DIGITAL CLASSROOMS PLAN
LEGISLATIVE REPORT – OCTOBER 1, 2015

BACKGROUND AND KEY COMPONENTS

In the 2014, the Florida legislature enacted section 1001.62, F.S., which contained provisions for the Florida Digital Classroom Allocation to be administered by the Florida Department of Education (FDOE). The Florida Digital Classroom Plan (DCP) supports school district and school efforts and strategies to improve outcomes related to student performance by integrating technology in classroom teaching and learning. The outcomes may be unique to the needs of individual schools and school districts within the parameters established by the FDOE.

Each school district shall adopt a DCP that meets the unique needs of students, schools, and personnel and submit the plan for approval to the FDOE. The plan submitted to the FDOE must demonstrate input from the district's instructional, curriculum, and information technology staff to develop and deploy the digital classroom plan. The district digital classroom plan must address five interrelated key components. The key components are measurable student performance outcomes; digital learning and technology infrastructure; professional development; digital tools and operational activities; and online assessments.

State DCP

The state DCP was established to provide guidance to districts to help launch a 5-year strategic plan for creating Florida digital classrooms. The Florida digital classrooms plan describes how technology will be integrated into classroom teaching and learning to encourage improvement in student performance outcomes along with enabling students to be digital learners. The Florida digital classrooms plan also recognizes the importance of school teachers, administrators and staff through requirements to include professional development opportunities and training in the integration of technology and digital tools in teaching. District progress toward these specifications are typically measured through surveys for schools and districts entitled the Technology Resources Inventory (TRI). The TRI is a survey for schools and districts to collect data on the status of technology infrastructure and other factors regarding digital technology integration. This collection is done bi-annually and provides the necessary data to effectively manage the integration of technology in Florida education. This survey is available for all schools in Florida, however, the data for this report has been filtered to only include traditional K-12 schools in the state. These schools are denoted on the Master School Identification (MSID) file as a primary service type of "R", regular. Additionally, virtual school sites at the district have been filtered from this data set. The results of these inventories are reported online to assist with technology planning and implementation in schools and districts throughout Florida. The FDOE utilizes this data source for comparison to the baseline and target items recognized by districts on their DCP to ensure targeted spending toward the goals identified using the digital classroom allocation.

State Bandwidth Specifications

The FDOE has modeled the state recommended bandwidth specifications on those advanced by the State Educational Technology Directors Association in its May 2012 publication The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs (http://www.setda.org/priorities/equity-of-access/the-broadband-imperative/).

Exhibit 1: Recommended Bandwidth Specifications for 2014-2015 School Year and Expected Target for 2017-2018 School Year.

Recommended Bandwidth Specifications	
2014-15 School Year Target	**2017-18 School Year Target**
100 kbps per student external internet connection	8,000 kbps per student external internet connection

The TRI collects the amount of internet bandwidth at each school in megabits per second. To measure the status of schools meeting the bandwidth specification, the maximum amount of bandwidth by type (WAN, third-party ISP, DMS/FIRN, or Other) is converted to kilobits per second and divided by the FTE count at the school. The calculation for bandwidth is shown below.

$$\frac{\text{Maximum Bandwidth Per School}}{\text{Total School FTE Count}}$$

State Wireless Specifications

The state DCP provides wireless technology specifications to assist schools and districts as they make their wireless infrastructure decisions to best meet the instructional and online assessment needs of their students in a classroom setting. The current specifications for classroom wireless access is based on the Institute of Electrical and Electronics Engineers (IEEE) Protocol Equipment Standard of 802.11n or greater. The number of access points required per classroom depends on many factors, including the number of devices, the type of applications and the expected performance.

The TRI collects the number of classrooms per school that have access to wireless internet through a wireless connection of IEEE 802.11n or greater. This is then measured as a percent of classrooms meeting the wireless specifications by dividing by the total number of classrooms at that school.

State Device Specifications

Technology specifications for student devices such as desktops, mobile computers and tablets have been published by the FDOE at http://www.fldoe.org/about-us/division-of-technology-info-services/educational-technology/. These specifications are provided for districts to ensure that basic specifications are met for high-stakes computer-based assessments. Additional requirements of district digital learning implementation may require other specifications that are not covered here.

Districts are encouraged to set their own ratio of students per device that is appropriate to meet the current levels of instruction. The device must be multifunctional and meet the standard for the Florida Standards Assessment (FSA) and Next Generation Sunshine State Standards End-of-Course assessments. Additionally, the device should meet the specific instructional needs of the student and level of digital learning implementation in the classroom. A student should be able to meet all educational needs with a single device to avoid the costs caused by the duplication of utilizing multiple devices to meet instructional and assessment requirements.

- Florida Standards requirements
- Grade-level and course appropriate access for technology skills
- Appropriate access to digital content and instructional materials

2014-15 DCP Process

As required by statute, the FDOE published a district DCP template in August 2014. This template guided districts through a process that encouraged involvement of many district stakeholders and identified the gaps of need in digital learning. This helped the district strategize and create a plan which outlined deliverables for addressing the gaps. Districts were requested to complete the DCP template through a collaborative process and achieve school board approval before submittal on October 1, 2014. Although the submittal deadline was October 1, the FDOE encouraged districts to be thoughtful in the planning process which occasionally required districts, due to school board schedules and other factors, to be flexible with submission timelines.

By the initial statutory proposed deadline of October 1, 2014, the FDOE had received and began to process 27 district classroom plans, which represented 37 percent of districts statewide. The initial 8 districts to submit their DCP received their funding on October 24, 2014. A total of 46 districts submitted their district DCP after the initial deadline of October 1, which represented the remaining 63 percent of districts statewide. The last districts to submit their DCP's were received on March 10, 2015. Many districts did not meet the October 1, 2014, proposed deadline due to district planning activities and district school board approval timelines.

District DCP Template Overview

The district DCP template is provided by the FDOE to assist districts in the development of their digital learning strategies. The district template is required by section 1001.62 (12), Florida Statute. The district template is organized into three sections designed to encourage meaningful strategizing and cross division collaboration by districts. The district DCP template is intended to guide the process of identifying district needs and implementation schedules for digital learning classrooms.

The first section of the DCP template identifies the team responsible for collaborating to create the DCP and relevant district policies influencing its development. This section helps districts identify the method they will use to implement their unique digital classroom plan. Although the DCP must be submitted annually, districts are encouraged to create a strategic plan spanning several years.

The second section of the DCP template is the district need analysis where the district responds to a series of state provided and district established metrics across the five key component areas. This section helps districts identify specific goals and an implementation approach for the plan.

The third section of the DCP template provides for strategy setting so districts have a clear vision of their goals and methods to achieve these goals. In this section, districts explain the expected costs and the alignment of each expenditure to the overall DCP plan and its goals.

DISTRICT DIGITAL READINESS PLANNING

The district DCP template has provided a consistent planning tool for all districts across the state while allowing each district to implement digital learning according to their own individual needs. The state has established required data metrics that align to the state plan and technology specifications to ensure districts are working toward consistent goals. However, at the start of the DCP process, each district began at very different stages of implementation and had unique strategies for implementing progress towards their goals.

The FDOE provided a means to help identify a starting point, or baseline, to assist districts in developing a reliable long-range strategy for implementing the Florida digital classrooms plan. The data from section two of the DCP is used by the district to identify the gap that they intend to address to implement digital learning and to meet the state specifications. To collect a district baseline of digital learning infrastructure, the 2014 DCP template included seven required metrics for districts to report. These metrics are shown in the table below. Districts then established individual targets and deadlines for each of these required metrics according to their strategies and needs. Through calculating the difference between the district baseline and target on each state metric, the FDOE is able to report on the goals and progress of the district implementation.

The following is an example from the DCP template of the worksheet used by districts to demonstrate their baseline (or current starting point) and their target (or goal), along with the date they expect to achieve the stated goal. The FDOE then subtracts the district baseline from the target to identify the district gap.

Exhibit 2: Example of the Infrastructure Needs Analysis from the DCP Template

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio			
2.	Count of student instructional desktop computers meeting specifications			
3.	Count of student instructional mobile computers (laptops) meeting specifications			
4.	Count of student web-thin client computers meeting specifications			
5.	Count of student large screen tablets meeting specifications			

6.	Percent of schools meeting recommended bandwidth standard			
7.	Percent of wireless classrooms (802.11n or higher)			
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.				
9.				
10.				

District Baseline Status

The district DCP template first requires districts to identify their starting baseline for the seven required state metrics for digital learning infrastructure. The FDOE suggested districts use the data collected through the TRI to establish their individual baseline. From the 2014 TRI baseline reported data, the FDOE gathered the following information:

- A reported total 1,078,580 student devices available in schools that met or exceeded state specifications.
- The statewide average student to device ratio was reported as 2.7:1
- The statewide average for schools meeting the recommended bandwidth standard was 59 percent.
- The statewide average for classrooms meeting the recommended wireless access was 60 percent.

District Target Goals

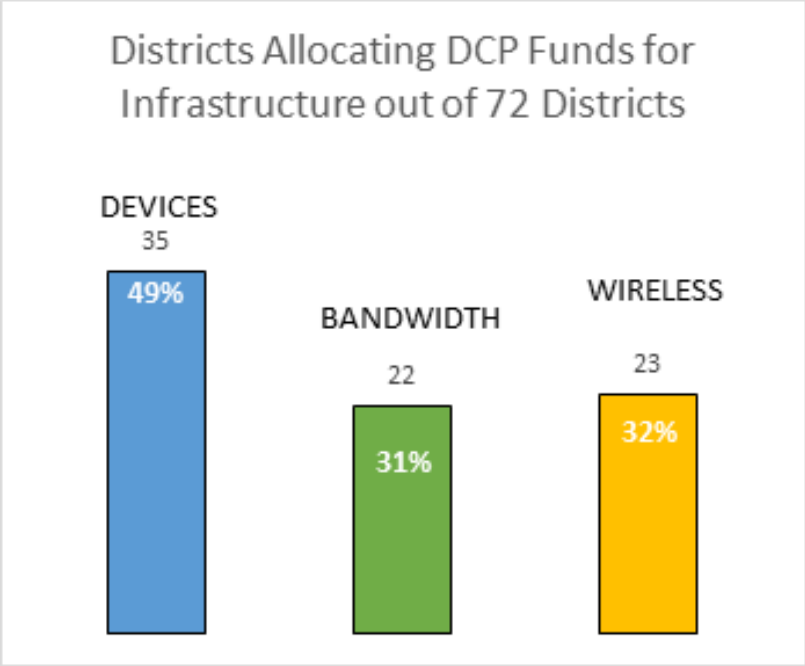
Districts then evaluated their baseline metrics and determined target goals aligned with their digital learning strategy. Each target goal is unique to the district based on their current baseline status, approach and strategy for implementing digital learning. Similarly each district identified a target year for completion of each of the target goals. This information provided the FDOE a measurable insight of the expected gap at each district for each metric and the estimated goals set to address each gap. As districts progress towards digital learning implementation, the DCP goals may be adjusted to accommodate changes in technology and the associated needs.

For the 2014-2015 reported DCP target goals from the districts, the FDOE reported the following:

All districts statewide set goals for improving their infrastructure based on the seven required metrics. Each district indicated a goal toward improvement of count of devices, bandwidth and wireless access..

- 53 districts indicated allocating DCP funding or deliverables for improving their infrastructure, or 74 percent of districts statewide.
- 22 districts reported a goal of improving bandwidth rates, which represents 31 percent of districts statewide.
- 23 districts reported a goal to improving wireless connectivity, which represents 32 percent of districts statewide.
- 35 districts reported a goal of improving student to device ratio.

Example 1: Bar Graph Showing the Statewide Allocation Percentage of the Infrastructure Categories, Devices, Bandwidth, and Wireless, and Total of Districts Allocating Funds in each of these Categories.



Note: The 72 Districts does not include the Florida School for the Deaf and Blind, Washington Special District (Formally known as Dozier), or the Florida Virtual School.
See Appendix II for detailed district data regarding DCP Gap Analysis.

District Digital Learning Gap

From the baseline district data and the district goals, each district determined needs across the five key component areas. This gap was to be addressed using DCP allocation and other potential funding sources at the district.

The majority of districts across the state reported their largest gap in the infrastructure area, specifically a need to increase the number of student to devices available. This gap, identified as a student to device ratio, grew at a lower percentage rate than the other identified infrastructure areas of bandwidth and wireless access points.

In spring 2015, the FDOE conducted a gap analysis on the district baseline and targets for infrastructure. The full details of the analysis can be found in Appendix II. From that analysis, the FDOE reported the following:

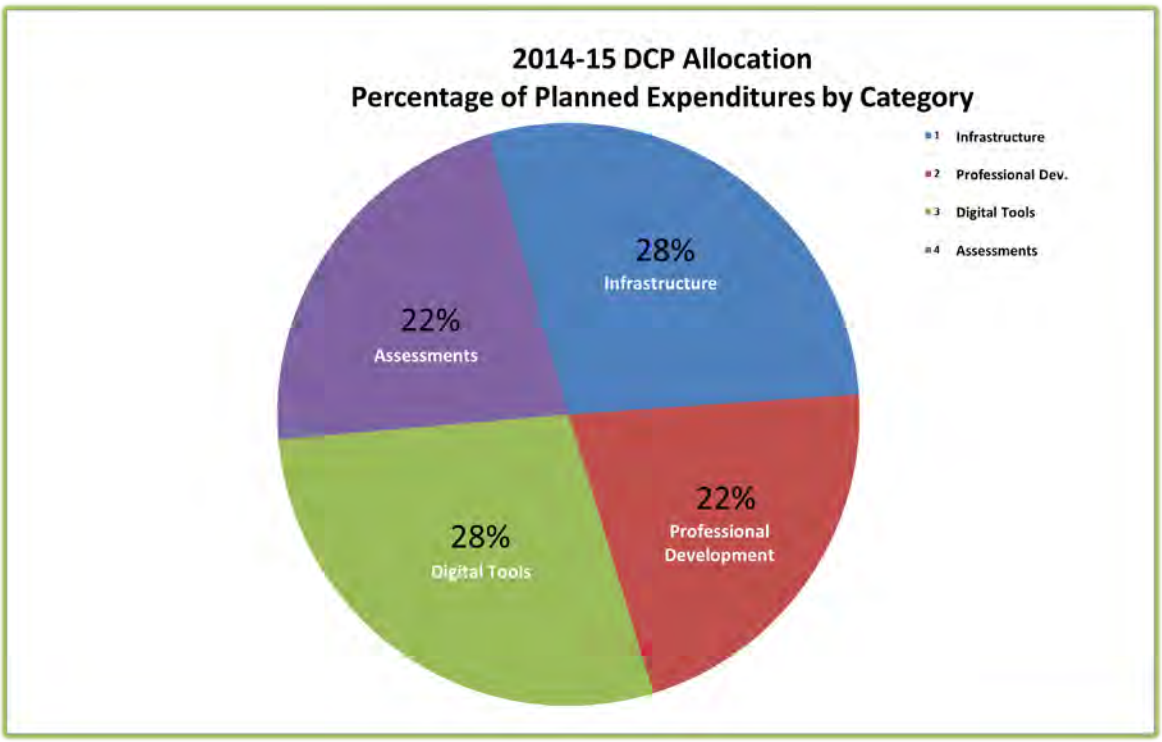
- An estimated 733,092 devices would be necessary for districts to reach their target device goals. This does not take into account devices that would become obsolete in the near future and need to be replaced or refreshed.
- An estimated 12,475 classrooms (7.59% of total classrooms) would need wireless updates to reach the specifications of IEEE 802.11n or greater.
- An additional 68GB of bandwidth would be needed across the state to help districts and schools meet their bandwidth goals.

The data from this gap analysis included all schools statewide and is not filtered as the TRI data is for traditional schools marked regular on the MSID file. The detail of this information can be located in the attached Appendix II.

2014-2015 District DCP Implementation

For the 2014-15 implementation year, districts worked diligently to implement the DCP deliverables to address their identified goals and gaps. As the initial year of DCP allocations funding and in consideration of a process that is expected to be implemented over time, districts may have chosen to concentrate funding in areas having the most immediate impact toward their goals and desired outcomes. Districts reported positive results with many success stories regarding this program and the DCP allocation.

Example 2: Pie Chart displays the percentage of expenditures by category from the District Digital Classroom plan for the 2014-2015 school year.



Note: The 72 Districts does not include the Florida School for the Deaf and Blind, Washington Special District (Formally known as Dozier), or the Florida Virtual School.
See Appendix II for detailed district data regarding DCP Gap Analysis.

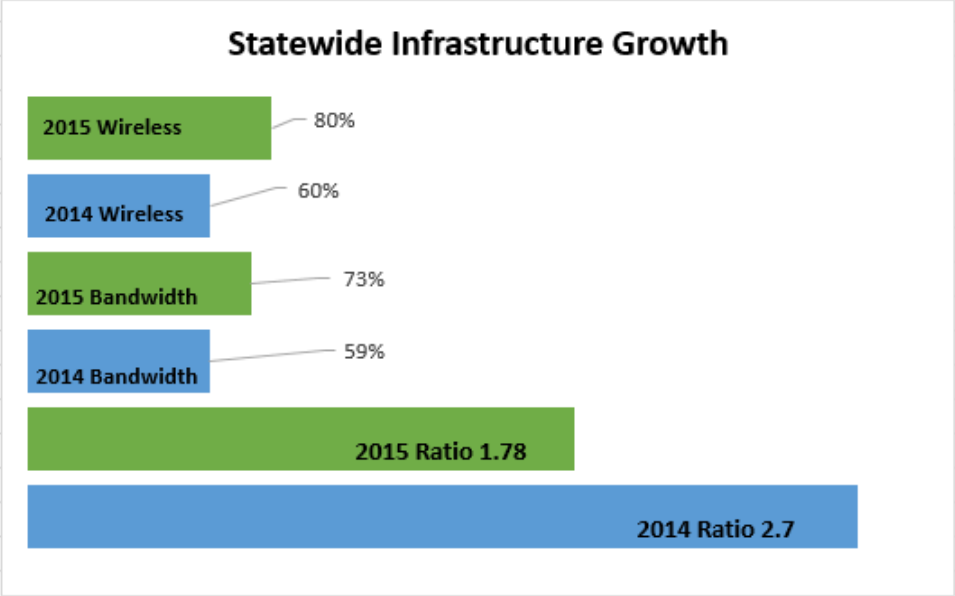
There are numerous ways to measure and report the implementation of the program, but not all are quantifiable. We focus this report on first year baseline and movement toward digital integration in the daily teaching and learning environment. The metrics will center on improvement as the plans grow and refocus efforts in the coming years.

INFRASTRUCTURE IMPLEMENTATION STATUS

The tool utilized for measuring digital learning and technology infrastructure implementation is the Technology Resources Inventory or TRI. As previously discussed, the Fall 2014 TRI was used as guidance for the baseline set forth in the district DCP. The TRI provides a point in time quantifiable number and will be used for measuring ongoing progress. The data represented below was collected during the Fall 2015 TRI reporting period to offer the most current implementation status for this report.

The infrastructure status shows positive increases in all areas as districts utilized funding to make improvements in the areas specified as most critical to successful implementation of the Florida digital classrooms plan. A total of 53 districts indicated specific plans to improve infrastructure in at least one area of either bandwidth, wireless availability or devices. Of those reporting deliverables to improve infrastructure, 23 districts divided their DCP allocation between one or more infrastructure areas, which indicates a multi-pronged approach to achieving the Florida digital classrooms plan. Districts were also encouraged to address security and browser support as they worked to implement their DCP plans.

Example 3: Bar Chart displays the statewide infrastructure growth from 2014 to 2015.



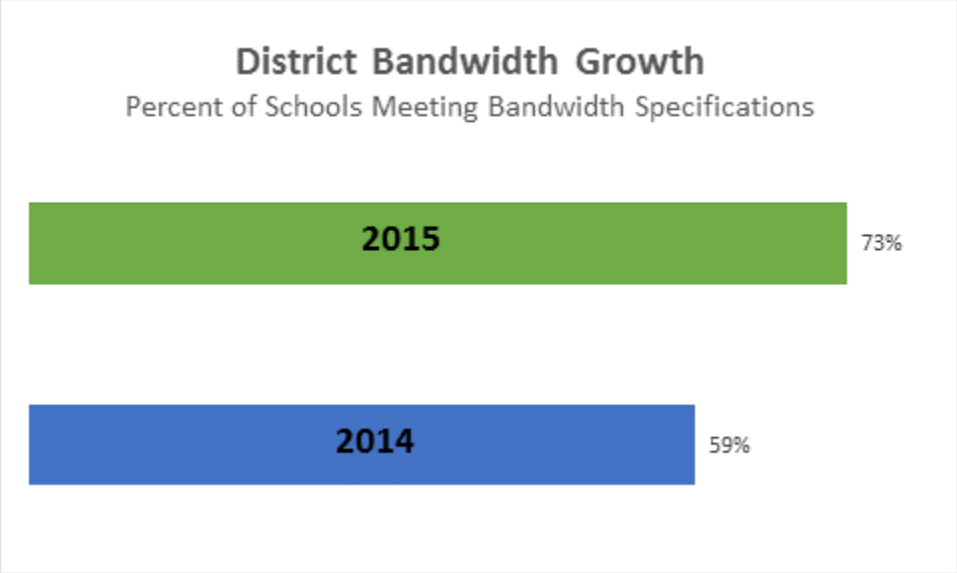
Note: This data displays the percent of classrooms meeting state wireless specifications, although additional classrooms have internet and wireless access. The bandwidth growth shows the percentage of schools meeting the state bandwidth specifications, additional schools have bandwidth but not to state specified amounts. The device ratio only includes student instructional devices that meet state device specifications.

BANDWIDTH

The fall 2015 TRI survey indicates progress toward increasing available bandwidth at the school level with 73 percent of schools statewide meeting the bandwidth standard. Schools not meeting the bandwidth specifications maintain varying levels of bandwidth, but have not reached the threshold of the state specifications.

This demonstrates an improvement of 14 percent from Fall 2014 baseline of 59 percent of schools statewide meeting bandwidth standards. Additional schools may have made improvements in bandwidth, however, they will not be included in the chart below since they are not meeting the minimum specification. This data is referenced in Appendix III.

Example 4: Bar graph displays the percentage of schools meeting the bandwidth specifications.



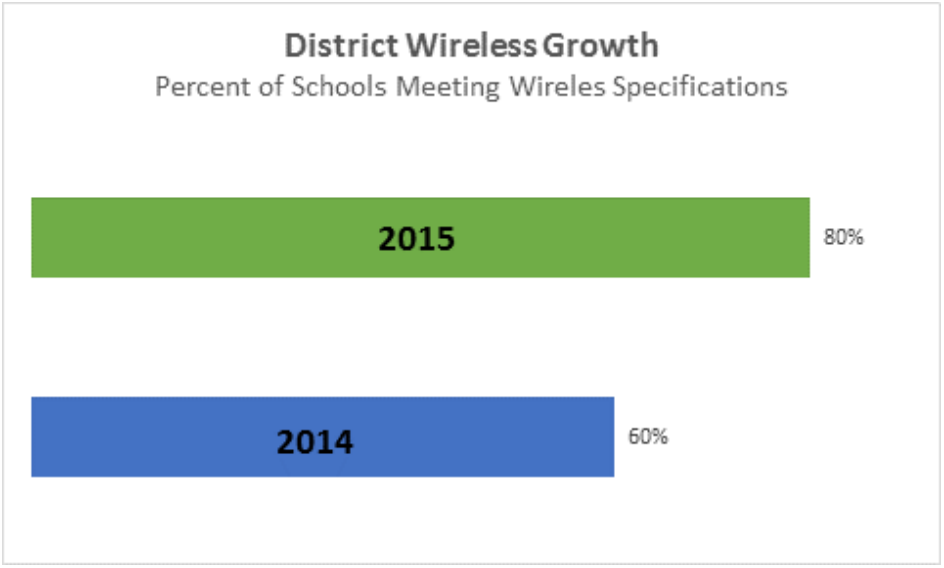
Note: The bandwidth growth shows the reported percentage of schools meeting the state bandwidth specifications, additional schools may have made bandwidth improvements but not to state specified amounts.

WIRELESS ACCESS

The 2014-15 district DCPs included plans from 22 districts allocating funding for improving wireless access in the classroom. Of these 22 districts that utilized DCP allocation funding for infrastructure related to wireless improvement, 86 percent (19 of the 22 districts with wireless deliverables) improved their percent of classrooms with wireless access meeting the state specifications. Again, being year one of the DCP allocations, districts may have allocated DCP funding towards wireless infrastructure to replace old or outdated hardware which may not necessarily impact the state indicator of improving classroom wireless access.

The number of classrooms meeting 802.11n or higher wireless access standards improved in 2015, which totaled 125,174, or 80 percent of classrooms statewide. This demonstrates a growth of 20 percent from the 2014 baseline year, which showed 60 percent of classrooms meeting the wireless access specifications at the outset of the DCP. This improvement is displayed in the graph below and referenced in Appendix IV.

Example 5: Bar graph displays the percentage of classrooms meeting the wireless specifications.



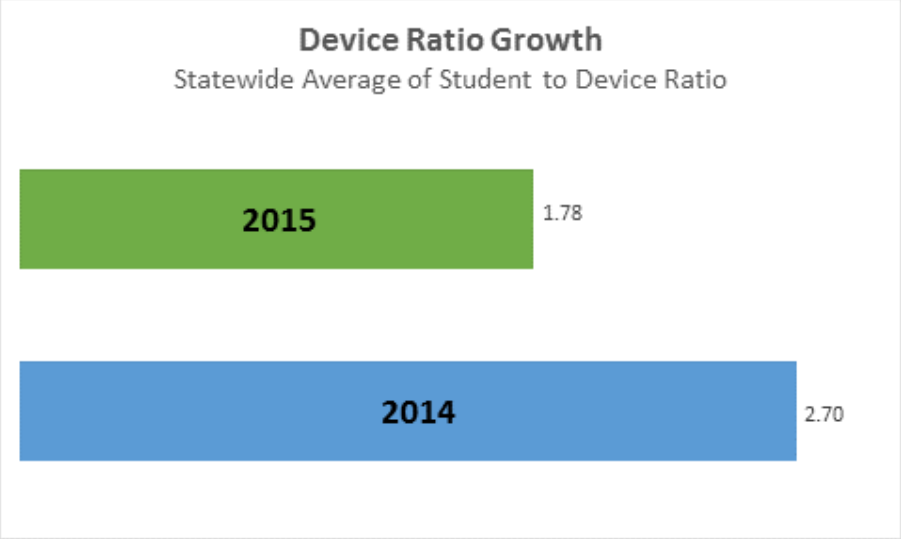
Note: This data displays the percent of classrooms meeting state wireless specifications, although additional classrooms have internet and wireless access.

STUDENT DEVICES

From the Fall 2015 TRI data reported to FDOE, 33 districts improved their student to device ratio. This is significant progress for year one of this program. Additionally, this number may be masking districts that did purchase and implement new student devices but due to device refresh needs, the student to computer ratio may not have increased. In this situation, districts may have made substantial progress however the net change due to removing obsolete devices is incremental.

For 2015, the overall student to device ration has improved to 1.78:1 students to computer. This is a significant change from the Fall 2014 TRI reported data of 2.70:1 student to computer ratio and is an indication that the state as a whole is moving toward digital learning. Reference the attached Appendix V for more information.

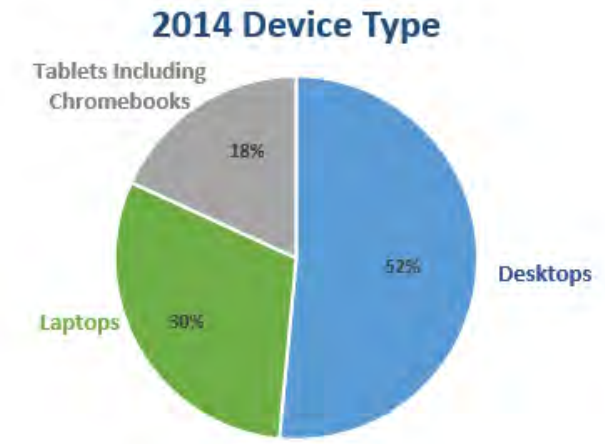
Example 6: Bar graph displays the statewide average of student device ratio.

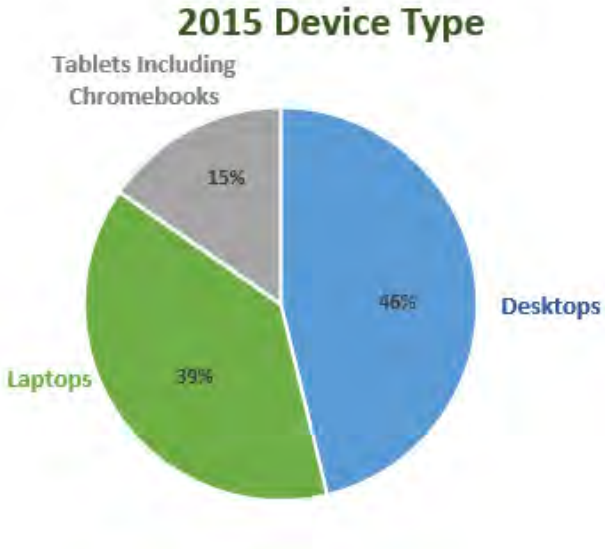


Note: The device ratio only includes student instructional devices that meet state device specifications.

As districts continue to implement digital learning in the classroom, the current trend indicates districts are moving away from stationary desktop computers and toward mobile devices (such as laptops, tablets, and chrome books) that allow more flexibility.

Example 7: Bar Charts show the device type changes from 2014 and 2015.





Note: The device ratio only includes student instructional devices that meet state device specifications. The data above is located in Appendix VI.

PROFESSIONAL DEVELOPMENT IMPLEMENTATION STATUS

Many districts implemented deliverables or funding toward professional development in the 2014 year. An estimated 16 districts identified professional development as an area of utilization for their DCP allocation. The DCP process focuses on outcomes of all professional development and has chosen to use the Technology Integration Matrix (TIM) to assess the use of technology in the classroom. The TIM provides a means for collecting and analyzing data in five specific categories regarding classroom technology integration. The TIM is a free resource located at MyTechMatrix.org and offers a description of each category and provides video examples by grade and subject. The five categories of the TIM that are required to be reported on each district's Digital Classrooms Plan are listed below.

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Florida districts each have access to the TIM to inform technology planning. An additional 25 districts chose to purchase the additional suite of TIM tools to monitor progress on TIM.

DIGITAL TOOLS IMPLEMENTATION STATUS

Districts will continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards. A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

ONLINE ASSESSMENT IMPLEMENTATION STATUS

Districts are required by the FDOE to use the Computer-Based Testing (CBT) Certification Tool in order to document their readiness for online assessments. This tool collects the number of devices to be used for the specific test administration as well as the anticipated schedule of students per day to be tested. Each district uses this tool to improve efficiencies and to reduce the amount of time used for the administration of computer-based assessments.

The FDOE reported that 100 percent of districts in Florida participated in the CBT and all indicated readiness for computer-based testing. Many of the deliverables addressed in this section are addressed

in section one due to the overlap of bandwidth, wireless access, and devices in regard to computer-based testing.

As improvements are made at the district and school level regarding bandwidth, wireless access, and devices, districts will improve the ability to lessen the time commitment devoted to computer-based testing.

CONCLUSION

The state of Florida through the FDOE is well poised to move rapidly onward with implementing digital technology statewide. The DCP is an integral part of district successes with effective implementation of digital learning across Florida. The following supply a concentrated number of successes statewide:

For the 2015-2016 year, the Florida legislature increased funding for the DCP to $60,000,000.00 which enables districts to continue implementing the Florida digital classrooms plan. The 2015-2016 DCP template was released to districts on July 31, 2015, and included additional requirements for district consideration in the area of security and browser support. The FDOE provided a security worksheet which asked a series of industry standard questions to help districts identify areas in their security plan requiring improvement.

APPENDICIES

APPENDIX I: 2014-15 District DCP Template

DISTRICT

DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

1.1 District Mission and Vision statements -

1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:

Note: This chart only reflects the planned district DCP deliverables using the 2014-15 DCP allocation. 20 Additional district deliverables may have been planned using other funding sources.

Information Technology District Contact		
Curriculum District Contact		
Instructional District Contact		
Finance District Contact		
District Leadership Contact		

1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

Highest Student Achievement

Student Performance Outcomes:

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement			
2.	Math Student Achievement			
3.	Science Student Achievement			
4.	ELA Learning Gains			
5.	Math Learning Gains			
6.	ELA Learning Gains of the Low 25%			
7.	Math Learning Gains of the Low 25%			
8.	Overall, 4-year Graduation Rate			
9.	Acceleration Success Rate			
10.				
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be**

				Achieved ***(year)***
1.				
2.				
3.				
4.				
5.				

Quality Efficient Services

Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio			
2.	Count of student instructional desktop computers meeting specifications			
3.	Count of student instructional mobile computers (laptops) meeting specifications			
4.	Count of student web-thin client computers meeting specifications			
5.	Count of student large screen tablets meeting specifications			
6.	Percent of schools meeting recommended bandwidth standard			
7.	Percent of wireless classrooms (802.11n or higher)			
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.				
9.				
10.				

Skilled Workforce and Economic Development

Professional Development:

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the TIM			
2.	Average Teacher technology integration via the TIM (Elementary Schools)			
3.	Average Teacher technology integration via the TIM (Middle Schools)			
4.	Average Teacher technology integration via the TIM (High Schools)			
5.	Average Teacher technology integration via the TIM (Combination Schools)			
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
6.				

7.				
8.				
9.				
10.				

Seamless Articulation and Maximum Access

Digital Tools:

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

Baseline Response:	**Target Response:**
Fully implemented	Will continue to support and employ in classrooms
Partially implemented	Will work to implement and employ
Partially implemented	Maintain system
No system in place	Will work to implement and employ
No system in place	No plans to address at this time

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.			
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.			
3.	Implementation status of a system that supports the assessment lifecycle from item			

	creation, to assessment authoring and administration, and scoring.			
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.			
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.			
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.			
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.			
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.			
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.			
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be**

				Achieved ***(year)***
10.				
11.				
12.				

Quality Efficient Services

Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)			
2.	Computers/devices required for assessments (based on schedule constraints)			
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
3.				
4.				
5.				

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

Goals Examples:

EXAMPLES

- Highest Student Achievement: All schools will meet federal AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

Enter district goals below:

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Examples of Strategies:

EXAMPLES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	• Fully implement system across nine components • Integrate instructional materials into system	2014 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2019

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

EXAMPLES			
Student Performance Outcomes		**Baseline**	**Target**
1.	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
2.	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		**Baseline**	**Target**
1.			
2.			
3.			
4.			
5.			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.					
B.2.					
B.3.					
B.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.		
B.2.		
B.3.		
B.4.		

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

EXAMPLES					
Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.					
C.2.					
C.3.					
C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.		
C.2.		
C.3.		
C.4.		

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.					
D.2.					
D.3.					

D.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.		
D.2.		
D.3.		
D.4.		

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.					
E.2.					
E.3.					
E.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	**Other funding source**

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		
E.3.		
E.4.		

APPENDIX II: DCP Gap Analysis Chart

District DCP Reported Device Gap

District #	District	Student Device Gap (Count of Devices)	District DCP Goal Ratio	District DCP Goal Date
01	Alachua	27,344	1:1	2019
02	Baker	4,890	1:1	2019
03	Bay	-	2:1	2017
04	Bradford	1,805	1:1	2019
05	Brevard	5,998	2:1	2017
06	Broward	16,275	1:1	2018
07	Calhoun	471	1:1	2017
08	Charlotte	3,732	2:1	2017
09	Citrus	847	2:1	2015
10	Clay	2,222	2:1	2015
11	Collier	-	2:1	2016
12	Columbia	3,864	2:1	2018
13	Dade	92,957	1:1	2019
14	Desoto	-	1:1	2019
15	Dixie	290	1:1	2019
16	Duval	46,460	2:1	2017
17	Escambia	-	3:1	2019
18	Flagler	-	1:1	2015
19	Franklin	948	1:1	2016
20	Gadsden	1,698	1:1	2019
21	Gilchrist	1,755	1:1	2017
22	Glades	765	1:1	2020

Note: This chart only reflects the planned district DCP deliverables using the 2014-15 DCP allocation. 45
Additional district deliverables may have been planned using other funding sources.

District #	District	Student Device Gap (Count of Devices)	District DCP Goal Ratio	District DCP Goal Date
23	Gulf	514	2:1	2018
24	Hamilton	-	1:1	2018
25	Hardee	1,110	1:1	2019
26	Hendry	3,578	1:1	2020
27	Hernando	6,822	2:1	2018
28	Highlands	3,443	2:1	2016
29	Hillsborough	193,991	1:1	2020
30	Holmes	165	1:1	2019
31	Indian River	6,171	1:1	2018
32	Jackson	5,429	1:1	2016
33	Jefferson	1,013	1:1	2015
34	Lafayette	589	1:1	2019
35	Lake	-	1:1	2014
36	Lee	10,397	1:1	2016
37	Leon	14,795	1:1	2020
38	Levy	-	1:1	2018
39	Liberty	77	1:1	2018
40	Madison	639	1:1	2019
41	Manatee	-	2:1	2015
42	Marion	2,334	2:1	2019
43	Martin	10,070	1:1	2019
44	Monroe	1,572	1:1	2019
45	Nassau	6,397	1:1	2022
46	Okaloosa	-	3:1	2017

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Student Device Gap (Count of Devices)	District DCP Goal Ratio	District DCP Goal Date
47	Okeechobee	2,042	1:1	2019
48	Orange	11,385	-	-
49	Osceola	3,469	1:1	2020
50	Palm Beach	129,513	1:1	2020
51	Pasco	10,344	3:1	2019
52	Pinellas	11,255	2:1	2019
53	Polk	-	1:1	2017
54	Putnam	1,877	1:1	2019
55	St. Johns	-	2:1	2015
56	St. Lucie	420	2:1	2015
57	Santa Rosa	2,942	1:1	2018
58	Sarasota	7,550	1:1	2017
59	Seminole	31,109	2:1	2019
60	Sumter	1,701	1:1	2019
61	Suwannee	400	-	-
62	Taylor	1,180	1:1	2017
63	Union	888	1:1	2017
64	Volusia	29,501	2:1	2019
65	Wakulla	487	1:1	-
66	Walton	2,868	1:1	2018
67	Washington	2,734	1:1	2019
69	FAMU Lab School	-	1:1	2015
70	FAU Palm Beach	615	1:1	2017
71	FAU St. Lucie	315	1:1	2015

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Student Device Gap (Count of Devices)	District DCP Goal Ratio	District DCP Goal Date
72	FSU Broward	160	1:1	2017
73	FSU Leon	183	1:1	2019
74	UF Lab School	1,566	1:1	2019
TOTAL GAP		733,092 Devices		

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District DCP Reported Wireless Classrooms Meeting State Specification Gap

District #	District	Gap of Wireless Classrooms to Specification (% of Classrooms)	District DCP Goal Date	Total Number of Classrooms (Fall 2014 TRI)
01	Alachua	1.32%	2016	1,747
02	Baker	0.00%	2017	313
03	Bay	0.31%	2015	1,730
04	Bradford	0.00%	2016	208
05	Brevard	18.86%	2017	4,522
06	Broward	20.77%	2018	17,393
07	Calhoun	0.21%	2018	142
08	Charlotte	2.71%	-	1,018
09	Citrus	0.00%	2014	1,050
10	Clay	6.81%	2015	2,445
11	Collier	0.08%	-	2,858
12	Columbia	0.20%	2014	658
13	Dade	5.72%	2015	21,797
14	Desoto	0.00%	2014	294
15	Dixie	0.00%	2017	93
16	Duval	12.28%	2017	2,316
17	Escambia	14.13%	2016	2,530
18	Flagler	6.93%	2015	799
19	Franklin	90.00%	2015	81
20	Gadsden	2.04%	2016	394
21	Gilchrist	0.00%	2015	166

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Gap of Wireless Classrooms to Specification (% of Classrooms)	District DCP Goal Date	Total Number of Classrooms (Fall 2014 TRI)
22	Glades	0.00%	2020	123
23	Gulf	1.00%	2015	122
24	Hamilton	2.50%	2017	95
25	Hardee	0.00%	2016	324
26	Hendry	85.47%	2020	435
27	Hernando	0.00%	2014	1,363
28	Highlands	0.00%	2014	769
29	Hillsborough	3.63%	2016	12,903
30	Holmes	10.00%	2017	256
31	Indian River	6.01%	2015	2,009
32	Jackson	0.00%	2015	837
33	Jefferson	25.00%	2016	84
34	Lafayette	0.00%	2019	80
35	Lake	0.00%	2014	2,406
36	Lee	4.03%	2015	5,380
37	Leon	46.45%	2020	2,394
38	Levy	55.79%	2018	352
39	Liberty	30.00%	2018	117
40	Madison	0.00%	2019	158
41	Manatee	2.62%	2016	3,008
42	Marion	26.61%	2019	2,435
43	Martin	0.96%	2014	1,105
44	Monroe	9.35%	2014	530

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Gap of Wireless Classrooms to Specification (% of Classrooms)	District DCP Goal Date	Total Number of Classrooms (Fall 2014 TRI)
45	Nassau	2.95%	2014	657
46	Okaloosa	25.60%	2017	1,677
47	Okeechobee	0.49%	-	406
48	Orange	10.38%	2019	11,890
49	Osceola	4.66%	2017	3,493
50	Palm Beach	0.97%	-	12,425
51	Pasco	12.00%	2024	1,544
52	Pinellas	44.06%	-	6,430
53	Polk	3.65%	2017	6,312
54	Putnam	8.66%	-	651
55	St. Johns	0.00%	2015	2,022
56	St. Lucie	0.00%	2019	2,405
57	Santa Rosa	0.00%	-	1,540
58	Sarasota	1.95%	2017	3,067
59	Seminole	0.42%	2014	3,823
60	Sumter	11.30%	2016	500
61	Suwannee	0.00%	-	361
62	Taylor	16.67%	2015	197
63	Union	0.00%	-	181
64	Volusia	2.10%	2015	3,777
65	Wakulla	30.00%	-	45
66	Walton	1.14%	2015	531
67	Washington	0.00%	2019	244

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Gap of Wireless Classrooms to Specification (% of Classrooms)	District DCP Goal Date	Total Number of Classrooms (Fall 2014 TRI)
68	Washington Special			
69	FAMU Lab School	2.78%	2015	47
70	FAU Palm Beach	0.00%	2018	90
71	FAU St. Lucie	100.00%	2019	39
72	FSU Broward	100.00%	2017	90
73	FSU Leon	0.00%	2019	70
74	UF Lab School	5.71%	2019	-
TOTAL GAP		7.59% classrooms statewide		`

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District DCP Reported Schools Meeting State Bandwidth Specification Gap

District #	District	Bandwidth Gap (Kbps)	District Goal Date
01	Alachua	937,900	2016
02	Baker	296,000	2019
03	Bay	314,600	-
04	Bradford	17,800	2018
05	Brevard	1,057,500	2017
06	Broward	2,773,300	2018
07	Calhoun	96,000	2015
08	Charlotte	347,700	2019
09	Citrus	861,100	2015
10	Clay	206,600	2015
11	Collier	60,000	-
12	Columbia	120,000	2015
13	Dade	8,128,000	2015
14	Desoto	5,600	2017
15	Dixie	14,800	2019
16	Duval	9,080,100	2017
17	Escambia	68,300	2015
18	Flagler	61,800	2015
19	Franklin	32,600	-
20	Gadsden	43,500	2016
21	Gilchrist	-	2015
22	Glades	16,400	2020

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Bandwidth Gap (Kbps)	District Goal Date
23	Gulf	7,200	2015
24	Hamilton	-	2016
25	Hardee	-	2018
26	Hendry	540,300	2018
27	Hernando	3,600	2015
28	Highlands	-	2017
29	Hillsborough	6,248,760	2014
30	Holmes	63,800	2017
31	Indian River	197,500	2014
32	Jackson	490,000	2016
33	Jefferson	-	2017
34	Lafayette	-	2019
35	Lake	1,521,500	2014
36	Lee	5,307,400	2015
37	Leon	261,100	2020
38	Levy	70,900	2018
39	Liberty	6,400	2014
40	Madison	68,400	2015
41	Manatee	778,560	2014
42	Marion	27,200	2016
43	Martin	1,800	-
44	Monroe	-	2019
45	Nassau	82,400	2014
46	Okaloosa	1,193,400	2017

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Bandwidth Gap (Kbps)	District Goal Date
47	Okeechobee	-	-
48	Orange	1,147,900	2015
49	Osceola	417,800	2015
50	Palm Beach	762,300	2018
51	Pasco	6,752,500	-
52	Pinellas	4,664,900	2019
53	Polk	316,100	2015
54	Putnam	596,000	-
55	St. Johns	2,269,600	2015
56	St. Lucie	2,930,400	2016
57	Santa Rosa	107,200	2018
58	Sarasota	1,033,800	2017
59	Seminole	4,687,100	2019
60	Sumter	209,900	2015
61	Suwannee	-	-
62	Taylor	114,600	2015
63	Union	2,600	2015
64	Volusia	76,700	2015
65	Wakulla	491,900	-
66	Walton	3,200	2015
67	Washington	-	2019
68	Washington Special		
69	FAMU Lab School	48,100	-
70	FAU Palm Beach	3,200	2015

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

District #	District	Bandwidth Gap (Kbps)	District Goal Date
71	FAU St. Lucie	-	2015
72	FSU Broward	-	2016
73	FSU Leon	73,200	2017
74	UF Lab School	-	2019
State Total Gap		68 GBps	

Note: Districts that did not provide the information on their 2014-2015 DCP are denoted as having a dash next to their names. Not included in this chart are the following districts: Florida School for Deaf and Blind, Washington Special (Formally known as Dozier) and the Florida Virtual School District.

APPENDIX III: District DCP Planned Infrastructure Deliverables for 2014-15

District #	District Name	RATIO	BANDWIDTH	WIRELESS
01	ALACHUA			
02	BAKER	R		
03	BAY			
04	BRADFORD		B	W
05	BREVARD	R		
06	BROWARD			
07	CALHOUN	R	B	W
08	CHARLOTTE	R		
09	CITRUS			
10	CLAY		B	W
11	COLLIER			
12	COLUMBIA		B	W
13	DADE	R		
14	DESOTO	R	B	
15	DIXIE	R	B	W
16	DUVAL			
17	ESCAMBIA			
18	FLAGLER			
19	FRANKLIN		B	
20	GADSDEN	R		W
21	GILCHRIST			
22	GLADES	R	B	W
23	GULF		B	W
24	HAMILTON	R	B	W
25	HARDEE		B	W
26	HENDRY	R		W
27	HERNANDO	R		
28	HIGHLANDS	R		
29	HILLSBOROUGH	R		
30	HOLMES			W
31	INDIAN RIVER			
32	JACKSON	R		
33	JEFFERSON			
34	LAFAYETTE	R		
35	LAKE			
36	LEE			
37	LEON			
38	LEVY		B	W

Note: This chart only reflects the planned district DCP deliverables using the 2014-15 DCP allocation. Additional district deliverables may have been planned using other funding sources.

District #	District Name	RATIO	BANDWIDTH	WIRELESS
39	LIBERTY	R		W
40	MADISON	R	B	
41	MANATEE			
42	MARION			
43	MARTIN	R	B	
44	MONROE			
45	NASSAU			
46	OKALOOSA	R		W
47	OKEECHOBEE	R		
48	ORANGE			
49	OSCEOLA		B	W
50	PALM BEACH	R		
51	PASCO	R		
52	PINELLAS	R	B	W
53	POLK		B	W
54	PUTNAM		B	
55	ST. JOHNS	R		
56	ST. LUCIE			W
57	SANTA ROSA			
58	SARASOTA			
59	SEMINOLE	R	B	W
60	SUMTER		B	W
61	SUWANNEE	R		
62	TAYLOR	R		
63	UNION			W
64	VOLUSIA	R		
65	WAKULLA	R		
66	WALTON	R	B	
67	WASHINGTON	R		
72	FAU LAB SCHOOL			
73	FSU LAB SCHOOL - LEON	R		
74	FAMU	R	B	W
75	UF	R		
State	TOTALS	35	22	23

Note: This chart only reflects the planned district DCP deliverables using the 2014-15 DCP allocation. 58 Additional district deliverables may have been planned using other funding sources.

APPENDIX IV: Count of Student Devices, year-to-year comparison by district

District #	District Name	Fall 2014 Count of Student Devices	Fall 2015 Count of Student Devices
1	Alachua	11,187	11,528
2	Baker	1,249	2,607
3	Bay	9,644	11,720
4	Bradford	1,328	2,346
5	Brevard	29,919	34,594
6	Broward	84,229	108,586
7	Calhoun	1,524	856
8	Charlotte	8,724	10,923
9	Citrus	8,747	14,524
10	Clay	9,137	14,608
11	Collier	22,268	23,178
12	Columbia	2,875	6,196
13	Dade	138,695	173,945
14	DeSoto	3,017	4,955
15	Dixie	1,400	1,282
16	Duval	18,112	83,129
17	Escambia	14,569	22,559
18	Flagler	13,151	13,340
19	Franklin	993	631
20	Gadsden	1,980	2,076
21	Gilchrist	1,501	2,379
22	Glades	826	1,104
23	Gulf	766	939
24	Hamilton	1,005	1,402
25	Hardee	2,986	3,400

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved device count, but still may fall below the state recommendation.

District #	District Name	Fall 2014 Count of Student Devices	Fall 2015 Count of Student Devices
26	Hendry	3,272	6,476
27	Hernando	5,031	11,924
28	Highlands	3,917	5,179
29	Hillsborough	59,634	68,661
30	Holmes	1,105	1,474
31	Indian River	9,319	11,607
32	Jackson	2,028	6,715
33	Jefferson	553	1,242
34	Lafayette	506	1,316
35	Lake	23,486	24,165
36	Lee	44,807	60,629
37	Leon	16,147	16,159
38	Levy	1,774	2,401
39	Liberty	688	1,185
40	Madison	1,618	3,297
41	Manatee	21,321	21,274
42	Marion	18,620	20,465
43	Martin	8,706	11,142
44	Monroe	5,128	7,472
45	Nassau	4,759	6,682
46	Okaloosa	7,832	8,356
47	Okeechobee	3,975	5,603
48	Orange	75,900	121,982
49	Osceola	22,196	24,084

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved device count, but still may fall below the state recommendation.

District #	District Name	Fall 2014 Count of Student Devices	Fall 2015 Count of Student Devices
50	Palm Beach	84,872	93,234
51	Pasco	12,656	32,268
52	Pinellas	56,728	82,610
53	Polk	50,082	53,776
54	Putnam	5,239	7,687
55	St. Johns	15,515	16,789
56	St. Lucie	17,638	19,228
57	Santa Rosa	11,119	11,771
58	Sarasota	27,314	24,703
59	Seminole	28,228	30,235
60	Sumter	6,393	7,828
61	Suwannee	1,939	1,654
62	Taylor	1,567	2,854
63	Union	1,681	2,183
64	Volusia	18,628	29,197
65	Wakulla	176	2,180
66	Walton	1,981	3,010
67	Washington	766	244
72	FAU Lab School	1,626	1,978
73	FSU Lab School	519	2682
74	FAMU Lab School	247	436
75	UF Lab School	1,512	1,431
Totals		1,078,580	1,430,275

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved device count, but still may fall below the state recommendation.

APPENDIX V: Student to Device Ratio, year-to-year comparison by district

District #	District Name	2014 TRI Student to Device Ratio	2015 TRI Student to Device Ratio
1	Alachua	2.27	2.24:1
2	Baker	3.84	1.83:1
3	Bay	2.58	2.17:1
4	Bradford	1.97	1.20:1
5	Brevard	2.26	1.98:1
6	Broward	2.97	2.31:1
7	Calhoun	2.21	2.53:1
8	Charlotte	1.7	1.33:1
9	Citrus	1.65	0.98:1
10	Clay	3.09	2.35:1
11	Collier	1.9	1.85:1
12	Columbia	3.31	1.56:1
13	Dade	2.26	1.81:1
14	DeSoto	1.5	0.93:1
15	Dixie	1.38	1.52:1
16	Duval	5.74	1.25:1
17	Escambia	2.6	1.69:1
18	Flagler	0.94	0.92:1
19	Franklin	1.22	1.93:1
20	Gadsden	2.51	2.35:1
21	Gilchrist	1.62	1.03:1
22	Glades	1.81	1.45:1
23	Gulf	2.32	1.93:1

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved device count, but still may fall below the state recommendation.

District #	District Name	2014 TRI Student to Device Ratio	2015 TRI Student to Device Ratio
24	Hamilton	1.58	1.18:1
25	Hardee	1.74	1.54:1
26	Hendry	2.07	1.07:1
27	Hernando	4.24	1.79:1
28	Highlands	3.06	2.33:1
29	Hillsborough	3.25	2.88:1
30	Holmes	2.88	2.12:1
31	Indian River	1.73	1.50:1
32	Jackson	3.06	0.92:1
33	Jefferson	1.66	0.69:1
34	Lafayette	2.35	0.90:1
35	Lake	1.61	1.64:1
36	Lee	1.86	1.40:1
37	Leon	1.94	1.99:1
38	Levy	2.91	2.15:1
39	Liberty	1.85	1.07:1
40	Madison	1.44	0.72:1
41	Manatee	2.03	2.14:1
42	Marion	2.14	1.95:1
43	Martin	2.06	1.63:1
44	Monroe	1.55	1.07:1
45	Nassau	2.32	1.65:1
46	Okaloosa	3.49	3.28:1
47	Okeechobee	1.43	1.08:1

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved device count, but still may fall below the state recommendation.

District #	District Name	2014 TRI Student to Device Ratio	2015 TRI Student to Device Ratio
48	Orange	2.31	1.49:1
49	Osceola	2.42	2.30:1
50	Palm Beach	2.01	1.90:1
51	Pasco	5.11	2.02:1
52	Pinellas	1.63	1.11:1
53	Polk	1.85	1.74:1
54	Putnam	2.01	1.36:1
55	St. Johns	2.08	2.01:1
56	St. Lucie	2.15	1.99:1
57	Santa Rosa	2.22	2.14:1
58	Sarasota	1.39	1.55:1
59	Seminole	2.2	2.10:1
60	Sumter	1.24	1.04:1
61	Suwannee	2.91	3.45:1
62	Taylor	1.66	0.94:1
63	Union	1.32	1.02:1
64	Volusia	3.18	2.04:1
65	Wakulla	27.92	2.29:1
66	Walton	3.77	2.63:1
67	Washington	4.15	12.85:1
72	FAU Lab School	1.48	0.00:1
73	FSU Lab School	3.24	0.63:1
74	FAMU Lab School	4.56	0.01:1
75	UF Lab School	0.75	0.00:1

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved device count, but still may fall below the state recommendation.

APPENDIX VI: Classrooms Meeting Wireless Specification, year-to-year comparison by district

District #	District Name	2014 % of Classrooms Meeting Wireless Specifications	2015 % of Classrooms Meeting Wireless Specifications
1	Alachua	33%	100%
2	Baker	102%	100%
3	Bay	91%	99%
4	Bradford	19%	100%
5	Brevard	44%	47%
6	Broward	55%	55%
7	Calhoun	75%	89%
8	Charlotte	83%	67%
9	Citrus	53%	100%
10	Clay	17%	52%
11	Collier	97%	100%
12	Columbia	102%	66%
13	Dade	54%	98%
14	DeSoto	100%	100%
15	Dixie	62%	100%
16	Duval	46%	64%
17	Escambia	64%	99%
18	Flagler	95%	96%
19	Franklin	0%	100%
20	Gadsden	103%	99%
21	Gilchrist	100%	99%
22	Glades	50%	94%
23	Gulf	99%	100%

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved wireless access, but still may fall below the state specifications.

Appendix VI: Classrooms Meeting Wireless Specification, Year-To-Year Comparison by District

District #	District Name	2014 % of Classrooms Meeting Wireless Specifications	2015 % of Classrooms Meeting Wireless Specifications
24	Hamilton	100%	86%
25	Hardee	91%	100%
26	Hendry	9%	46%
27	Hernando	68%	100%
28	Highlands	74%	100%
29	Hillsborough	55%	98%
30	Holmes	0%	100%
31	Indian River	44%	90%
32	Jackson	97%	100%
33	Jefferson	75%	100%
34	Lafayette	100%	100%
35	Lake	48%	99%
36	Lee	45%	99%
37	Leon	45%	45%
38	Levy	2%	72%
39	Liberty	63%	89%
40	Madison	90%	100%
41	Manatee	63%	83%
42	Marion	61%	34%
43	Martin	56%	99%
44	Monroe	96%	97%
45	Nassau	60%	100%
46	Okaloosa	6%	67%
47	Okeechobee	100%	100%

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved wireless access, but still may fall below the state specifications.

Appendix VI: Classrooms Meeting Wireless Specification, Year-To-Year Comparison by District

District #	District Name	2014 % of Classrooms Meeting Wireless Specifications	2015 % of Classrooms Meeting Wireless Specifications
48	Orange	72%	76%
49	Osceola	54%	55%
50	Palm Beach	96%	99%
51	Pasco	0%	100%
52	Pinellas	20%	40%
53	Polk	39%	44%
54	Putnam	31%	100%
55	St. Johns	42%	45%
56	St. Lucie	11%	22%
57	Santa Rosa	99%	100%
58	Sarasota	91%	100%
59	Seminole	97%	100%
60	Sumter	41%	100%
61	Suwannee	0%	100%
62	Taylor	55%	95%
63	Union	28%	100%
64	Volusia	98%	96%
65	Wakulla	0%	100%
66	Walton	93%	100%
67	Washington	100%	100%
72	FAU Lab School	100%	34%
73	FSU Lab School	0%	100%
74	FAMU Lab School	4%	100%
75	UF Lab School	0%	100%

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved wireless access, but still may fall below the state specifications.

APPENDIX VII: Schools meeting bandwidth specification, year-to-year comparison by district

District #	District Name	2014 Percentage of Schools Meeting Bandwidth Specifications	2015 Percentage of Schools Meeting Bandwidth Specifications
1	Alachua	44%	77%
2	Baker	0%	0%
3	Bay	73%	92%
4	Bradford	86%	100%
5	Brevard	61%	83%
6	Broward	75%	90%
7	Calhoun	60%	20%
8	Charlotte	21%	44%
9	Citrus	47%	84%
10	Clay	84%	100%
11	Collier	96%	96%
12	Columbia	86%	100%
13	Dade	66%	73%
14	DeSoto	40%	80%
15	Dixie	80%	100%
16	Duval	8%	100%
17	Escambia	94%	100%
18	Flagler	91%	90%
19	Franklin	0%	0%
20	Gadsden	92%	100%
21	Gilchrist	100%	100%
22	Glades	60%	100%
23	Gulf	75%	0%

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved bandwidth, but still may fall below the state specifications.

District #	District Name	2014 Percentage of Schools Meeting Bandwidth Specifications	2015 Percentage of Schools Meeting Bandwidth Specifications
24	Hamilton	100%	100%
25	Hardee	100%	100%
26	Hendry	0%	90%
27	Hernando	92%	100%
28	Highlands	100%	100%
29	Hillsborough	34%	44%
30	Holmes	57%	57%
31	Indian River	79%	96%
32	Jackson	8%	8%
33	Jefferson	100%	100%
34	Lafayette	100%	100%
35	Lake	47%	96%
36	Lee	4%	29%
37	Leon	79%	93%
38	Levy	67%	100%
39	Liberty	75%	100%
40	Madison	83%	100%
41	Manatee	71%	87%
42	Marion	98%	100%
43	Martin	95%	95%
44	Monroe	100%	100%
45	Nassau	93%	100%
46	Okaloosa	29%	57%
47	Okeechobee	100%	100%

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved bandwidth, but still may fall below the state specifications.

Appendix VII: Schools Meeting Bandwidth Specifications, Year-to-Year Comparison by District

District #	District Name	2014 Percentage of Schools Meeting Bandwidth Specifications	2015 Percentage of Schools Meeting Bandwidth Specifications
50	Palm Beach	86%	94%
51	Pasco	0%	100%
52	Pinellas	2%	49%
53	Polk	89%	83%
54	Putnam	35%	95%
55	St. Johns	0%	5%
56	St. Lucie	0%	6%
57	Santa Rosa	90%	100%
58	Sarasota	73%	100%
59	Seminole	2%	98%
60	Sumter	75%	88%
61	Suwannee	100%	100%
62	Taylor	33%	100%
63	Union	100%	100%
64	Volusia	99%	100%
65	Wakulla	0%	100%
66	Walton	100%	100%
67	Washington	100%	100%
72	FAU Lab School	0%	0%
73	FSU Lab School	0%	50%
74	FAMU Lab School	0%	0%
75	UF Lab School	100%	0%
Totals		59%	73%

Note: TRI data reported only includes traditional K-12 schools identified as “Regular” on the master school ID file. Districts may have improved bandwidth, but still may fall below the state specifications.