

# 2018-2019 WI Digital Learning Survey Results, by District Size

DPI is pleased to present the Digital Learning data (2018-2019 school year) for K-12 schools in Wisconsin broken down by district size! 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!

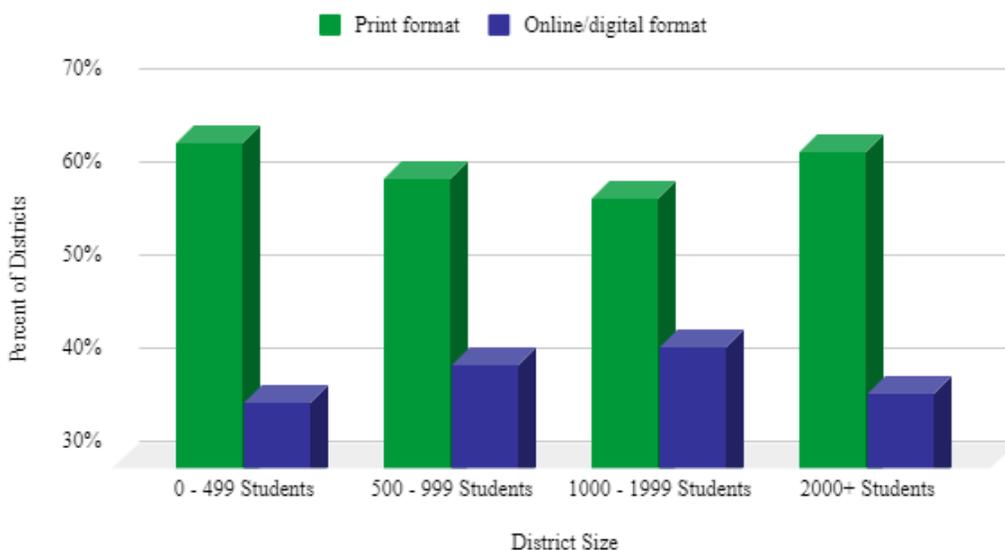
The survey asked 50 questions covering all five gears of the Wisconsin Digital Learning Plan . On this page, you will find the results from the 14 questions believed to be of greatest interest to all stakeholders across the state. The results are represented in the charts below along with a brief explanation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

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

## Gear 1: Instruction, Learning, and Assessment

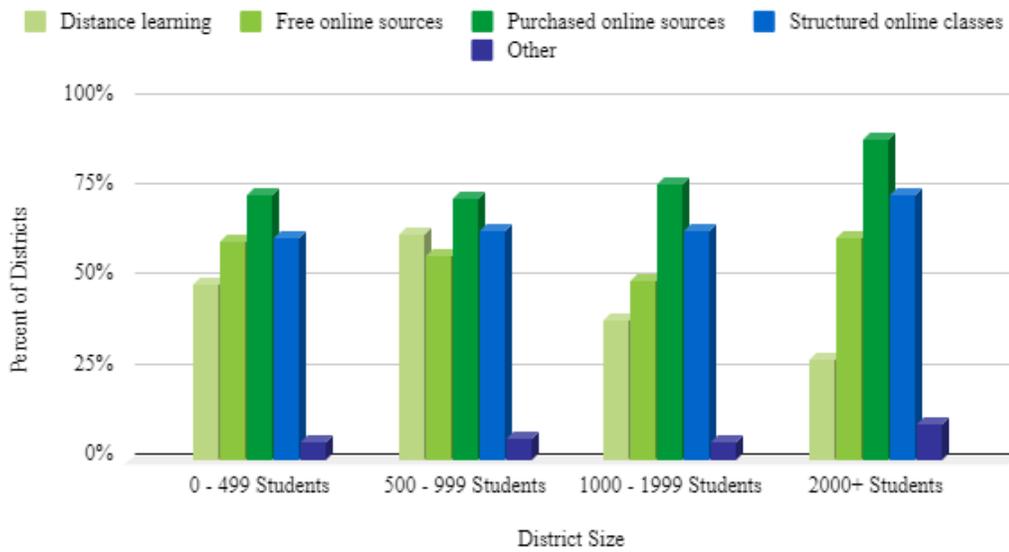
The Wisconsin Digital Learning Plan is about teaching and learning in the digital environment in which citizens now live and work. It is not about devices, software, apps, or the latest tools. It is about thoughtful planning, preparation, and analysis of student outcomes, professional learning, culture,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

Curricular Content in Print vs. Digital Format



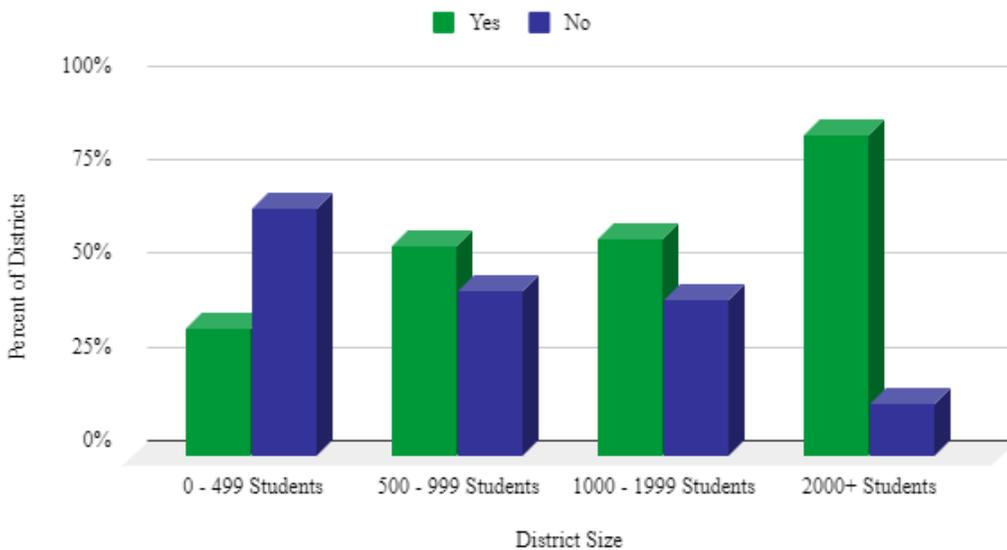
The above chart shows that on average, the majority of curricular materials in districts is still in print form but is shifting to include more digital materials.

## Online Learning Formats



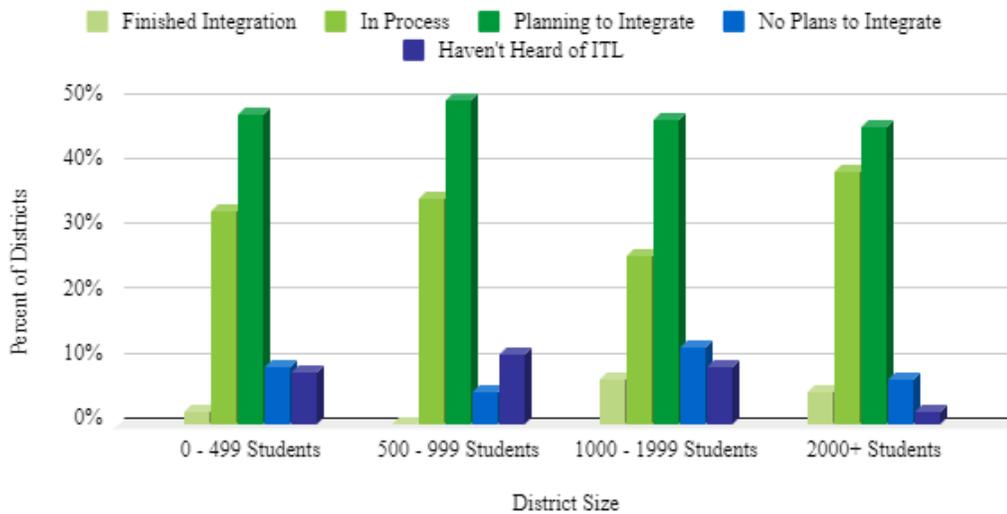
The above chart shows most districts use a variety of formats to provide online learning.

## Districts Currently have Computer Science in Programs of Study



The above chart shows more than 50% of Districts with more than 500 students have Computer Science included in their programs of study.

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

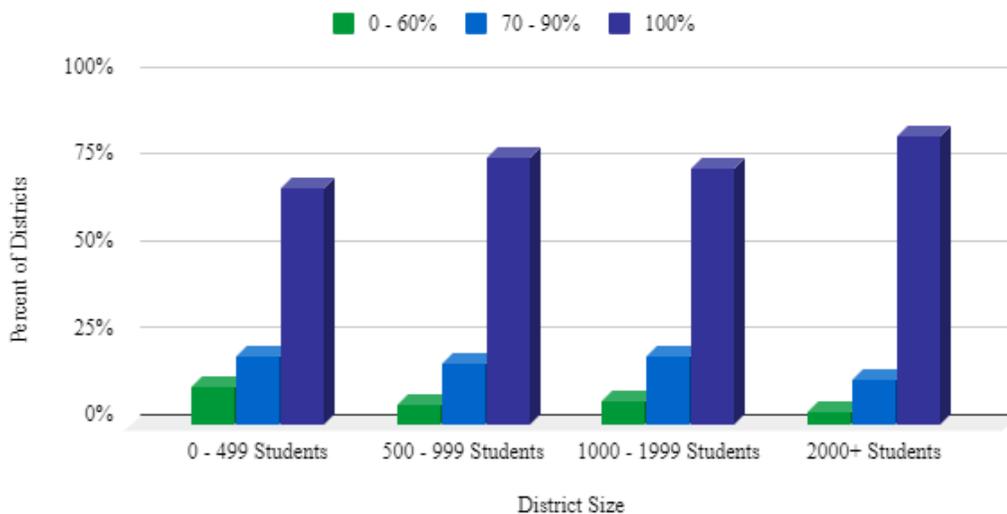


The above chart shows most districts, no matter the size, are planning to use or are already using the Wisconsin Standards for Information and Technology Literacy in their district curricular planning.

## Gear 2: Technology and Hardware

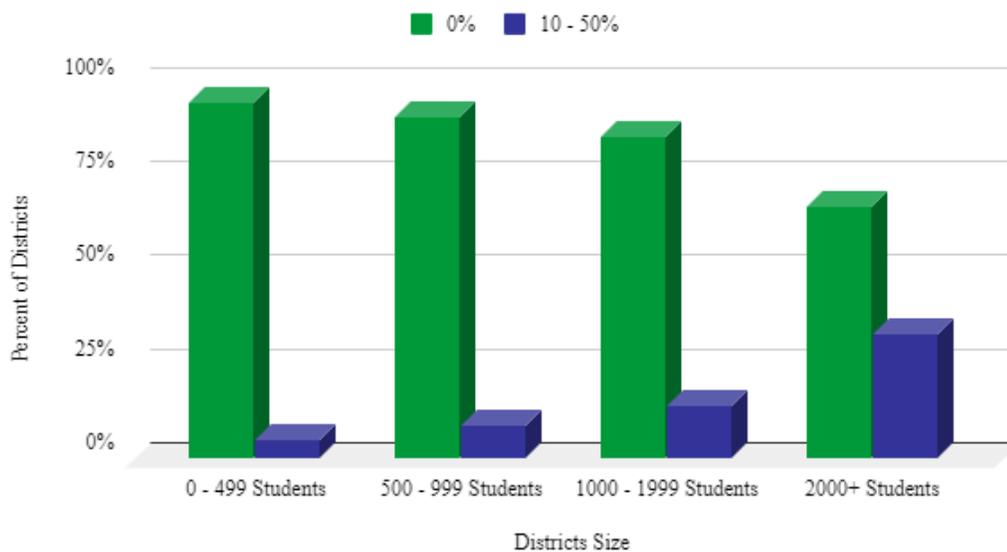
The emphasis of this section of the Plan is on the deployment of the systems critical to the success of all efforts toward student achievement. Those systems include student devices, digital content, networking hardware and software, bandwidth, service provider contracts, leadership, and technical training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

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



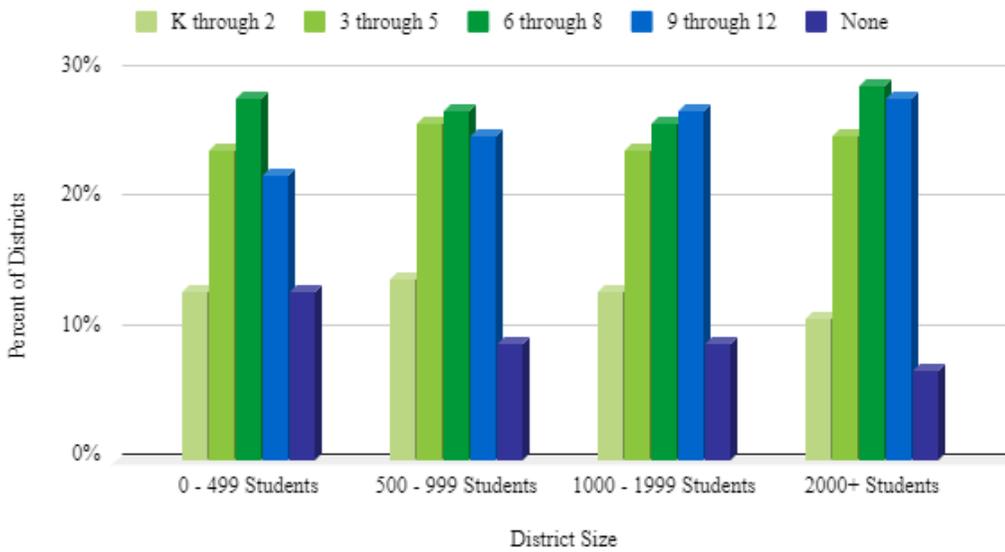
The above chart shows four out of five Wisconsin districts have ubiquitous wireless environments in all or almost all of their buildings.

## Percent of Students that Check Out Mobile Hotspots



The above chart shows the majority of districts, no matter the size, have less than 10% of students checking out mobile hotspots.

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

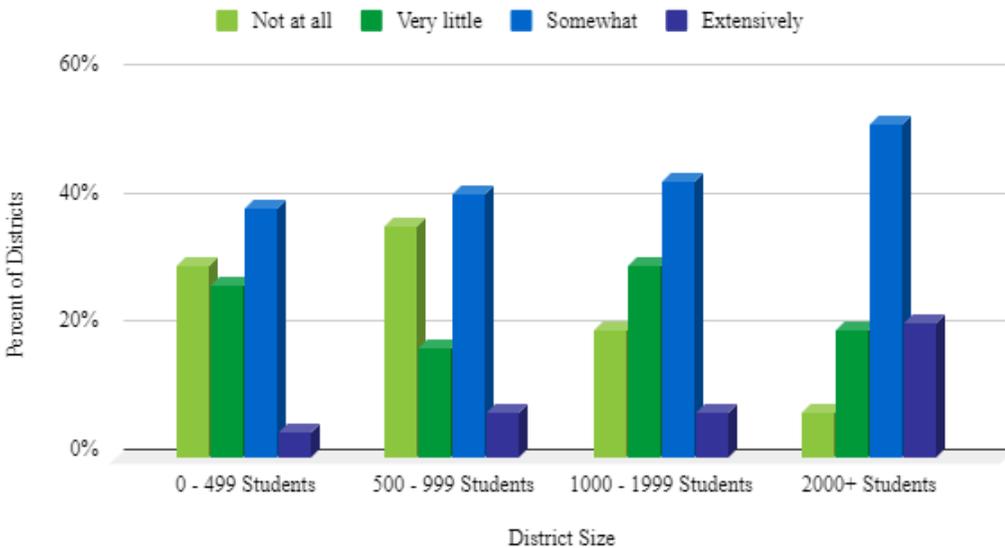


The chart above shows how many districts have assigned a mobile device to all of the students in at least one grade within the given grade band.

## Gear 3: Empowering and Innovative Leadership

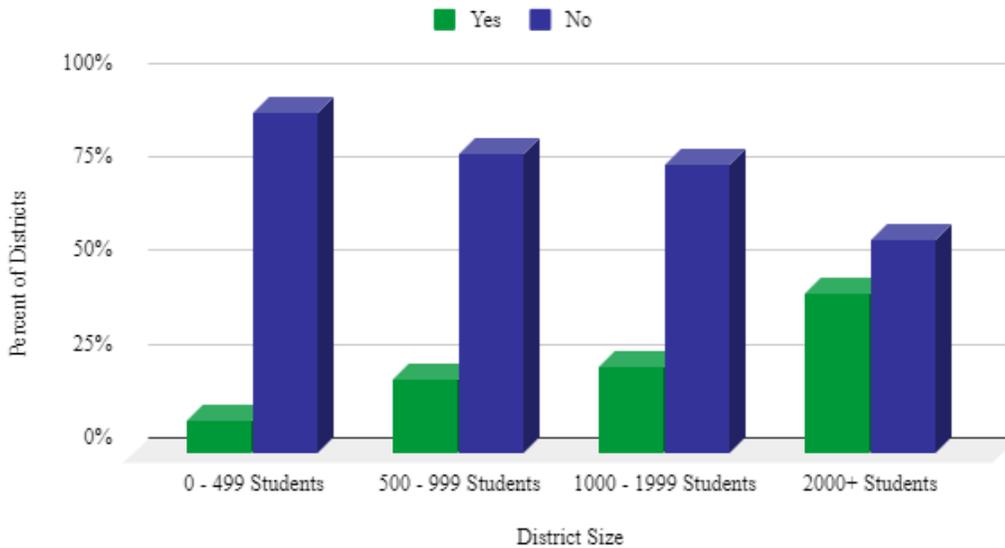
Innovative leadership has the opportunity to inspire change, support risk-taking and communicate expectations of use through curriculum, goals, and outcomes for all learners.

### Wisconsin Digital Learning Plan is Used in District Planning



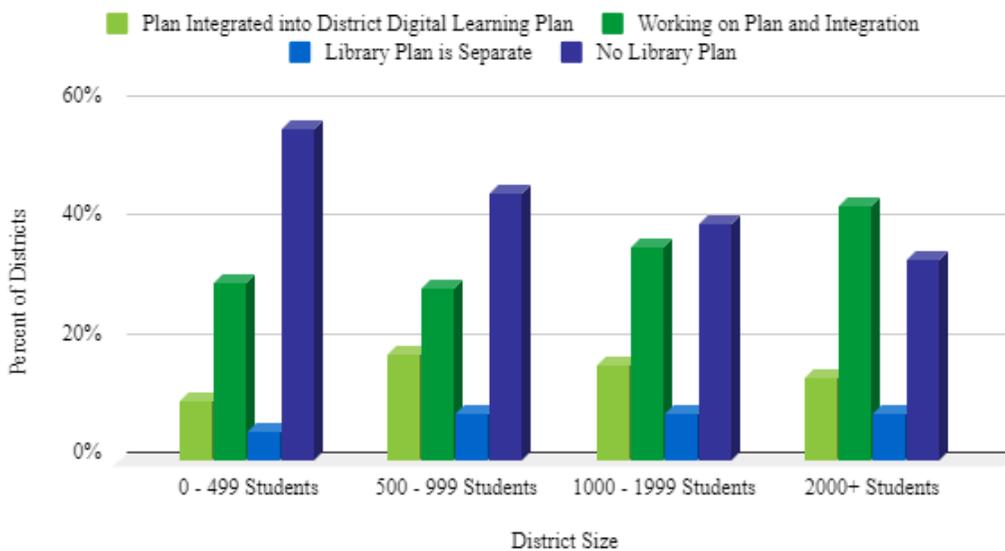
The above chart shows the larger the district, the more extensively it uses Wisconsin Digital Learning Plan.

### District Uses the Future Ready Dashboard



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

### Status of Long-Range Library Planning

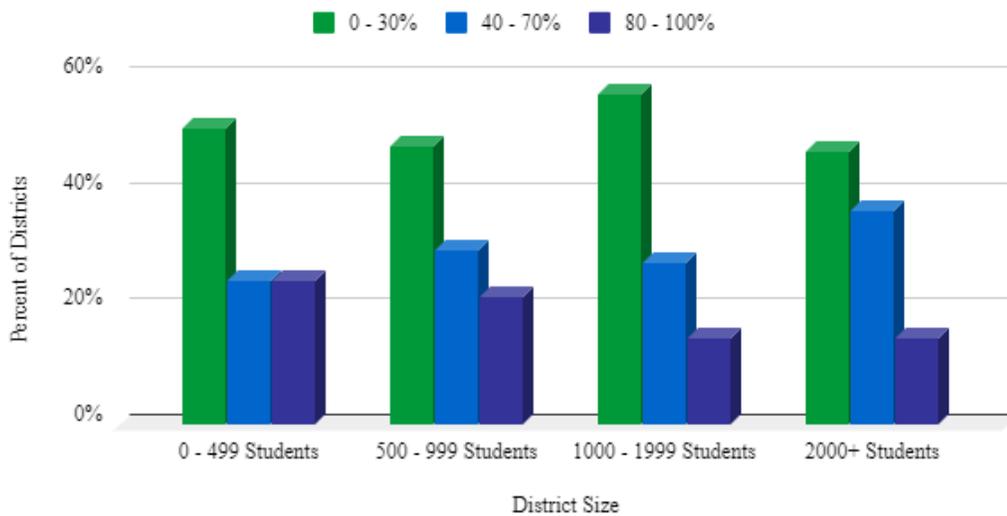


The above chart shows larger districts are further along in the Library Planning process, but a large number of districts have yet to start the process.

## 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 of Professional Learning on Technology or Technology Integration



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

**Q7.3 - 2. Select the top five professional learning opportunities used in your district that have 1**

Workshops

None of the above

Professional learning communities

Coaching from technology integrators or librarians

Peer sharing

Other

Blended and/or online

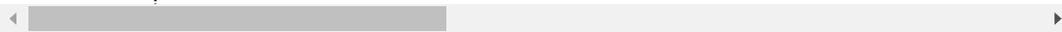
Social Media/Networking

Micro-credentials

Observation of technology integration in other districts

Faculty meetings

Conferences

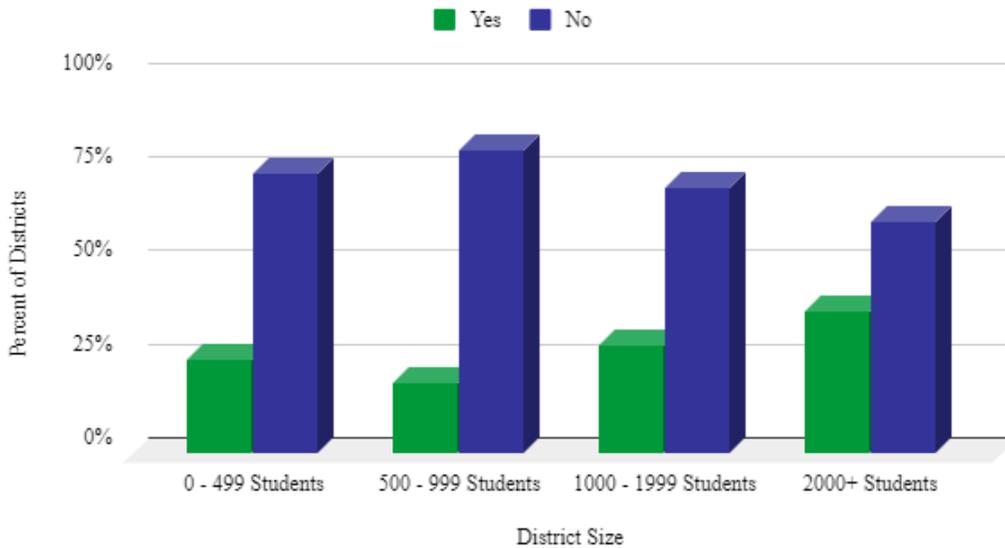


The above chart shows all districts use a multitude of options for delivering professional learning opportunities for staff.

## **Gear 5: Data and Privacy**

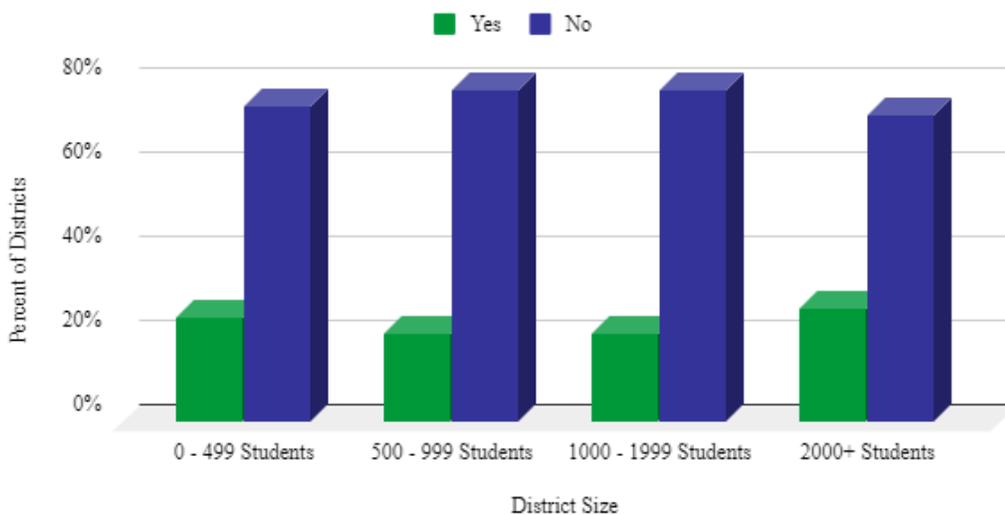
Data privacy and security are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. The district ensures sound data privacy and security policies, procedures,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

## District Conducts Data Privacy and Security Audits



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

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



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 a downloadable PDF copy of the page, [click 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