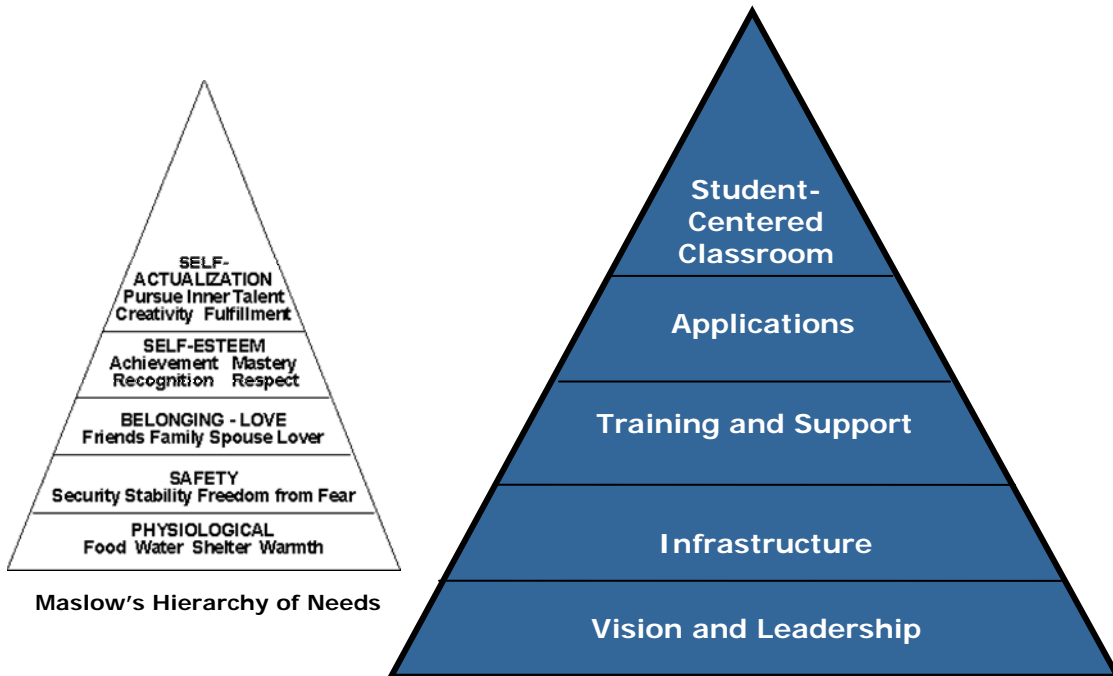


ENUMCLAW SCHOOL DISTRICT TECHNOLOGY PROGRAM REVIEW

FINDINGS

Technology Use Hierarchy



FINDING # 1 – VISION AND LEADERSHIP

Best Practice

- A. Reorganization of technology staff placement and leadership within the central office moves the district from a support model to a leadership model and positions the district to consider technology as a component of school improvement.
- B. Creating the Technology Committee that is broad-based (e.g., community, central administration, building administration, teachers, and technology staff).
- C. Acceptable Use Policy is known by all (e.g., what you can't do).

Areas to Improve

- A. Absence of clear goals for integration of technology in the curriculum.
- B. There is no known technology plan in the schools.
- C. Technology staff doesn't know what goals are for integrating technology in the classroom.

- D. Technology staff is frustrated by the lack of planning and overall vision and priority setting.
- E. Training is insufficient, because there is no systemic professional development plan.
- F. District leadership has failed to address the critical nature of technology in the operation of the school enterprise.
- G. Lack of vision has resulted in support-oriented decision-making rather than student-centered decision-making. Currently, decisions regarding security and risk consider what is efficient or beneficial to technology support. Staff and students feel disempowered as a result of this approach to decision-making.

FINDING # 2 – INFRASTRUCTURE

NETWORK

Best Practice

- A. The wide area network conforms to current standards with gigabit fiber to every site (except Black Diamond).
- B. All servers are centralized for ease of management and cost efficiency (except for Black Diamond).
- C. Server standards are excellent (e.g., same manufacture, same operating system, good replacement cycle).
- D. Active Directory, single domain is logically structured, providing security and efficient management of desktop configuration.

Areas to Improve

- A. Technology staff doesn't have a mechanism to listen to user needs when determining the appropriate balance of security vs. risk.
- B. Local Area Network switches are not standardized on manufacture
- C. Switches are only 10/100 ports only, which limits current and future bandwidth needs.
- D. Videoconference equipment is ISDN-based and obsolete. OSPI has set a date, when ISDN systems will no longer be supported on K-20.

DESKTOP HARDWARE/SOFTWARE

Best Practice

- A. District has implemented centralized virus protection.
- B. District has implemented standard security practices for desktops.
- C. District has begun purchasing new equipment with on-site, three-year warranty.

Areas to Improve

- A. Lack of vision creates an environment with a lack of standards and equity for classroom equipment and staff equipment at all levels.
- B. Access is widely perceived to be inadequate, particularly for student use.
- C. Replacement cycles have not been set. If staff is not confident that district-provided equipment will keep up with technology change, they are less likely integrate the technology into their daily practice or relegate it to lesser functions.

- D. New equipment purchasing options are not based on user needs.

FINDING # 3 – TRAINING AND SUPPORT

PROFESSIONAL DEVELOPMENT

Best Practice

- A. None.

Areas to Improve

- A. The TSI reported this area as low efficient. Online training opportunities do not exist. There is basic training around emergent issues but no advanced training.
- B. There are no goals for technology use.
- C. Expectations of user skill levels are not part of the culture or clearly defined (e.g., Lake Washington’s “culture of expectation” includes three-levels of staff currency: navigator, integrator, and synthesizer). This includes what is expected in the classroom and the administrative and support functions of the district.
- D. Training is not provided for any application or type of technology use at all levels and at every site. Many applications are left unused, because of a lack of training (e.g., many staff are not aware that SWIFT exists – only 4% agreed that they have the support they need to use it).
- E. Technology staff skills are not being updated to keep up with technology changes. There is no support certification of technology staff.
- F. Staff overwhelmingly prefers on-site training.

SUPPORT (STAFFING AND PROCESSES)

Best Practice

- A. Reorganization that moves technology management to a Cabinet-level position facilitates enterprise-level decision-making.
- B. Outsourcing is used and well managed (WSIPC for application support, PSESD for network, web design and online development, Xeta for PBX support).
- C. Individual tech staff is viewed positively.

Areas to Improve

- A. Response time to resolving trouble tickets is slow. Technology staff does not have tools to respond more effectively. Job expectations for technology users and technology support are not aligned.
- B. Service Level Agreements and support standards are not defined, leading to unrealistic user expectations.
- C. There is no centralized process for identifying standard software.
- D. There is no list of officially supported software.
- E. Escalation path for resolving trouble tickets is unclear.
- F. Staff is not organized into functional teams.
- G. Staff is not specialized and cross training is not clearly defined.
- H. The absence of Service Level Agreements and tools creates conditions where Technology staff feels unsuccessful.

FINDING # 4 – APPLICATIONS

INFORMATION SYSTEMS

Best Practice

- A. Application Service Providers are used for Student, Special Ed, and Fiscal Systems.
- B. Have best of breed applications for transportation and library.

Areas to Improve

- A. FirstClass is universally disdained.
- B. A majority of staff perceives that access to STAR, Accelerated Reader, Versatrans, and HD Baker is unreliable.

INSTRUCTIONAL TECHNOLOGY

Best Practice

- A. IEP Online is viewed to be an effective instructional system for managing special education student information.

Areas to Improve

- A. Access to Plato and Orchard is inconsistent from building-to-building.

FINDING # 5 – STUDENT-CENTERED LEARNING

Best Practice

- A. None.

Areas to Improve

- A. Spotty.