Office of Digital Learning
Department of Elementary and Secondary Education
# Digital Learning in Massachusetts (2013-2014)

This information is based on online survey data submitted by 212 Massachusetts school districts as of March 2014.

Instructional Technology Staffing by District*

Empowering our students and educators with 21st century tools requires adequate professional development and support. Qualified staff can help provide the ongoing support needed to maximize the use of technology for digital learning.
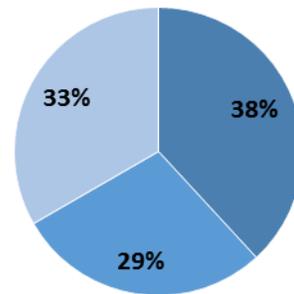
Legend:
- Instructional Technology staff for most schools
- Instructional Technology staff for some schools
- No Instructional Technology staff

Digital Learning Implementation

One-to-One Initiatives

A one-to-one initiative provides every student and teacher with a computer or digital device for teaching and learning activities. Most districts implementing one-to-one initiatives are doing so in specific grade(s): high schools (**23%**); in specific clusters in high schools (**23%**); in middle schools (**14%**); and/or in specific clusters in middle schools (**38%**).

15% of districts reported that they have a one-to-one initiative in place.

35% of districts reported their one-to-one initiative has been in place less than one year.

Other Highlights

47% of districts allow Bring Your Own Device (BYOD), with the highest percentage at the high school level.

13% of districts with a BYOD policy have posted the policy on the Internet.

93% of districts allow students to use school computers before or after school. After school hours, the majority of students are informed they can access the Internet at their local library.

98% of districts reported that they provide instruction to students about the acceptable use of technology, including ethics, safety issues, and cyberbullying.

59% of district technology staff works with special education staff to implement assistive technology for students with disabilities.

92% of districts reported that keyboarding skills are taught by instructional technology staff.

43% of district high schools provide email accounts for students to communicate with their teachers and peers.

89% of districts reported using Open Educational Resources (OER) in the curriculum.

76% of districts reported the use of the state's 2008 Technology Literacy Standards and Expectations in the curriculum.

53% of districts reported using digital textbooks.

38% of districts reported they have technology-proficient teachers.

44% of districts reported their technology staff is ready to implement digital learning.

6% of districts do not apply for E-rate (a program that makes certain communications services and products more affordable for eligible schools and libraries).

## District Readiness for Next Generation Learning
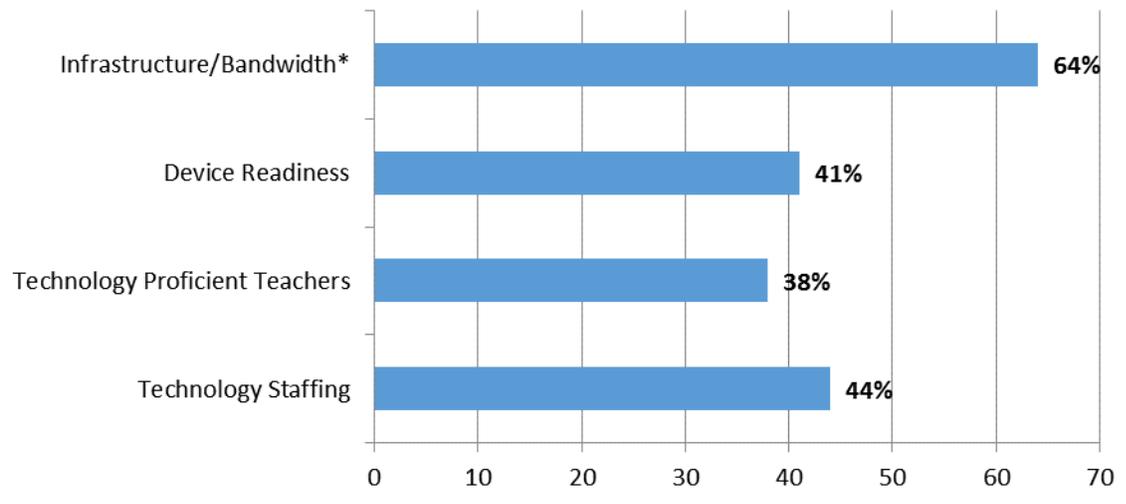
ESE is working to define a new standard for schools that helps ensure that all students and educators benefit from a learning environment that provides adequate access to high quality twenty-first century learning resources.

*Next Generation Learning – external connection and internal wireless network supporting access to at least 1GB per 1,000 users and 300kbps or better for every user during peak.

Recommended Devices – 1GB memory, 9.7 in. or larger monitor size and 1024x768 screen resolution.

CIPA Filtering Appliances
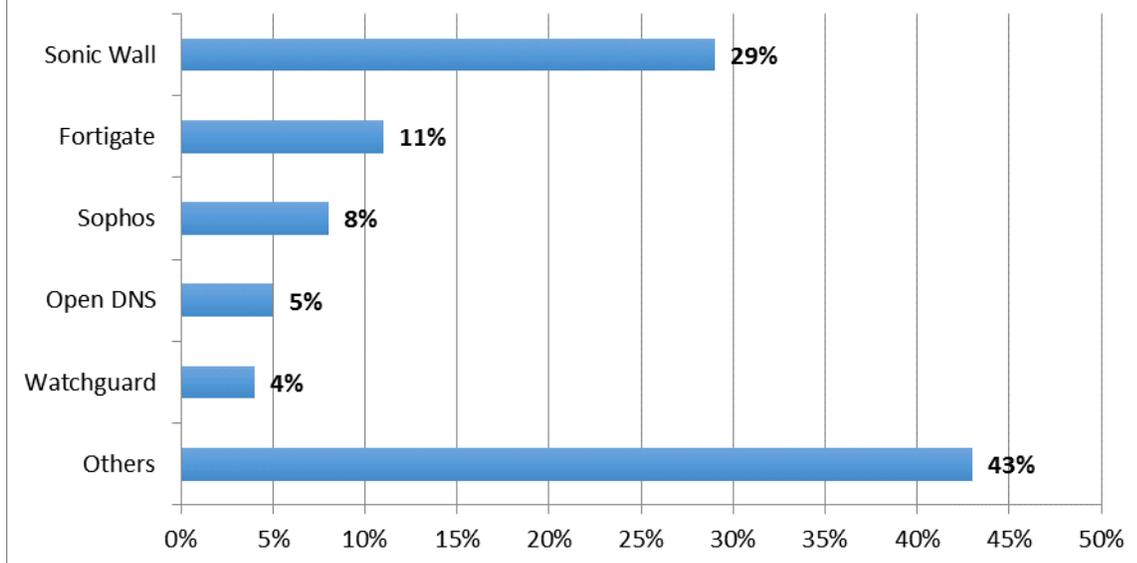
The **Children's Internet Protection Act (CIPA)** was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011. For more information: www.fcc.gov/guides/childrens-internet-protection-act