



SSD 1:1 Technology Integration

Stakeholder Report

December 2025

SSD Stakeholder Surveys

Focus: Perceptions and Feedback on Technology Usage (specifically 1:1 devices) in SSD Schools

Administered: October 27 - November 10

Stakeholder Groups:

- K-6 Teachers
- 7-12 Teachers
- Parents
- Students in Grades 3-12

Time to complete: Approximately 15 minutes

Survey Summaries

Parent Survey Dashboard (All Grades)

529 reponses

- Elementary - 221
- Intermediate - 104
- Middle School - 150
- High School - 54

Families were able to submit more than one response depending on whether they had students in multiple grade bands (for example: children in both elementary and middle school).

Key Question	Agree	Neutral	Disagree
We have reliable home internet.	97%	0%	3%
Technology helps prepare students for college/career.	48%	28%	24%
Technology improves student engagement.	31%	34%	35%
Technology effectively helps my child learn.	52%	27%	21%
The time on technology is reasonable.	49%	30%	21%

Parent Voice: Key Themes



Future-Readiness

Parents frequently express that they see technology as an essential tool in our society and is important for preparing their children for college and/or career.



Valuing Access

Comments show a high regard placed on the 1:1 program, ensuring all students have equitable access to digital tools and resources.



Partnership for Balance

Parents are partners in seeking a healthy balance, with comments highlighting a desire for communication on how technology is utilized and balanced with traditional skills.

Other recurring feedback:

- Desire to keep devices in school a majority of the time in younger grades
- Many noted specific programs their child has used at home
- Need for blocks/filters to be utilized
- Desire for students to have ample opportunities for social interaction and collaboration in the classroom environment

Student Survey Dashboard (Grades 3-12)

1,943 reponses

Grade 3 - 290

Grade 4 - 257

Grade 5 - 113

Grade 6 - 158

Grade 7 - 292

Grade 8 -260

Grade 9 - 107

Grade 10 -189

Grade 11 - 89

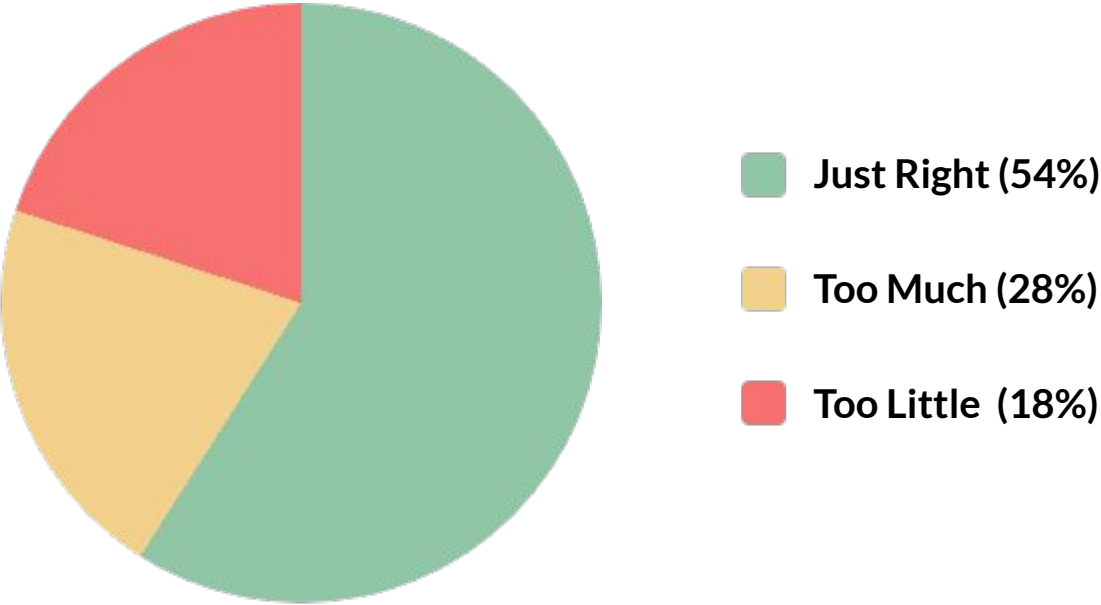
Grade 12 - 188

Student Survey Dashboard (Grades 3-12)

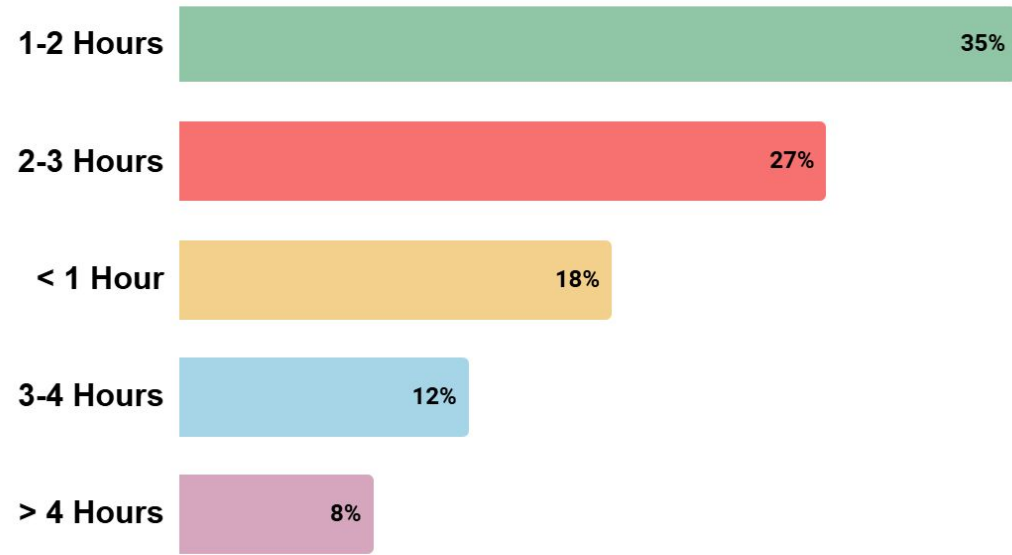
1,943 reponses

Key Question	Agree	Neutral	Disagree
Technology supports my ability to learn.	70%	26%	4%
Technology prepares me for my future.	53%	33%	14%
I feel more engaged in class when using technology.	49%	33%	18%
I feel comfortable using technology to complete state assessments. *12% not applicable	59%	24%	5%

Student View: A Balanced Perspective on Time



Student Perception of Time Spent on Technology



Reported Hours of *Learning* on Device per Day
The majority (62%) report 1-3 hours of use on a school day.

Student Voice: Key Themes



Security Features

Students acknowledge the use of security applications and the impact on accessing some websites, videos, and games.



Device Usability

The most common positive feedback is that the Chromebooks are easy to use and accessible for research and completing work.



Variation in Learning

Student comments acknowledge the role their teachers play in supporting instruction and a desire for a variety of learning experiences.

Other recurring feedback:

- Desire a balance for paper/pencil and technology-enhanced classroom activities
- Methods of using Chromebooks include: essays, tests, projects, creating presentations, research, specific programs
- Many students expressed they like to use “my Chromebook” to learn indicating they see it as another personal learning resource while at school
- Technical concerns such as internet speed

Staff Dashboard: Grades K-6

111 responses

- **K - 12**
- **1 - 10**
- **2 - 18**
- **3 - 18**
- **4 - 8**
- **5 - 14**
- **6 - 10**
- **Multi-grade - 21**

Staff Dashboard: Grades K-6

111 responses

Key Question	Agree	Neutral	Disagree
Technology helps prepare students for the future.	47%	29%	24%
Technology improves student engagement.	48%	37%	15%
Technology tools at my school meet student needs.	60%	30%	10%
The time spent on technology is appropriate.	65%	31%	4%
Technology challenges in my classroom are manageable.	59%	23%	18%
My students can competently navigate state assessments *40% Not Applicable	35%	14%	11%

K-6 Staff: Key Themes



Assignment Frequency

62% of K-6 staff report students use devices for activities and assignments throughout the week (36% daily).



"Send-Home-as-Needed" Policy

76% prefer a "send home as needed" policy for younger students.



Curriculum Access

Chromebooks are a core curriculum tool to access online texts, programs, and other learning materials.

Other recurring feedback:

- Methods of using Chromebooks include: as a center, practice math facts, online libraries, game-based activities, activity for early finishers, specific platforms such as IXL, enrichment, specific instructional programs such as i-Ready and Imagine Learning
- Development of handwriting and fine motor skills in early years continue to be priorities
- Desire for a technology related instruction/typing lessons
- Building technology use over time with limitations during initial years
- Acknowledgement of need to prepare students to manipulate online features for state assessments which start in 3rd grade
- Provides ability to personalize, differentiate, and provide additional practice when needed
- Enhances accessibility
- Technical concerns such as internet speed
- Challenges incurred when devices are not charged

Staff Dashboard: Grades 7-12

84 Responses

- **Grade 7 - 9**
- **Grade 8 - 12**
- **Grade 9 - 6**
- **Grade 10 - 6**
- **Grade 11 - 5**
- **Grade 12 - 3**
- **Multi-Grade - 43**

Staff Dashboard: Grades 7-12

84 Responses

Key Question	Agree	Neutral	Disagree
Technology helps prepare students for the future.	51%	29%	20%
Technology improves student engagement.	32%	27%	41%
Technology tools at my school meet student needs.	75%	19%	6%
The amount of time spent on tech is appropriate	61%	21%	18%
I can effectively manage classroom technology use.	46%	30%	24%
My Students can competently navigate state assessments *23% Not Applicable	61%	12%	4%

7-12 Staff: Key Themes



Security Features

Staff acknowledge the need for security applications and the positive impact the implementation of Securly has had this year.



Access & Responsibility

The "take-home" model continues, with staff sending devices home, ensuring access to learning resources.



Primary Text Source

72% of 7-12 staff rely on devices for students to access online textbooks and curriculum multiple times per week.

Other recurring feedback:

- Methods of using Chromebooks include: Google Classroom, graphing programs, writing, assessments, game-based activities, sending slides to students when absent, online art portfolios, research, access online curriculum, communication
- Desire a balance for paper/pencil and technology-enhanced classroom activities
- Improved management/organization of assignments and faster scoring
- Provides ability to personalize, differentiate, and provide additional practice when needed
- Challenges incurred when devices are not charged
- Concerns about off-task usage

Staff Voice: Key Themes

1. Enhancing Learning Through Digital Accessibility:

Technology provides powerful tools that make learning more accessible and resource-rich for all students.

- **Diverse Resource Utilization:** Teachers are successfully utilizing a wide array of digital tools to support instruction, including Google Classroom, online curriculum platforms (like StudySync, Illustrative Math, i-Ready, and IXL), and interactive sites (such as Blooket, Kahoot, and Quizlet).
- **Access to Text and Research:** Chromebooks provide students with immediate access to online libraries and databases (including UDLibSearch and SORA), offering up-to-date research and a wider selection of novels and texts, which is especially helpful for accommodating student needs.
- **Support for Diverse Learners:** Technology facilitates accommodations, such as the ability for a student to listen to a text, and specific programs like iReady are highlighted as great for placing students on their level and providing targeted intervention lessons. The ability to enrich learning for high achieving students was also noted.

Staff Voice: Key Themes

2. Preparing Students for Future Success and Assessment Competence:

Educators widely agree that using technology is vital for preparing students for their futures.

- **College and Career Readiness:** Teachers acknowledge that utilizing computers helps students develop essential skills, like typing and research, which will benefit them in future careers and college-level coursework.
- **Assessment Familiarity:** Many K-6 teachers agree or strongly agree that students are competently navigating the technology required for state assessments, noting that familiarity with digital tools is necessary to determine what students know, not just how well they can operate a computer.

Staff Voice: Key Themes

3. Improving Teacher Efficiency and Student Engagement:

Chromebooks offer practical benefits that streamline classroom operations and make lessons more motivating.

- **Increased Engagement:** Interactive features are successfully used to boost student participation and engagement, making learning feel fun and accessible.
- **Operational Efficiency:** Teachers benefit from features such as automatic grading on assessments and the organizational advantages of platforms like Google Classroom, which allows for immediate access to assignments for students and teachers, easy distribution of materials to absent students, and accessing materials that would be too cumbersome to print.
- **Organizational Improvement:** The technology provides a system for better organization for both teachers and students and saves paper.

Staff Voice: Key Themes

4. Commitment to Growth and Innovation:

The requests for additional training and resources reflect a positive commitment from staff to continually improve their practice and maximize technology's potential.

- **Professional Development Focus:** Teachers are actively seeking additional training on important tools like Securly to improve classroom management and on maximizing the use of classroom technology, such as SMART Boards and programs like Canva.
- **Desire for Specific Tools:** There is an interest in exploring new methods and resources, such as programs focused on music notation, using AI prompting as a learning tool, and having more effective diagnostic tools for reading and math.

Technology Usage in SSD

Students' learning experiences include a variety of structures including:

teacher-led instruction, small groups, paper and pencil assignments/assessments, projects, peer collaboration, hands-on learning, and technology, to name a few.

Proficiency using Chromebooks is necessary for student performance on state assessments.

Delaware Annual Student Assessments

Students take all state assessments on the computer starting in **3rd Grade**. These assessments include:

- Smarter Balanced Assessment in Reading and Math (Grades 3-8)
- DeSSA Science Assessment (Grades: 5, 8, 10)
- DeSSA Social Studies Assessment (Grades: 4-8, 11)
- STAMP AVANT Testing (Spanish Immersion Grades 3-8)
- ACCESS Testing (K-12 Assessment for Multi-Language Learners)
- PSAT & SAT (Grades 10, 11)

The results of these assessments are published annually and are included when determining a school and district's performance by the state of Delaware Department of Education.

Digital Literacy Skills Needed:

- Mouse/keyboard proficiency: clicking, dragging and dropping, typing, highlighting, right clicking, double clicking
- Basic computer navigation: logging in, managing windows, manipulating multiple scroll bars
- Interaction with online tools: highlighting, strikethrough, selecting, using dropdowns, activating audio/video, zooming in and out, online glossary
- Construct equations with whole numbers, fractions, decimals, and a variety of math symbols
- Typing short responses and extended essays
- Other skills:
 - Working with math tools such as tables, graphs, calculators
 - Create and manipulate tables, charts, and graphs
 - Dragging and dropping items in sequence
 - Drawing lines
 - Entering data
 - Plotting points on a graph
 - Using formulas and symbols in math

Checkout a [SBAC Practice Test](#) here!

Student engagement, focus, and safety when using Chromebooks is a priority for both SSD families and educators.

Go Guardian

In 2020, SSD adopted Go Guardian which is a web filtering program. This program blocks inappropriate and unsafe content while allowing access to educational materials.

These features support students' safety while utilizing their Chromebook.

Checkout additional information on [Go Guardian](#) here.

Securly

In September of 2025, SSD adopted Securly which helps teachers manage student Chromebooks in the classroom from their own computer. With this program, teachers can:

- Freeze all student screens until ready within the lesson
- Provide access to specific websites only during the course of a lesson while blocking all others
- Push web pages to individual students or the entire class
- Monitor student online usage during class time to prevent non-instructional usage

These features support students remaining on task and engaged in learning.

Checkout how [Securly Classroom](#) works here.

Chromebook Usage in K-5

Chromebook Usage in K-5

Chromebooks are used as one of many learning tools in our K-5 classrooms. Students continue to engage extensively in hands-on learning, paper-and-pencil tasks, teacher-led instruction, small group instruction, and collaboration with peers. Technology complements instruction and supports a balanced learning experience.

Examples of how technology is used in K-5 Classrooms

- Access online libraries
- Math fluency practice
- Small group station during center time
- Typing essays
- Conducting research
- Google Classroom assignments
- Whole class games such as Kahoot, Blooket, etc.
- Extra Math and Reading practice (on programs such as IXL)
- Improving accessibility for all students such as listening to a story online
- Specialized instruction (such as Imagine Learning and i-Ready)
- Smarter Balanced Interim Assessments
- Online math manipulatives
- Access instructional resources

K-5 – Take Home As Needed

Student Chromebooks are for educational purposes only and will be sent home by the classroom teacher as needed.

Times the Chromebook will be sent home include (but is not limited to):

- To finish an assignment started in class
- To complete homework
- For extra practice
- For access to reading libraries, online textbooks, etc.
- To complete a project
- In advance of potential snow days

All Chromebooks will be turned in at the end of each school year for routine maintenance and any needed updates.

Chromebook Usage in 6-12

Chromebook Usage in 6-12

Chromebooks are used to access curriculum, complete projects, and conduct research. Instruction continues to include teacher-led lessons, collaboration with peers, physical texts, paper and pencil assignments/assessments, and hands-on learning to ensure a balanced classroom experience.

Examples of how technology is used in 6-12 Classrooms

- Accessing online curriculum and texts
- Online graphing tools
- Constructing essays
- Instructional websites and videos
- Projects
- Research
- Programs such as Blooket, Wayground, Khan Academy
- Listening to a text
- Coding programs
- Accessing Advanced Placement course materials
- Taking notes
- Cloud CAD program
- Assessments
- Online science simulations
- eHall Passes
- Smarter Balanced Interim Assessments
- Intervention
- Enrichment
- Extra practice
- Digital portfolios in art
- Coding programs

Questions?

Thank you for your partnership in building a future-ready district.