



a vision for K-20 education



2015 Results from the SIIA Vision K-20 Survey

EXECUTIVE SUMMARY



Data analysis and final report provided by MMS Education



Executive Summary

INTRODUCTION

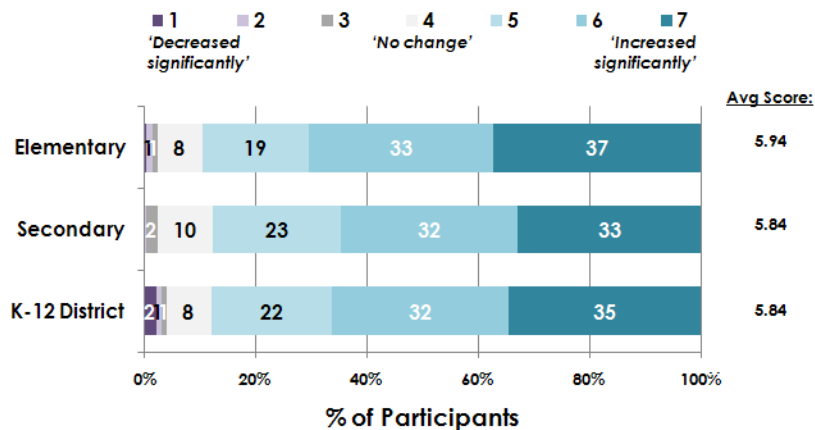
The SIIA Vision K-20 Initiative promotes the best uses of technology to ensure that all U.S. students have access to an environment capable of preparing them to compete globally and lead the world in innovation. The Vision K-20 Survey is an annual online self-assessment hosted on SIIA's Vision K-20 website for educators and educational leaders in K-12 classrooms, schools, and districts and postsecondary courses, departments, and campuses. The 2015 survey consists of 33 benchmark statements indicating progress toward the SIIA Vision K-20 goals and measures, as well as questions about the use of technology to collect individual student data.

The 2015 Vision K-20 report analyzes the results of over 1,000 surveys completed by educators representing all levels of K-20 education. The demographics of the participants in the 2015 survey are similar to previous years.

KEY FINDINGS – STUDENT DATA

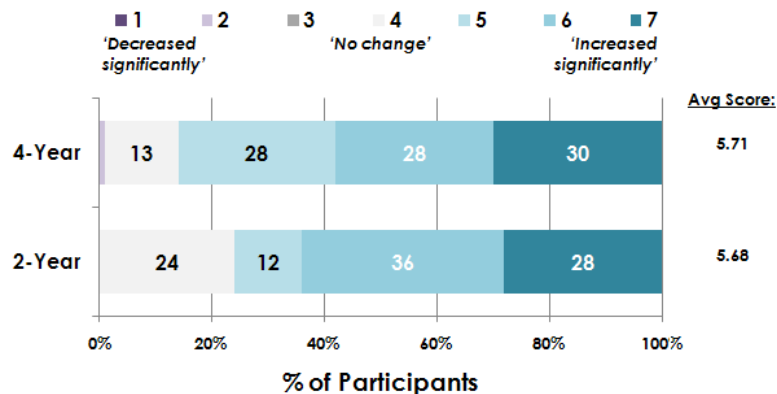
- A vast majority (almost 70% among most education levels) of the participants in both K-12 and Postsecondary report the use of technology to collect, manage, and report individual student data has increased or increased significantly in the last two years.

K-12: Perceived Changes in Use of Technology to Gather Student Data, Past 2 Years



Likert scale, 1-7 rating: 1= 'Decreased significantly,' 4='No change,' 7='Increased significantly.'
 Base: Elementary n=297, Secondary n=292, K-12 District n=315.
 No significant difference between K-12 education levels at the 95% confidence level.

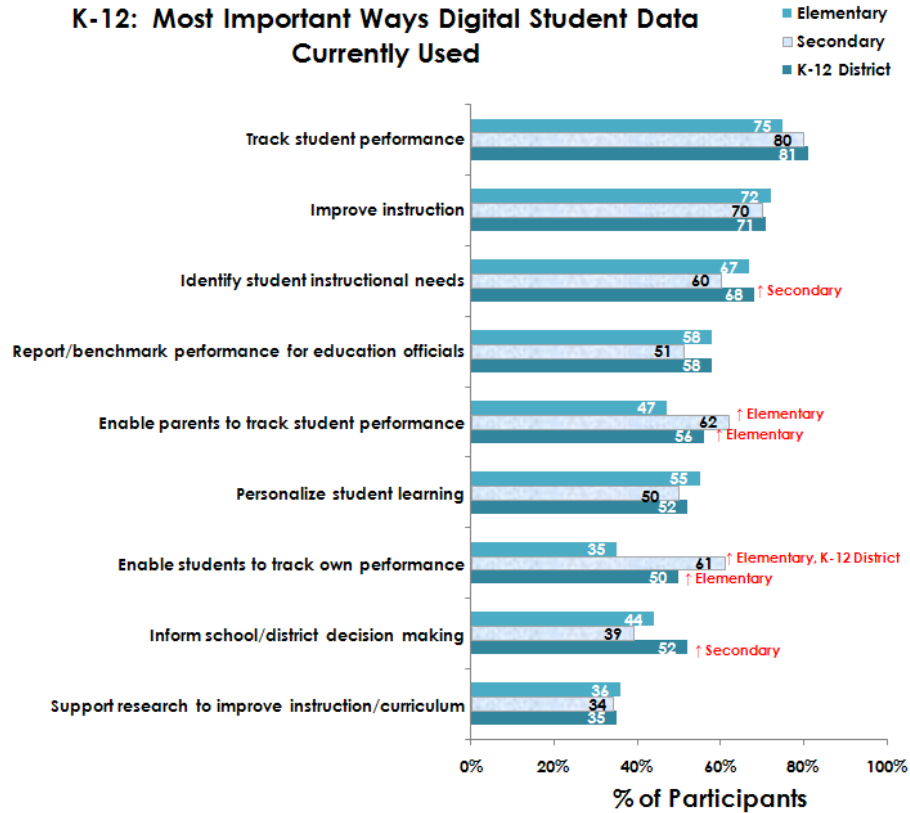
Postsecondary: Perceived Changes in Use of Technology to Gather Student Data, Past 2 Years



Likert scale, 1-7 rating: 1= 'Decreased significantly,' 4='No change,' 7='Increased significantly.'
 Base: 2-Year n=25, 4-Year n=90.
 No significant difference between Postsecondary education levels at the 95% confidence level.

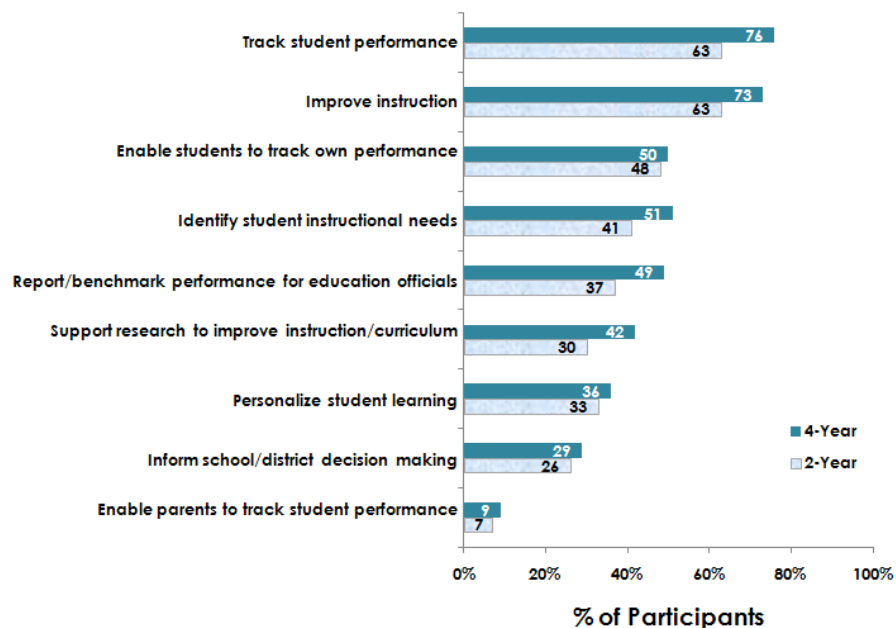
- The top two most important ways digital student data is currently used, in both K-12 and Postsecondary, is to 'track student performance' and to 'improve instruction.'

K-12: Most Important Ways Digital Student Data Currently Used



Base: Elementary n=297, Secondary n=292, K-12 District n=315.
 Significant letters = Significantly higher than K-12 education level indicated at the 95% confidence level.

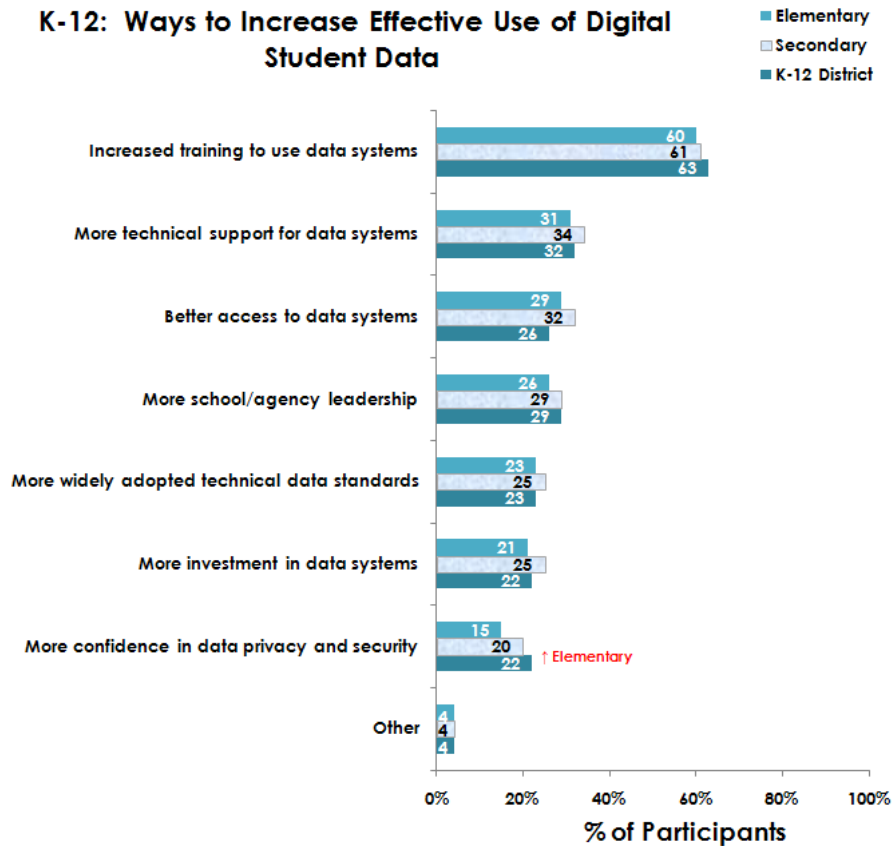
Postsecondary: Most Important Ways Digital Student Data Currently Used



Base: 2-Year n=27, 4-Year n=92.
 No significant differences between Postsecondary education levels at the 95% confidence level.

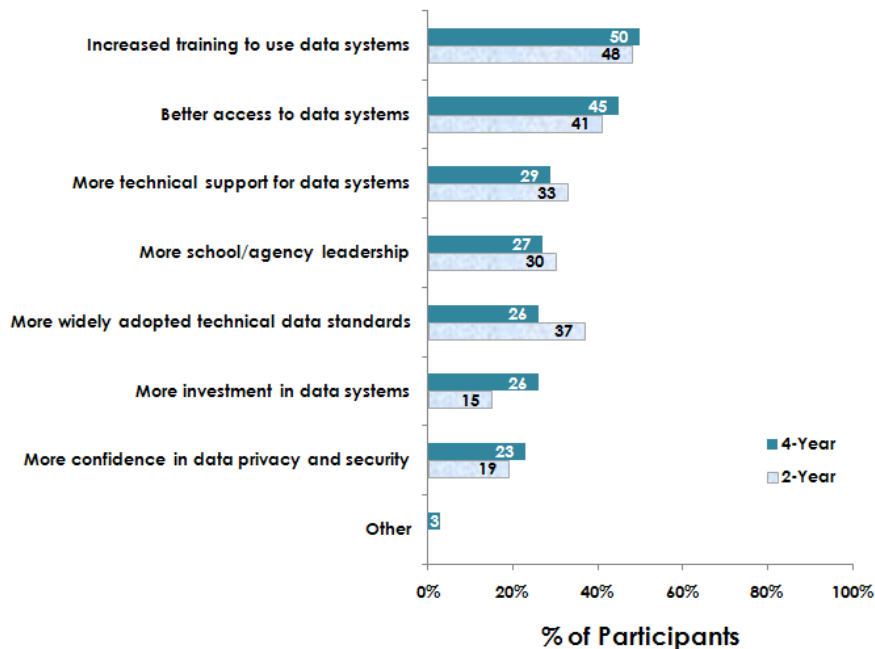
- Both K-12 and Postsecondary segments report that increased training to use data systems would most support the effective use of individual student data in digital form at their educational institution.

K-12: Ways to Increase Effective Use of Digital Student Data



Base: Elementary n=304, Secondary n=298, K-12 District n=317.
 † Significant differences between K-12 education levels at the 95% confidence level.

Postsecondary: Ways to Increase Effective Use of Digital Student Data



Base: 2-Year n=27, 4-Year n=92.
 No significant differences between Postsecondary education levels at the 95% confidence level.

KEY FINDINGS – TECHNOLOGY INTEGRATION/BENCHMARKS

- A significant but narrowing gap continues between the current and ideal level of technology integration, and technology integration continues to resonate as very important for participants.
- Benchmarks with longitudinal increases in current scores for **K-12** are related to:
 - Online access
 - Institutional leaders' use of technology tools
 - Use of online assessments
 - Delivery of digital educational content
 - Interactivity of multimedia instructional materials
- The most critical unmet needs for **K-12** are:
 - Continuous access to adequate bandwidth
 - Educator access to the level of technology resources common to other professionals
 - Educator access to the level of technology training common to other professionals
- Longitudinal increases in current scores for **Postsecondary** benchmarks include:
 - Online assessments are used to inform instruction
 - Access to online professional learning courses is provided
 - All multimedia instructional materials used are interactive
- A trend is observed toward decreasing current levels for some benchmarks in **Postsecondary**; Technology advances may lead to increasing expectations:
 - Students have access to digital educational content online
 - There is always access to adequate bandwidth
- Areas of necessary improvement among **Postsecondary** include:
 - Digital student achievement data is always available to guide instructional decisions
 - Online tutoring is available to all students
 - Students have access to adaptive digital curriculum
 - All multimedia instructional materials used are interactive (top 2 box % only).
- Security-related benchmarks continue to rate highly with only a small gap between current and ideal levels among both **K-12 and Postsecondary**, indicating benchmarks which educators widely expect to be standard practice at this point. This standard holds true for additional benchmarks specific to education level:
 - Institution leaders use technology tools for budgeting (**K-12**)
 - There is ubiquitous online access through wireless/wifi (**Postsecondary**)
 - Online courses are available to all students (**Postsecondary**)

SUMMARY

The survey indicates that **Educators in both K-12 and Postsecondary have a desire to integrate technology at a deeper and broader level, and recognize the need for support and assistance to make that happen.** Educators may be taking a more nuanced approach to technology integration as it has become more ubiquitous in the classroom, seeking quality over quantity when it comes to technology integration. As technology evolves there may be new opportunities to reach goals with more cost-effective and less hardware-dependent solutions which will address these concerns.

With the support of SIIA members and partners, SIIA will continue surveying faculty and administrators to track this rate of change. More importantly, SIIA, ETIN, SIIA members, and other education stakeholders will continue to support educators integrating digital into their educational institutions to ensure the nation's educational system can innovate and compete on a global scale.