Local Instructional Improvement System (LIIS)
Minimum Standards Baseline-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 RTTT grant application. The LIIS will allow for stakeholders[1] to access and use data to inform instruction in the classroom, operations at the school and district, and research by June 2014.

Florida has 72 Local Education Agencies (LEAs), also known as school districts. All but seven LEAs[2] participate in the RTTT grant and therefore have received the funds to implement LIIS. Per 2011 Florida Statute[3] all LEAs regardless of their participation in the RTTT grant are required to meet the minimum standards by June 2014.

In an effort to identify the implementation status of the LEAs on meeting the LIIS minimum standards, FLDOE conducted a baseline-survey in September 2011 requiring each of the participating 65 LEAs to submit a technology survey and a narrative report by September 30, 2011. Similar survey will be administered annually to track the progress each LEA has accomplished during the year. The non RTTT participating LEAs were not surveyed in 2011; however, they will be surveyed beginning in 2012 in accordance with the Florida Statute.

Purpose and Scope

The objective of this report is to identify the LEA status on the LIIS minimum standards in 2011 and to obtain an overview of the state's progress in meeting the standards. For the purpose of this analysis, "Standard Met[4]" is the option measured, as all LEAs are required to meet the standards by the end of June 2014. The report ascertains the state averages on the minimum standards met for all nine component areas.

The 2011 survey establishes the baseline to track implementation and usage of the LIIS for each LEA in subsequent years.

Structure of the LIIS Minimum Standards

In collaboration with the Center for Education Leadership and Technology (CELT), the LIIS minimum standards working group comprising of school districts staff and educators from

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[1] Administrators, teachers, students and parents
[2] Non RTTT participating LEAs – Baker, Dixie, Florida School for Deaf & Blind, FSU Lab School, Hamilton, Palm Beach, Suwannee
[3] Florida Statute 1006.281 requires all LEAs to meet the LIIS minimum standards by June 2014
[4] Refer to the Structure of the LIIS Survey

around the state worked with the FLDOE to develop the LIIS minimum standards[5]. FLDOE published the LIIS minimum standards on January 31, 2011 comprising nine component areas. The published LIIS minimum standards include 669 specific standards across nine component areas. The nine component areas are as follows:

1. Standards and Curriculum
   a. Enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.
   b. Twenty six (26) standards are measured.
2. Instructional Practices
   a. Provide teachers and administrators the ability to create instructional materials and/or resources and lesson plans.
   b. Thirty six (36) standards are measured.
3. Assessment and Growth
   a. Support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.
   b. One hundred and sixty eight (168) standards are measured.
4. Facilitator Profile
   a. Include district staff information combined with the ability to create and manage professional development offerings and plans.
   b. One hundred and seventeen (117) standards are measured.
5. Learner Profile
   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. Ninety three (93) standards are measured.
6. Analysis and Reporting
   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. Eighty four (84) standards are measured.
7. Documentation and Support
   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. Nineteen (19) standards are measured.
8. Data Integration
   a. Seamlessly share 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.
   b. Thirty seven (37) standards are measured.
9. IT Platform and Security
   a. Provide secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.
   b. Eighty nine (89) standards are measured.

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[5] Available at www.fldoe.org/arra/excel/LIIS-MinStds.xls

Structure of the LIIS Minimum Standards Baseline-Survey

The baseline-survey was designed and conducted to determine where each RTTT participating LEA was with regard to meeting the LIIS minimum standards. The five (5) point scale used in the survey is as follows:

1. Standard Met
   - LEA has completely met the standard.
2. Implementation in Progress
   - LEA has formalized a plan and has taken action towards implementing the standard.
3. Formal Plan, No Action Yet
   - LEA has formalized a plan for implementing the standard, but has not taken any action towards implementation yet.
4. No Formal Plan
   - 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 Analysis

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 LIIS minimum standards. Statewide, across all the component areas (669 standards) and across all LEAs, 36% of the minimum standards were reported as met[6]. And, there were 22% of standards that have no formal plan for implementation. Figure 1 below shows the overall implementation status across all component areas.

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[6] To determine the percentage of standards met the department counted the total number of standards met by all district and divided that number by 43,485 (669 standards x 65 LEAs).
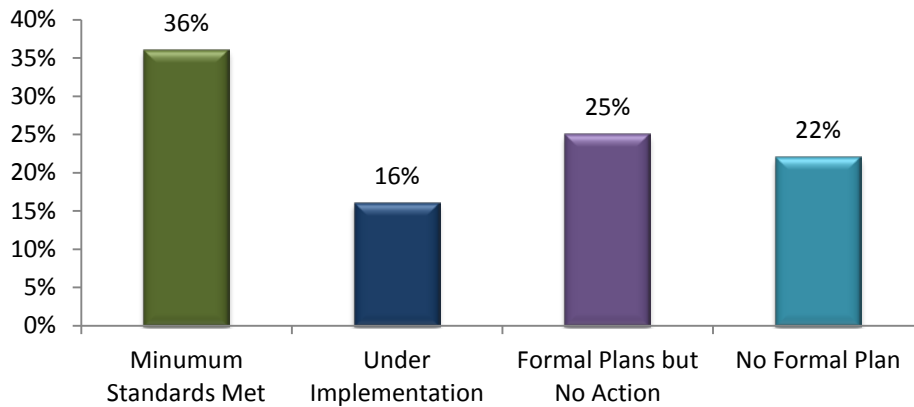
Average Implementation Status
Across All LEAs

Figure 1 - Average Implementation Status Across All LEAs

Statewide implementation status for each of the nine component areas

The level of implementation statewide varies across the nine component areas. LEAs are meeting the standards for the Learner Profile, Analysis & Reporting, and Assessment & Growth at a higher rate than other component areas. The Instructional Practices is the component with the lowest statewide average. Fifty of the 65 LEAs have met 20% or less of these standards.[7] Figure 2 provides information on the implementation status of each of the nine component areas.

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[7] Refer to Table 1 on page 10 of the report

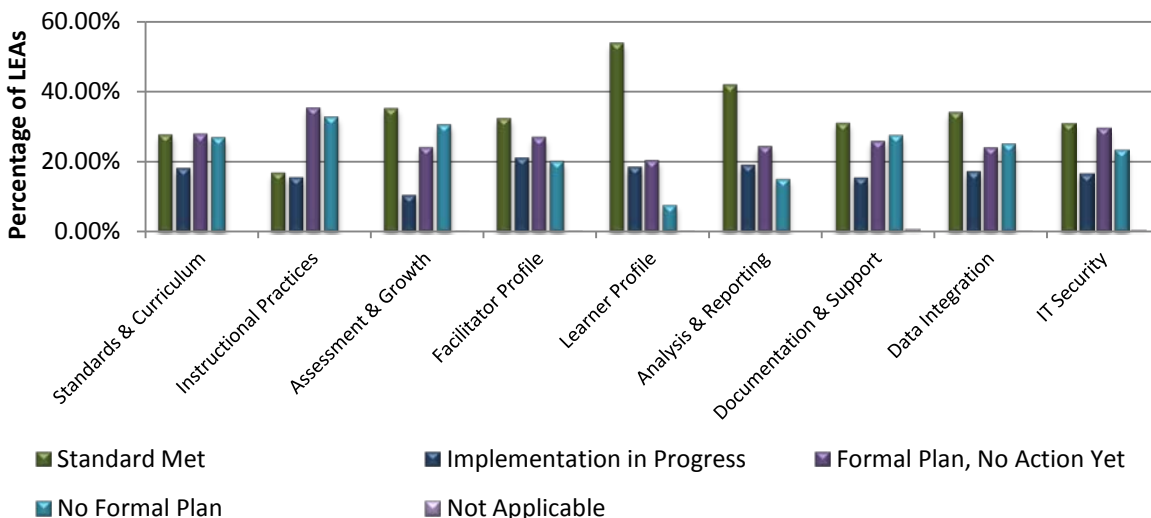# Statewide Implementation Status for each of the component areas

Figure - 2 Statewide Implementation Status

LEA Implementation status across all nine component areas

There is a wide range among LEAs in the level at which they have met the minimum standards. Figure 3 below shows the implementation status of LEAs across the nine component areas. Of the 65 LEAs 2 LEAs indicated they have met 80% or more of the minimum standards while 10 indicated that they have met between 60 and 80% of the minimum standards. However, 23 LEAs indicate that they have met less than 20% of the standards and 9 of the 23 indicate that they have not yet met any of the minimum standards.
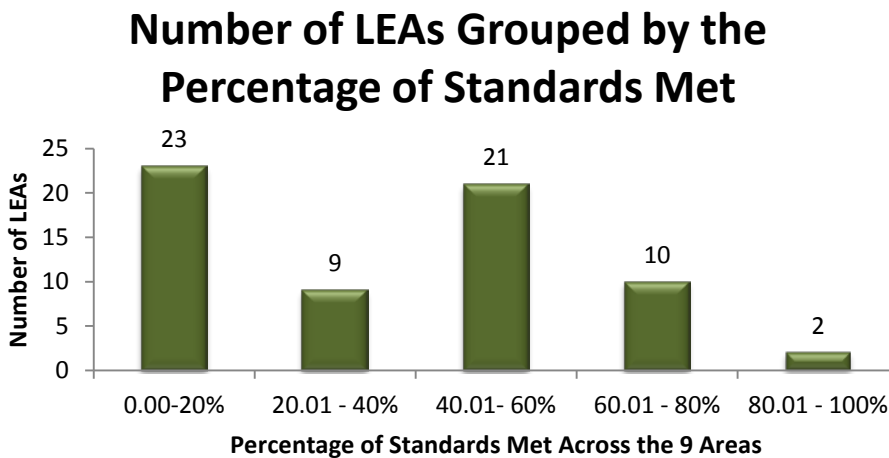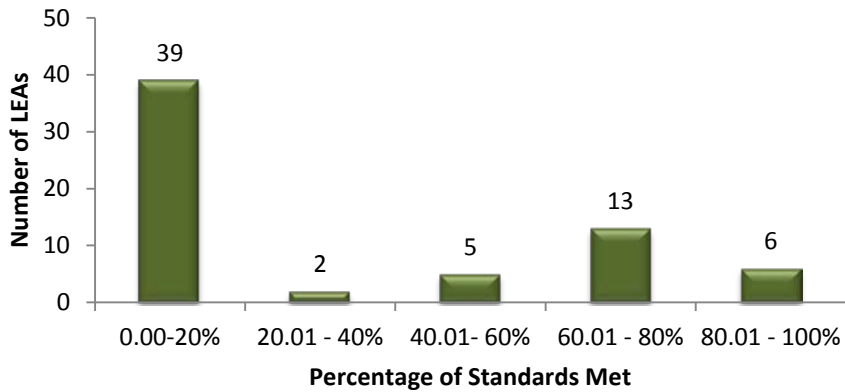

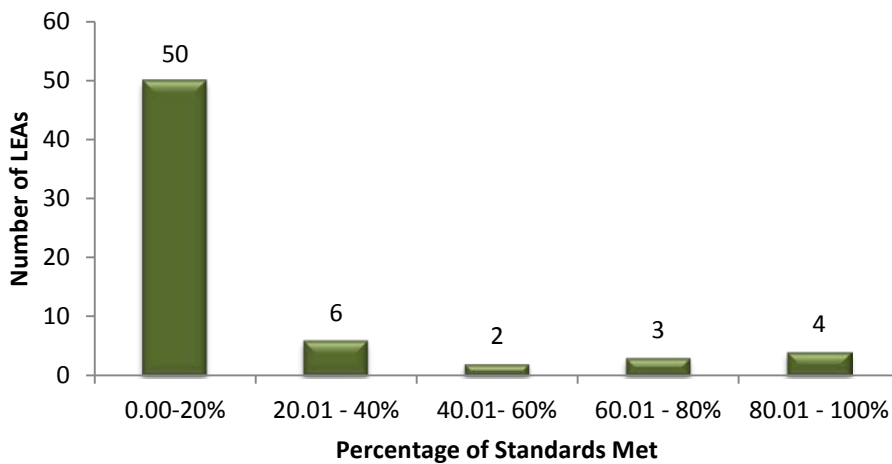**Figure 3 - Number of LEAs Grouped by the Percentage of Standards Met**

LEA implementation status for each of the nine component areas

Across the nine component areas, 3 to 24 LEAs indicated they have met more than 80% of the standards. Similarly, 19 to 50 LEAs indicated that they have met 20% or less of the standards.
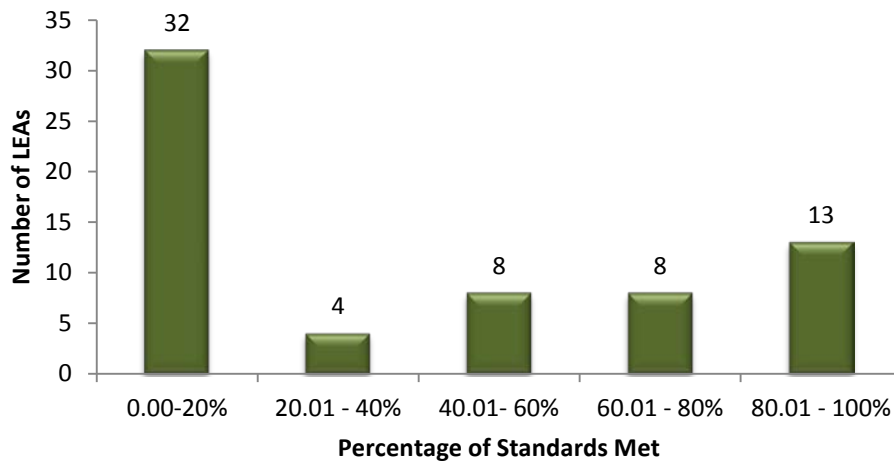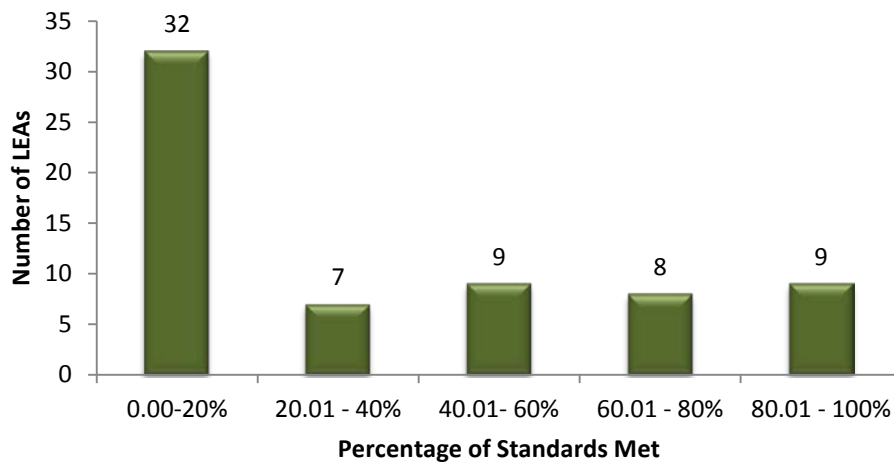
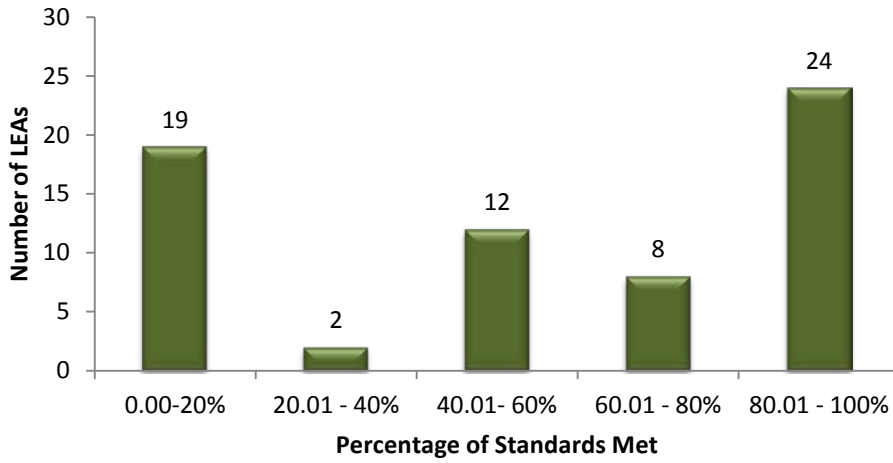## Standards and Curriculum

Instructional Practices
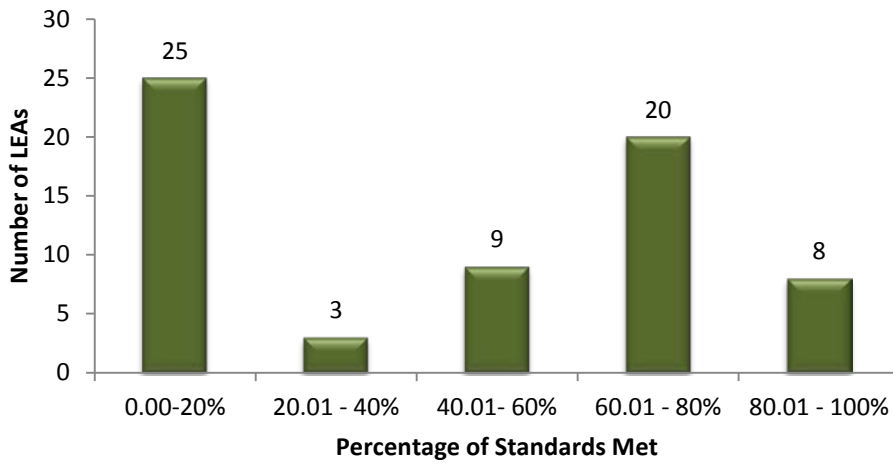
Assessment and Growth

Facilitator Profile

Learner Profile

Analysis and Reporting

Documentation and Support

Bar chart titled "Documentation and Support" with y-axis "Number of LEAs" (0 to 45) and x-axis "Percentage of Standards Met":
- 0.00-20%: 40
- 20.01 - 40%: 6
- 40.01- 60%: 2
- 60.01 - 80%: 3
- 80.01 - 100%: 14

IT Platform and Security

Bar chart titled "IT Platform and Security" with y-axis "Number of LEAs" (0 to 35) and x-axis "Percentage of Standards Met":
- 0.00-20%: 31
- 20.01 - 40%: 5
- 40.01- 60%: 18
- 60.01 - 80%: 8
- 80.01 - 100%: 3

Data Integration

Bar chart titled "Data Integration" with y-axis "Number of LEAs" (0 to 35) and x-axis "Percentage of Standards Met":
- 0.00-20%: 32
- 20.01 - 40%: 7
- 40.01- 60%: 6
- 60.01 - 80%: 7
- 80.01 - 100%: 13

Summary of the information presented above is provided in Table 1 below.

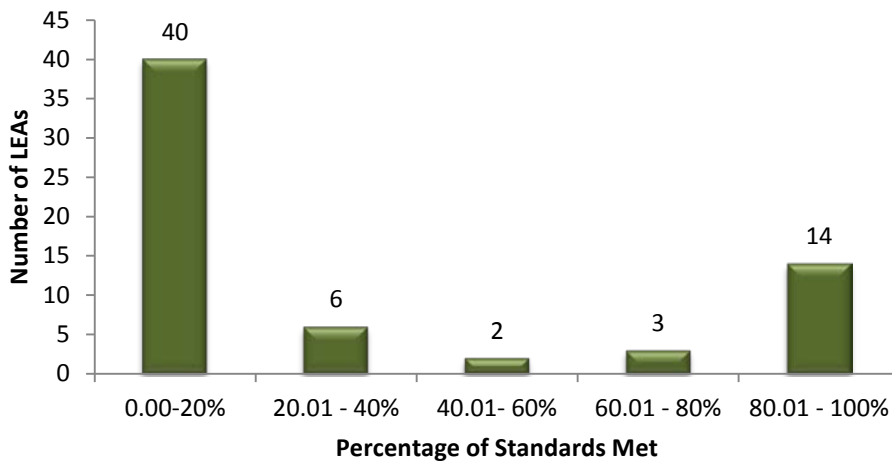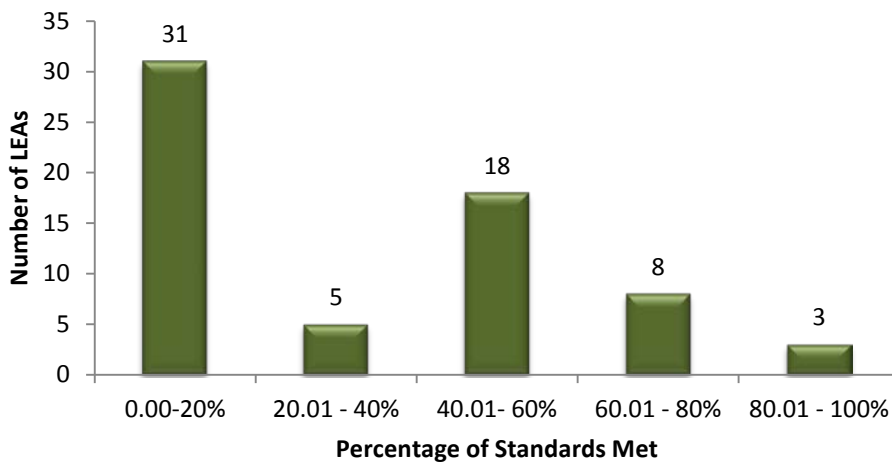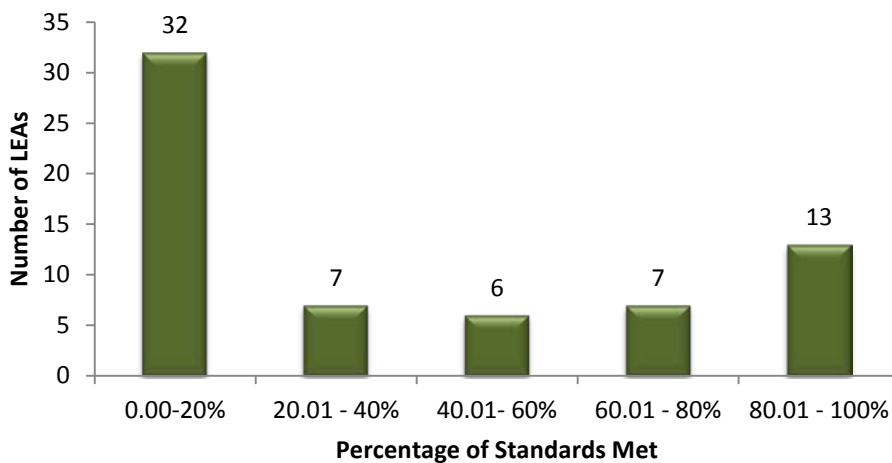| LIIS Baseline-Survey	Standards & Curriculum	Instructional Practices	Assessment & Growth	Facilitator Profile	Learner Profile	Analysis & Reporting	Documentation & Support	Data Integration	IT Platform & Security
Number of standards by component area	26	36	168	117	93	84	19	37	89
Average percentage of "Standards Met"	28%	17%	35%	32%	54%	42%	31%	34%	31%
Number of LEAs at or above state average	26	15	30	29	34	36	22	29	32
Number of LEAs — Percentage of Standards Met									
80.01 - 100%	6	4	13	9	24	8	14	13	3
60.01 - 80%	13	3	8	8	8	20	3	7	8
40.01 - 60%	5	2	8	9	12	9	2	6	18
20.01 - 40%	2	6	4	7	2	3	6	7	5
0.00 - 20%	39	50	32	32	19	25	40	32	31

Table 1 - Statewide Implementation of LIIS Minimum Standards by Component Area

➢ The Documentation and Support component has the highest number of LEAs with 100% completion in meeting the standards followed by Standards & Curriculum, ten and four LEAs respectively

➢ The Learner Profile component has many of the LEAs at 60% or more completion of meeting the standards, with the state average at 54%

➢ The Analysis & Reporting, Learner Profile and IT Platform & Security component areas have more than half of the total LEAs (32 of 65) at or above the state average

➢ The Instructional Practice component needs the most effort from a majority of LEAs. The state average for this component is less than 20% of meeting the standards