Results of the Spring 2009 SIIA Vision K-20 Survey

Technology > Education > America's Future

June 29, 2009

SIIA

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Introduction

SIIA Vision K-20 Initiative and Surveys

Software & Information Industry Association (SIIA) member companies are the providers of the educational content, services and software necessary for transitioning U.S. education into the 21st Century.

As the voice of the educational technology industry, SIIA developed a vision for K-20 education - a vision to ensure that all students have access to a teaching and learning environment capable of preparing them to compete globally and lead the world in innovation.[1]

The Vision K-20 survey helps educators and administrators monitor their organization's progress toward the SIIA Vision goals. Participants are asked to respond to 20 questions by selecting the scenario that most closely matches that of their educational settings. After submitting the survey, each respondent receives a progress report showing how close they are to achieving the Vision K-20 goals and measures.

The 20 questions are grouped to assess how successful institutions are in attaining the Five Measures of Progress related to 21st Century tools, anytime/anywhere access, differentiated learning, assessment tools, and enterprise support. In addition, Vision K-20 articulates Seven Vision Goals that technology can help institutions achieve:

- Help schools meet the needs of all students
- Support accountability and inform instruction
- Deepen learning and motivate students
- Facilitate communication, connectivity and collaboration
- Manage the education enterprise effectively and economically
- Enable students to learn from any place at any time
- Nurture creativity and self-expression

In the spring of 2009, more than 500 educators nationwide completed the survey as hosted on the Vision K-20 website; an identical survey was completed during the spring of 2008 by nearly 400 educators. This report provides detailed analyses of the spring 2009 data, as well as relevant comparisons with 2008.

[1] To learn more about the initiative, visit www.siia.net/visionk20 or about SIIA's work in education, visit www.siia.net/education.

Summary of Key Findings

This SIIA Vision K-20 spring 2009 survey represents responses from 518 educators and administrators across all segments of the U.S. educational system, about a third more than the number of participants in the spring 2008 pilot survey. Results indicate that education institutions have made some progress in meeting the various goals and measures set forth by the Vision K-20 Initiative.

A note about the scoring used in this report

Each question on the survey has four options, with each indicating the level of use of a particular type of technology at the respondent's institution or district. The lowest level of use received a score of 25%, while the highest level of use received a score of 100%. At the aggregate level, the score indicates how close institutions are toward achieving a particular benchmark, with a score of 100% meaning that the goal has been attained.

- The average score on the 20 benchmark questions is 62% in the spring of 2009 - a 1% increase over the average score reported in 2008. (The 62% average score means that education institutions are 62% of the way toward achieving SIIA's Vision K-20 benchmark of 100%).

- Seventeen of the 20 questions show increases compared with 2008. The greatest improvement (nearly 4 points) is in the adoption of high-speed broadband access to enable instructional uses such as collaborative learning, video-based communication, and other multimedia-rich interactions. Participants also reported gains in the development and use of their institution's websites/portals to provide their education community with access to applications, resources and collaboration tools.

- In both the spring 2009 and 2008 surveys, the two questions with the highest scores (87% each) related to the availability of high-speed broad access for robust communication, administrative and instructional needs, and security tools to protect student data and privacy.

- The highest score in the spring 2009 survey on the Five Measures of Progress is for Enterprise Support (70%), followed by the widespread use of 21st Century tools for teaching and learning (67%). The lowest level of progress is in the use of technology-based assessment tools, with an average score of 46%.

- On the Seven Vision Goals, the highest score was in facilitating communication, connectivity, and collaboration (70%), followed closely by enabling students to learn from any place at any time. The two goals where the least progress has been made are in nurturing creativity and self-expression, and helping schools meet the needs of all students.

- In general, institutions at the postsecondary level show more progress on the various measures (at the individual question level, as well as on the Five Measures of Progress and the Seven Vision Goals) than K-12 schools and districts.

Analysis and Implications

The 2009 Vision K-20 Survey shows that in the past year, while there has been limited progress in meeting educational goals that leverage technology and e-learning, there are some areas that a majority of institutions have achieved related to infrastructure and security.

- The 62% average score for the 20 benchmark questions represents a one percentage point over the average score reported in 2008. While the average score improved only slightly, it can be explained in two ways:
  - SIIA considers this *no small feat in the current recessionary environment.* Despite the current downturn in the economy, education institutions made some progress with using technology to achieve their educational goals.
  - With the help of a broader set of partners in 2009, we reached a slightly larger and possibly wider group of responders. The 2009 survey may have reached beyond the education technology leaders that SIIA reached last year.

- The achievements (and year-to-year improvements) continue to be greatest in the adoption of high-speed broadband access.
  - This provides instructional leaders with more opportunity for implementing multi-media-rich interactions in the classroom.
  - It gives publishers the incentive to spur development of technology-rich curriculum materials that can be delivered over the Internet.

- The reported gains in the development and use of education institution's websites/portals are also good news.
  - The broader access to online applications, resources and collaboration tools offer greater educational opportunities for 24/7 learning and increased communication with the broader education community.
  - This access also gives publishers support for transitioning their instructional materials from print or CD-based delivery to web-based delivery.

- As in the 2008 Pilot Survey, postsecondary institutions lead the K-12 sector in their overall average measures of progress.
  - While this is not a significant difference, it was amazingly consistent within all demographic categories and within all goals and benchmarks.
  - Both sectors have implemented security tools that help protect student data and privacy - an area of increasing importance to education institutions and to education technology providers.

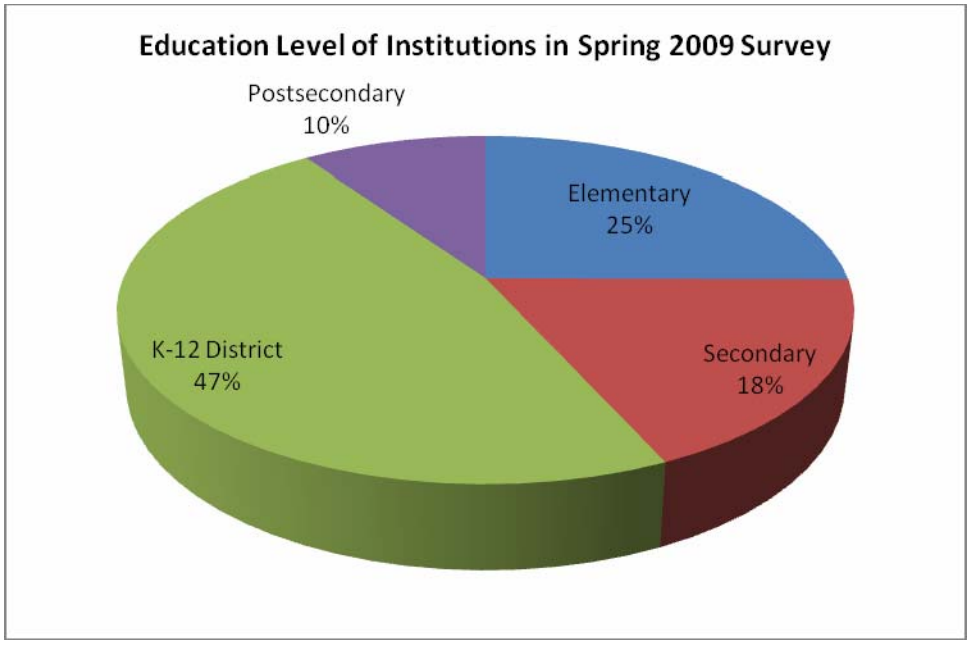
While gradual improvements have been made, we note that this rate of change is consistent with the pace for other transformations in K-20 education institution. It remains to be seen what effects the recession and education stimulus funds will have on the implementation of education technology budgets and achievement of the Vision K-20 goals. Significant improvement is needed in most of the surveyed measures in order to achieve the Vision K-20 goals and increase the opportunities for all students to fulfill their promise through technology-supported education. With the support of SIIA members and partners, SIIA will continue surveying educators and administrators to track this rate of change. We will also call on education leaders and policy makers to increase investment, leadership and support to ensure the nation's educational system can innovate and compete.

Summary of Spring 2009 Survey Respondents

During the spring of 2009, 518 educators responded to an online survey describing their progress toward achieving the goals of Vision K-20. Their institutions represent all levels of K-20 education of varying size and from locations ranging from rural to urban from across the country. The majority of individuals completing the survey responded on behalf of their schools and departments (51%) or districts and campuses (33%). An additional 16% were responding for their individual classes and courses.

Education Level

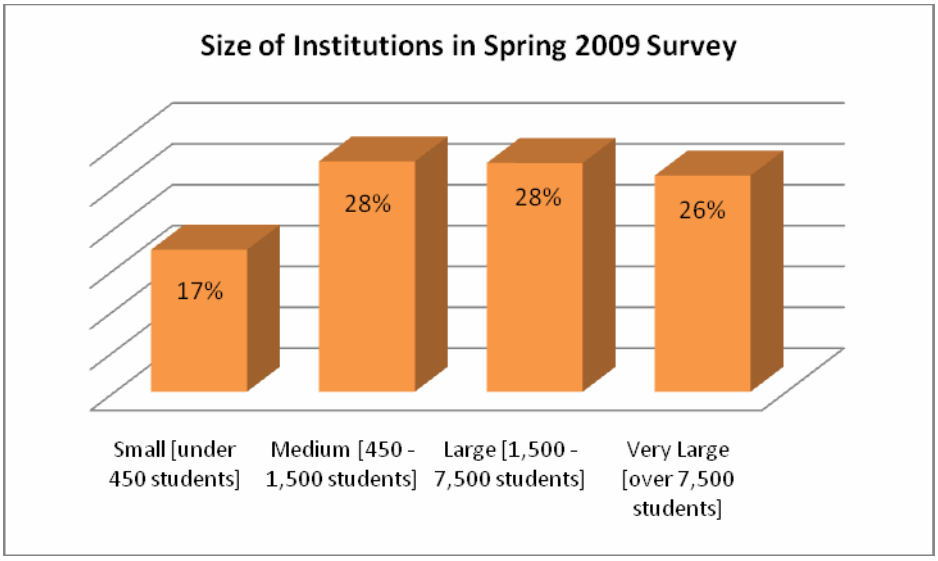
The majority (90%) of respondents come from K-12 districts and individual elementary and secondary schools. The remaining surveys came from educators at postsecondary institutions.



The 2009 data includes a higher representation of respondents from K-12 institutions compared with the 2008 pilot. Nearly half (47%) of this year's survey respondents were from K-12 districts (39% in 2008). In the spring 2009 survey, individual elementary and secondary schools represented 25% and 18% respectively (compared with 22% and 15% in 2008). On the other hand, postsecondary institutions made up 10% of the 2009 survey results, compared with 24% in 2008.

Size of Institution

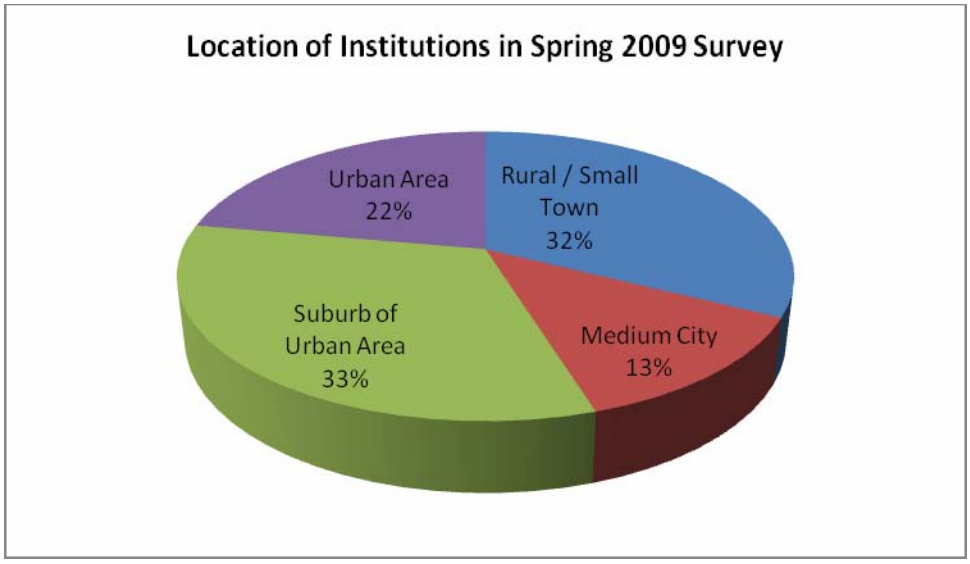
In terms of size, respondents come from institutions of varying size, with slightly more than one fourth from the each of the three larger categories – medium, large, and very large. A smaller proportion represented small institutions.



The spring 2009 results are somewhat more evenly distributed by size of institution than in 2008. In 2008, there were more respondents from both very large and large institutions (29% and 35% respectively), and fewer respondents from small and medium-size institutions (14% and 22%).

Location of Institutions

About a third of respondents come from institutions in rural areas or small towns and another third from suburban location. Urban areas and medium-size cities accounted for 22% and 13% respectively.



This is a similar distribution of respondents in 2008, where 36% were from rural areas/small towns, 14% from medium-size cities, 33% from the suburbs, and 17% from urban areas.

States

The institutions represented in the spring 2009 survey are located in 48 states. Nearly one-half (47%) of the institutions are from following 10 states.

State	Percentage
NY	9%
CA	5%
PA	5%
TX	5%
KS	4%
IN	4%
FL	4%
AZ	3%
MA	3%
VA	3%

Scoring and Methodology

The survey includes statements (also referred to as questions) about 20 separate topics related to technology use or trends.[2] Participants were asked to select one of four possible responses provided for each of the 20 topics that best described the situation at their education settings. These responses ranged from a statement describing extremely limited use or proficiency to a statement describing extensive adoption and familiarity on the part of their classroom, institution, or district.

Responses were scored according to the level of use indicated by the participants: the lowest level of use earned a score of "1"; alternatively, a score of "4" was attributed to extensive use and application. These raw scores were then converted to percentages. For example, the first question includes the following statement and four possible responses.

Educational content is delivered flexibly in digital formats, media and platforms

- ☐ Delivered primarily through print materials (if selected, then scored as "1" and converted to 25%)
- ☐ Delivered through print materials and some technology (if selected, then scored as "2" and converted to 50%)
- ☐ Delivered through an equal blend of print materials and technology (if selected, scored as "3" and converted to 75%)
- ☐ Delivered primarily though technology with some print-only materials (selected/scored as "4" and converted to 100%)

Theoretically, if all respondents indicated the most extensive use, the score would be 100%. At the other end of the scale, the lowest possible score would be 25%. Another way of interpreting the score is that institutions are a certain percentage of the way toward achieving a particular benchmark.

In the sections that follow, data from the 20 questions are analyzed in three ways: the question level, grouped in the Five Measures of Progress, and combined to reflect progress toward the Seven Vision Goals.

[2] A copy of the complete survey instrument is provided in the Appendix.

Scores for Individual Questions

The following table provides the average score for each of the 20 questions, arranged from highest to lowest. At the top of the list are topics dealing with high-speed broadband access and security tools to protect student data and privacy. The lowest scores related to student ePortfolios and online courses. Clearly, while certain technological applications are widespread in education settings, there are many uses of technology that have not yet been widely embraced by large numbers of institutions. (Note that x percentage means education institutions are x% of the way toward achieving SIIA's Vision K-20 benchmark of 100%).

Question Number		Score
4	High-speed broadband access is available for robust communication, administrative and instructional needs	87%
20	Security tools are used to protect student data and privacy	87%
5	High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions	80%
6	An institution website/portal provides the education community with access to applications, resources and collaboration tools	76%
17	Educators have access to the level of technology resources, training and support common to other professionals	72%
3	Information systems provide digital student and achievement data that support instructional decisions by educators and administrators	66%
7	Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points	64%
16	Information systems track performance and institutional data for educational accountability and decision making	63%
19	Institution leaders use technology tools for planning, budgeting and decision making	63%
18	Robust enterprise applications and systems are in place to support institutional management and business activities	62%
1	Educational content is delivered flexibly in digital formats, media and platforms	62%
10	Students have access to courseware and technology-based curriculum	60%
11	Electronic supplemental instructional resources and online tutoring are accessible to all students	56%
2	Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning	55%
9	Access to online professional development resources, courses and peer collaborative communities is provided	52%
14	Computer-based or online assessments are used to inform instruction	51%
12	Courseware and learning management systems differentiate instruction	50%
15	Technology-based assessments measure a full range of 21st Century skills and knowledge	50%
8	Online courses ensure all students have access to high-quality instruction, no matter their location or schedule	44%
13	Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge	37%

The order of these 20 topics in 2008 is virtually identical to the list based on the spring 2009 survey. The only differences are that, in 2008, question number 18 was slightly higher than question 19, and question 10 was slightly higher than question 1.

The overall average score from the spring 2009 survey for all 20 questions is 62%, a one-point increase over the 61% average score in 2008. As the table below shows, the greatest improvement (nearly 4 points) is in the adoption of high-speed broadband access to enable instructional uses such as collaborative learning, video-based communication, and other multimedia-rich interactions. The second greatest improvement relates to institutional websites/portals to provide the education community with access to applications, resources, and collaboration tools.

One-half of the questions showed improvement of at least one point. While the improvement in some areas was modest, it is noteworthy that 17 of the 20 areas recorded some level of improvement in 2009 compared with 2008. Only 3 areas lost ground in 2009.

Question Number	Question	Change in Scores: 2009 compared to 2008
5	High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions	3.8%
6	An institution website/portal provides the education community with access to applications, resources and collaboration tools	2.5%
1	Educational content is delivered flexibly in digital formats, media and platforms	1.9%
12	Courseware and learning management systems differentiate instruction	1.8%
19	Institution leaders use technology tools for planning, budgeting and decision making	1.8%
16	Information systems track performance and institutional data for educational accountability and decision making	1.7%
20	Security tools are used to protect student data and privacy	1.4%
11	Electronic supplemental instructional resources and online tutoring are accessible to all students	1.2%
2	Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning	1.1%
14	Computer-based or online assessments are used to inform instruction	1.0%
15	Technology-based assessments measure a full range of 21st Century skills and knowledge	0.8%
9	Access to online professional development resources, courses and peer collaborative communities is provided	0.7%
7	Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points	0.5%
4	High-speed broadband access is available for robust communication, administrative and instructional needs	0.5%
3	Information systems provide digital student and achievement data that support instructional decisions by educators and administrators	0.4%
18	Robust enterprise applications and systems are in place to support institutional management and business activities	0.4%
17	Educators have access to the level of technology resources, training and support common to other professionals	0.3%
8	Online courses ensure all students have access to high-quality instruction, no matter their location or schedule	-0.3%
10	Students have access to courseware and technology-based curriculum	-0.8%
13	Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge	-1.7%

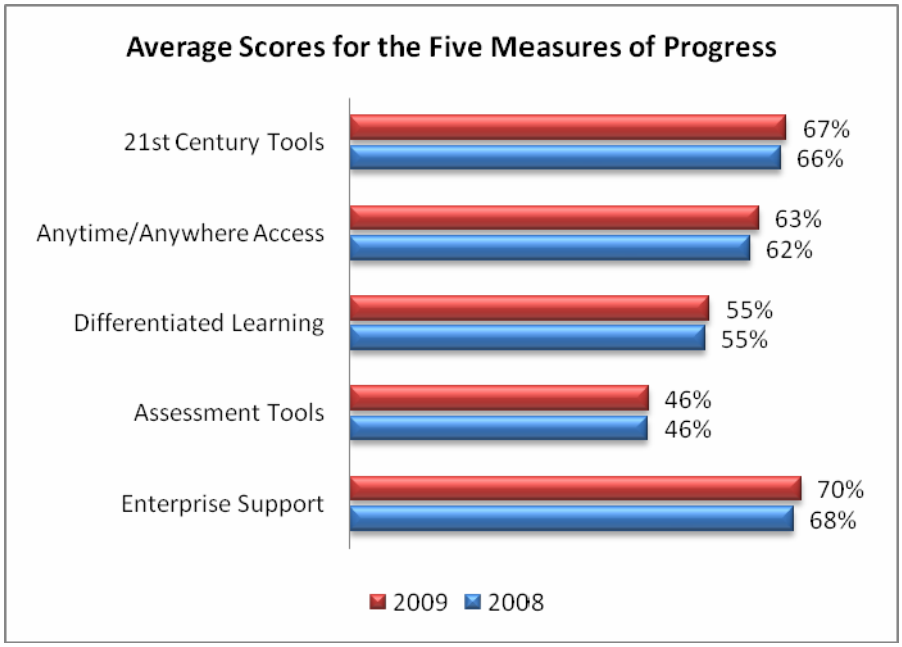
Scores for the Five Measures of Progress

The survey groups the 20 questions in five larger categories termed the Five Measures of Progress. The table below shows which questions are included in each Measure of Progress and provides the average score for each question. Note that some Measures of Progress show considerable variation in the average scores of their particular questions. For example, average scores for 21st Century Tools range from a high average score of 87% for question number 4 to a low of 55% for question number 2. Other measures show less variation, as is the case for Differentiated Learning where average scores fall within a 10-point range.

Question Number		2009 Score
	21st Century Tools	
1	Educational content is delivered flexibly in digital formats, media and platforms	62%
2	Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning	55%
3	Information systems provide digital student and achievement data that support instructional decisions by educators and administrators	66%
4	High-speed broadband access is available for robust communication, administrative and instructional needs	87%
	Anytime/Anywhere Access	
5	High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions	80%
6	An institution website/portal provides the education community with access to applications, resources and collaboration tools	76%
7	Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points	64%
8	Online courses ensure all students have access to high-quality instruction, no matter their location or schedule	44%
9	Access to online professional development resources, courses and peer collaborative communities is provided	52%
	Differentiated Learning	
10	Students have access to courseware and technology-based curriculum	60%
11	Electronic supplemental instructional resources and online tutoring are accessible to all students	56%
12	Courseware and learning management systems differentiate instruction	50%
	Assessment Tools	
13	Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge	37%
14	Computer-based or online assessments are used to inform instruction	51%
15	Technology-based assessments measure a full range of 21st Century skills and knowledge	50%
	Enterprise Support	
16	Information systems track performance and institutional data for educational accountability and decision making	63%
17	Educators have access to the level of technology resources, training and support common to other professionals	72%
18	Robust enterprise applications and systems are in place to support institutional management and business activities	62%
19	Institution leaders use technology tools for planning, budgeting and decision making	63%
20	Security tools are used to protect student data and privacy	87%

In both the 2008 and Spring 2009 surveys, the highest progress was recorded for Enterprise Support, followed by 21st Century Tools, Anytime/Anywhere Access, and Differentiated Learning. Assessment Tools shows the lowest level of progress.

Average responses for all five measures show some improvement in the past year. The largest gain (1.5 percentage points) is in Anytime/Anywhere Access, followed by Enterprise Support (1.1%), 21st Century Tools (1.0%), Differentiated Learning (0.7%), and Assessment Tools (0.1%).



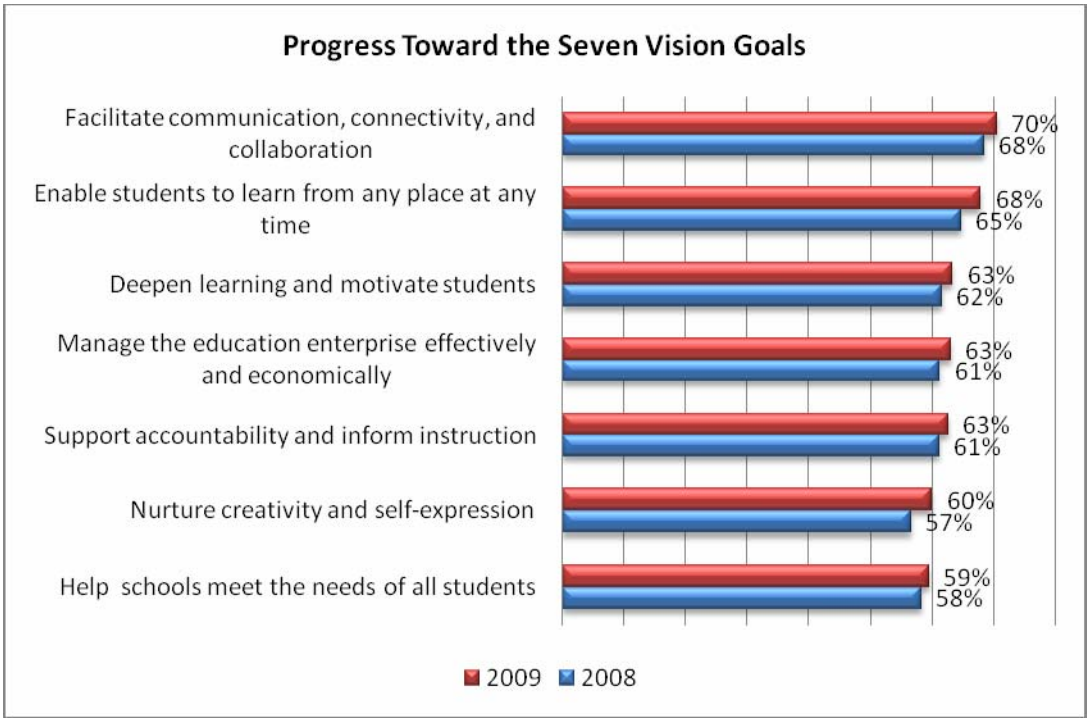
Scores on the Seven Vision Goals

The SIIA Vision K-20 lays out seven goals to prepare students for life in the 21st Century. These goals envision that:

- Schools meet the needs of all students
- Schools are accountable and information is available to improve teaching and learning
- Students are motivated and involved in their education
- Communication, connectivity and collaboration are integral to the learning process
- The education enterprise is managed effectively and economically
- Students can learn from any place at any time
- Creativity and self-expression are nurtured

The Seven Vision Goals are measured by assigning each of the 20 questions to one or more of the Seven Vision Goals. For each of the past two years, the goal of facilitating communication, connectivity, and collaboration received the highest score. The high scores received by certain categories in the 20-question survey (high-speed broadband access, security tools to protect data and privacy, and institutional websites) contribute to this progress.

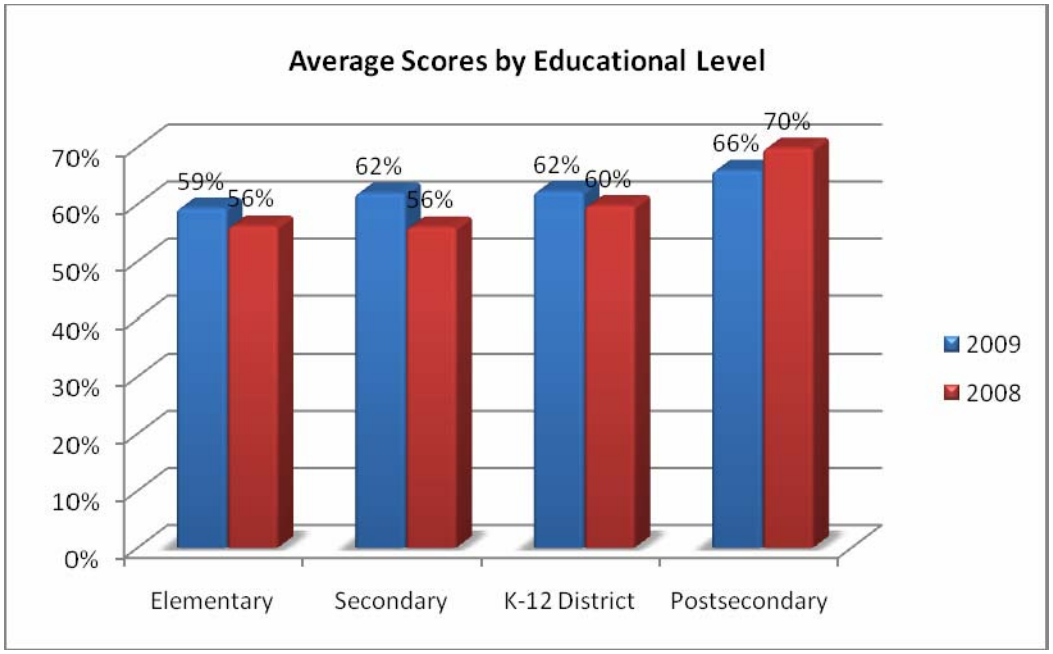
Results indicate that institutions show least progress when it comes to helping schools meet the needs of all students, as well as nurturing creativity and self-expression. In turn, these results reflect areas where institutions have progressed least, such as the use of interactive, adaptive, multimedia courseware and simulations in teaching and learning, and delivering educational content flexibly in digital formats, media, and platforms.



Results by Demographic Categories

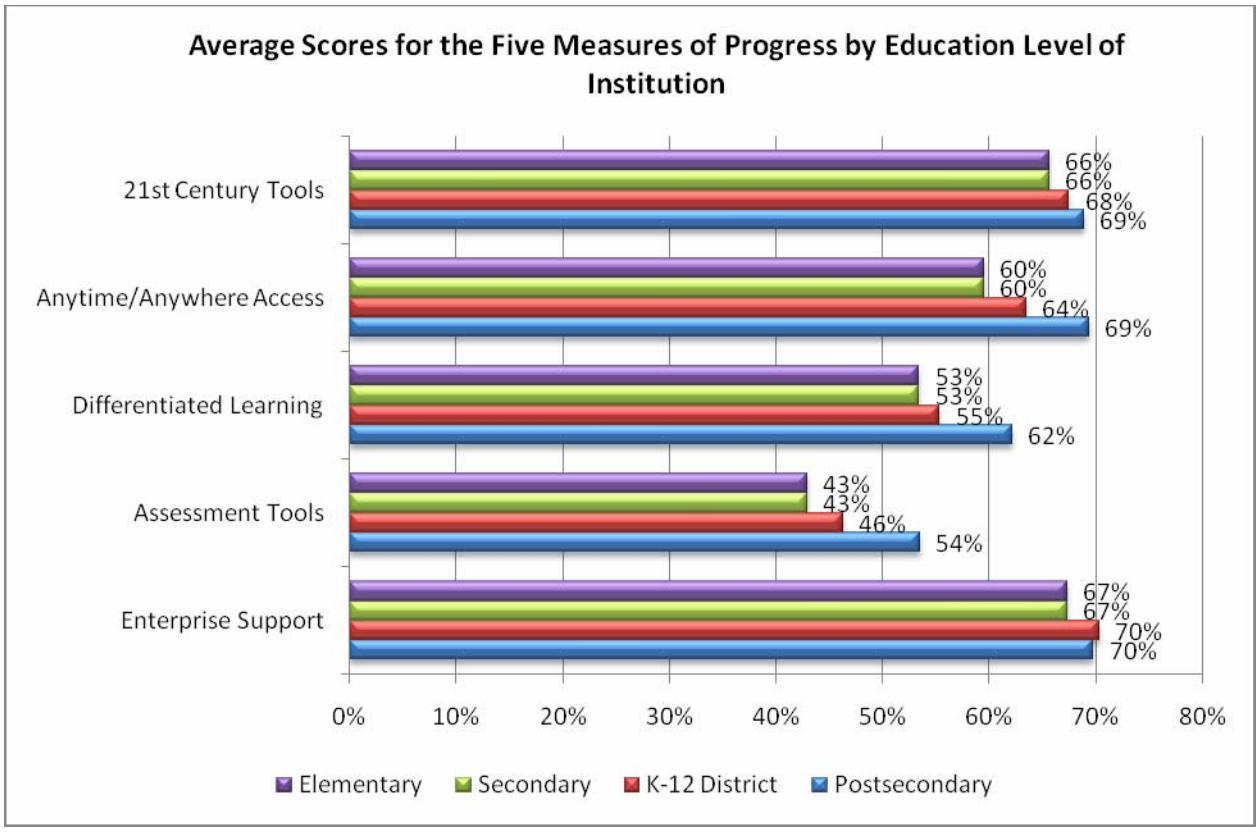
Results by Education Level

As was observed last year, average scores for the K-12 sector (including individual schools at the elementary and secondary level, as well as districts) are lower than those reported by postsecondary institutions. The disparity appears to have diminished somewhat, particularly between the secondary/ district group and postsecondary institutions. A larger difference remains between elementary schools and postsecondary institutions, although it is now only one-half of the difference seen in 2008. While it is tempting to conclude that elementary schools have made less progress than other sectors, such a comparison is problematic since the needs and educational objectives are not identical at each educational level.

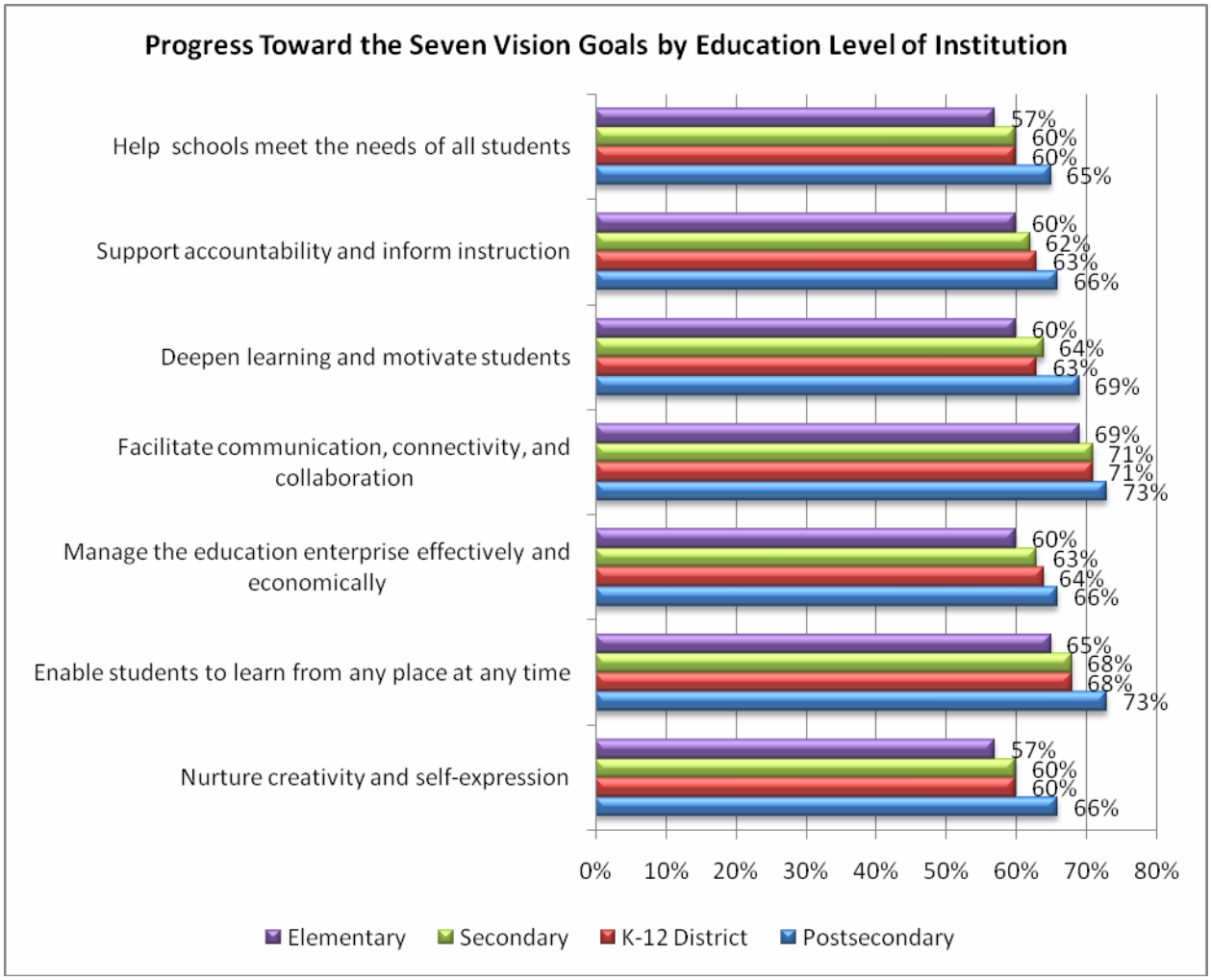


On the Five Measures of Progress, there is remarkable similarity across the four education levels in the areas of 21st Century Tools and Enterprise Support – in large part because of the widespread use of high-speed broadband technologies and security tools. The other three Measures of Progress reveal differences, particularly at the K-12 building level compared with postsecondary institutions.

Within the Anytime/Anywhere Access Measure, the largest difference between elementary schools and postsecondary institutions was for the benchmark statement about the availability of online courses (question number 8). The average score on this measure by respondents from elementary schools is 34%, compared with an average score of 59% from postsecondary participants – a 25 point difference. As noted above, this gap is understandable given the different ages of students and curricular organization of these two sectors.

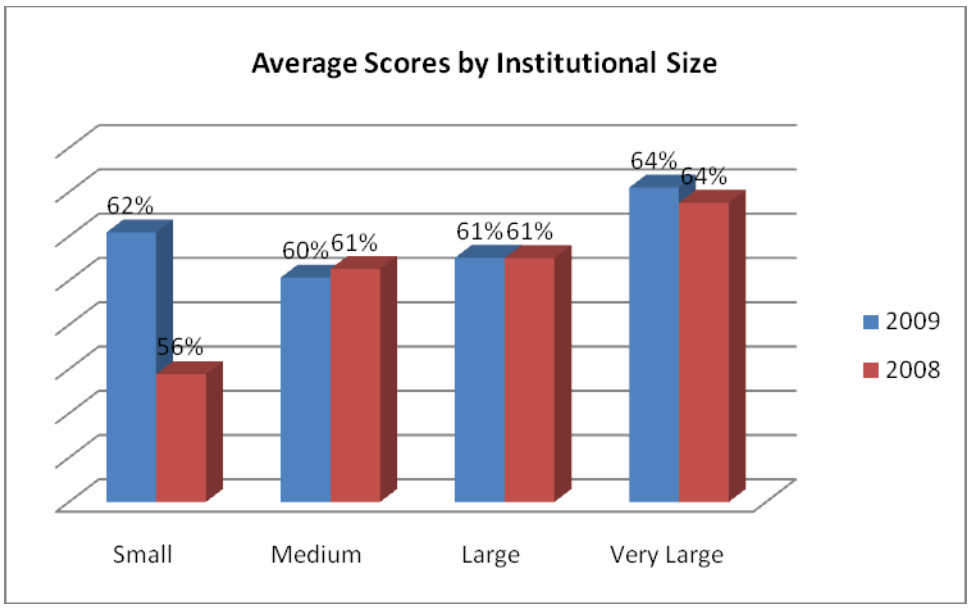


All education levels have made similar progress toward the goal of facilitating communication, connectivity, and collaboration, with average scores ranging from 69% for elementary schools to 73% for postsecondary institutions. However, postsecondary institutions reveal more progress than the K-12 sector in meeting the following four goals: deepen learning and motivate students; nurture creativity and self-expression; help schools meet the needs of all students; and enable students to learn from any place at any time.

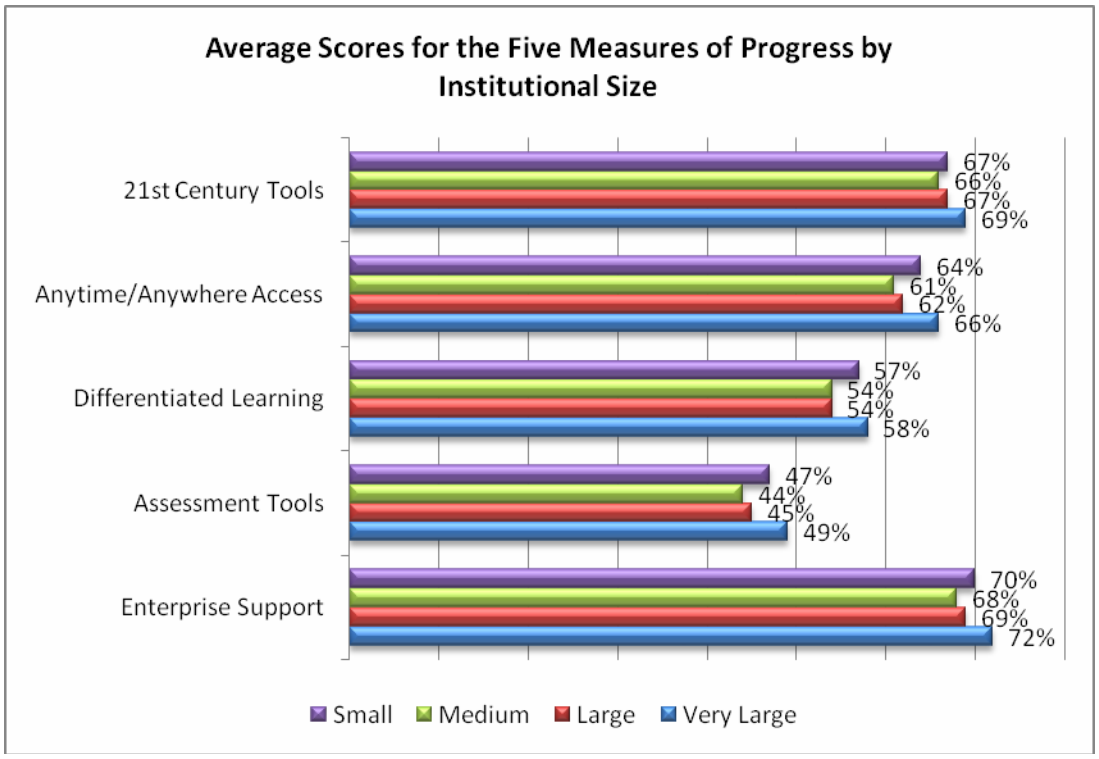


Results by Size of Institution

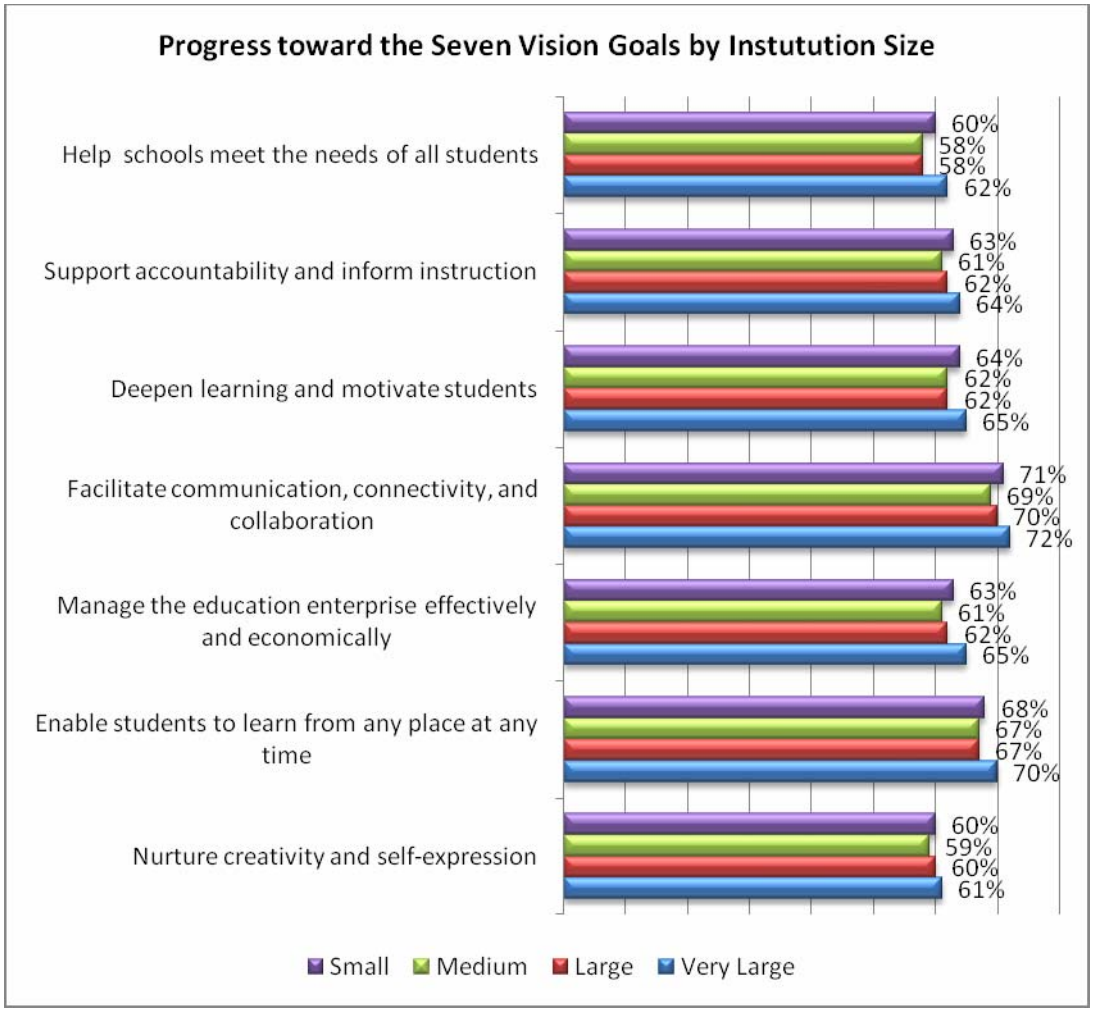
Participants in the spring 2009 survey recorded average scores that were remarkably similar across institutions of all sizes – ranging from 60% at institutions with medium-size enrollments to 64% at very large districts or institutions. The 2009 averages are a departure from the results observed in the 2008 survey where there was a marked step-wise pattern from small to very large. Conclusions about the adoption of technology in smaller institutions should be drawn with caution because this group (in both the 2008 and spring 2009 surveys) represents a relatively small proportion of the total respondents.



The differences across the Five Measures of Progress by institutional size are relatively modest, with the difference between the smallest and largest institutions in all five categories only 1 or 2 percentage points. These differences are considerably smaller than those that were observed in the 2008 survey, where the spread ranged from 6 to 8 points. Interestingly, both the 2008 and the spring 2009 survey show virtually no differences between the average scores for the two mid-size groups (medium-enrollment districts or institutions typically accommodate 450 to 1,500 students and large-enrollment districts typically accommodate 1,500 to 7,500 students).

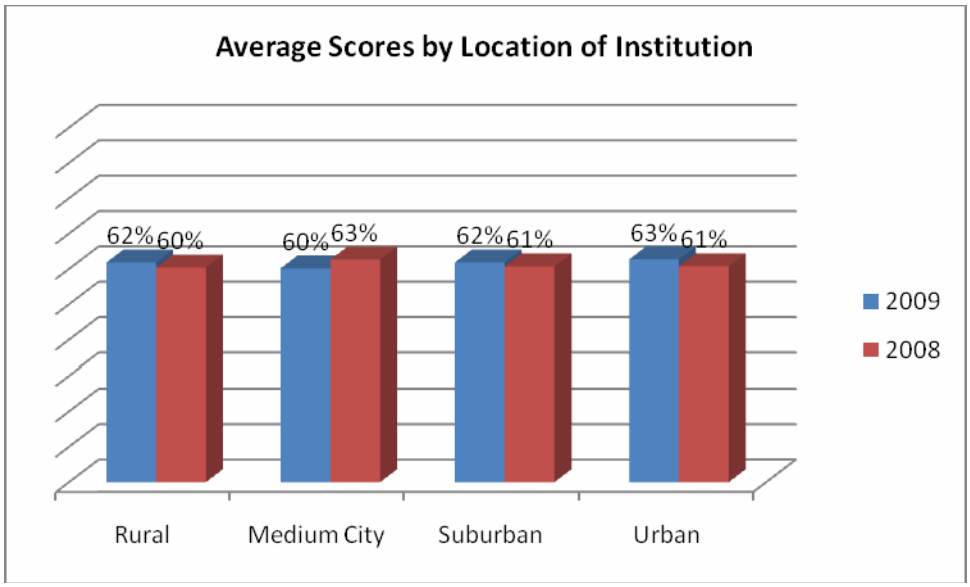


Similar patterns are seen in progress toward the Seven Vision Goals by size, with very small disparities between the smallest and the largest institutions, close similarities between the two mid-size groups, and considerably less variation in 2009 compared with 2008.

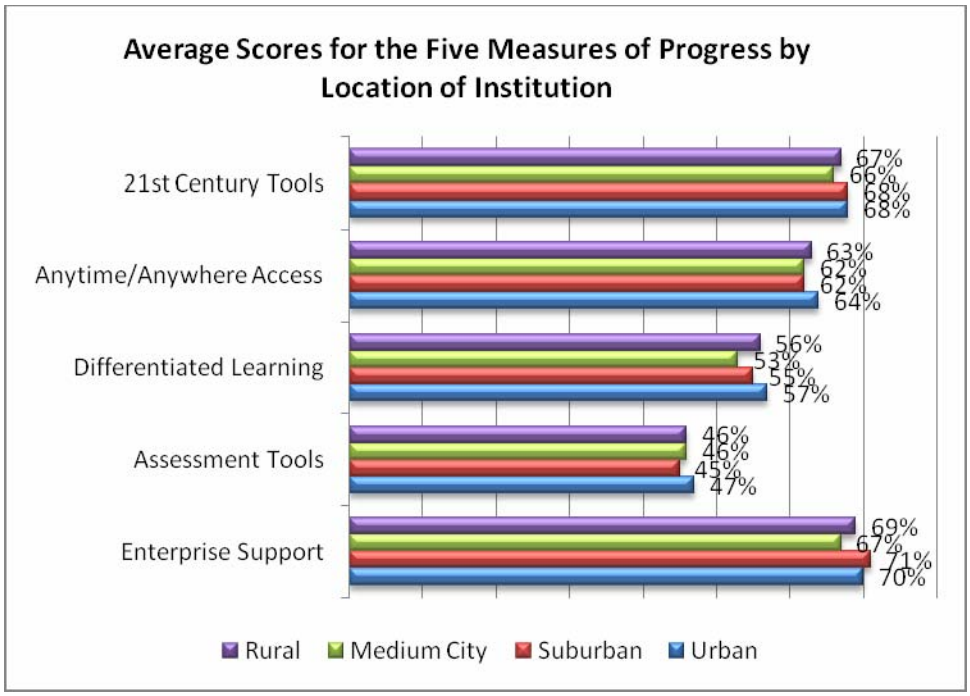


Results by Institutional Location

There are only minor differences in average scores for districts and institutions in various settings. In 2009, the highest scores were reported by urban districts/institutions and the lowest scores were at institutions in medium cities. In 2008, it was the group in medium cities that reported the highest scores, with rural locations having the lowest. These swings, even though minor, suggest that caution should be used in drawing conclusions about differences in technology use in various settings because of the relatively small number of respondents in some of these groups.



Similar minor and non-systematic differences can also be observed in average scores by location on the Five Measures of Progress, as well as for the Seven Vision Goals.


Average Scores for the Five Measures of Progress by Location of Institution
21st Century Tools
67%
66%
68%
68%
Anytime/Anywhere Access
63%
62%
62%
64%
Differentiated Learning
56%
53%
55%
57%
Assessment Tools
46%
46%
45%
47%
Enterprise Support
69%
67%
71%
70%
Rural
Medium City
Suburban
Urban

Vision K-20 Partners

The Vision K-20 Partners are supporting SIIA's initiative in many different ways. Among them are:

_____ Link to the Vision website from the partner website

_____ Provide Vision materials to those in the partner's outreach programs

_____ Provide SIIA with opportunity to present summary benchmarking report

_____ Provide information to respondents about technology implementation

_____ Provide evidence that technology works (case studies, research reports)

_____ Send partner members to Vision benchmarking survey

For their work in providing support for the benchmarking survey, we thank the following partners:

NAME	ADDRESS	URL
The Big Deal Book	Welsh Center, Suite 200 1250 S. Grove Avenue Barrington, IL. 60010	*www.bigdealbook.com*
Consortium for School Networking (CoSN)	1025 Vermont Avenue NW Suite 1010, Washington, DC 20005	http://www.cosn.org/
The Cooney Center at Sesame Workshop	One Lincoln Plaza New York, NY 10023	http://www.joanganzcooneycenter.org
eCampus News	7920 Norfolk Ave., Suite 900 Bethesda, MD 20814	http://www.ecampusnews.com
Education Week	6935 Arlington Road Bethesda, MD 20814	http://www.edweek.org
JDL Horizons	8201 Norman Center Drive Suite 300 Bloomington, MN, 55437	http://www.jdlhorizons.com
edWeb	PO Box 1387 Princeton, NJ 08542	http://www.edweb.net
eSchool News	7920 Norfolk Ave., Suite 900 Bethesda, MD 20814	http://www.eschoolnews.com/
iNACOL	1934 Old Gallows Road Suite350, Vienna, VA 22182	http://www.inacol.org
Project Tomorrow	15707 Rockfield Boulevard Suite 330 Irvine, CA 92618	http://www.tomorrow.org/
School Interoperability Framework Association (SIFA)	1090 Vermont Ave., NW FL 6 Washington, DC 20005	http://www.sifinfo.org/
Uboost	677 Ala Moana Blvd., #720 Honolulu, HI 96813	http://www.uboost.com
WeAreTeachers	8105 Shoal Creek Blvd. Austin, TX 78750	http://WeAreTeachers.com
WeTheTeachers	126 Blackwelder Ct Stanford, CA 94305	http://www.wetheteachers.com

We also thank the many SIIA members who emailed their education customers and we appreciate our colleagues who emailed education contacts, posted requests on their web sites, sent information via Facebook, and to those who Tweeted about the Survey.

SIIA Members Active in the Education Division

- ABC-CLIO
- Academic Benchmarks
- Academic Business Advisors, LLC
- Adobe Systems, Inc.
- Advanced Academics Ltd.
- ANGEL Learning, Inc.
- Apangea Learning, Inc.
- Apella Consulting
- Arc Capital Management
- ArchieMD, Inc.
- Autoskill International, Inc.
- Avanti Management Group
- Berkery Noyes
- Big Deal Books/ Marketing Projects, Inc
- BrainWare Safari/ Learning Enhancement Corporation
- Blackboard Inc, K-12
- C. Blohm & Associates, Inc.
- Capstone Digital
- Carnegie Learning
- Casabonne Associates, Inc.
- Century Consultants, Ltd.
- Cherry Tree
- The Cheyenne Group
- Cimple On Demand
- ClassLink, Inc.
- CollinsConsults
- CompassLearning
- Computer Power Solutions of Illinois
- ConnectEdu
- Consulting Services for Education
- The CyberSmart! Education Company
- Defined Mind
- Digital Directions International, Inc
- Dorsey & Whitney LLP
- Driver Public Relations
- E.T.C. International
- eChalk, Inc.
- EdTech Design Associates
- EdTech Systems
- Education Networks of America (ENA)
- Education TURNKEY Systems, Inc.
- Education Week and Digital Directions
- Educational Systemics, Inc.
- EDUSS
- edWeb LLC
- Empirical Education Inc.
- ePals
- eSach Corporation
- Etech Group, North America
- Excelsior Software, Inc.
- Ferrio Associates
- FOCUS
- Focus Marketing
- Follett Corporation - Technology Solutions & Int'l Group
- Grade Results
- The Greaves Group LLC
- HAIKU Learning Systems, Inc.
- Headsprout, Inc.
- Headway Strategies
- Houghton Mifflin Harcourt Publishing
- IBM Corporation
- Impact Education
- Inigral Inc.
- Inspiration Software, Inc.
- Intel Corporation
- IESD, Inc.
- Intrinsic Strategy
- JDL Horizons,
- Jordan, Edmiston Group, Inc.
- Key Curriculum Press
- Knowledge Adventure - School Division
- Knowledge Delivery Systems, Inc.
- LanSchool Technologies, LLC
- Learning Enhancement Corporation
- Learning.com
- LearningExpress, LLC
- Lerner Publishing Group - Electronic Content Division
- The McGraw-Hill Companies, Inc.
- Marketing Projects/The Big Deal Book
- MemeSpark LLC
- MESA
- MetaMetrics, Inc.
- MIND Research Institute
- MMS Education
- Muzzy Lane, Inc.
- National Center for Science, Literacy, Education and Technology
- National Geographic School Publishing
- netTrekker/ Thinkronize
- New Markets Venture Partners
- Nimble Press

- Pat Walkington Education Sales & Marketing
- Paula Maylahn Consulting
- PBS TeacherLine
- Pearson Education
- Pegeen Wright Associates
- Penn Foster
- Phase-6, Inc.
- PLANETii Hong Kong Inc.
- PLATO Learning Inc.
- PolyVision
- Preble and Associates
- Promethean
- Psychological Software Solutions
- Quantum Learning Technologies
- Rawitsch Consulting
- Reading Plus by Taylor Associates
- RedRock Reports LLC
- Ripple Effects, Inc.
- Rosenberg Martin Greenberg LLP
- RSM McGladrey
- Ruppelt Consulting
- SAS Institute, Inc.
- Sassafras Software, Inc.
- Scantron Corporation K-12 Education
- Scholastic Education
- SchoolDude.com
- School Improvement Network
- SchoolFusion
- SchoolNet, Inc.
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- Second Avenue Software
- Seeds Software
- Six Red Marbles
- SMART Technologies ULC
- SMARTHINKING
- SoftChalk
- Spectrum K12 School Solutions Inc.
- SpringBoard
- SRI International - Center for Technology in Learning
- Susan Hanson & Associates
- TechERA
- Texas Instruments, Inc. - Education & Productivity Solutions Business
- Texthelp Systems, Inc.
- Timecruiser Computing Corporation
- Tutor.com, Inc.
- uBoost
- VIP Tone, Inc.
- Voyager Learning Company
- WeAreTeachers
- The Winter Group
- World Book, Inc.
- ZeldisResearch Associates Inc

The Vision K-20 Survey – as hosted on the Vision K-20 website

Checking Your Progress Toward the SIIA Vision

Please read each measure in the list below and choose the one scenario that most closely describes your organization's current status.

There are a total of 20 measures in the survey and it should take approximately 10 minutes to complete. You can print out the survey to review and select each scenario before entering your choices online, since you will not be able to save a partially-completed survey.

Your individual data will never be made public, but it will be used to calculate the results for your progress chart and will be aggregated into a final report. We recommend that you save your results (offline) so you can compare to subsequent year results.

21st Century Tools

Educational content is delivered flexibly in digital formats, media and platforms

- (●) Delivered primarily through print materials
- ( ) Delivered through print materials and some technology
- ( ) Delivered through an equal blend of print materials and technology
- ( ) Delivered primarily though technology with some print-only materials

Interactive, adaptive, multimedia courseware and simulations are used in teaching and learning

- ( ) Used infrequently
- ( ) Used occasionally
- ( ) Used regularly
- ( ) Integrated into the curriculum

Information systems provide digital student and achievement data that support instructional decisions by educators and administrators

- ( ) Data are *not* available in digital format
- ( ) Data are *sporadically* available in digital format
- ( ) Data are *routinely* available in digital format

- Data are *consistently and completely* provided in digital format

High-speed broadband access is available for robust communication, administrative and instructional needs

- Access is *not available* in the school/campus
- Access is available, but only in a *few* school, district, or campus locations
- Access is available in *most* classrooms, libraries and student/educator workspaces
- Robust, reliable high-speed access is available *throughout* the school/campus for all needs and demands

Anytime/Anywhere Access

High-speed broadband access enables instructional uses that include collaborative learning, video-based communication and other multimedia-rich interactions

- Access is not available
- Access is available but not for instructional purposes
- Access is available and used sporadically for instructional purposes
- Access is used throughout the school/campus for instructional purposes

An institution website/portal provides the education community with access to applications, resources and collaboration tools

- *No* education website/portal exists for the institution
- A *limited* education website/portal is available for *accessing* some administrative information
- A limited education website/portal is available for *entering and accessing* adminstrative and academic information
- An *extensive* education website/portal provides administrative, instructional and collaborative tools and resources

Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and access points

- *No* wireless access is provided by the institution
- Wireless access is available in *some locations*, supporting a few mobile devices
- Wireless access is *widely available*, with support for many mobile devices
- *Ubiquitous* and reliable access is available for most all student, educator and administrator devices

Online courses ensure all students have access to high-quality instruction, no matter their location or schedule

- Online courses are *not available* to students
- Online courses are available for a *small number* of courses
- A *large number* of online courses and virtual program options are available
- A *full catalog* of online courses/programs is available to all students and is a fully-acceptable option

Access to online professional development resources, courses and peer collaborative communities is provided

- Professional development is only offered *face-to-face*
- A *limited number* of online professional development offerings is available.
- Online professional development and virtual peer communities *are employed* by educators and administrators
- Both online professional development courses and virtual peer collaborative communities *are widely employed* by educators and administrators

Differentiated Learning

Students have access to courseware and technology-based curriculum

- ☐ Not available to students
- ☐ Are available for *some* students/classes
- ☐ Are available for *many* students/classes
- ☐ Are available for *all* students/courses

Electronic supplemental instructional resources and online tutoring are accessible to all students

- ☐ *Not* available to students
- ☐ Are available for *some* students/courses
- ☐ Are available for *many* students/courses
- ☐ Are available for *all* students/courses

Courseware and learning management systems differentiate instruction

- ☐ *Not used* to differentiate instruction in any courses
- ☐ Are used to differentiate instruction in a *few* courses
- ☐ Are used to differentiate instruction in *many* courses
- ☐ Are used to differentiate instruction *throughout* the institution

Assessment Tools

Personal ePortfolios travel with students to demonstrate a wide range of skills and knowledge

- ☐ Are *not* implemented
- ☐ Are implemented *occasionally* for some courses
- ☐ Are implemented for *many* courses
- ☐ Are fully implemented *throughout* the education system

Computer-based or online assessments are used to inform instruction

- ☐ *No* assessments are done using technology
- ☐ *Some* assessments are done using technology
- ☐ *Most* assessments are done using technology
- ☐ *All* assessments are done using technology

Technology-based assessments measure a full range of 21st Century skills and knowledge

- ☐ *Not* used as paper and pencil assessments are the norm
- ☐ *Occasionally* used to measure student achievement
- ☐ *Often* used to measure student achievement and 21st century skills
- ☐ *Always* used to measure student achievement and 21st century skills

Enterprise Support

Information systems track performance and institutional data for educational accountability and decision making

- ☐ Data are *not widely* available in digital format
- ☐ Data are *sometimes* available in digital format but are isolated within discrete applications
- ☐ Data are *routinely* available in digital format, and systems enable some data to move across applications
- ☐ *All data are* available in digital format and systems enable aggregation and analysis from multiple applications

Educators have access to the level of technology resources, training and support common to other professionals

- ☐ Technology is old, unsupported and not easily available
- ☐ Technology is available but with *very limited* training or support
- ☐ Technology is available with *some* training and support
- ☐ Technology is widely available with *full* training and support

Robust enterprise applications and systems are in place to support institutional management and business activities

- ☐ Few are in place and most are old and disconnected
- ☐ Some are in place and current, but not integrated
- ☐ Most are robust and integrated
- ☐ Robust applications/systems support *all* management and business activities

Institution leaders use technology tools for planning, budgeting and decision making

- ☐ Are used *occasionally* in the normal operations of the institution
- ☐ Are integrated in *some* of the business and management operations
- ☐ Are integrated in *many* of the business and management operations
- ☐ Are *fully* integrated throughout all stages of the institution's business practices

Security tools are used to protect student data and privacy

- ☐ Are *not* used
- ☐ Are used only for a *few* applications/systems/computers
- ☐ Are used for *most* applications/systems/computers
- ☐ Are used for *all* applications/systems/computers

About SIIA and the Education Division

The Software & Information Industry Association (SIIA) is the principal trade association for the software and digital content industry. SIIA provides global services in government relations, business development, corporate education and intellectual property protection to more than 550 leading software and information companies.

SIIA's Education Division serves and represents over 140 member companies that provide software, digital content and other technologies that address educational needs. The Division shapes and supports the industry by providing leadership, advocacy, business development opportunities and critical market information. SIIA's Education Division provides a neutral business forum for its members to understand business models, technological advancements, market trends, and best practices. With the leadership of the Division Board and collaborative efforts with educators and other stakeholders, the Division undertakes initiatives to enhance the use of educational technology and the success of SIIA members.

For more information, see: www.siia.net/education/

About the Vision K-20 Contributors

The SIIA Vision K-20 initiative has many contributors who have supported the project since its inception.

We would like to thank the Education Division Committees and members for their contributions to the development of the initiative:

SIIA Education Division Board of Directors

SIIA Education Division Working Group on the Vision K-20

SIIA Education Division Marketing Committee

CollinsConsults

Focus Marketing

Paula Maylahn

The Winter Group

We also thank Gretchen Rigol for the data analysis

We appreciate the work of all reviewers of the Vision document, website and survey, especially our member companies (listed in the appendix), educators, representatives of the technology industry and the education community.

Please contact the SIIA Education Division if you have suggestions or comments on this document. Email education@siia.net