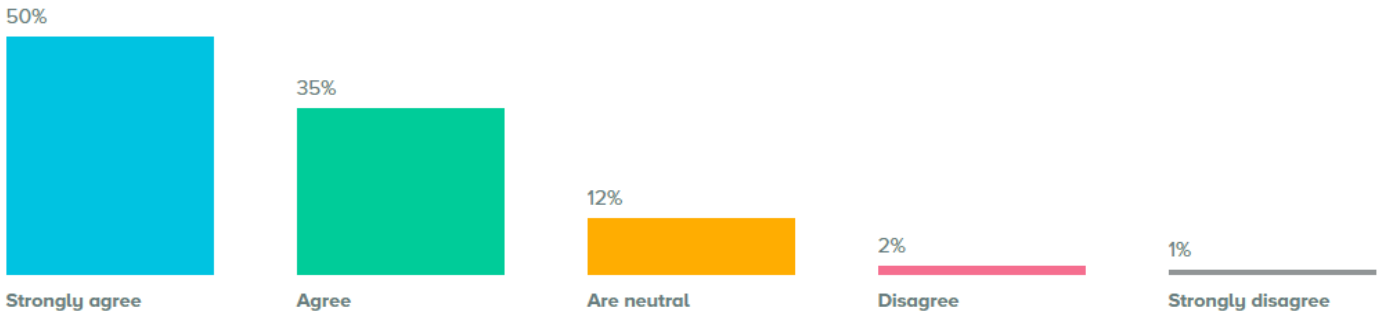
Environment



What is the culture for using technology in Denton ISD?

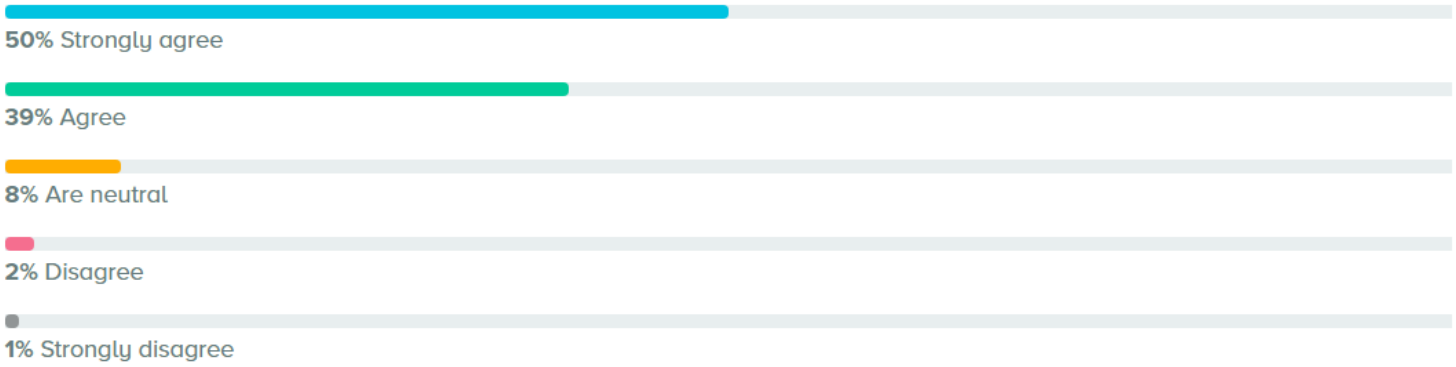
Environment

"Technology use in class can enhance student learning."



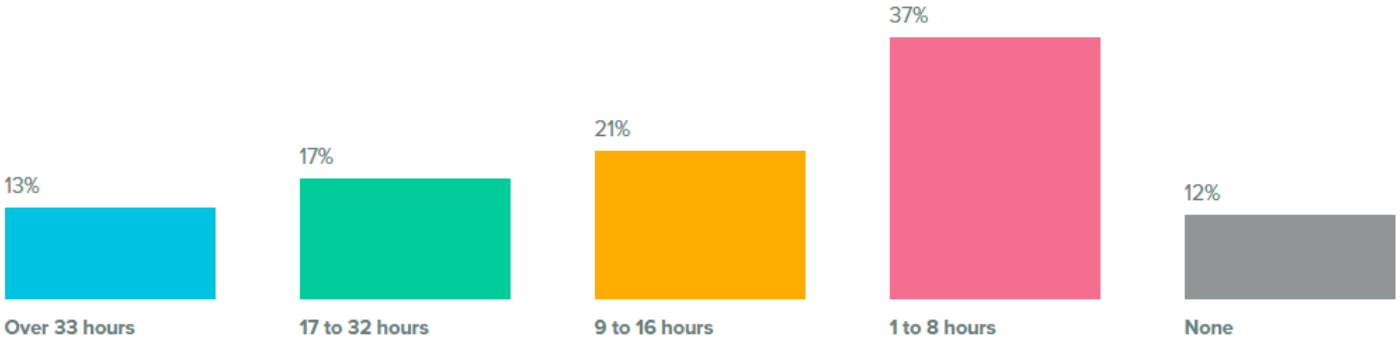
Environment

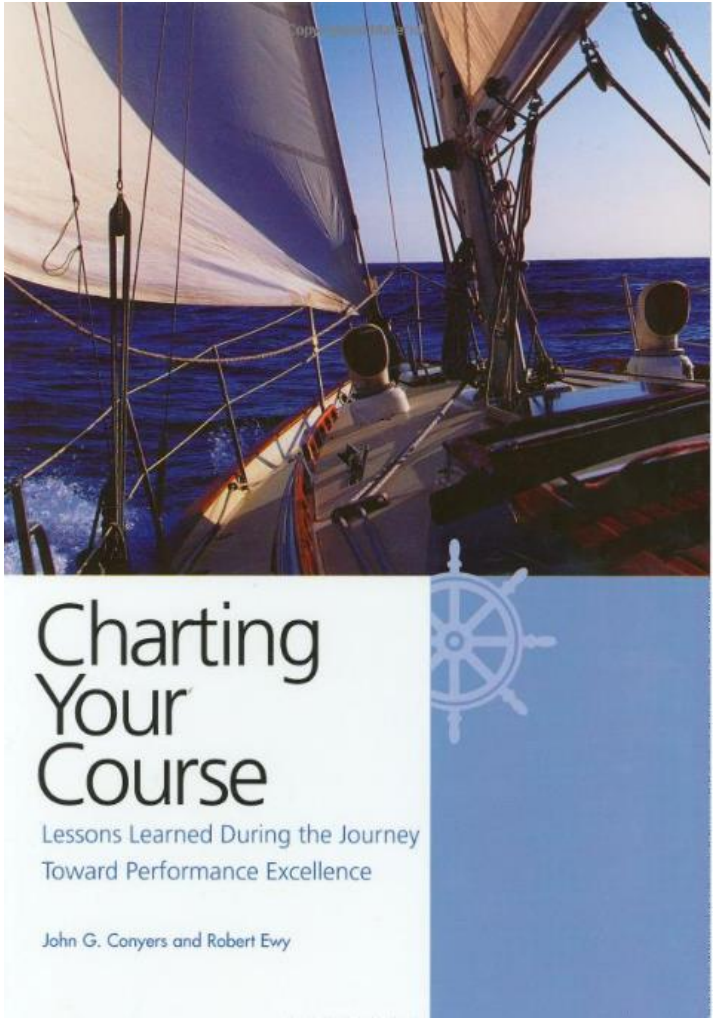
"My school encourages technology use for teaching and learning."



Environment

Teacher-reported time spent per year participating in school-sponsored PD





Charting the Course is the story of 2003 Malcolm Baldrige National Quality Award winner Community Consolidated School District 15 of Palatine, Illinois. The book shares the story of the school district's journey toward continuous improvement as they followed the Baldrige Award Criteria. The authors share both the good and the bad results encountered along the way, allowing the reader to learn from his experiences. The book will help other schools answer the many questions that will inevitably come up as they begin to follow the Baldrige criteria, and will help them avoid making some of the same mistakes.

Technology Goal 5.2:

Establish an innovative and safe learning environment that enhances the 4C's

Emerging → **Exemplary**

Deliberate

Increase teacher awareness and implementation of the need for student creativity in conjunction with collaboration so that 58% of students never being asked to upload and share their creativity and 73% of students never being asked to create animation, demonstrations, models, or simulations will not exist. A minimum reduction of each percentage in this area of 3% will serve as a threshold for judging goal accomplishment.

Provide teachers with framework and ongoing support to enhance student creativity through authentic, engaging projects offering students opportunities for creative expression, to share their voice, and develop digital skills, so that by the time of Brightbytes data collection for the 2018-2019 school year, 50% of teachers will ask their students to create original work every few months (or more frequently). This will represent an 11-22% increase over last year's data.

By the time Brightbytes data is collected for the 2018-2019 school year, 15% of teachers will have their students creating an animation, demonstration, model or simulation monthly or more, according to Brightbytes survey data. This will represent a 9% increase over last year.

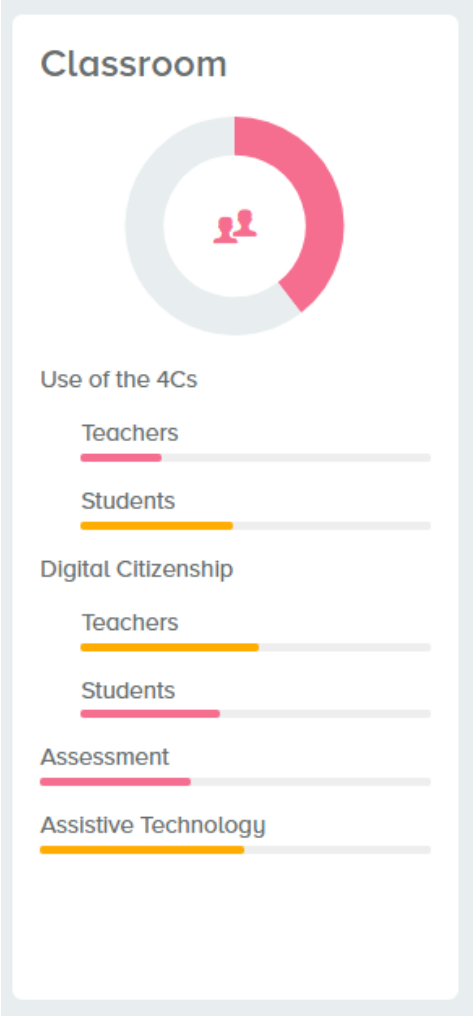
Increase opportunities for teacher and student use of technology for critical thinking. 53% Calhoun - monthly or greater. By the time of Brightbytes data collection for the 2018-2019 school year 64% of teachers (an increase of +11%) will have their students conduct research at least monthly, according to Brightbytes survey data.

Increase the number of 9th and 10th grade teachers asking students to get feedback online from someone other than them at least monthly by 15% (to 23%) by the time of Brightbytes data collection for the 2018-2019 school year.

For the 2017-18 school year, teachers say that students collaborated online with other students 9% at least weekly and 15% at least monthly, which adds up to a total of 24% of students doing this at least montly. By the time of Brightbytes data collection for the 2018-2019 school year 36% of teachers (a 12% increase) will have their students collaborate online with other students at least monthly, according to Brightbytes survey data.

Support the increase in the use of creativity tools in classroom learning. 50% of teachers will engage their students in at least one creativity activity with technology monthly.Teachers will self-report in ITS visits/conversations/co-teach opportunities.

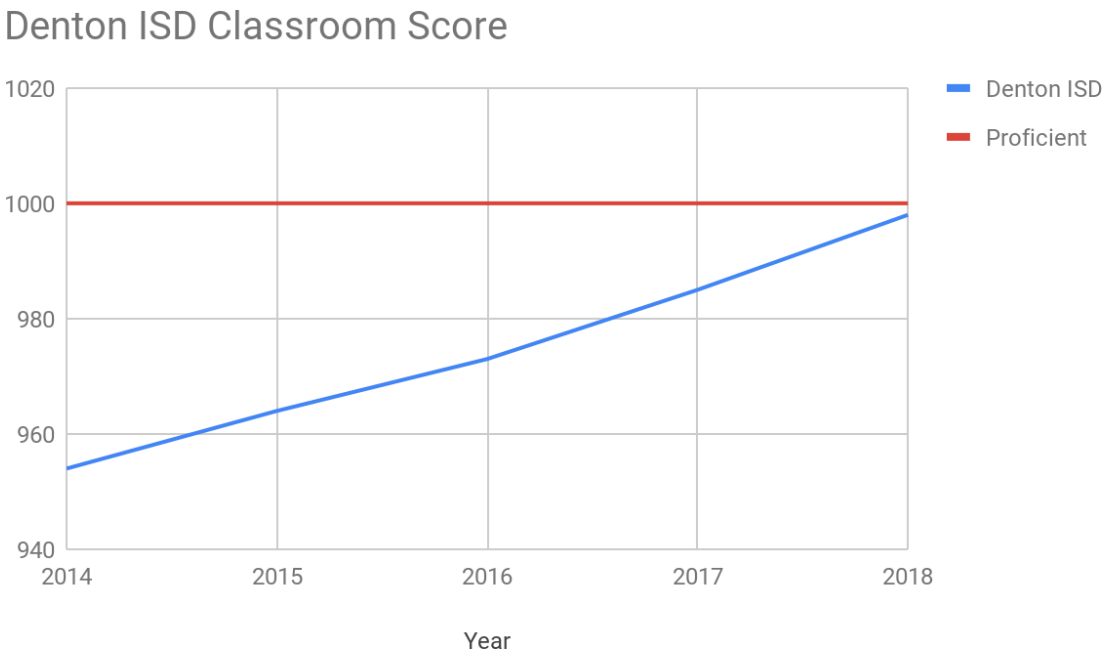
Classroom



Are teachers and students embracing 21st skills as they teach and learn?

Classroom

DENTON
INDEPENDENT SCHOOL DISTRICT



Classroom

TEK

Students are asked to collaborate online with classmates

Classroom

TEK

Students are asked to conduct research

Classroom

TEK

Students are asked to conduct research

Classroom

TEK

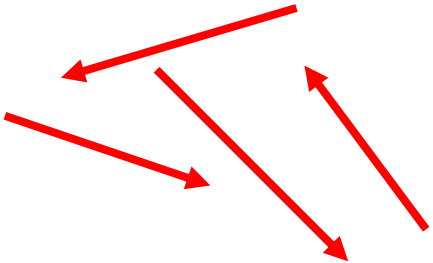
MORE DEVICES

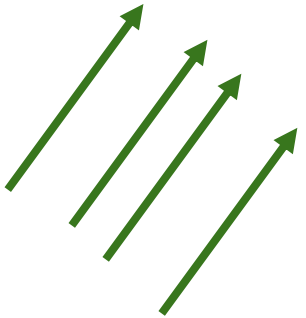
EFFECTIVE TEACHING

Overarching Observations

Alignment of work to data will lead to focused improvement.

Trending data says we are on the right track.





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Questions and Comments