TO: Dr. Carol Kelley, Superintendent of Schools

FROM: Michael Arensdorff, Director of Technology

SUBJECT: Spring BrightBytes Executive Summary

DATE: June 23, 2016

Names of presenter: Michael Arensdorff

Type of report: Information only report – 2016 Spring BrightBytes Executive Summary

Report format: Informational

Preview of purpose and content of report: Provide an overview of the BrightBytes data for the spring of 2016

Budgetary Impact: $0

Data to be presented: June 28, 2016

District goals aligned with report: Goal Area 1 (Strengthen Teacher and School Leadership Capacity), Goal Area 2 (Build Collaborative Expertise), Goal Area 3 (Engage with Families and Community)

The following is an executive summary of the BrightBytes data that was collected via a survey we administered to our stakeholders (i.e., students in grades three to eight, all instructional staff and all parents/guardians) from May 16 to June 8. We received responses from 3,014 students (down from 3,321 in the fall), 414 staff members (down from 543 in the fall) and 1,099 parents/guardians (down from 1,776 in the fall).

Overall Results
The results of the survey show that District 97's overall BrightBytes score improved from 1088 to 1095 during the 2015-2016 school year. This improvement was due primarily to a 17-point increase in the Skills category and a 13-point increase in the Access category. While the district's score is still considered Proficient, we moved closer to reaching the Advanced level, which begins at 1100.

Focus Areas: Communication & Collaboration
After reviewing the results from the fall survey and the feedback that was collected during several data conversations, the district decided to focus its time, effort and energy on increasing teacher and student use of the 4C's, which are part of the Classroom domain of the CASE Framework. To help achieve this goal, the data and instructional technology coaches were charged with implementing activities at their schools around the areas of "Communication" and "Collaboration." Here is a link to information about the resources and activities that were designed and implemented by the coaches in the winter and spring of 2016.

The results from the spring survey showed that teacher use of the 4C's were consistent with what we witnessed/experienced in the fall. However, the student use of the 4C's did improve both from a communication and collaboration standpoint. In the area of communication, students used various forms of technology to communicate more directly and frequently with each other. In terms of collaboration, students were given additional online opportunities to work together with their classmates.

Next Steps
We will review the data with the district's Administrative Leadership team and professional learning committee, and work with both groups to determine how it can be used moving forward to support the education of our students and professional learning of our staff.

As for the survey, we will be administering it again in the spring of the 2016-17 school year. Now that we have established a baseline, we do not believe it is necessary to survey stakeholders twice a year. In addition, by waiting until the spring, we will have time to carry out important activities, such as identifying and implementing professional development opportunities that will ultimately become embedded into our instructional practices.