



FOR IMMEDIATE RELEASE

**The Learning Counsel Releases the Results of its 2018  
National Digital Curriculum Strategy Survey**

*Schools & Districts spend \$2.5 Billion more on digital resources than paper in 2018*

(Sacramento, CA) **December 11, 2018** — [The Learning Counsel](#) today released the results of its fifth annual [Survey](#) of school and district digital curriculum strategy and transformation. 406 K-12 U.S. Schools and Districts responded to the national Survey, which showed the largest barriers for transitioning is 1) inadequate budget, 2) digital curriculum training, and 3) no teacher transition professional development (for adapting teaching.)

Top take-aways include:

- There are many tech pain points schools are now aware of showing up in the survey because most schools are past the stage of handing out computers or tablets and fully into the details of what software applications to use, what professional development needs to be done with teachers, and
- The leading innovator schools and districts are already into the serious task of organizational change, which has deep meaning for what comes next in tech for schools.
- Indications from the survey are that schools and districts are maturing rapidly to leverage digital curriculum and aiming at true personalization through technology.

Spend on all hardware, networks and major system software totaled an estimated \$16.6 B in 2018. Overall the sector is less aggressive buying mobile devices for students. 60% of schools have issued computing devices, either tablets or laptops, most commonly in Grades 2-12. Many of these cite that they have issued only in some of their high schools, some only in some of their middle schools, and some only with pilots within one grade. Many expect to build-out full coverage over the next several years.

Digital curriculum spend stood at \$10.5 Billion in 2018 versus \$7.7 Billion in paper resources spend, totaling \$18.2 Billion for all instructional resources.

62% of respondents expect their purchase of digital curriculum to increase.

The number one most common digital issue that respondents cited they see expressed by teachers is “too much testing.”

36% of teachers now use digital content 80-100% of the time for classwork. This does not necessarily mean all screen learning, but the use of lesson plans and digital learning objects being accessed at will by students during live teaching along with text and email communications between teachers and student-to-student. 75% of respondents cited that only 20% of the day is individual screen learning.

20% of teachers are spending upwards of 4-10 hours a week searching for digital lesson resources now, significantly down from 75% just two years ago. This is a sign that schools are purchasing more content libraries and courseware directly, thus reducing random search needs of teachers and their workload. 26% of teachers still spend 4-10 hours a week building digital lessons.

Of those districts currently foregoing using a Learning Management System (LMS), 45% cite their “Office Suites provide enough function.” Another 10% cite their using a single sign-on solution is enough function for them.

48% of schools cite they have as little as 25% of their digital resources in use that were free to obtain (found on the internet or created), and as much as 75% being paid. 0% are using all free digital content.

Schools have yet to transition to different teaching and learning models. At elementary, middle and high schools the number one model of instruction is still whole group, and the second is small group.

Upwards of 67% of schools at all grade levels offer moveable furniture so that spaces are highly adaptable to learning staging of different types, among other new innovations.

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### **About the Learning Counsel**

The Learning Counsel is a mission-based organization focused on helping education professionals in the K-12 sector gain research and context on the shift to digital curriculum. For more information, please visit [TheLearningCounsel.com](http://TheLearningCounsel.com).

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