WI DPI

2017-2018 WI Digital Learning Survey Results, by District Size

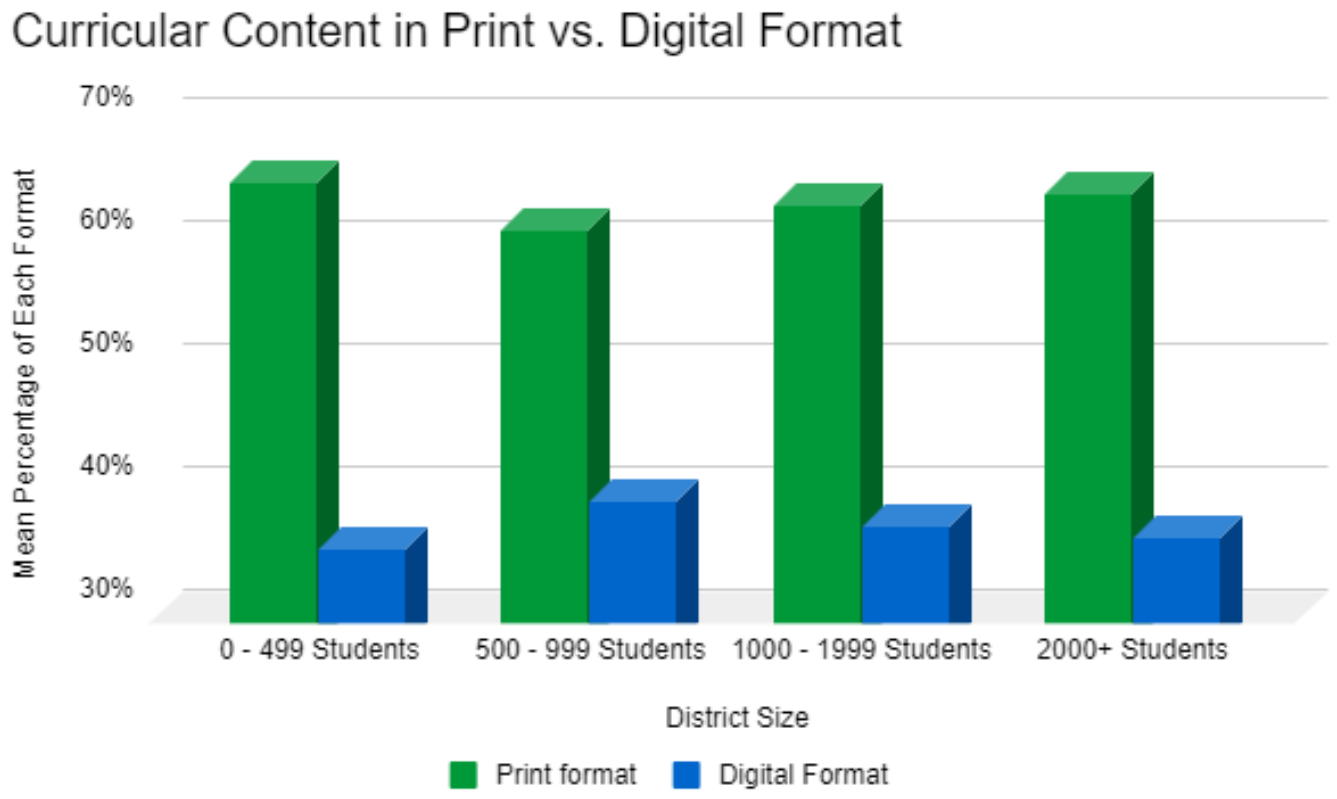
DPI is pleased to present the Digital Learning data (2017-2018 school year) for K-12 schools in Wisconsin broken down by district size! DPI has compiled the survey responses of 423 Wisconsin school districts, which represent over 95% of all districts in the state. School district participation was voluntary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

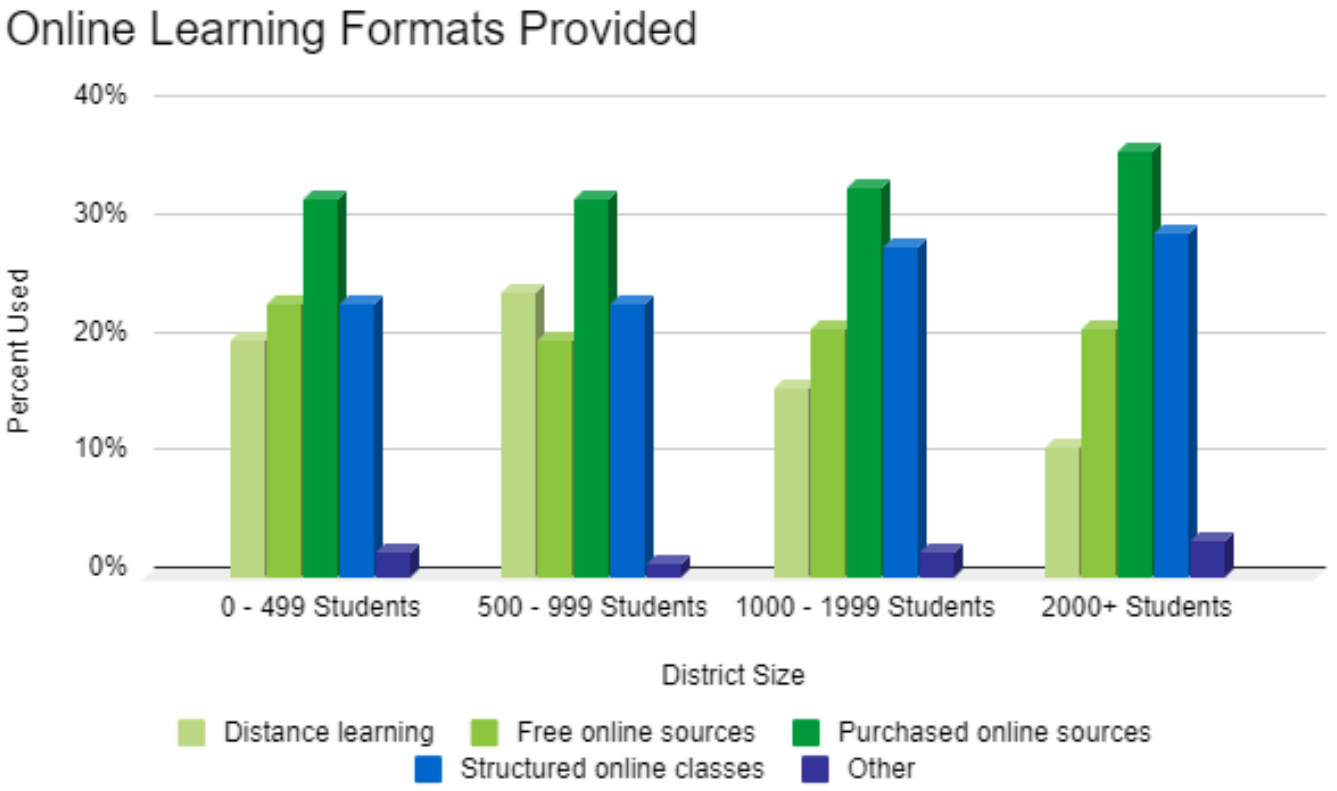
Hover over the chart to view the exact numbers of each data subset.

Gear 1: Instruction, Learning, and Assessment

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.



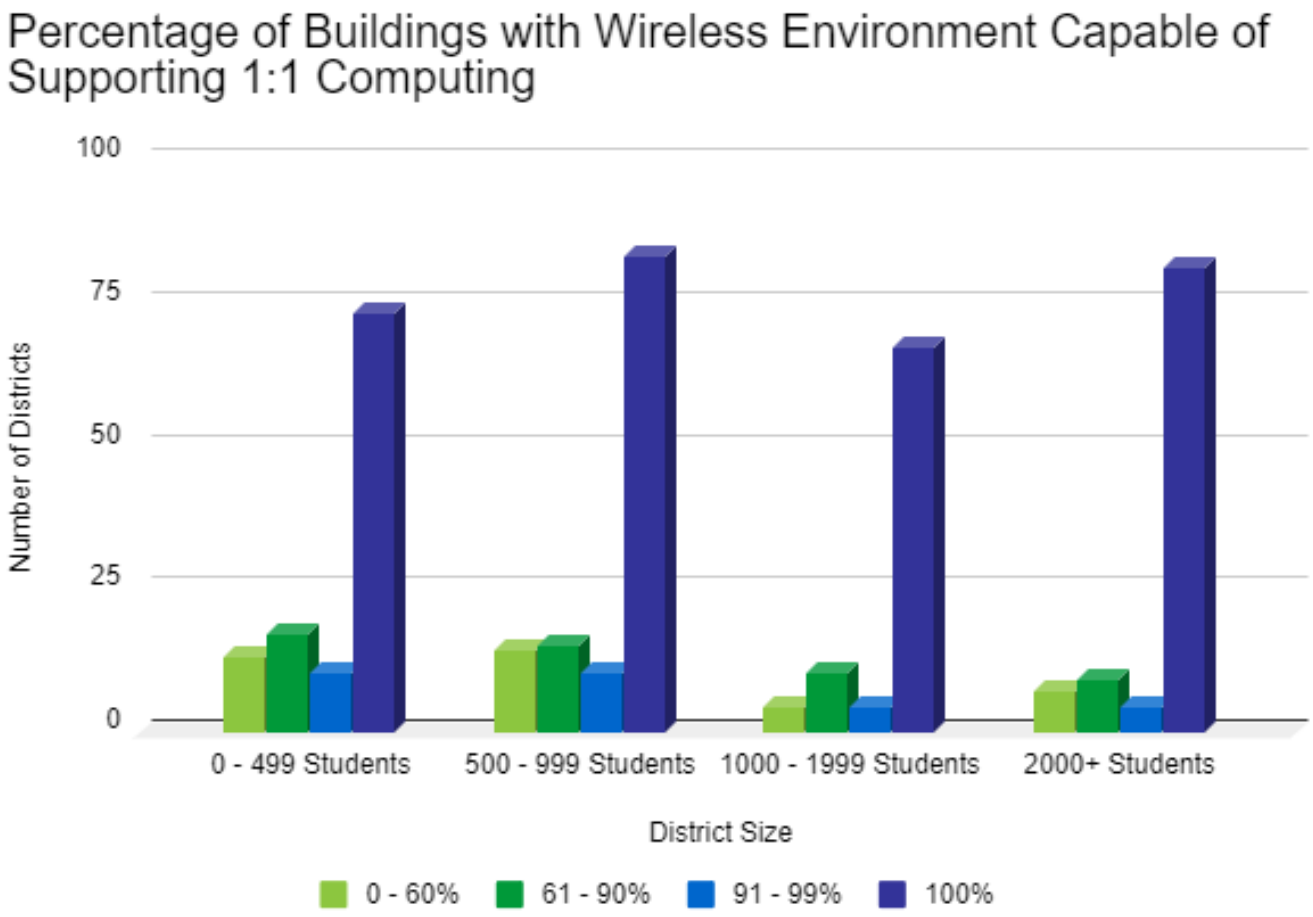
The above chart shows that on average, the majority of curricular materials in districts is in print format as opposed to digital.



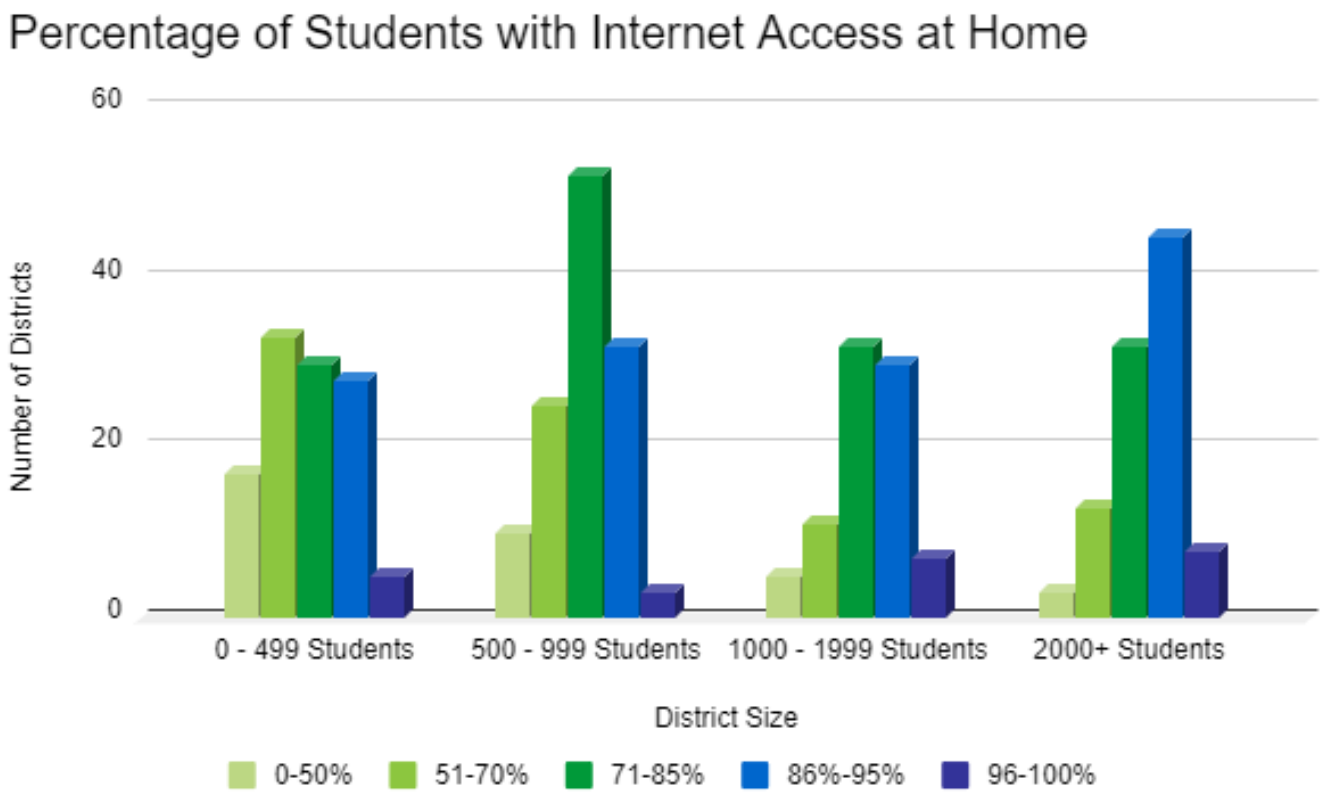
The above chart shows that most districts use a variety of formats to provide online learning.

Gear 2: Technology and Hardware

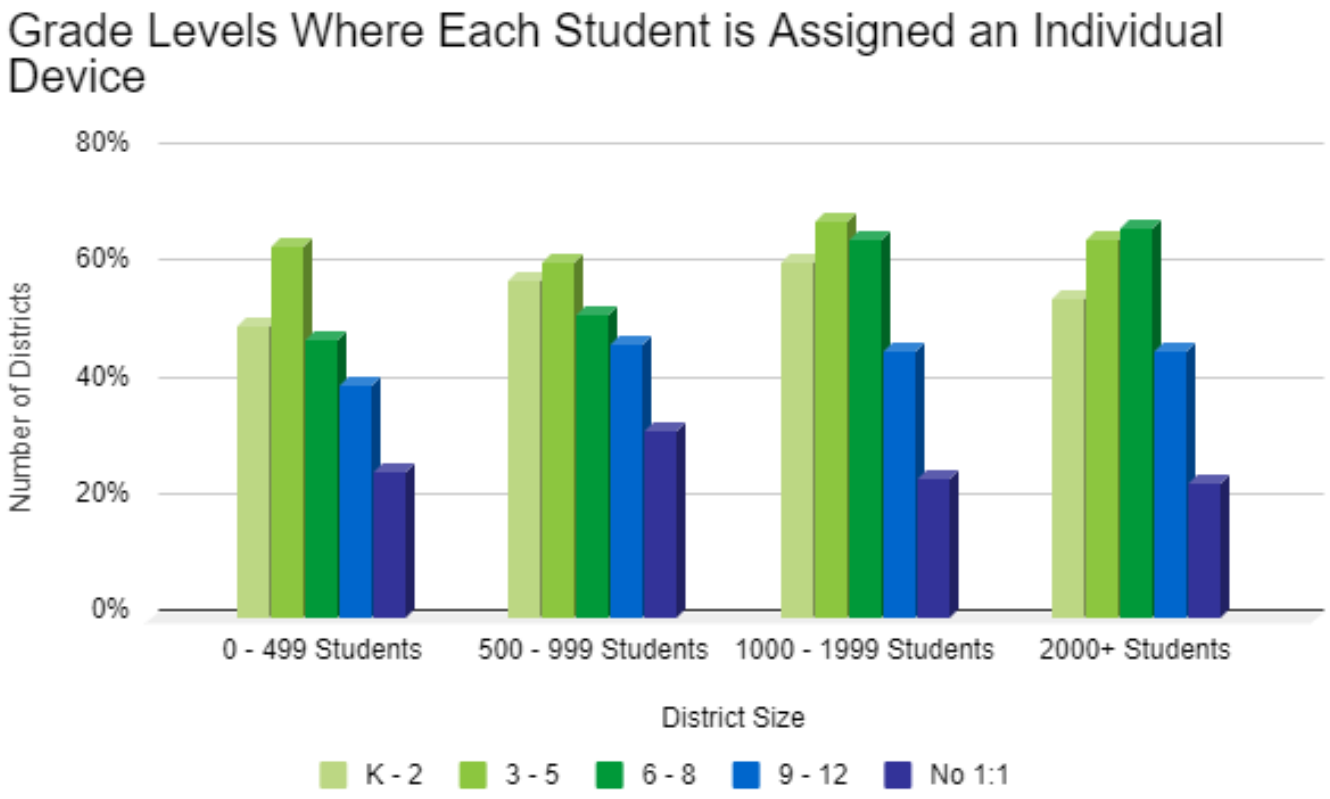
The emphasis of this section of the Plan is on the deployment of the systems critical to the success of all efforts toward student achievement. Those systems include student devices, digital content, networking hardware and software, bandwidth, service provider contracts, leadership, and technical training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



The above chart shows that four out of five Wisconsin districts have ubiquitous wireless environments in all or almost all of their buildings.



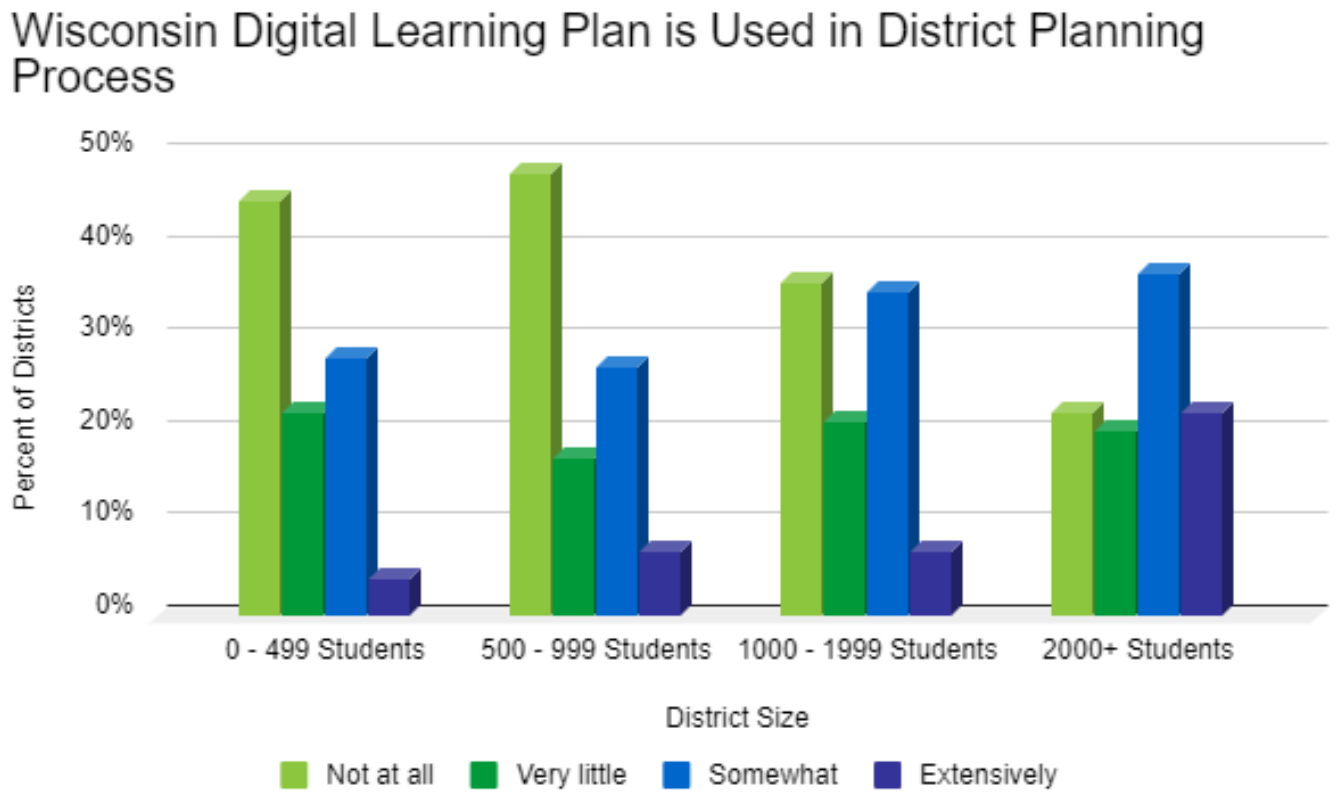
The above chart shows that residential internet access is a serious problem among all sizes of district. Larger suburban districts have the highest rates of home access. Urban and rural districts have the lowest rates of home access.



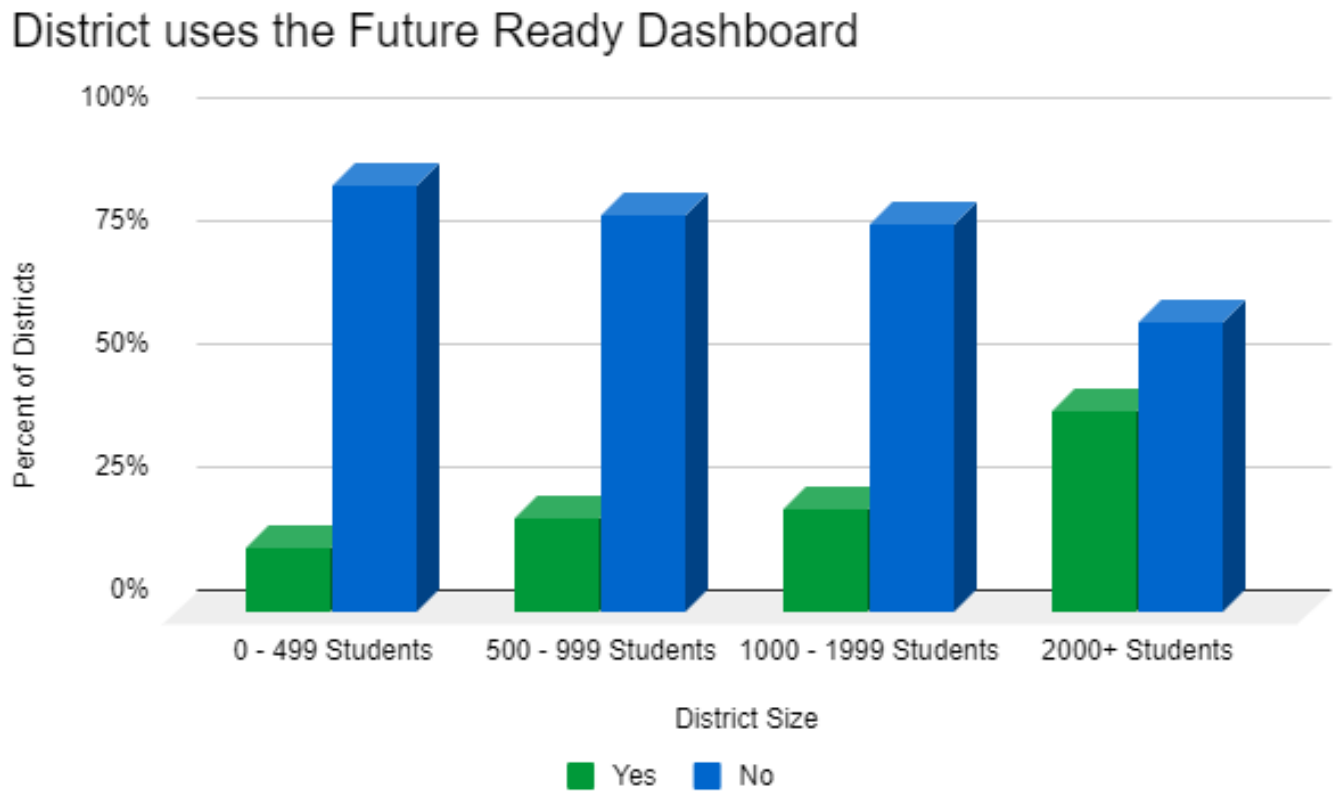
The chart above shows how many districts have assigned a mobile device to all of the students in at least one grade within the given grade band.

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.



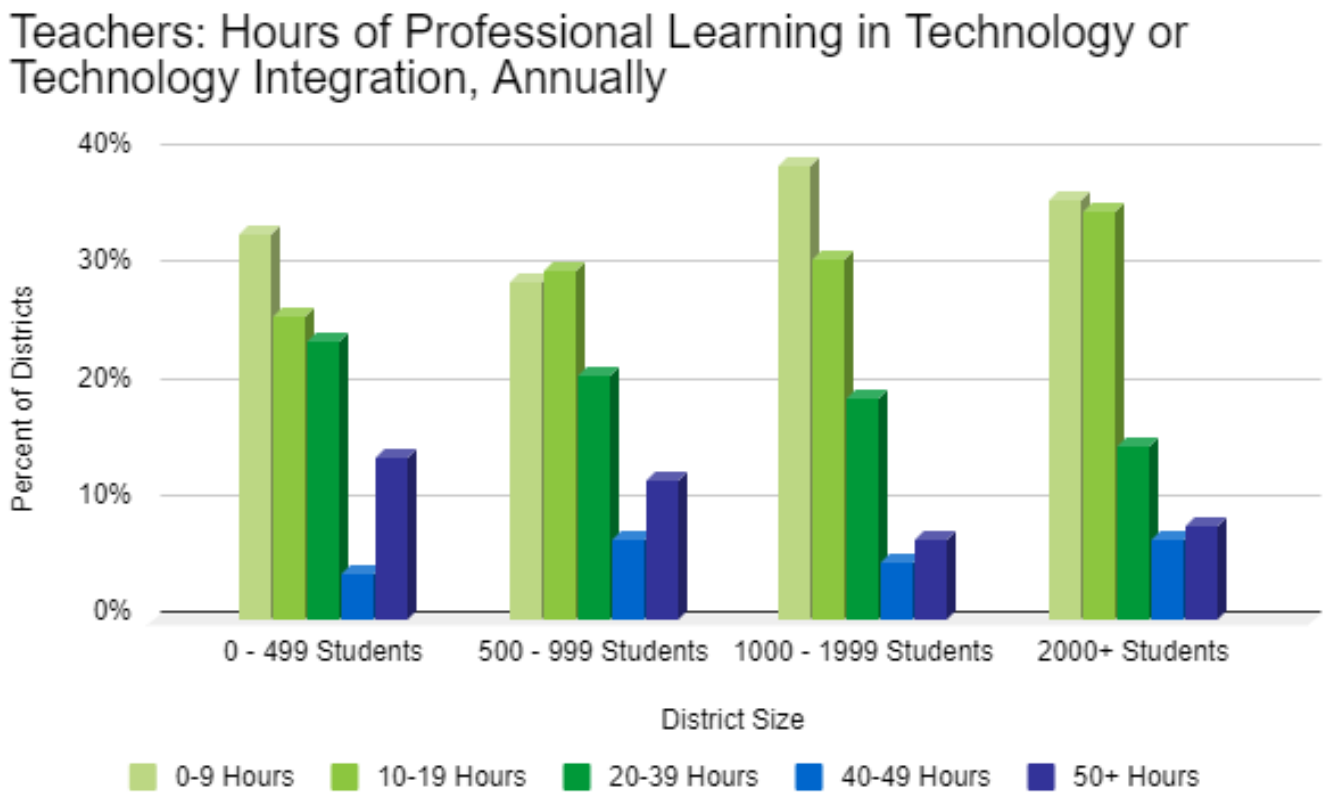
The above chart shows that the larger the district, the more extensively it uses Wisconsin Digital Learning Plan.



The above chart shows that the larger the district, the more extensively it uses the Future Ready Dashboard.

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.



The above chart shows that commitment to professional learning in technology is similar across school districts of all sizes.

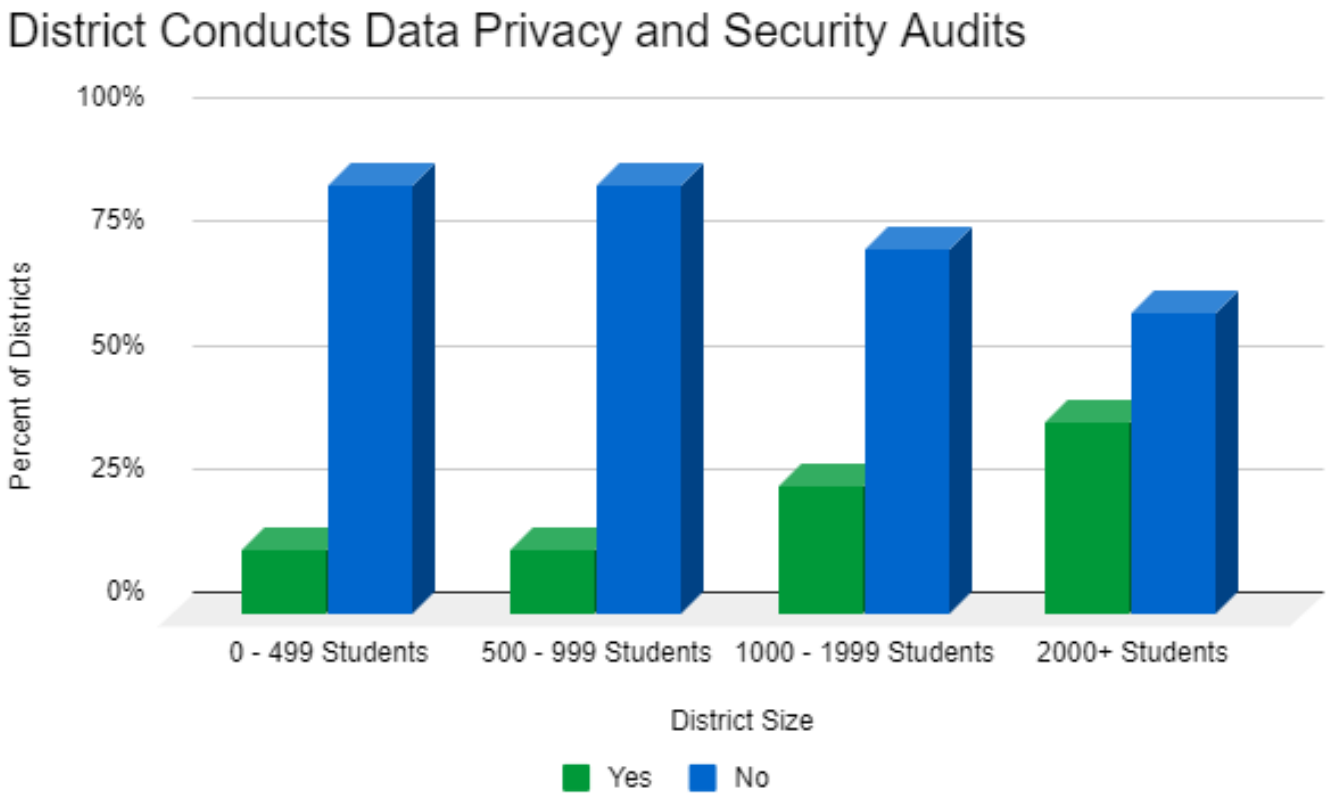
Professional Learning Formats for Technology or Technology Integration

#		0 - 499 Students	500 - 999 Students	1000 - 1999 Students	2000+ Students
1	Coaching from tech integrators/librarians	80	100	69	92
2	Faculty meetings	92	109	73	96
3	Peer sharing	98	110	74	97
4	Observation of other districts	36	53	31	41
5	Summer sessions	54	68	53	77
6	Conferences	96	110	79	95
7	Workshops	94	105	64	83
8	Professional learning communities	43	67	51	65
9	Micro-credentials	9	8	6	23
10	Social Media/Networking	44	56	52	62
11	Blended and/or Online	35	44	33	62
12	Other	4	3	4	6

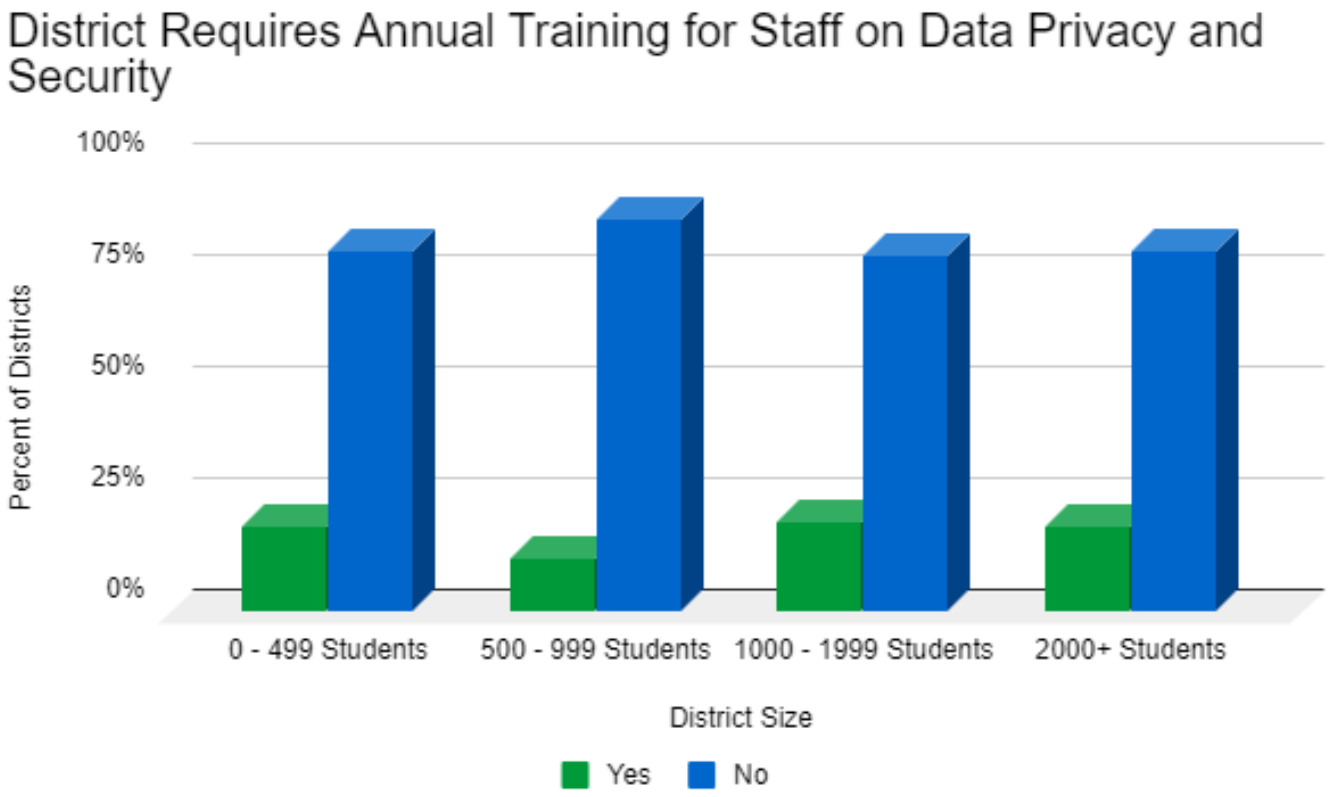
11 types of professional learning were identified for the survey. The above chart shows that districts make use of all but one of them in similar proportions -- about 10% for each type. Only one -- observation in other districts -- is little used.

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.



The above chart shows that larger districts conduct security audits more often than smaller districts do. Among smaller districts (0 - 999 students) only one in seven conduct security audits.



The above chart shows that annual data privacy and security training is similar across school districts of all sizes.

Results to all survey questions (by district size) in PDF form can be found here.

For questions about this information, contact Janice Mertes (https://dpi.wi.gov/user/971/contact) (608) 267-1054, Chad Kliefoth (https://dpi.wi.gov/user/11376/contact) (608) 267-9289