

Tennessee Educators Embrace a Completely Digital District

Preparing ‘Ready Graduates’

Nationally recognized for their outstanding programs, good attendance, student achievements, and high test scores, Maryville City Schools in Maryville, Tennessee, have been a valued Learning.com customer for three years. With over 5,200 total students enrolled, from kindergarten through twelfth grade, in a total of seven schools, Maryville City Schools ranks as one of the highest academically performing districts in the state of Tennessee. They are very proud to report that 80 percent of their students score 21 or above on the ACT and 35 percent score 28 or above. And recently, their school director, Dr. Mike Winstead, was voted ‘Superintendent of the Year 2018’ in all of Tennessee.

Dedicated to supporting educational excellence and innovation for their students, the entire academic community at Maryville City Schools works hard to prepare students they proudly refer to as, ‘Ready Graduates.’ In doing so, the district has identified Learning.com’s digital literacy curriculum solutions, EasyTech and 21st Century Skills Assessment, as strong technology partners in helping them reach significant student achievements and continued growth goals.

From Paper to iPads

Amy Vagnier serves as Assistant Director of Schools at the district office for the Maryville City Schools. Her educational career background includes experience working as both a teacher and a principal. When a paper to digital conversion needed to happen district-wide, Vagnier knew firsthand that rolling out new technology can present challenges for both faculty and students.

Over the past three years, Vagnier has worked extensively to implement the district’s outreach program in her efforts to assist with getting Maryville City Schools successfully shifted into a digital conversion model.



“It was our goal to put a computer in the hands of every student. We put iPads in kindergarten through fourth grade, then we got laptops for our students in fifth through twelfth grade,” explains Vagnier.

Though internet access and school hardware availability have met district goals, Vagnier realizes successful implementation is more than just access to these tools. Now, the focus is on giving students the skills they need to use these tools.

“ It was our goal to put a computer in the hands of every student. We put iPads in kindergarten through fourth grade, then we got laptops for our students in fifth through twelfth grade.”

In line with that effort, she has worked diligently with teams of teachers throughout her district to guide their transition to using technology in the classroom and increased device access for every student. The digital literacy solutions Learning.com provides are a key part of that integration.

Choosing the Right Technology Partner

While Maryville City Schools knew transitioning to digital solutions was one of the best opportunities they had to make learning even more engaging and collaborative, they were very cautious about choosing a digital curriculum partner for their educational technology needs.

“We have been slow and selective in choosing our software resources and tools, in order to raise the technology bar for our students and teachers,” states Vagnier. “Learning.com happened to be one partner and product we liked right away!”

According to Vagnier, Learning.com’s digital literacy solutions serves two significant purposes for her schools. “We valued the scope and sequence Learning.com presented for digital citizenship. Digital citizenship is an ongoing obligation for us, and one for our students and teachers, as well.”

Every-1-Connected

Vagnier eagerly acknowledges that Learning.com is part of their bright future as she reports Maryville City Schools successfully using the curriculum. Specifically, she notes how her kindergarten through seventh grade classes are engaging with the interactive lessons, application exercises, activities, and quizzes in the EasyTech curriculum. In addition, she reports successful student use of the computer navigation resources, the keyboarding tools, and the digital citizenship curriculum.

Making this technology available to every student is just one way she embraces their district-wide ethos:

Every-1-Connected

About Learning.com

Learning.com is a national leader in providing digital literacy solutions that help prepare students for online assessments, school, college and their future careers. The company offers a complete digital literacy curriculum for grades K-8 that engages students as they develop critical skills such as keyboarding, business applications, online safety, computational thinking and coding. Founded in 1999, Learning.com currently partners with one in six U.S. school districts and serves more than 4 million students each year. The company has earned more than 30 industry awards, including ISTE 2017 Best of Show, 2017 Award of Excellence from “Tech & Learning Magazine” and “The Oregonian’s Top Workplace” for 2017 and 2016.

“We are being so diligent. We need to know that our students have high-speed internet in the home. We hope to be providing internet hot spots for families and closing the gap for subgroups or those without the means to access. We recognize and encourage how learning happens 24/7. We want internet accessibility for all our students, all the time and any time.”

““ We have been slow and selective in choosing our software resources and tools, in order to raise the technology bar for our students and teachers – Learning.com happened to be one partner and product we liked right away!”

A 21st Century Classroom

Enthusiastic about including Learning.com in Maryville City Schools’ future, Vagnier shares how her district is also planning to create a 21st century learning environment in the classroom. She discusses the upgrading and outfitting of classrooms that will soon follow suit to support and complement the technology resources and instruction her district has put in place.

“We are working on plans to add 21st century furniture, flexible seating, and collaborative work stations to our classrooms. We want more motion and fluidity and collaboration between our students,” says Vagnier.

“A device just isn’t enough. We want to give students that environment and accessibility, too. We are getting ready to go even deeper.”