


# 2017-2018 WI Digital Learning Survey Results, by CESA

DPI is pleased to present the Digital Learning data (2017-2018 school year) for K-12 schools in Wisconsin broken down by CESA! DPI has compiled the survey responses of 423 Wisconsin school districts, which represent over 95% of all districts in the state. School district participation was voluntary and greatly appreciated!

The survey asked 55 questions covering all five gears of the Wisconsin Digital Learning Plan . On this page, you will find the results from the eleven questions believed to be of greatest interest to all stakeholders across the state. The results are represented in the charts below along with a brief explanation of each.

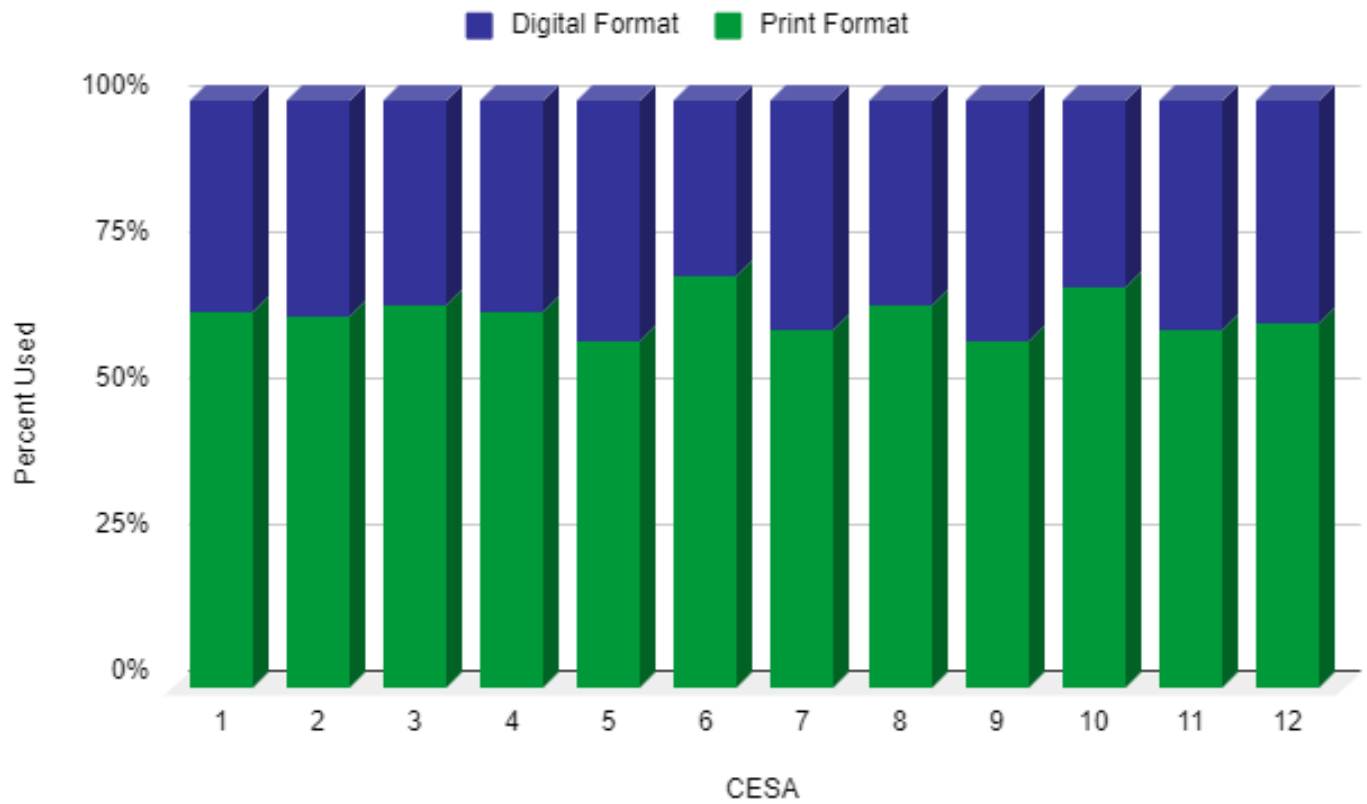
Hover over the chart to view the exact numbers of each data subset.

## **Gear 1: Instruction, Learning, and Assessment**

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The Wisconsin Digital Learning Plan is about teaching and learning in the digital environment in which citizens now live and work. It is not about devices, software, apps, or the latest tools. It is about the thoughtful planning, preparation, and analysis of student outcomes, professional learning, culture, and leadership.

# Curricular Content in Print vs. Digital Format



The above chart shows that on average, the majority of curricular materials in each CESA is in print format as opposed to digital.

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## Online Learning Formats Provided

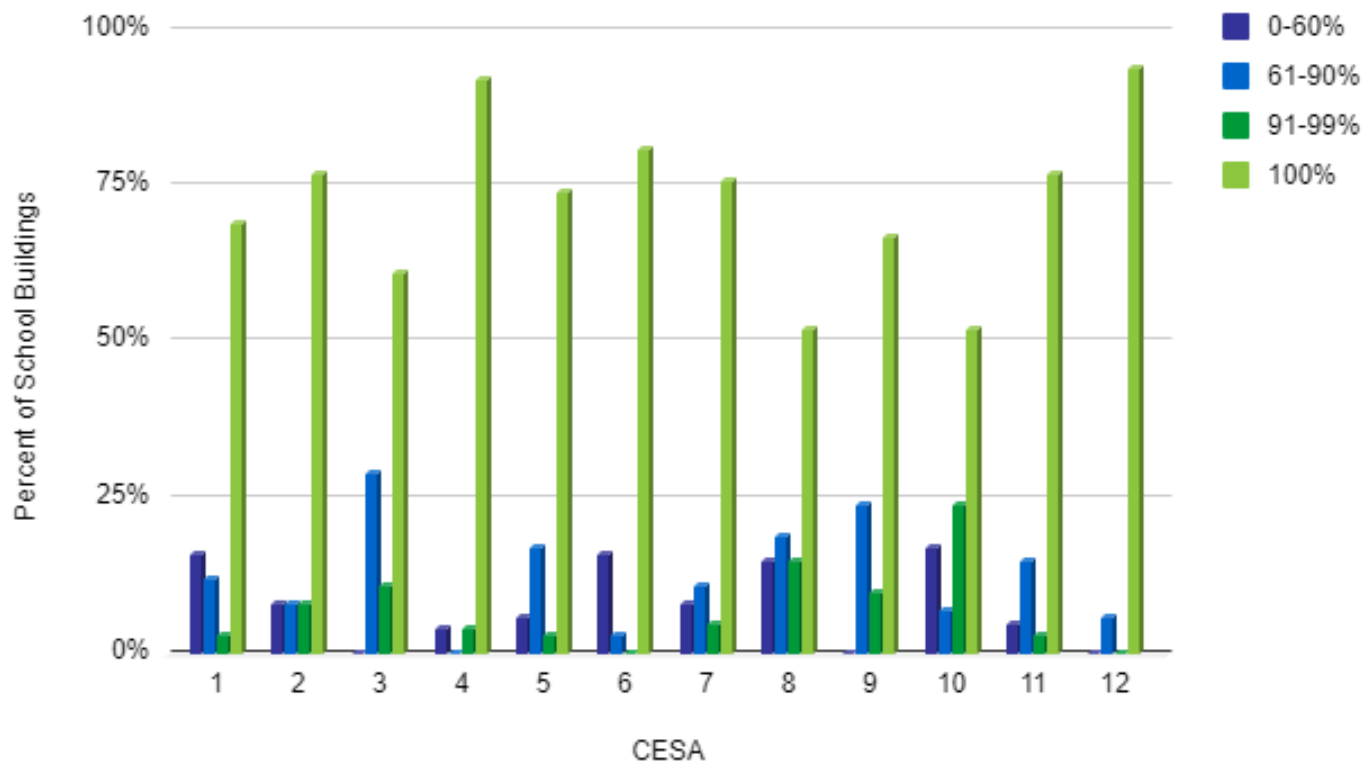


The above chart shows that, within each CESA, districts are using a variety of online learning formats to provide online learning.

## Gear 2: Technology and Hardware

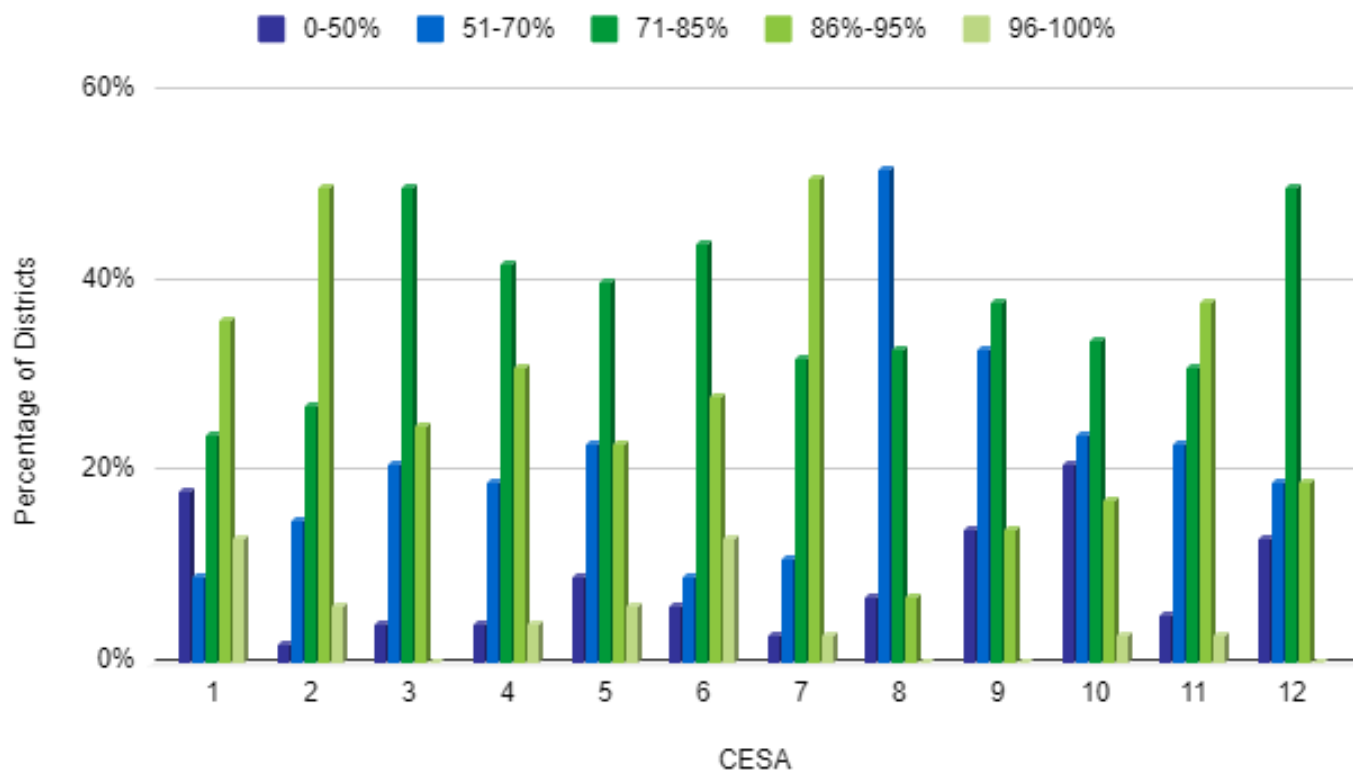
The emphasis of this section of the Plan is on the deployment of the systems critical to the success of all efforts toward student achievement. Those systems include student devices, digital content, networking hardware and software, bandwidth, service provider contracts, leadership, and technical training and support.

## Percent of Buildings with Wireless Environment Capable of Supporting 1:1



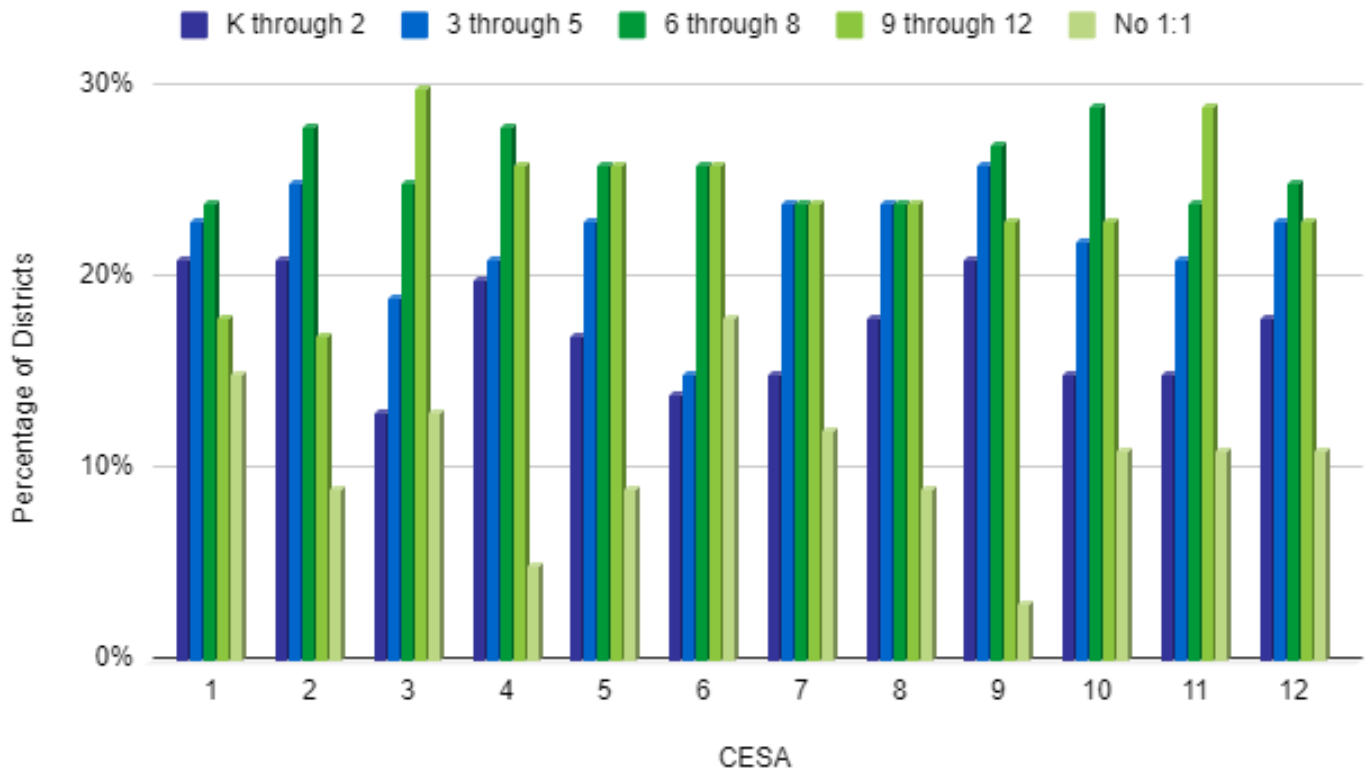
In the chart above, CESAs 8 and 10 have the lowest proportion of “wireless-ready” buildings; only half of the schools in these CESAs are wireless-ready. CESAs 4 and 12 have the highest proportion of wireless-ready buildings; over 90% of the schools in these CESAs are wireless-ready.

## Percentage of Districts Where Students Have Internet Access at Home



CESAs 1, 2, and 7 have the highest rates of home access: in half of their districts, seven out of eight students have home access. CESAs 8, 9, and 10 have the lowest rates of home access: in half or more of their districts, more than three students in ten do not have home access.

## Grade Levels Where Each Student is Assigned an Individual Device

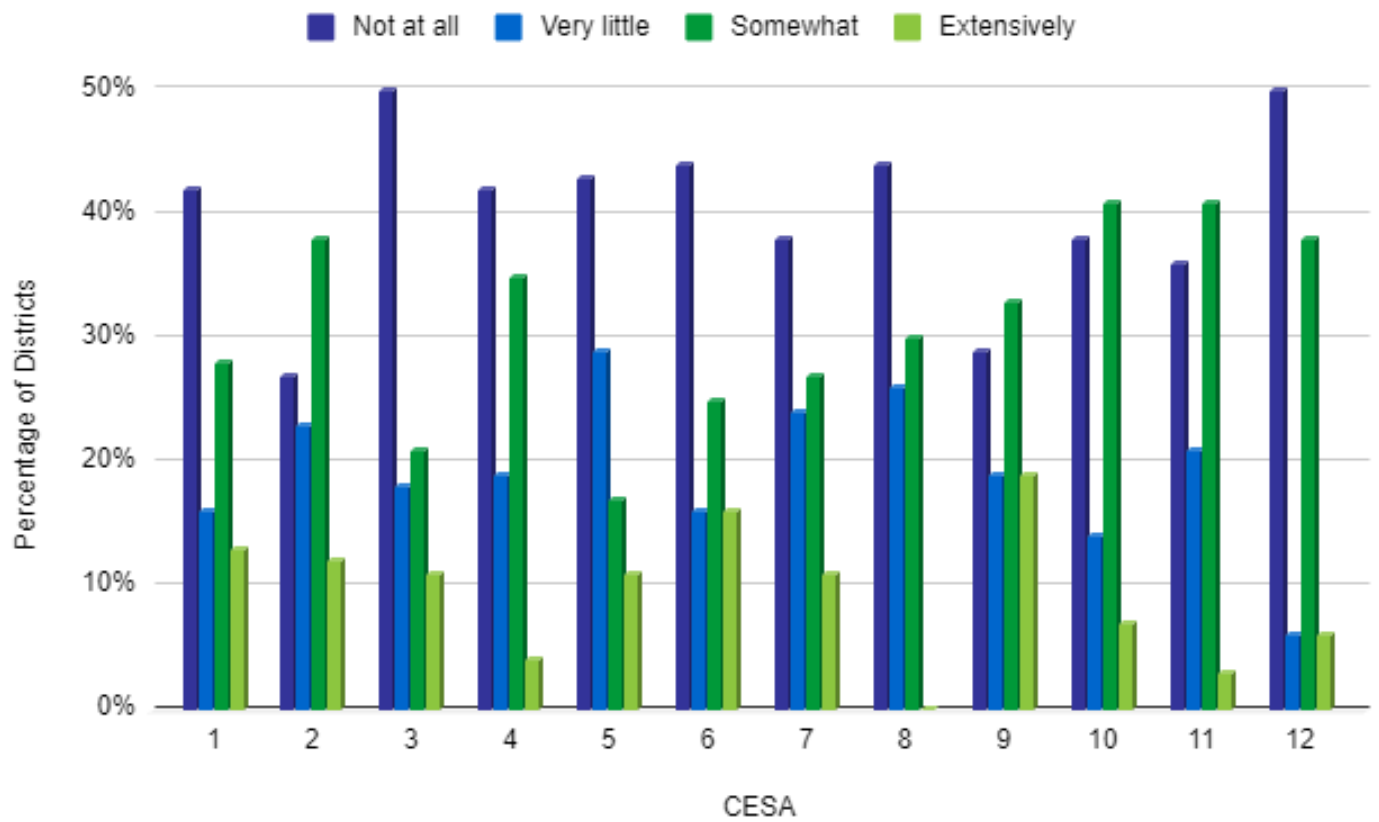


The chart above shows the percentage of districts that have assigned a mobile device to all of the students in at least one grade within the given grade band.

### **Gear 3: Empowering and Innovative Leadership**

Innovative leadership has the opportunity to inspire change, support risk-taking and communicate expectations of use through curriculum, goals, and outcomes for all learners.

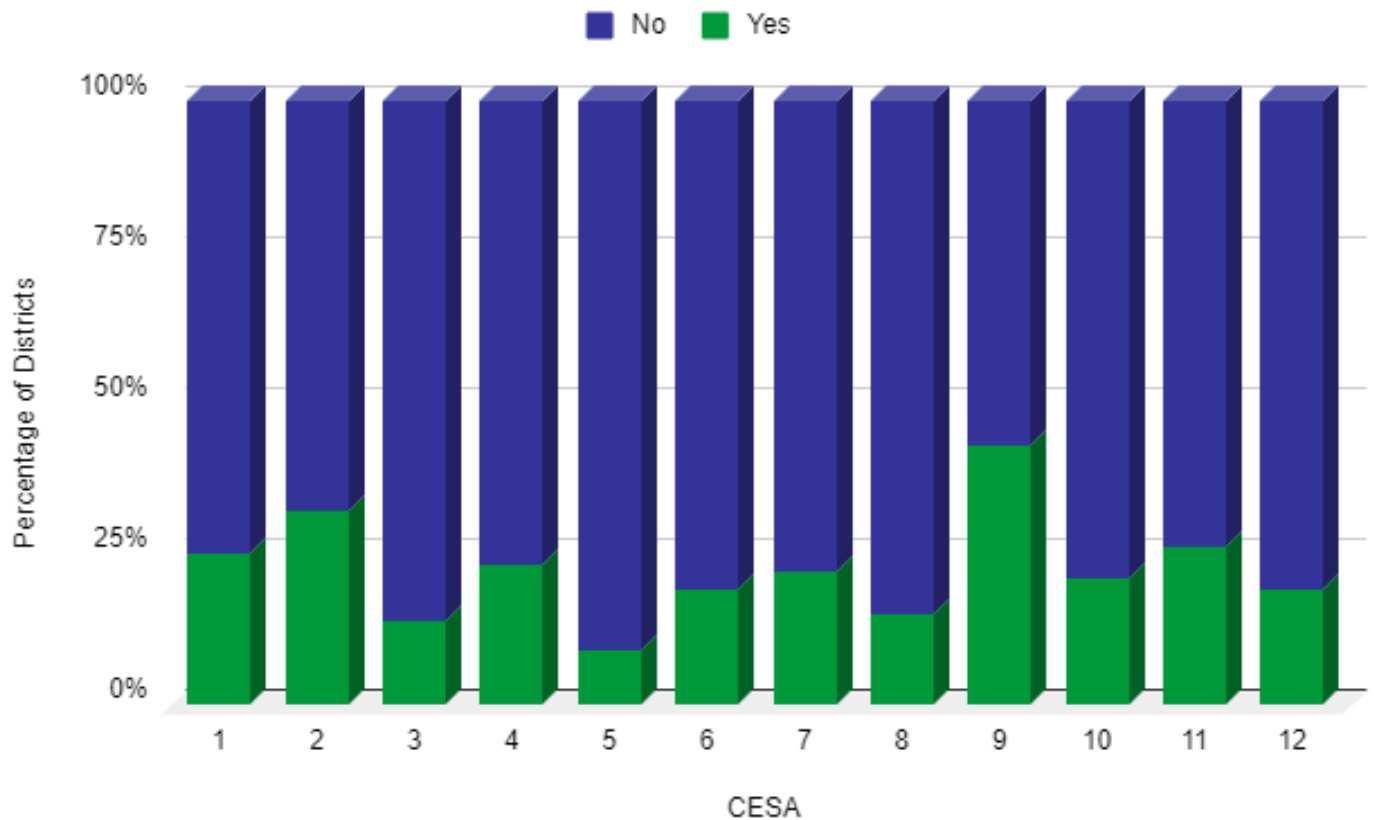
# Wisconsin Digital Learning Plan is Used in District Planning Process



In the chart above, a larger number of districts across all CESAs are beginning to use the Wisconsin Digital Learning Plan.

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## Districts Use Future Ready Dashboard



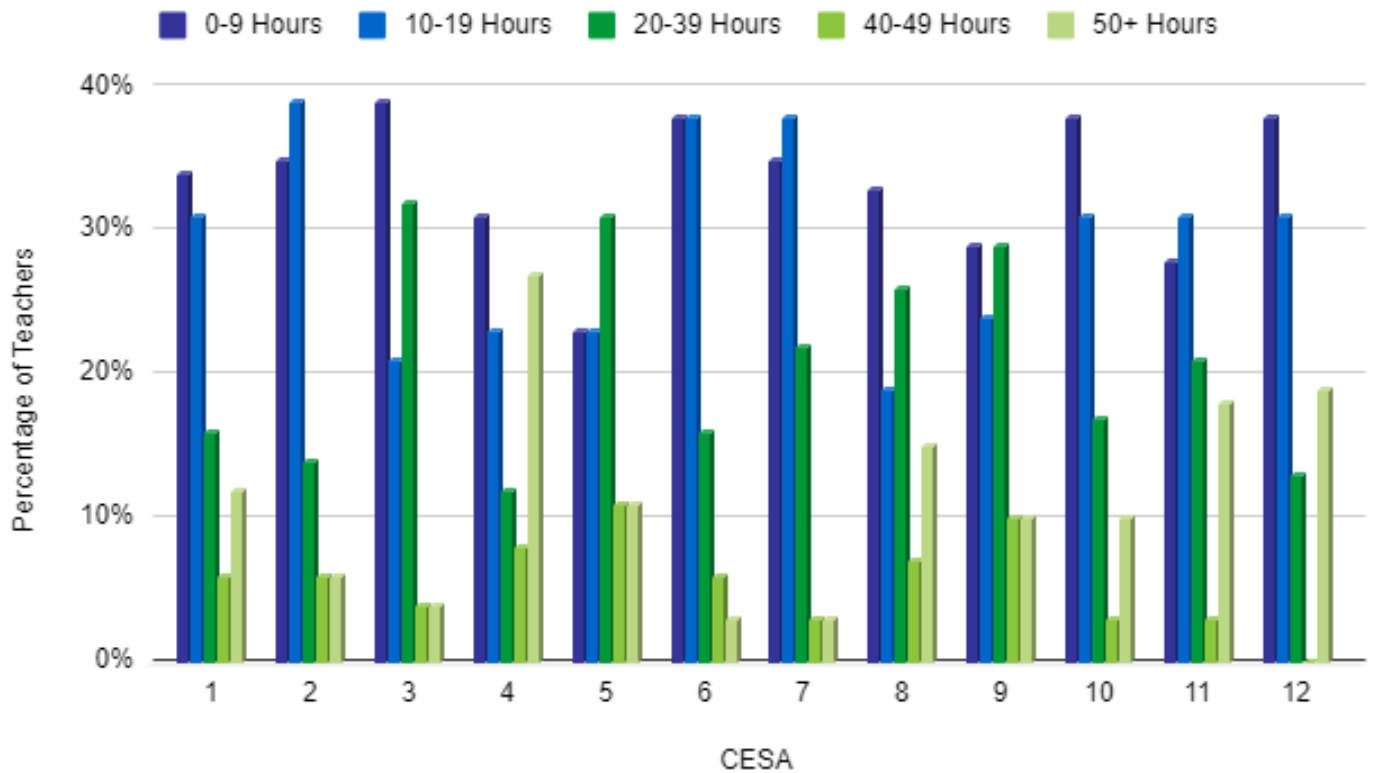
Four in ten districts in CESA 9 have used the Future Ready Dashboard, the highest percentage among the CESAs. CESAs 3, 5, and 8 have the lowest percentage of users, all under 20%.

## Gear 4: Professional Learning and Building Capacity

Professional development encourages, facilitates, and often requires education professionals individually and collaboratively to create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. If districts establish flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals, the result ultimately will help reduce the digital divide by fostering equitable learning opportunities focused on critical thinking, communication, collaboration, and creativity and innovation.



## Number of Hours Teachers Spend on Professional Learning in Technology or Tech Integration, Annually



In CESAs 2, 6, and 7, three out of four districts provide less than 20 hours of professional learning -- a higher proportion than the other CESAs. In CESA 4, one in four districts provides more than 50 hours of professional learning -- the highest proportion of the CESAs. In CESAs 5, 8, and 9 about half of the districts provided 20 or more hours, highest among the CESAs.

## Professional Learning Formats Used for Technology or Technology Integration

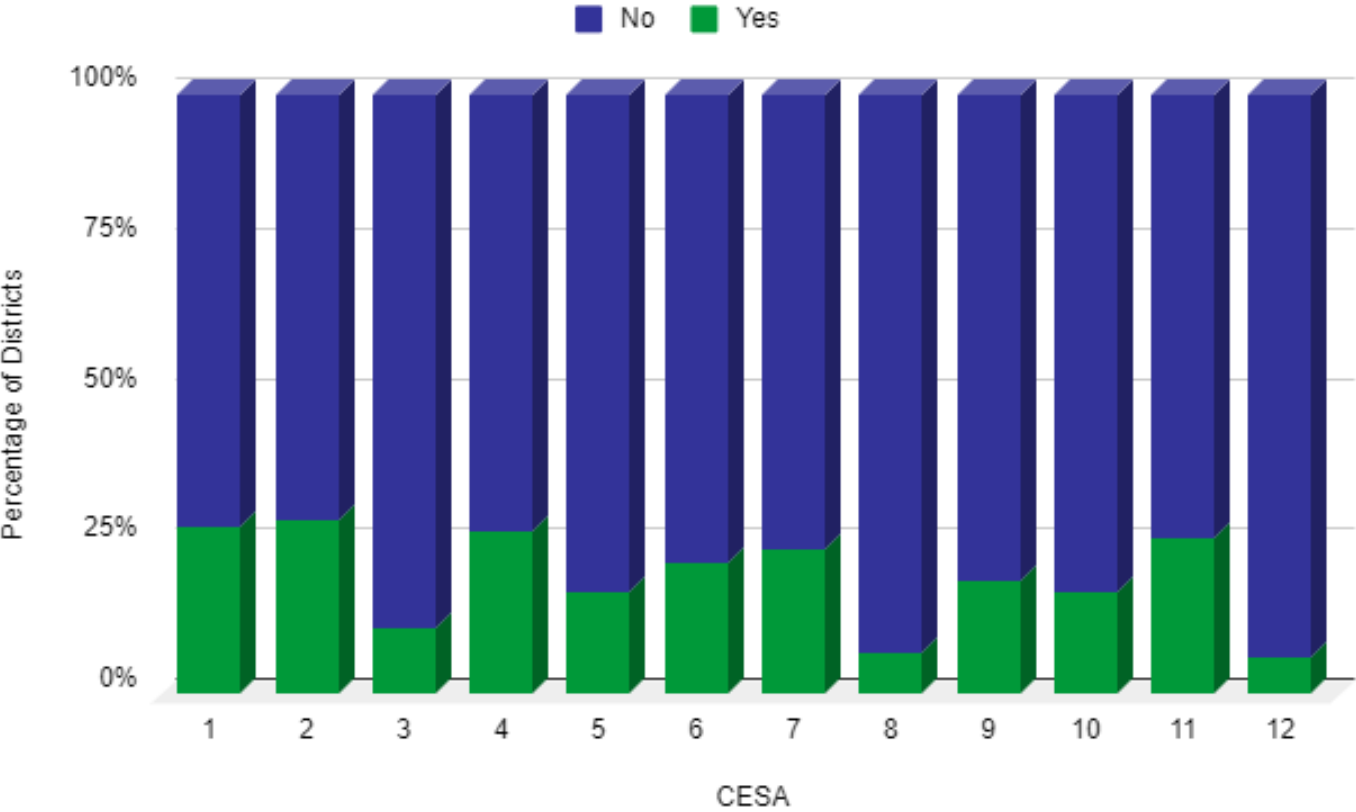
Format	CESA - 1	2	3	4	5	6	7	8	9	10	11	12
Coaching from technology integrators or librarians	55	54	24	24	33	22	29	18	19	21	31	12
Faculty meetings	59	58	25	22	32	27	33	25	19	23	34	15
Peer sharing	60	59	23	25	33	27	35	26	18	25	36	14
Observation of technology integration in other districts	27	25	10	9	11	15	20	11	4	9	15	5
Summer sessions	38	38	15	16	27	18	25	16	12	15	22	10
Conferences	56	62	23	23	33	30	35	25	18	25	37	15
Workshops	47	51	28	23	32	24	30	24	14	25	35	15
Professional learning communities	31	37	14	13	19	18	27	7	13	20	21	6
Micro-credentials	9	13	1	1	4	4	4	1	4	2	3	1
Social Media/Networking	32	35	17	14	20	13	23	11	10	11	21	7
Blended and/or Online	32	23	13	12	15	11	17	7	10	13	15	6
Other	2	6	0	0	2	1	2	0	1	3	0	0

The above chart shows the large variety of professional learning formats being used by districts across all CESAs.

## Gear 5: Data and Privacy

Data privacy and security are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. The district ensures sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

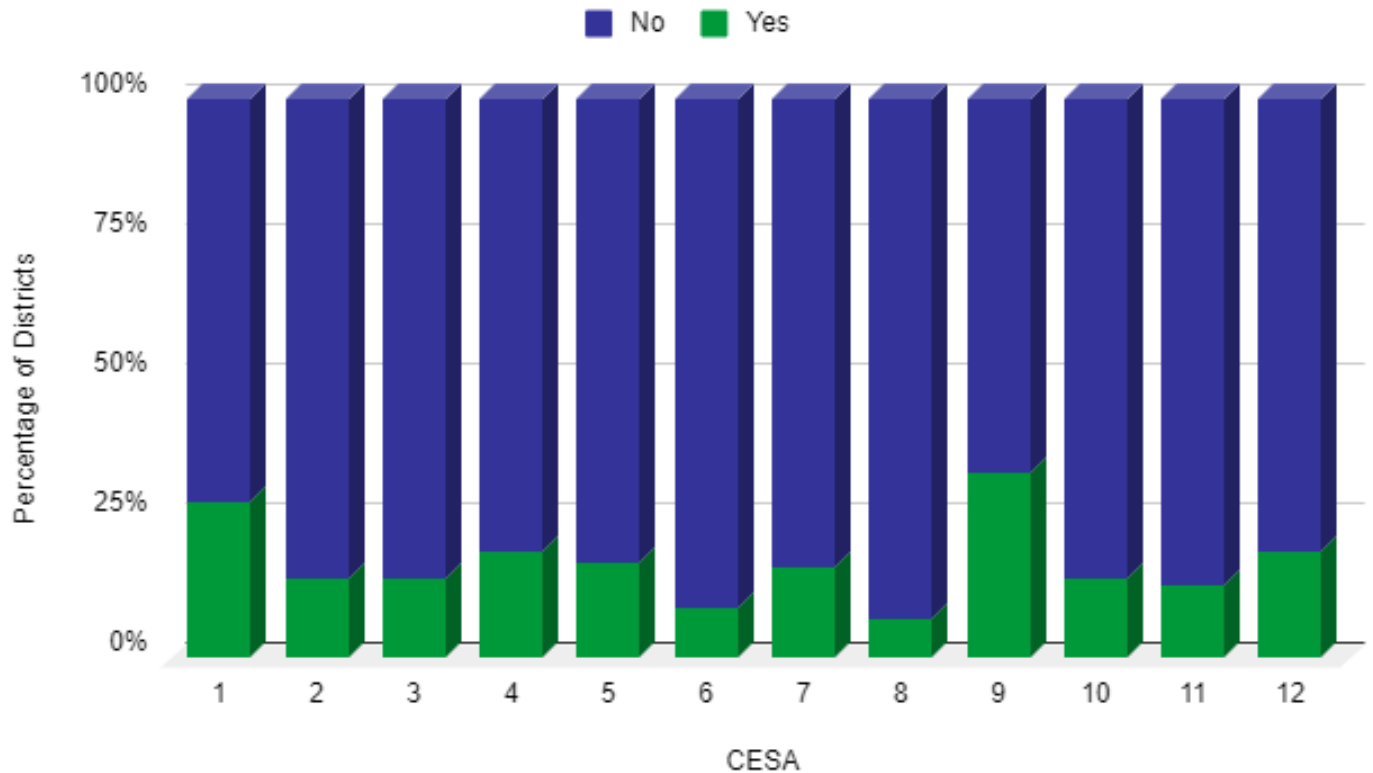
# District Conducts Data Privacy and Security Audits



In CESAs 3, 8, and 12, one in ten districts or fewer, conduct data privacy and security audits; in most other CESAs, 20% - 30% of districts conduct them.

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## District Requires Annual Training for Staff on Data Privacy and Security



In CESAs 6 and 8, fewer than 10% of districts require training in data privacy and security - the lowest percentage among the CESAs. CESAs 1 and 9 have the highest percentage, around 30%.

Results to all survey questions (by CESA) in PDF form can be found [here](#) .

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