

# Local Instructional Improvement System (LIIS)

## Minimum Standards 2012 Survey Report

### Introduction

The US Department of Education (USDOE) awarded the Race to the Top (RTTT) grant to the Florida Department of Education (FLDOE) on August 24, 2010. With a vision of a student-centered learning environment, FLDOE established minimum standards for a Local Instructional Improvement System (LIIS) as one of the key initiatives in the Race to the Top grant application. The Local Instructional Improvement System will allow for stakeholders<sup>1</sup> to access and use data to inform instruction in the classroom, operations at the school and district, and research by June 2014.

Florida has 73 Local Education Agencies (LEAs), also known as school districts. All but eight LEAs<sup>2</sup> participated in the Race to the Top grant and therefore have received the funds to implement Local Instructional Improvement System. Per 2011 Florida Statute<sup>3</sup> all LEAs regardless of their participation in the Race to the Top grant are required to meet the minimum standards by June 2014. In accordance with Florida Statute and State Board of Education Rule, all 73 LEAs were surveyed on the Local Instructional Improvement System in September of this year.

In an effort to identify the implementation status of all 73 LEAs on meeting the Local Instructional Improvement System minimum standards, FLDOE conducts annual surveys within its Race to the Top grant program. This year's survey was published on August 15, 2012 to all 73 LEAs and they were required to submit the survey and the narrative report by September 30, 2012.

### Purpose and Scope

The objective of this report is to provide the LEA status on the Local Instructional Improvement System minimum standards in 2012 and to obtain an overview of the state's progress in meeting the standards. For the purpose of this analysis, "Standard Met<sup>4</sup>" is the option measured, as all LEAs are required to meet the standards by the end of June 2014. The report aggregates the state averages on the minimum standards met for all nine component areas.

The 2011 survey was established as the baseline survey. The 2012 survey compares the progress made by the LEAs against the 2011 baseline-survey.

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<sup>1</sup> Administrators, teachers, students and parents

<sup>2</sup> Non RTTT participating LEAs – Baker, Dixie, Florida School for Deaf & Blind, FSU Lab School, Hamilton, Palm Beach, Suwannee, Florida Virtual School

<sup>3</sup> Florida Statute 1006.281 requires all LEAs to meet the LIIS minimum standards by June 2014

<sup>4</sup> Refer to the Structure of the LIIS Survey

## Structure of the Local Instructional Improvement System Minimum Standards

In collaboration with the Center for Education Leadership and Technology (CELТ), the Local Instructional Improvement System minimum standards working group comprising of school districts staff and educators from around the state worked with the FLDOE to develop the Local Instructional Improvement System minimum standards<sup>5</sup>. FLDOE published the Local Instructional Improvement System minimum standards on January 31, 2011 comprising nine component areas. The published Local Instructional Improvement System minimum standards include 668 specific standards across nine component areas. The nine component areas and the number of standards in each component area are as follows:

1. Standards and Curriculum (SC)
  - a. Enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.
  - b. Includes 26 standards.
2. Instructional Practices (IP)
  - a. Provide teachers and administrators the ability to create instructional materials and/or resources and lesson plans.
  - b. Includes 36 standards.
3. Assessment and Growth (AG)
  - a. Support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.
  - b. Includes 168 standards
4. Facilitator Profile (FP)
  - a. Include district staff information combined with the ability to create and manage professional development offerings and plans.
  - b. Includes 117 standards.
5. Learner Profile (LP)
  - a. Include comprehensive student information used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.
  - b. Includes 93 standards.
6. Analysis and Reporting (AR)
  - a. Leverage the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.
  - b. Includes 84 standards.
7. Documentation and Support (DS)
  - a. House documents, videos and information for teachers, students, parents, district administrators and technical support to access when questions are raised on how to use or support the system.
  - b. Includes 19 standards.
8. Data Integration (DI)
  - a. Seamlessly share information about students, district staff, benchmarks, courses, assessments, and instructional resources to enable teachers, students, parents

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<sup>5</sup> Available at [www.fldoe.org/arra/excel/LIIS-MinStds.xls](http://www.fldoe.org/arra/excel/LIIS-MinStds.xls)

- and district administrators to use data to inform instruction and operational practices.
  - b. Includes 37 standards.
9. IT Platform and Security (IT)
- a. Provide secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.
  - b. Includes 88 standards.

## **Structure of the Local Instructional Improvement System Minimum Standards Survey Response Options**

The survey was designed and conducted to determine where each LEA was with regard to meeting the Local Instructional Improvement System minimum standards. The five (5) point scale used in the survey is as follows:

1. Standard Met (SM)  
LEA has completely met the standard.
2. Implementation in Progress (IIP)  
LEA has formalized a plan and has taken action towards implementing the standard.
3. Formal Plan, No Action Yet (FP)  
LEA has formalized a plan for implementing the standard, but has not taken any action towards implementation yet.
4. No Formal Plan (NFP)  
LEA has not started planning the implementation of the standard or has formalized the planning of the standard.
5. NA (Not Applicable)  
LEA exceeds the standard set by FLDOE and implementation of the standard would cause regression to the current system OR why the other choices could not be used. In either case, a text response has to be provided explaining why this choice was used.

## Survey Results

This report analyzes the information received from the LEA survey in four different ways:

- Statewide implementation status across all component areas
- Statewide implementation status for each of the nine component areas
- LEA implementation status across all nine component areas
- LEA implementation status for each of the nine component areas

### ***Statewide implementation status across all component areas***

This section summarizes LEA responses to show the status of implementation across all component areas. LEAs are at different stages in meeting the Local Instructional Improvement System minimum standards. Statewide, across all component areas (668 standards) and across all LEAs, 55.64% of the minimum standards were reported as met<sup>6</sup>. LEAs have reported 20.69% of standards as being implemented, and 14.97% report to have formal plans on meeting the standards, while only 8.52% of the standards have no formal plan for implementation.

In all, LEAs have made gains since the 2011 baseline-survey. LEAs meeting the standards and implementing the standards have increased since last year. Consequently, LEAs have reported fewer standards with no formal plans or no action undertaken.

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<sup>6</sup> To determine the percentage of standards met the department counted the total number of standards met by all district and divided that number by 48,764 (668 standards x 73 LEAs).

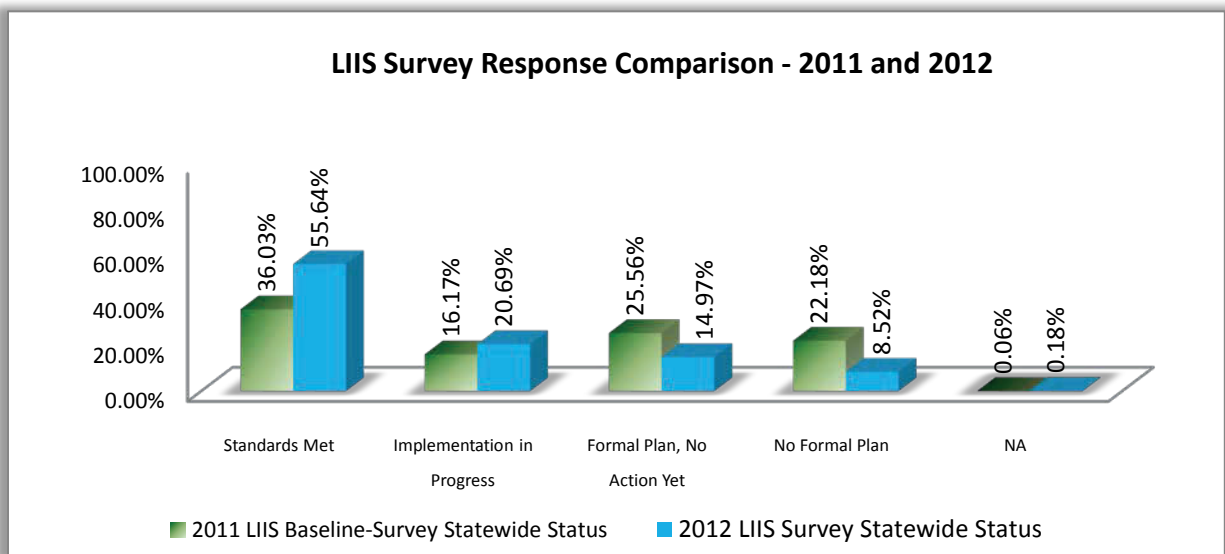
Year over year comparison is provided in the table below.

**Table 1 - Statewide Implementation Status Comparison**

| Local Instructional Improvement System Minimum Standards Survey | Standard Met (SM) | Implementation in Progress (IIP) | Formal Plans, No Action Yet (FP) | No Formal Plans (NFP) | NA    |
|---|-------------------|----------------------------------|----------------------------------|-----------------------|-------|
| 2011 Baseline-Survey  | 36.03%            | 16.17%                           | 25.56%                           | 22.18%                | 0.06% |
| 2012 Survey   | 55.64%            | 20.69%                           | 14.97%                           | 8.52%                 | 0.18% |

Figure 1 below shows the overall implementation status across all component areas in 2011 baseline-survey and 2012 survey.

**Figure 1 – Statewide Implementation Status across all 9 Components<sup>7</sup>**



**Statewide implementation status for each of the nine component areas**

The level of implementation statewide varies across the nine component areas. Statewide, over 50% of the standards are reported as met in 6 of the 9 component areas. Learner Profile has the highest at 78.51% and Instructional Practices at 33.49% has the lowest percentage of standards met.

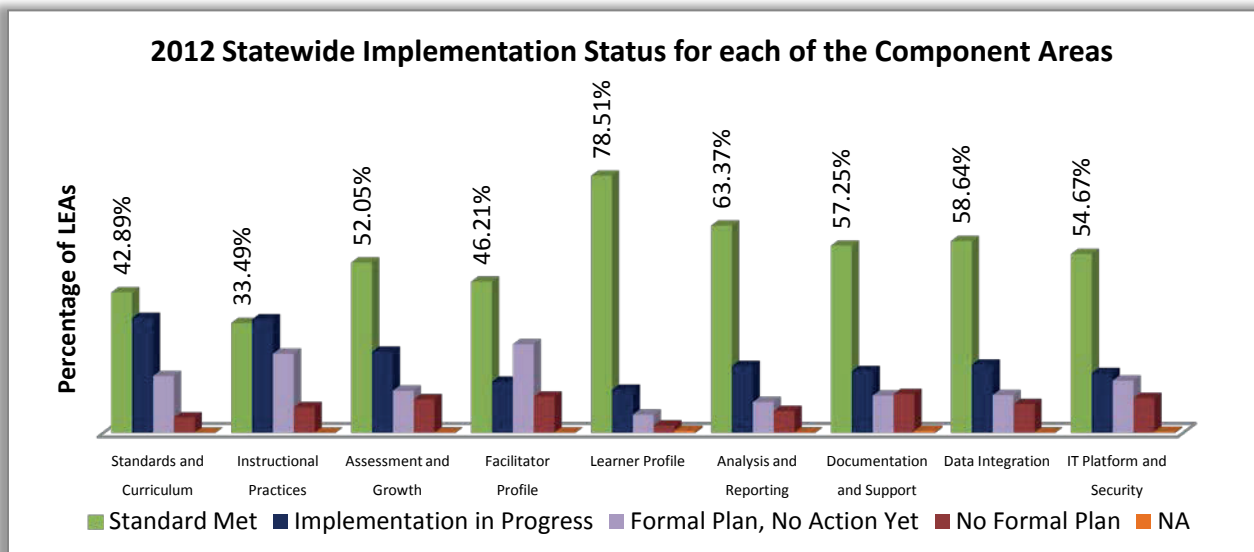
<sup>7</sup> As the percentage of Standard Met (SM) and Implementation-in-progress (IIP) increases, the percentage of Formal Plan, No Action Yet (FP) and No Formal Plan (NFP) have decreased demonstrating overall improvement in preparedness for full implementation in June 2014

Table 2 and Figure 2 display the implementation status of each of the nine component areas in the 2012 Survey.

**Table 2 – 2012 Survey Implementation Status**

|                                  | Standards & Curriculum (SC) | Instructional Practices (IP) | Assessment & Growth (AG) | Facilitator Profile (FP) | Learner Profile (LP) | Analysis & Reporting (AR) | Documentation & Support (DS) | Data Integration (DI) | IT Platform & Security (IT) |
|----------------------------------|-----------------------------|------------------------------|--------------------------|--------------------------|----------------------|---------------------------|------------------------------|-----------------------|-----------------------------|
| Standard Met (SM)                | 42.89%                      | 33.49%                       | 52.05%                   | 46.21%                   | 78.51%               | 63.37%                    | 57.25%                       | 58.64%                | 54.67%                      |
| Implementation in Progress (IIP) | 35.04%                      | 34.63%                       | 24.69%                   | 15.64%                   | 13.14%               | 20.47%                    | 18.89%                       | 20.92%                | 18.32%                      |
| Formal Plan, No Action Yet (FP)  | 17.39%                      | 24.05%                       | 12.91%                   | 26.91%                   | 5.55%                | 9.43%                     | 11.39%                       | 11.55%                | 16.01%                      |
| No Formal Plan (NFP)             | 4.69%                       | 7.84%                        | 10.29%                   | 11.11%                   | 2.19%                | 6.67%                     | 11.90%                       | 8.81%                 | 10.68%                      |
| NA                               | 0.00%                       | 0.00%                        | 0.06%                    | 0.08%                    | 0.60%                | 0.07%                     | 0.58%                        | 0.07%                 | 0.32%                       |

**Figure 2 - 2012 Statewide Implementation Statuses**



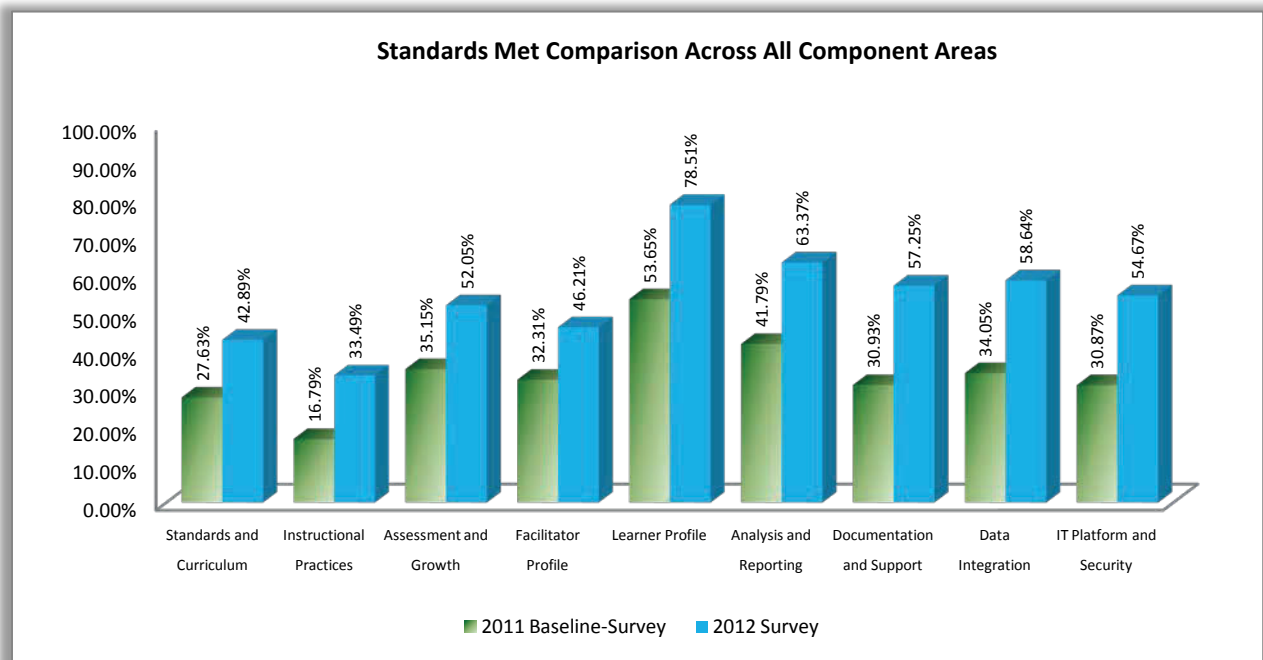
The trend seen in the 2011 baseline-survey continues with the same component areas meeting the standards at a higher percentage in the 2012 Local Instructional Improvement System Survey, for e.g., Learner Profile, Analysis and Reporting and Documentation and Support. Along the same lines, Instructional Practices continues to meet the standards at a slower rate in the 2012 survey.

Table 3 and Figure 3 provide the comparison of the number of standards met in the two surveys.

**Table 3 – Percentage of Standards Met by Component Area**

|                      | Standards & Curriculum (SC) | Instructional Practices (IP) | Assessment & Growth (AG) | Facilitator Profile (FP) | Learner Profile (LP) | Analysis & Reporting (AR) | Documentation & Support (DS) | Data Integration (DI) | IT Platform & Security (IT) |
|----------------------|-----------------------------|------------------------------|--------------------------|--------------------------|----------------------|---------------------------|------------------------------|-----------------------|-----------------------------|
| 2011 Baseline-Survey | 27.63 %                     | 16.79%                       | 35.15%                   | 32.31%                   | 53.65%               | 41.79%                    | 30.93%                       | 34.05%                | 30.87%                      |
| 2012 Survey          | 42.89%                      | 33.49%                       | 52.05%                   | 46.21%                   | 78.51%               | 63.37%                    | 57.25%                       | 58.64%                | 54.67%                      |

**Figure 3 - Progress made by LEAs**



**LEA Implementation status across all nine component areas**

There is a wide range in the level at which the LEAs have met the minimum standards. The 2012 Survey shows steady progress made by LEAs.

- Only 6 LEAs reported fewer than 20% completion in the 2012 survey as compared to 23 LEAs reporting less than 20% completion in the 2011 baseline-survey.
- In 2012, all LEAs have reported meeting at least one minimum standard when compared to the 2011 baseline-survey, where 9 LEAs had not met any standard.
- Eleven LEAs are near completion in the 2012 survey as compared to only 2 in 2011 baseline-survey.

Below table comparatively displays the progress made by the LEAs between the two surveys.

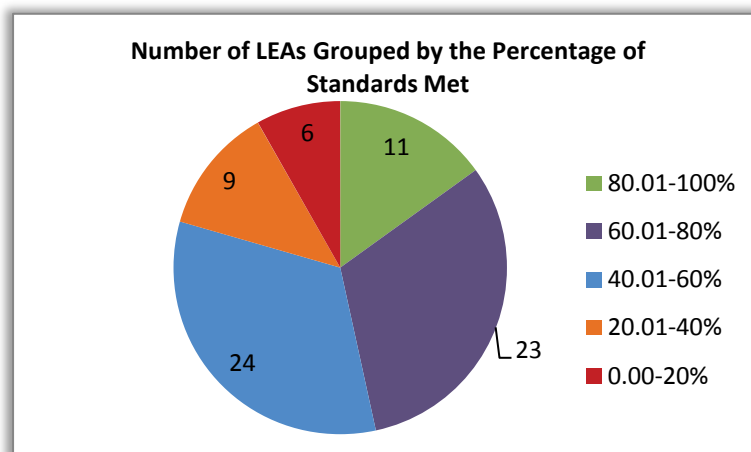
**Table 4 – Number of LEAs Grouped by the Percentage of Standards Met**

| Number of LEAs grouped by the percentage of standards met | 80.01 - 100% | 60.01 - 80% | 40.01 - 60% | 20.01 - 40% | 0.00 - 20% | Total LEAs |
|---|--------------|-------------|-------------|-------------|------------|------------|
| 2011 Baseline-Survey                                      | 2            | 10          | 21          | 9           | 23         | 65         |
| 2012 Survey   | 11           | 23          | 24          | 9           | 6          | 73         |

Figure 4 below shows the implementation status of LEAs across the nine component areas. Of the 73 LEAs,

- 11 LEAs indicated they have met 80% or more of the minimum standards.
- 23 LEAs indicated they have met between 60 and 80% of the minimum standards.
- 6 LEAs indicated they have met less than 20% of the standards.

**Figure 4 - Number of LEAs Grouped by the Percentage of Standards Met**





**LEA implementation status for each of the nine component areas**

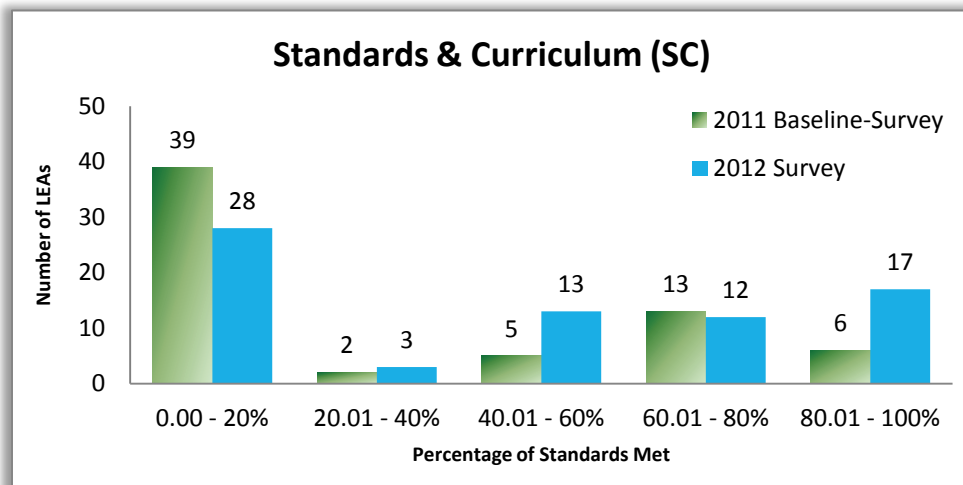
Across the nine component areas, all districts that surveyed in 2011 have made progress in the 2012 survey.

All responses provided in the 2012 survey indicate improvement. The LEAs reporting “Standards Met” and “Implementation-in-Progress” on the minimum standards have increased while the responses such as “Formal Plans, No Action Yet” and “No Formal Plan” have decreased.

Below are graphs for each of the nine component areas indicating progress made by the LEAs compared to the 2011 baseline-survey.

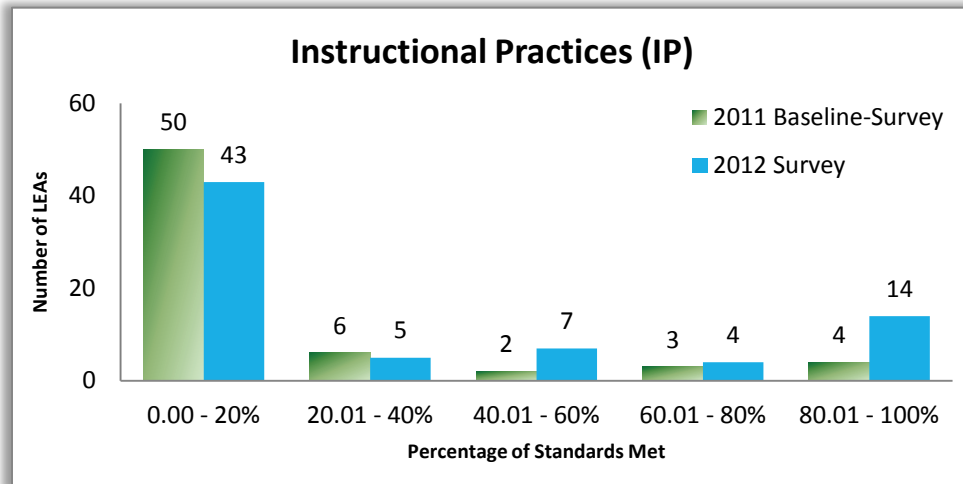
In the Standards and Curriculum component area, the number of LEAs meeting standards at 80% and above has more than doubled since the last survey.

**Figure 5 - Standards and Curriculum (SC)**



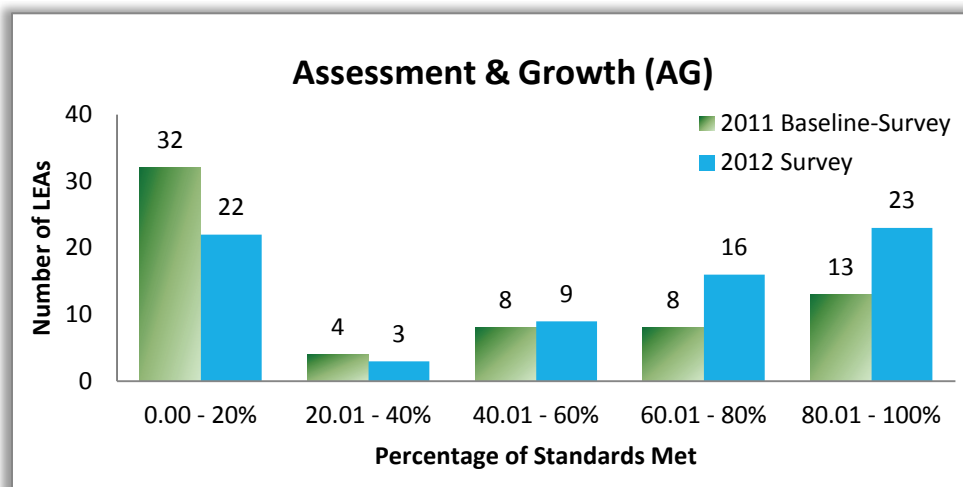
In the Instructional Practices component area, 43 LEAs have met less than 20% of the standards. However, the number of LEAs meeting the standards at 80% and up has improved three times more since the 2011 baseline-survey.

Figure 6 - Instructional Practices (IP)



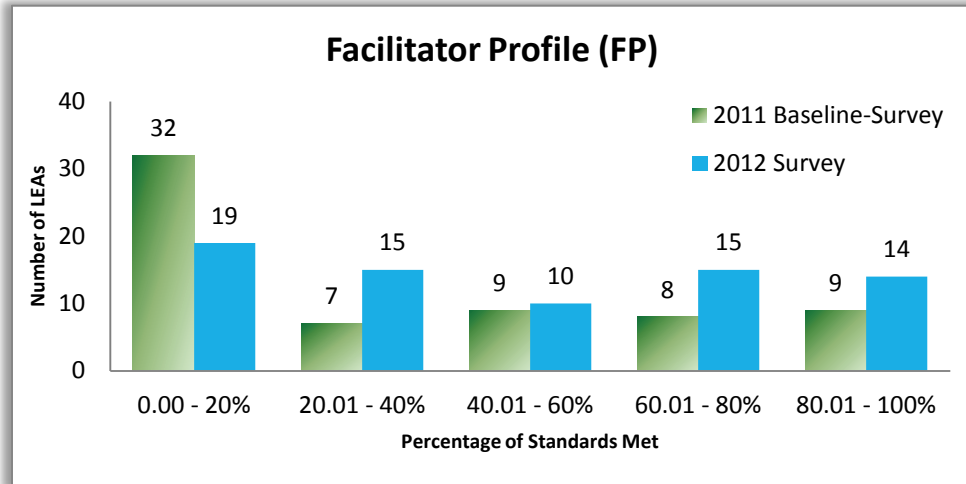
In the Assessment and Growth component area, in addition to the 13 LEAs (in the 2011 baseline-survey), 10 more LEAs have completed 80% of the standards in 2012.

Figure 7 - Assessment and Growth (AG)



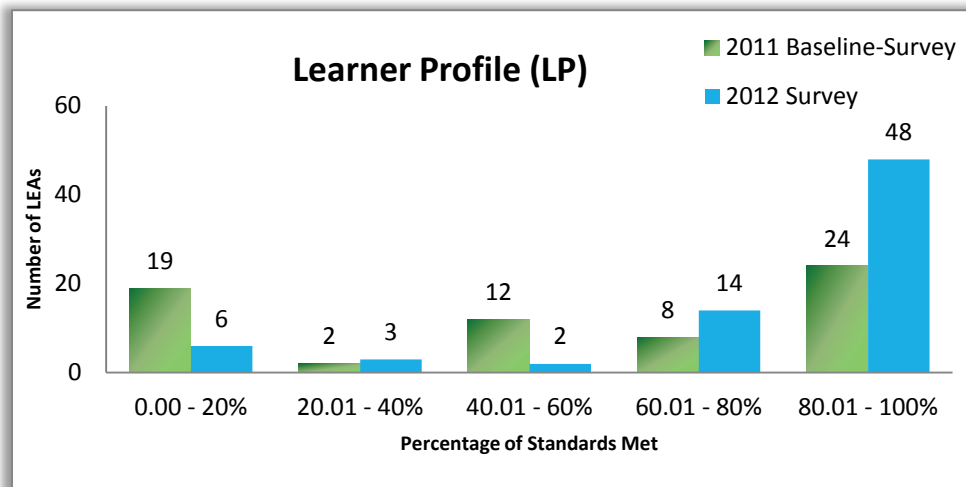
LEAs have doubled meeting the standards in the Facilitator Profile component area since the 2011 baseline-survey.

Figure 8 – Facilitator Profile (FP)



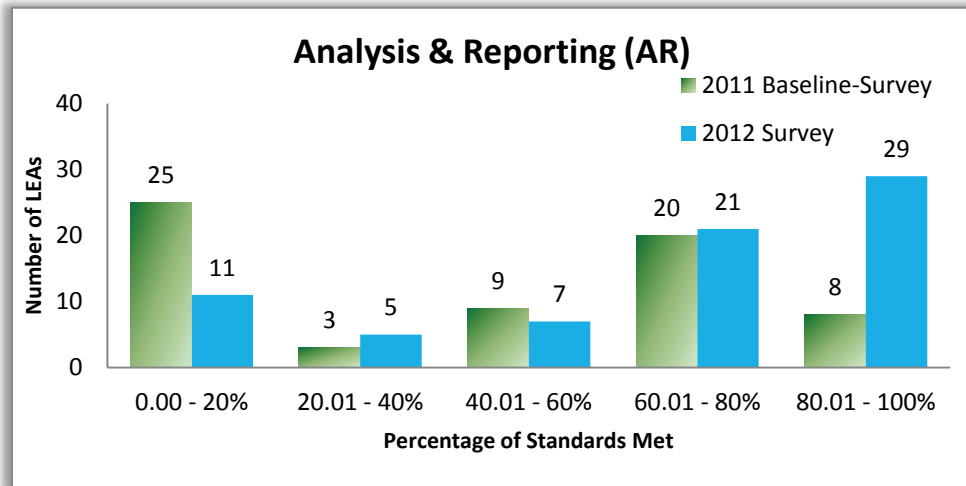
LEAs have met more standards in the Learner Profile component than any other component area for two consecutive surveys.

Figure 9 - Learner Profile (LP)



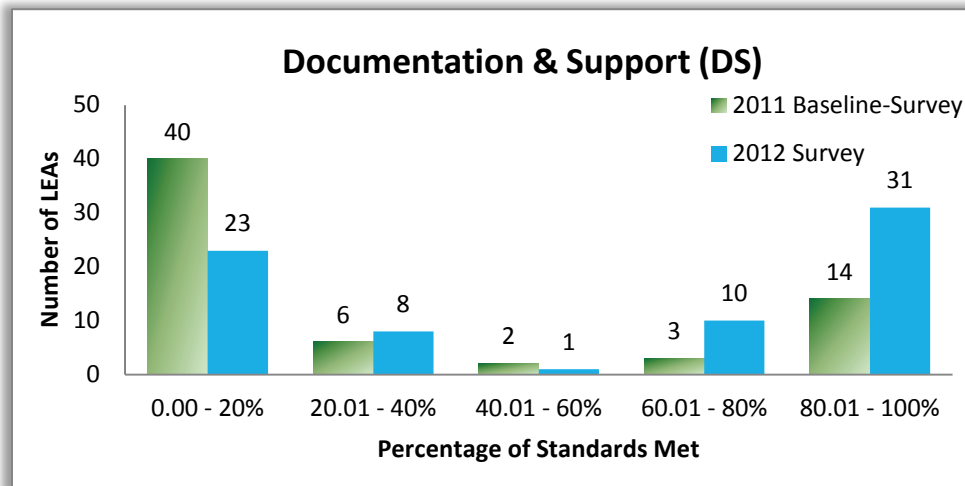
LEAs have met 3 times more standards in 2012 survey in the Analysis and Reporting component area than in the 2011 baseline-survey.

Figure 10 - Analysis and Reporting (AR)



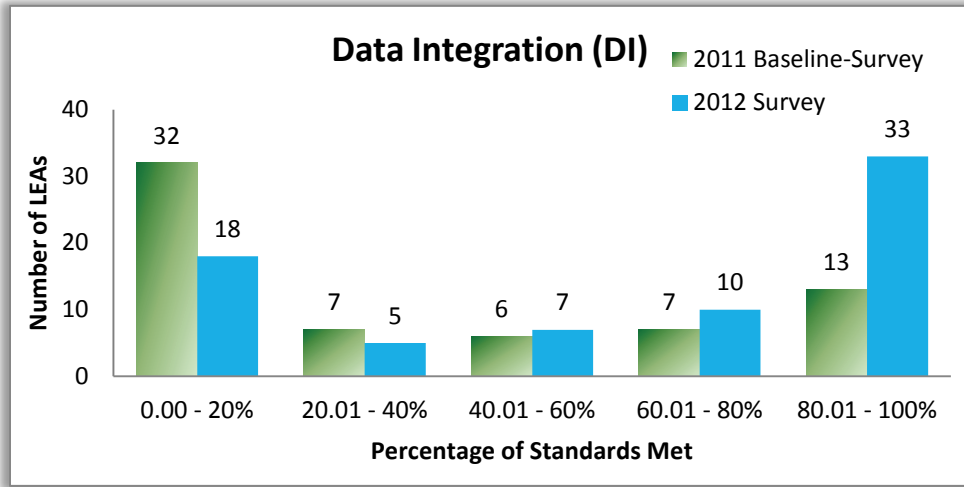
LEAs have made progress in Documentation and Support component area with 31 LEAs meeting 80% of the standards as compared to only 14 LEAs in the 2011 baseline-survey.

Figure 11 - Documentation and Support (DS)



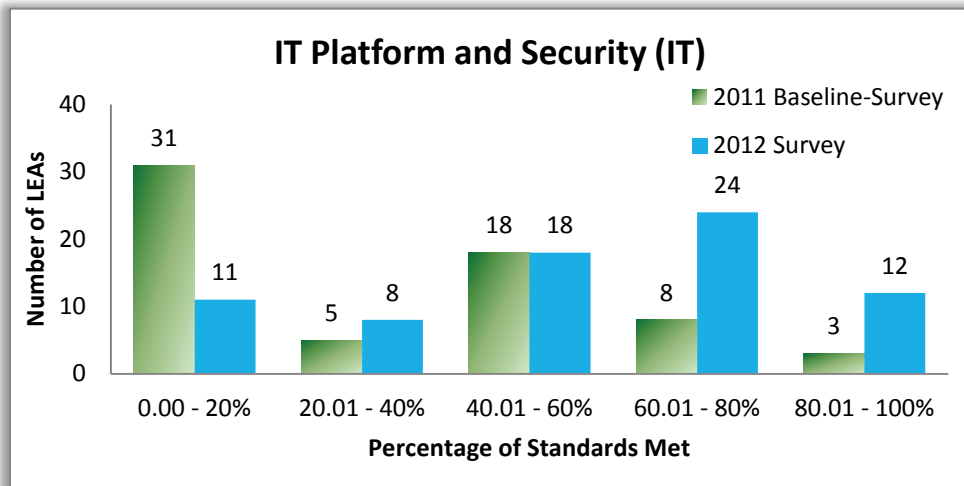
In the Data Integration component area, 20 more LEAs have met a minimum of 80% of the standards in the 2012 survey compared to the 2011 baseline-survey.

Figure 12 - Data Integration (DI)



In 2012, LEAs have met IT Platform and Security standards four times more than in the 2011 baseline-survey.

Figure 13 - IT Platform and Security (IT)



LIIS Minimum Standards 2012 Survey Report

Summary of the information provided above is provided in Table 5 – Statewide Implementation of Local Instructional Improvement System Minimum Standards by Component Area below.

**Table 5 – Statewide Implementation of Local Instructional Improvement System Minimum Standards by Component Area**

| <b>Local Instructional Improvement System Minimum Standards 2012 Survey</b> | <b>Standards &amp; Curriculum</b> | <b>Instructional Practices</b> | <b>Assessment &amp; Growth</b> | <b>Facilitator Profile</b> | <b>Learner Profile</b> | <b>Analysis &amp; Reporting</b> | <b>Documentation &amp; Support</b> | <b>Data Integration</b> | <b>IT Platform &amp; Security</b> | <b>Total</b>  |           |
|---|-----------------------------------|--------------------------------|--------------------------------|----------------------------|------------------------|---------------------------------|------------------------------------|-------------------------|-----------------------------------|---------------|-----------|
| Number of Standards by Component Area                                       | <b>26</b>                         | <b>36</b>                      | <b>168</b>                     | <b>117</b>                 | <b>93</b>              | <b>84</b>                       | <b>19</b>                          | <b>37</b>               | <b>88</b>                         | <b>668</b>    |           |
| Percentage of "Standards Met" Statewide for Each Component Area             | 42.89%                            | 33.49%                         | 52.05%                         | 46.21%                     | 78.51%                 | 63.37%                          | 57.25%                             | 58.64%                  | 54.67%                            | <b>55.64%</b> |           |
| Number of LEAs at or above State Average                                    | <b>31</b>                         | <b>27</b>                      | <b>46</b>                      | <b>36</b>                  | <b>52</b>              | <b>47</b>                       | <b>41</b>                          | <b>43</b>               | <b>45</b>                         | <b>38</b>     |           |
| <b>Number of LEAs Grouped by the Percentage of Standards Met</b>            |                                   |                                |                                |                            |                        |                                 |                                    |                         |                                   |               |           |
| <b>Number of LEAs meeting the standards in a given range:</b>               | 100.00%                           | 9                              | 4                              | 2                          | 2                      | 12                              | 4                                  | 27                      | 7                                 | 1             | <b>0</b>  |
|   | 80.01-99%                         | 8                              | 10                             | 21                         | 12                     | 36                              | 25                                 | 4                       | 26                                | 11            | <b>11</b> |
|   | 60.01-80%                         | 12                             | 4                              | 16                         | 15                     | 14                              | 21                                 | 10                      | 10                                | 24            | <b>23</b> |
|   | 40.01-60%                         | 13                             | 7                              | 9                          | 10                     | 2                               | 7                                  | 1                       | 7                                 | 18            | <b>24</b> |
|   | 20.01-40%                         | 3                              | 5                              | 3                          | 15                     | 3                               | 5                                  | 8                       | 5                                 | 8             | <b>9</b>  |
|   | 1.00-20%                          | 4                              | 31                             | 8                          | 14                     | 2                               | 3                                  | 10                      | 9                                 | 8             | <b>6</b>  |
|   | 0.00%                             | 24                             | 12                             | 14                         | 5                      | 4                               | 8                                  | 13                      | 9                                 | 3             | <b>0</b>  |

- The Instructional Practice component continues to have the lowest percentage of standards met compared to other component areas. Only 18 LEAs have met 60% or more of the standards.
- The Learner Profile component continues to make gains in the percentage of standards met compared to other component areas. Number of LEAs meeting standards at 80% or more in this component has doubled to 48 LEAs this year.
- The Documentation and Support component has the highest gains in the percentage of standards met this year. Thirty one LEAs have met 80% or more of the standards.
- LEAs have made 20% gains statewide in the 2012 Survey in the following component areas: Documentation and Support, Data Integration, Learner Profile, IT Platform and Security, and Analysis and Reporting.