Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

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REPORT TO THE LEGISLATURE

UPDATE: Educational Technology Assessments

2018

Authorizing legislation: RCW 28A.655.075

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Executive Summary

Educational technology assessments developed by the Office of Superintendent of Public Instruction (OSPI) are voluntarily administered in the elementary, middle, and high school grades. Educators use the assessments to determine if students meet Washington's standards for educational technology. The assessments integrate standards from science, math, health, English language arts, social studies, and the arts.

In the 2017–18 school year, school districts provided data on classroom-level use of educational technology assessments. For the first time, districts were also asked to report data about instructional opportunities in educational technology at the elementary, middle, and high school levels.

The results are as follows:

- 33.2 percent of Washington school districts reported using an OSPI-developed assessment for educational technology (down from 41 percent in 2016–17).
- The most-used assessments were those that included standards for social studies: 'You Decide,' 'People on the Move,' 'Constitutional Issues,' and 'Causes of Conflict.'
- Over 86 percent of all districts provide instruction in educational technology to some or all of their students. Over 70 percent of elementary and middle school students and over 60% of high school students received instruction in educational technology.
- A wide range of educational technology topics are addressed at all grade levels, with potential connections to math and science (using models/simulations), English language arts (research techniques, media literacy), and computer science (coding/programming).
- Internet safety, digital citizenship, and media literacy are addressed in most schools at all grade levels.
- Classroom teachers, teacher-librarians, and technology specialists are the educators most likely to provide educational technology instruction at all levels, along with career and technical education (CTE) teachers at the high school level.

Background

In 2008, the Office of Superintendent of Public Instruction (OSPI) set standards for students in technology literacy and fluency, as directed by Revised Code of Washington (RCW) 28A.655.075. In 2011, OSPI released educational technology assessments for classroom and project-based use to determine if students meet Washington's standards. The assessments integrate and align with Washington's K–12 Learning Standards. Classroom activities are well guided, easy to use, and come with an inventory of free and low-cost digital resources.

Teachers began to use the assessments in the 2011–12 school year. School districts are not required to use the OSPI-developed assessments, but if they do, they must report their use to OSPI. OSPI must report annually to the legislature on the number of school districts that use the assessments each school year.

Update Status

Of the 293 school districts responding, 98 reported using an OSPI-developed assessment for educational technology in one or more grade levels. These data are self-reported by district-level staff whose understanding of assessment practice in the classroom could be limited. For this reason, we suspect the number of classrooms using the assessments is higher, but going unreported.

Teachers used the educational technology assessments that include standards and classroom-based assessments for social studies 'You Decide,' 'People on the Move,' 'Constitutional Issues,' and 'Causes of Conflict'—more often than the other assessments.

Districts began reporting the unduplicated count of students that were assessed at each level in 2014–15. Table 1 includes the student counts reported in 2016–17 and 2017–18.

For the first time in 2017–18, districts were also asked to report data about instructional opportunities in educational technology at the elementary, middle, and high school levels. Data was also collected about topics covered in educational technology, who provided the instruction, and the percentage of students receiving instruction in educational technology. Table 2 includes the percentage of schools providing instruction, as well as the percentage of students receiving instruction during 2017–18.

Internet safety, digital citizenship, and media literacy were among the most-widely addressed topics at all grade levels. In addition, many other educational technology topics are addressed at all grade levels, with potential connections to math and science (e.g., using

models/simulations), English language arts (e.g., research techniques, media literacy), and computer science (e.g., coding/programming). Table 3 provides data about the percentage of topics covered in educational technology at the elementary, middle, and high school levels.

Classroom teachers were the main providers of educational technology instruction at the elementary and middle school level, although teacher-librarians and technology specialists also played an important role. At the high school level, career and technical education (CTE) teachers were the single largest provider of that instruction. Table 4 summarizes the percentage of educators that provided instruction in educational technology at the elementary, middle, and high school levels.

Conclusion and Next Steps

The Office of Superintendent of Public Instruction will continue to gather this data annually. For more information, please visit the Educational Technology webpage.

LIST OF TABLES

Table 1: Number of Students Assessed in Educational Technology

School Year	Elementary	Middle	High School
2016–17	32,496	23,638	17,416
2017–18	43,804	20,068	16,174

Source: OSPI Survey Results, August 2017 and August 2018.

Table 2: Instruction in Educational Technology: 2017–18

	% of Districts Providing Instruction	% of Students Receiving Instruction
Elementary	86.8	75.7
Middle	86.3	73.6
High School	87.3	63.6

Source: OSPI Survey Results, August 2018.

Table 3: Educational Technology Instructional Topics: 2017–18

Topic	Elem.	Middle	High
Basic computer and device operations	79.4%	76.2%	68.9%
Online tools training	37.5%	49.1%	52.5%
Online research techniques and strategies	63.2%	70.0%	72.1%
Digital Citizenship	62.2%	71.5%	69.3%
Media Literacy	44.3%	61.0%	68.0%
Internet safety	76.7%	75.8%	70.9%
Productivity tools training	61.8%	72.2%	75.4%
Communications tools training	32.8%	49.5%	57.4%
Specialized software and tools training	35.8%	52.0%	69.7%
Using models and simulations	15.2%	24.5%	41.4%
Coding and programming	44.6%	49.5%	57.4%

Source: OSPI Survey Results, August 2018.

Table 4: Providers of Educational Technology Instruction: 2017–18

Educator Role	Elem.	Middle	High
Classroom teacher	67.9%	76.9%	68.0%
Career and technical education teacher	N/A	N/A	70.5%
Teacher-librarian	39.9%	30.0%	29.5%
Technology specialist	35.1%	37.5%	21.7%
Counselor	N/A	N/A	6.1%
Other	10.8%	5.8%	4.9%

Source: OSPI Survey Results, August 2018.

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