

# 2018-2019 WI Digital Learning Survey Results, by CESA

DPI is pleased to present the Digital Learning data (2018-2019 school year) for K-12 schools in Wisconsin broken down by CESA! DPI has compiled the survey responses of 420 Wisconsin school districts, which represent over 94% of all districts in the state. School district participation was voluntary and greatly appreciated!

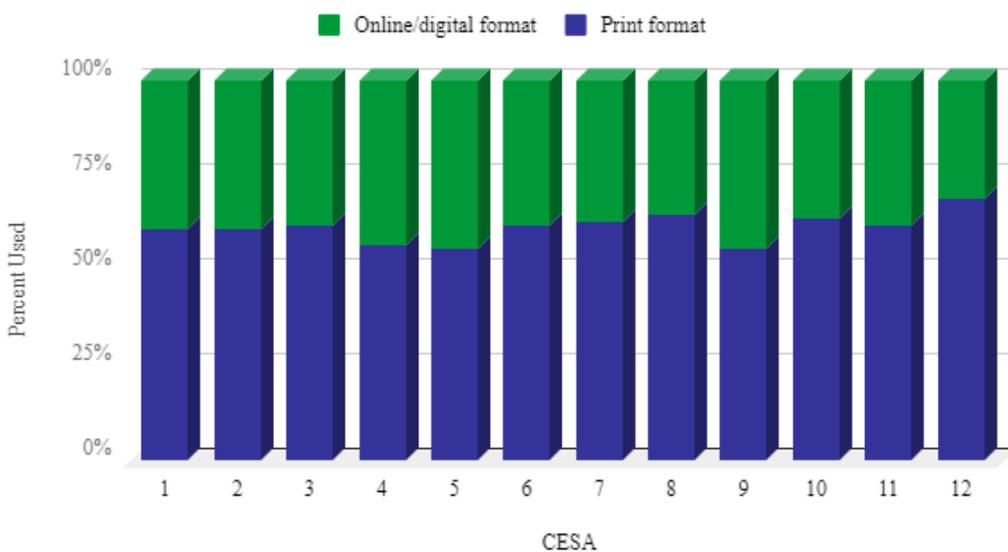
The survey asked 50 questions covering all five gears of the Wisconsin Digital Learning Plan . On this page, you will find the results from the 14 questions believed to be of greatest interest to all stakeholders across the state. The results are represented in the charts below along with a brief explanation 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.

Curricular Content in Print vs. Digital Format



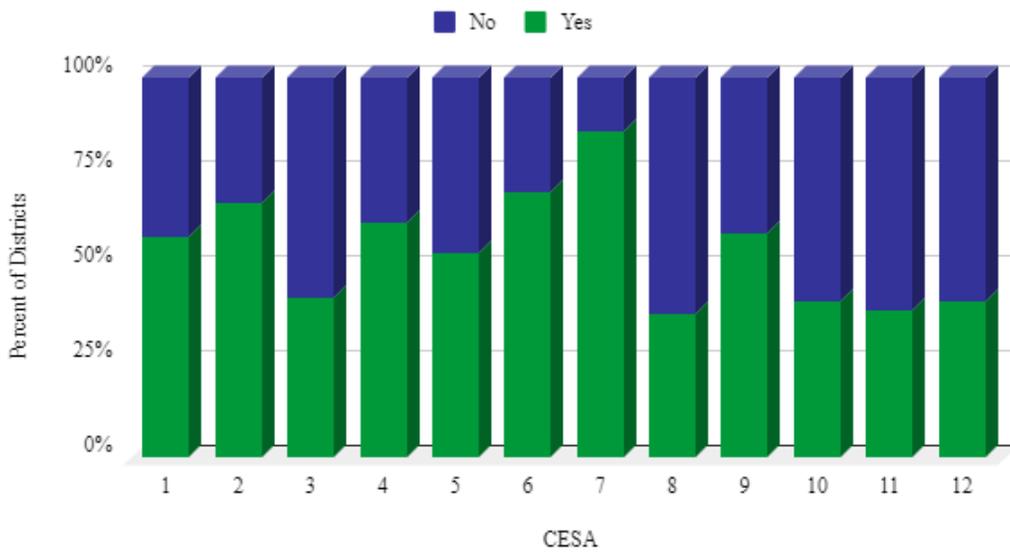
The above chart shows on average, the majority of curricular materials districts use, within each CESA, is in print format as opposed to digital.

### Online Learning Formats



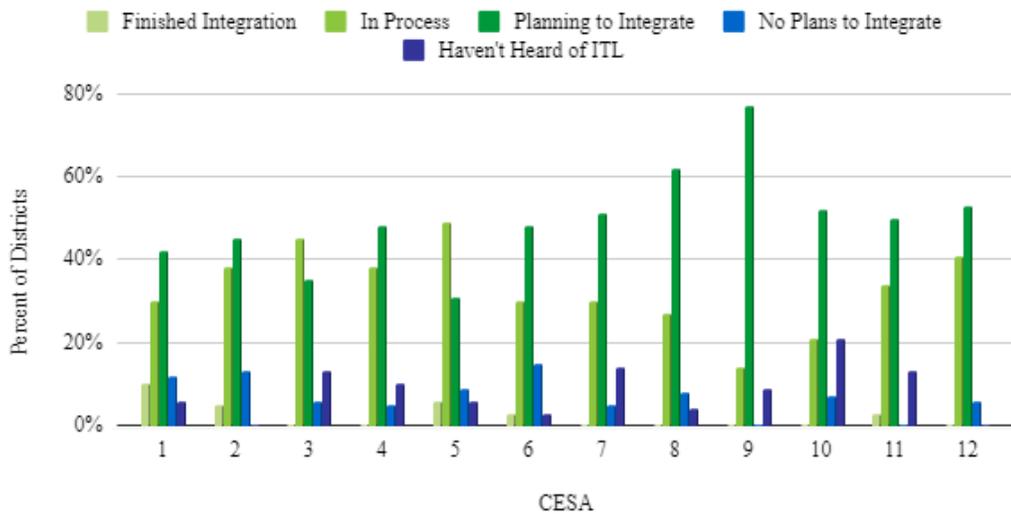
The above chart shows that, within each CESA, districts are using a variety of online formats to provide online learning.

### Districts Currently have Computer Science in Program of Study



The above chart shows, within each CESA on average, more than 50% of districts are including Computer Science programs or courses in their programs of study.

### Percent of Districts Integrating the Wisconsin Standards for Information and Technology Literacy

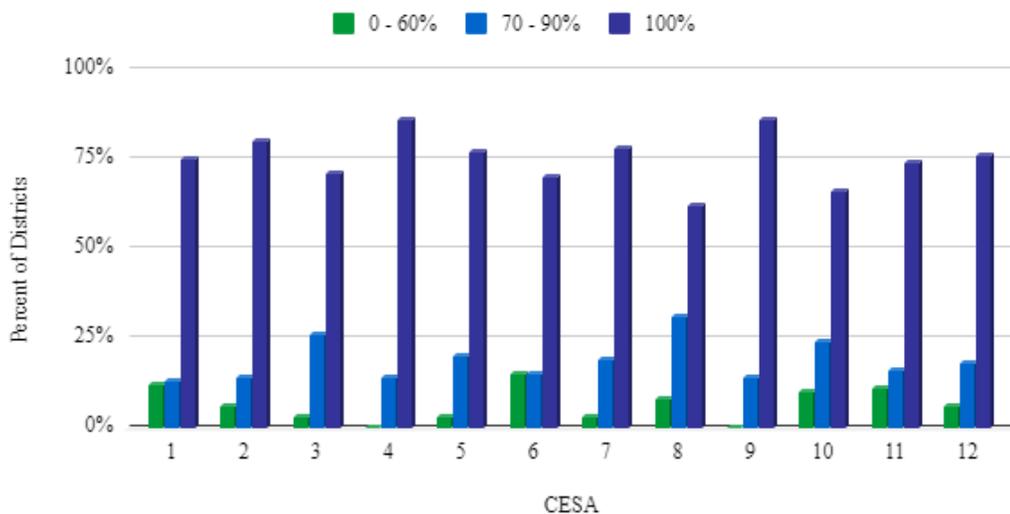


The above chart shows, within each CESA, the majority of districts are integrating the Wisconsin Standards for Information and Technology Literacy in curricular planning across content areas.

## Gear 2: Technology and Hardware

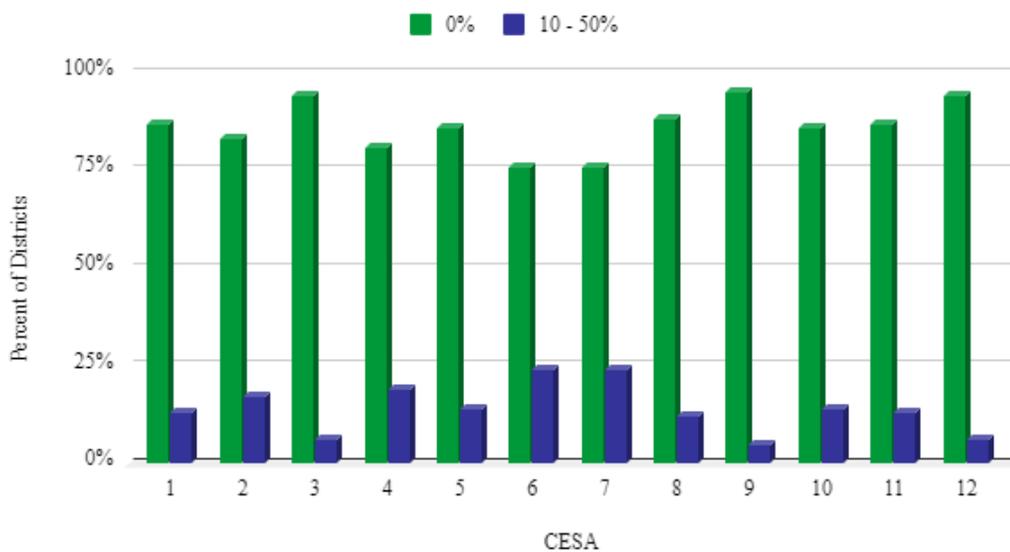
The emphasis of this section of the Plan is on the deployment of the systems critical to the success of all efforts toward student achievement. Those systems include student devices, digital content, networking hardware and software, bandwidth, service provider contracts, leadership, and technical training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

## Percent of Buildings in a District with Wireless Capable of Supporting 1:1 Computing



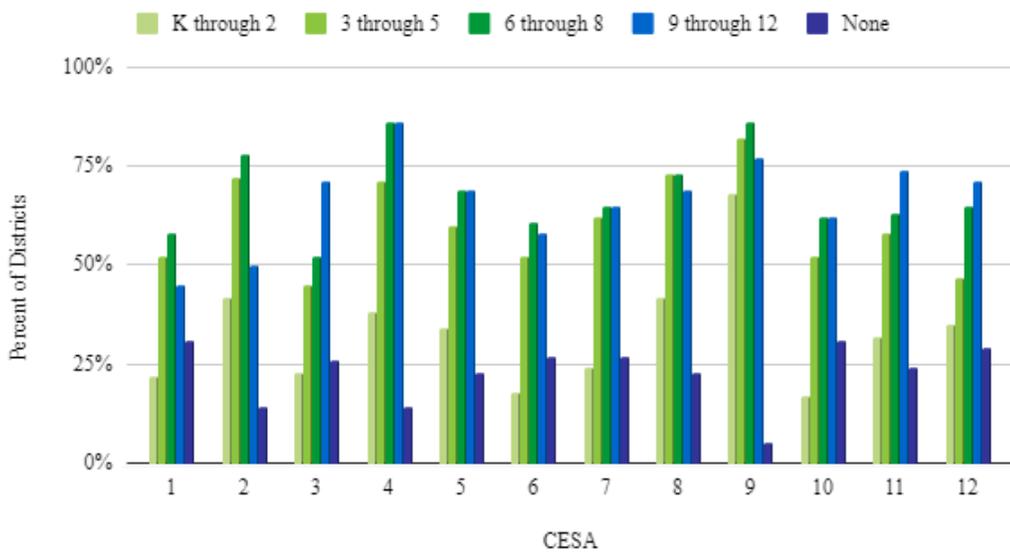
In the chart above, CESAs 8 and 10 have the lowest proportion of “wireless-ready” buildings, but each of these has increased by almost 10% over the previous year. CESAs 4 and 9 have the highest proportion of wireless-ready buildings; almost 90% of the schools in these CESAs are wireless-ready.

## Percent of Students that Check Out Mobile Hotspots



The above chart shows more than 75% of all districts in each CESA is not checking out mobile hotspots.

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

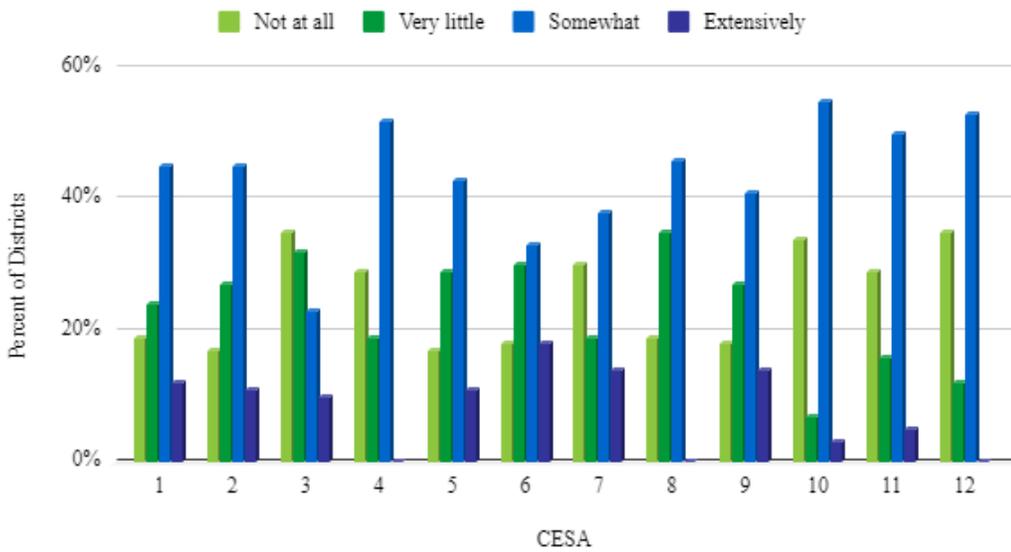


The chart above shows the percentage of districts that have assigned a mobile device to all of the students in at least one grade within the given grade band.

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

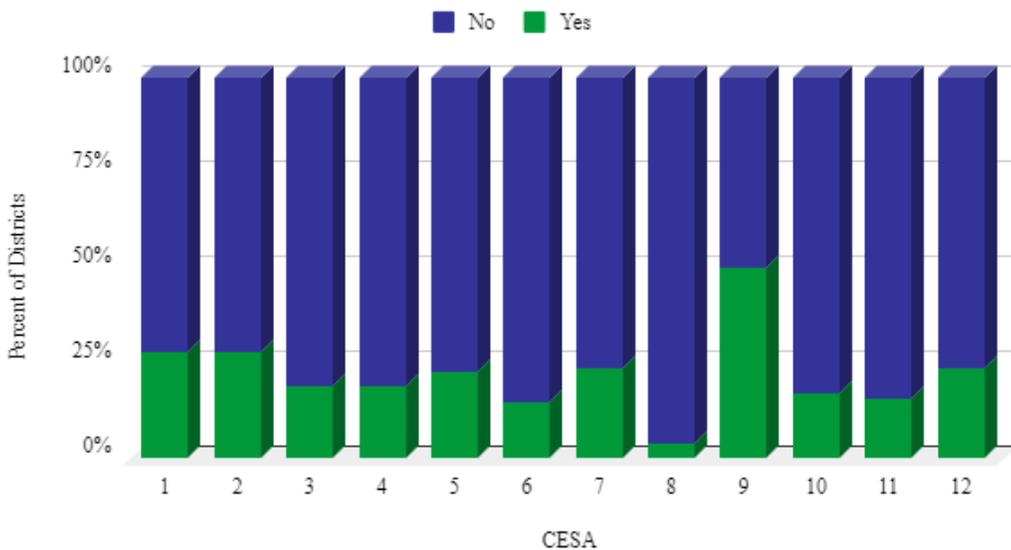
Innovative leadership has the opportunity to inspire change, support risk-taking and communicate expectations of use through curriculum, goals, and outcomes for all learners.

## Wisconsin Digital Learning Plan is Used in District Planning



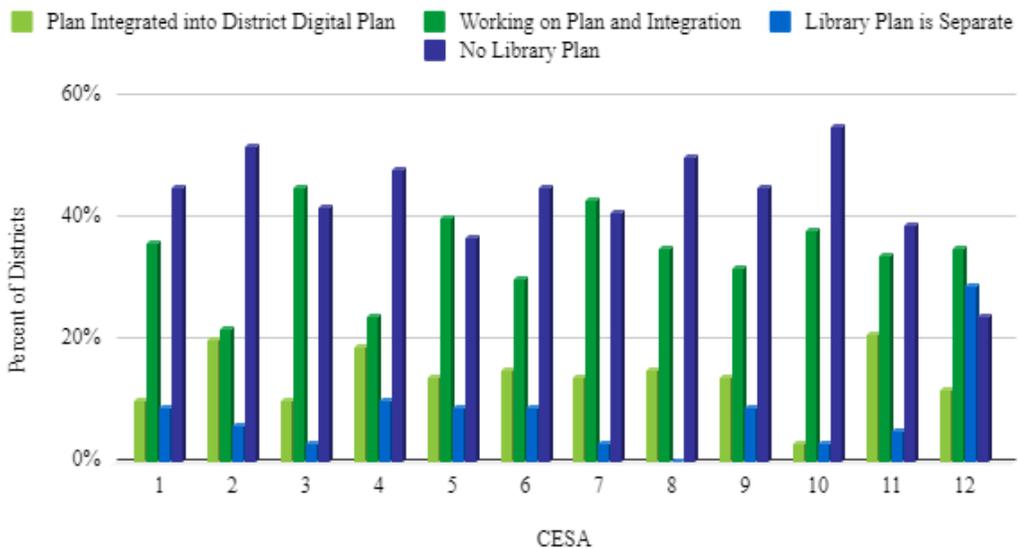
In the chart above, a larger number of districts across all CESAs are using or planning to use the Wisconsin Digital Learning Plan.

## Districts Use Future Ready Dashboard



Five in ten districts in CESA 9 have used the Future Ready Dashboard, the highest percentage among the CESAs. CESAs 6, 8, and 11 have the lowest percentage of users, all under 16%.

## Status of Long-Range Library Planning

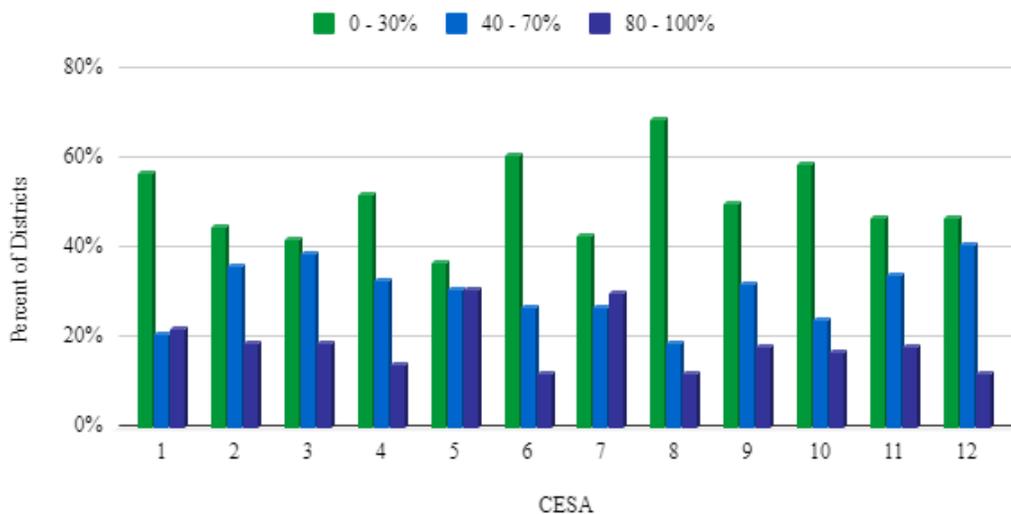


CESAs 3, 5, 7, 8, and 11 are leading the way on library planning with over 50% of districts in each CESA having a plan or working on a plan.

## 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.

## Percent of Teachers Spending at least 15 Hours of Professional Learning on Technology or Technology Integration



The majority of districts in each CESA have less than 30% of teachers completing 15 hours or more of professional learning in technology or technology integration.

## Professional Learning Formats Used for Technology or Technology Integration

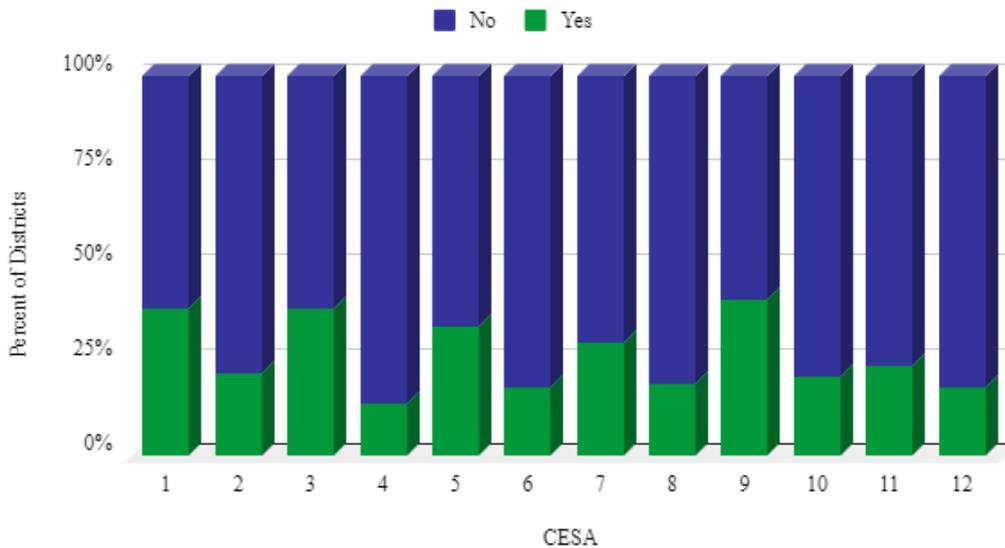
Learning Format	CESA - 1	2	3	4	5	6	7	8	9	10	11	12
Conferences	60%	72%	84%	62%	77%	70%	73%	73%	68%	62%	79%	71%
Blended and/or online	21%	13%	19%	19%	17%	15%	11%	12%	32%	21%	16%	24%
Coaching from technology integrators or librarians	70%	64%	65%	71%	80%	76%	73%	69%	59%	52%	76%	65%
Social Media/Networking	28%	33%	26%	19%	11%	21%	30%	23%	14%	21%	18%	24%
Micro-credentials	9%	5%	3%	0%	3%	3%	5%	0%	9%	3%	11%	0%
Professional learning communities	40%	52%	52%	76%	43%	39%	41%	19%	36%	48%	45%	35%
Workshops	42%	56%	71%	52%	69%	64%	49%	69%	45%	52%	68%	76%
Faculty meetings	51%	48%	45%	29%	43%	55%	51%	46%	45%	34%	42%	53%
Summer sessions	39%	30%	32%	29%	49%	45%	22%	46%	23%	31%	29%	41%
Observation of technology integration in other districts	10%	11%	13%	14%	17%	12%	24%	15%	9%	31%	13%	18%
Peer sharing	73%	72%	74%	86%	69%	64%	70%	77%	68%	59%	82%	76%

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

## Gear 5: Data and Privacy

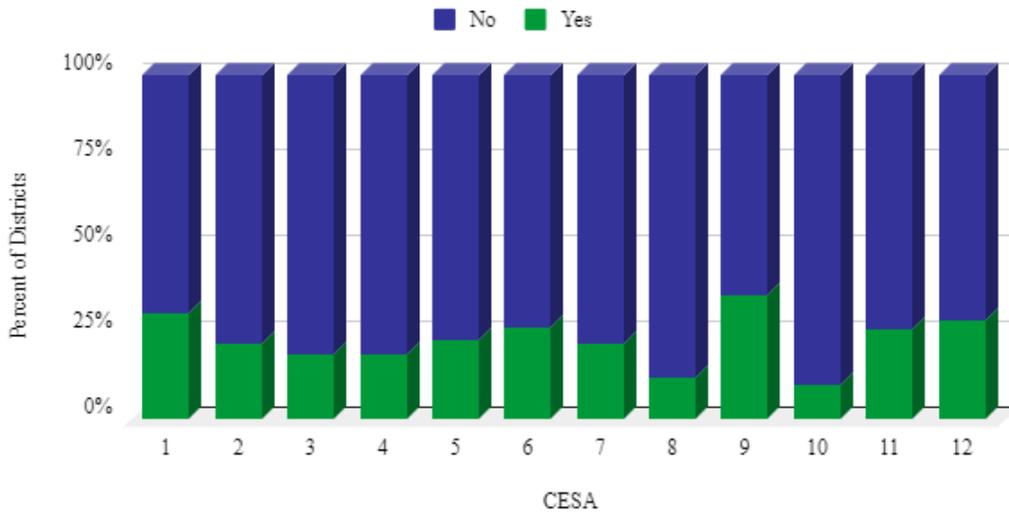
Data privacy and security are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. The district ensures sound data privacy and security policies, procedures,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

District Conducts Data Privacy and Security Audits



In CESAs 4, 6, 8, and 12, less than 20% of all districts conduct security audits; in most other CESAs, 21% - 40% of districts conduct them. The average across all CESAs has more than doubled since the previous year.

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



In CESAs 8 and 10, only around 10% of districts require training in data privacy and security -- the lowest percentage among the CESAs. CESAs 1 and 9 have the highest percentage at just over 30%.

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

For a downloadable PDF copy of the page, [click here](#) .

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