

Local Instructional Improvement System (LIIS) Minimum Standards 2013 Survey Statewide Report

Introduction

The US Department of Education (US ED) awarded the Race to the Top (RTTT) grant to the Florida Department of Education (FLDOE) on August 24, 2010. FLDOE worked with a committee of district representatives to establish the minimum standards for a Local Instructional Improvement System (LIIS). With a vision of a student-centered learning environment, one of the key initiatives adopted in FLDOE's RTTT grant application is the LIIS. The LIIS will allow for stakeholders¹ to access and use local data to inform instruction in the classroom, operations at the school and district, and research.

Florida has 73 Local Education Agencies (LEAs), also known as school districts. All but eight LEAs² participated in the RTTT grant and therefore have received the funds to implement LIIS. Per 2011 Florida Statute³ all LEAs, regardless of their participation in the RTTT grant are required to meet the minimum standards by June 30, 2014. All 73 LEAs were surveyed on the LIIS in September 2013.

In an effort to identify the implementation status of all 73 LEAs on meeting the LIIS minimum standards, FLDOE conducts annual surveys within its RTTT grant program. Surveys were conducted in September of 2011, 2012 and 2013. This year's survey was published on August 15, 2013 to all 73 LEAs. LEAs were required to submit the survey and the narrative reports by September 30, 2013. The last district submitted the survey on October 14, 2013. The 2013 survey will be the last survey conducted within the RTTT grant period.

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, Florida Virtual School

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

Purpose and Scope

This report is intended to provide the LEA status on the LIIS minimum standards in 2013 and to obtain an overview of the overall progress in meeting the minimum standards. This report can also provide a comparison of state's progress over the three year period. For the purpose of this analysis, "Standard Met⁴" 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 each of the nine components and combined (overall) average.

The 2011 survey was established as the baseline survey. The 2012 and 2013 surveys compare the progress made by the LEAs against the 2011 Baseline-Survey.

Structure of the LIIS Minimum Standards

In collaboration with the Center for Education Leadership and Technology (CELTE), the LIIS minimum standards working group, which is comprised of school districts staff and educators from around the state, worked with the FLDOE to develop the LIIS minimum standards⁵. FLDOE published the LIIS minimum standards on January 31, 2011 comprising nine component areas. The published LIIS 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.

⁴ Refer to the structure of the LIIS survey in this report

⁵ Available at www.fl DOE.org/arra/excel/LIIS-MinStds.xls

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 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 LIIS Minimum Standards Survey Response Options

The survey was designed and conducted to determine where each 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 (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.

LEAs were also required to provide a narrative response if the current year survey response has regressed when compared to its response in the previous year. For example, If the LEA reported to have “Formal Plan, No Action Yet” for a particular standard in the 2012 survey, but have reported that they have “No Formal Plan” for the same standard in the 2013 survey, then the LEA has to provide a narrative response explaining the regression.

In addition to the survey, LEAs are required to provide 5 narratives describing:

1. Names and description of the systems used in the district
2. How these systems are used in the classrooms, schools and district
3. Systems accessed by students and parents
4. Systems used to track student growth
5. The frequency of which these systems are used by teachers, administrators, students and parents

Survey Results

This report analyzes the information received from the LIIS Survey in four different ways:

- Statewide implementation status across all nine 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 nine component areas:

In the 2013 survey, districts reported they have implemented 70% of the 668 minimum standards⁶. This is an increase from the 2012 survey when districts reported to have implemented 55% of the standards and only 36% in the 2011 Baseline-survey. All seventy-three LEAs are in the process of implementing these standards.

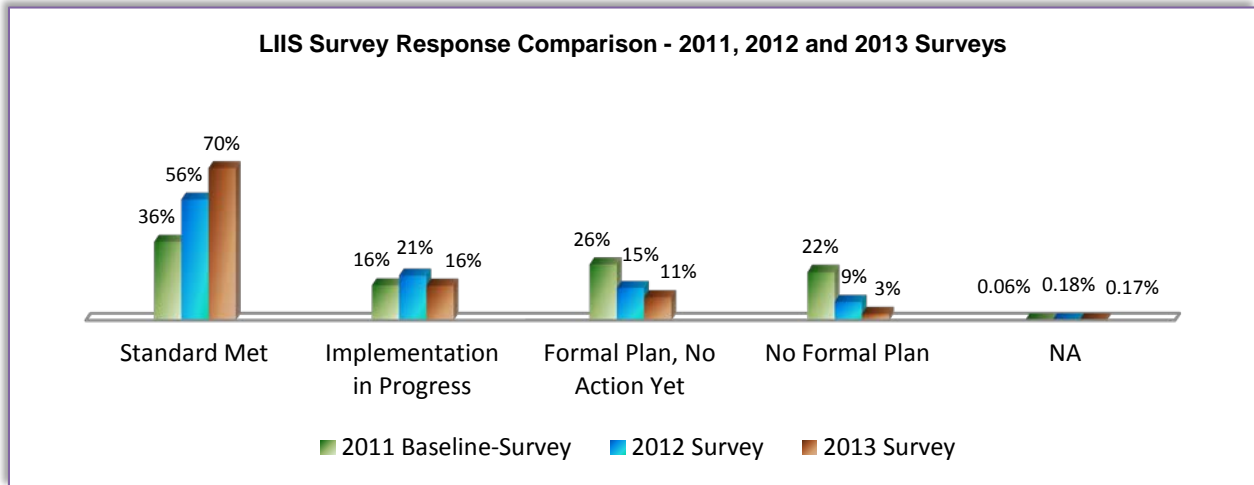
LEAs have made progress not just in meeting the minimum standards, but also reducing the number of standards for which they have no formal plans of implementation. The percentage of standards for which districts have no plans for implementation has dropped from 22% in 2011 survey to almost 3% in 2013 survey.

The overall implementation status across all component areas in the 2011 Baseline-Survey, 2012 Survey and 2013 Survey. The percentage of Standard Met has increased while the rest (Implementation in Progress, Formal Plan, No Formal Plan and NA) have decreased.

⁶ To determine the percentage of standards met, the department used the total number of standards met by all districts and divided that number by 48,764 (668 standards * 73 LEAs)

For Year over Year comparisons, please see Exhibit 1 for details:

Exhibit 1 - Statewide Implementation Status across 9 Component Areas



Statewide implementation status for each of the nine component areas:

The level of implementation statewide varies across the nine component areas. Statewide, at least 60% of the standards are reported as met in 8 of the 9 component areas. Across all nine component areas, Learner Profile has the highest number of standards met at 88% and Instructional Practices has the lowest with 49% standards met.

The trend seen in the past two surveys continues with the same component areas meeting the standards at a higher percentage in the 2013 Survey. Along the same lines, Instructional Practices component area continues to meet the standards at a lower rate compared to other component areas in the 2013 survey.

Each LEA has reported progress in the 2013 Survey compared to the 2012 Survey. The number of standards met in 2013 has increased and the numbers of standards for which there are only formal plans or no formal plans has decreased. For each of the 668 minimum standards, there are at least 15 LEAs that have reported to meet the standard.

Exhibit 2 display the implementation status by each component area as reported in the 2013 Survey.

Exhibit 2 - 2013 Statewide Implementation Status

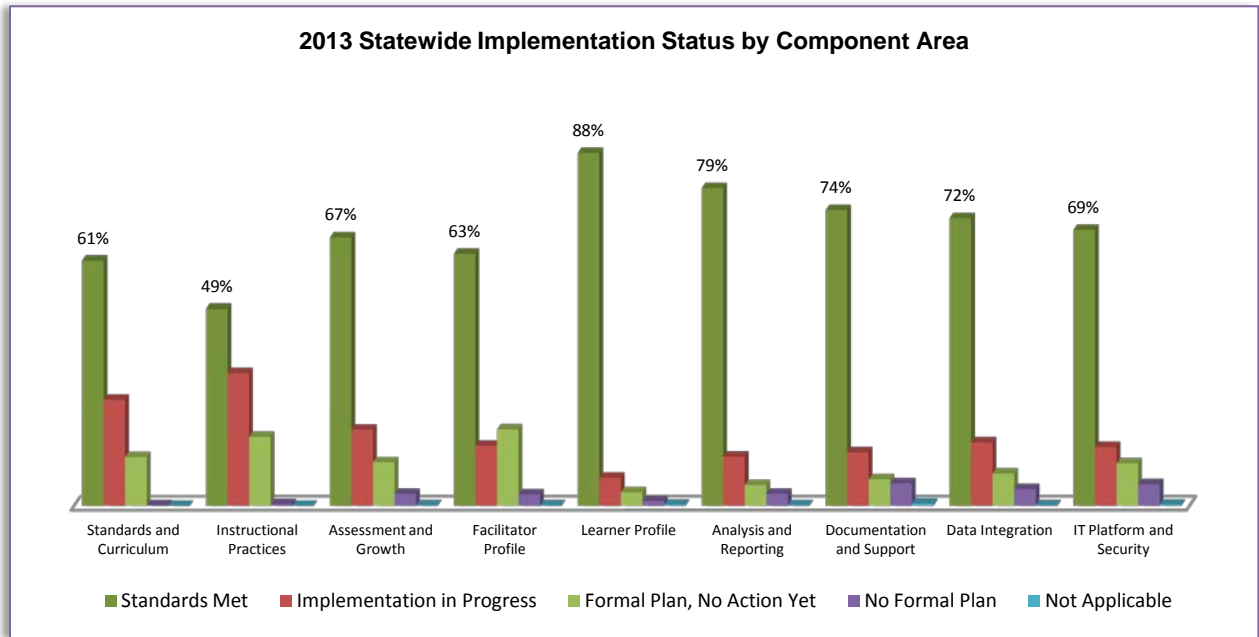
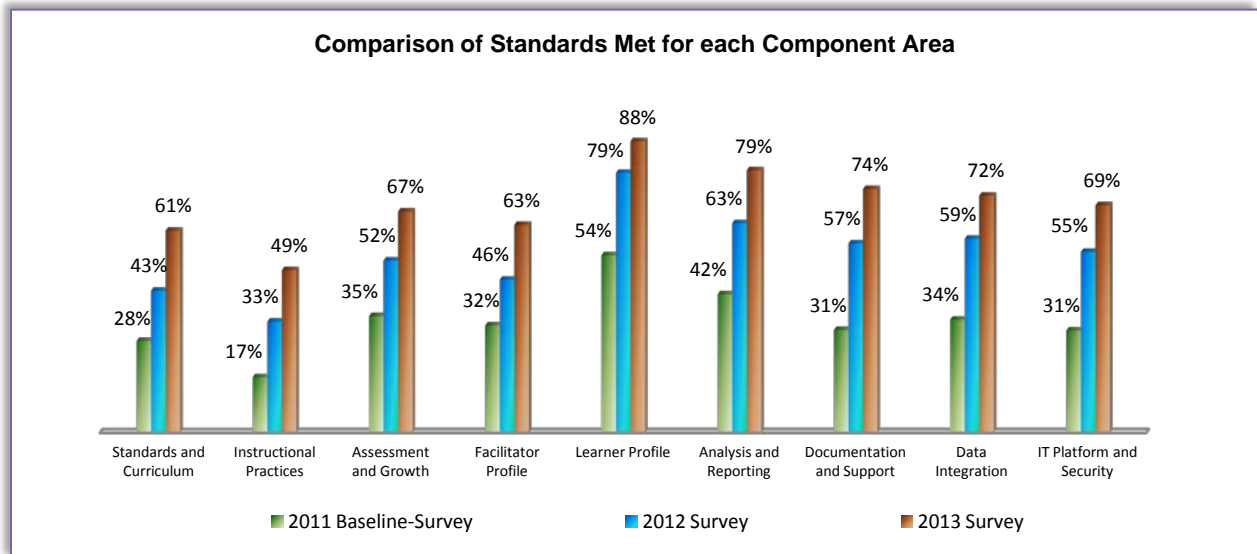


Exhibit 3 provides the comparison of the standards met across all nine component area and the three surveys conducted.

Exhibit 3 - Progress Status by Component Area



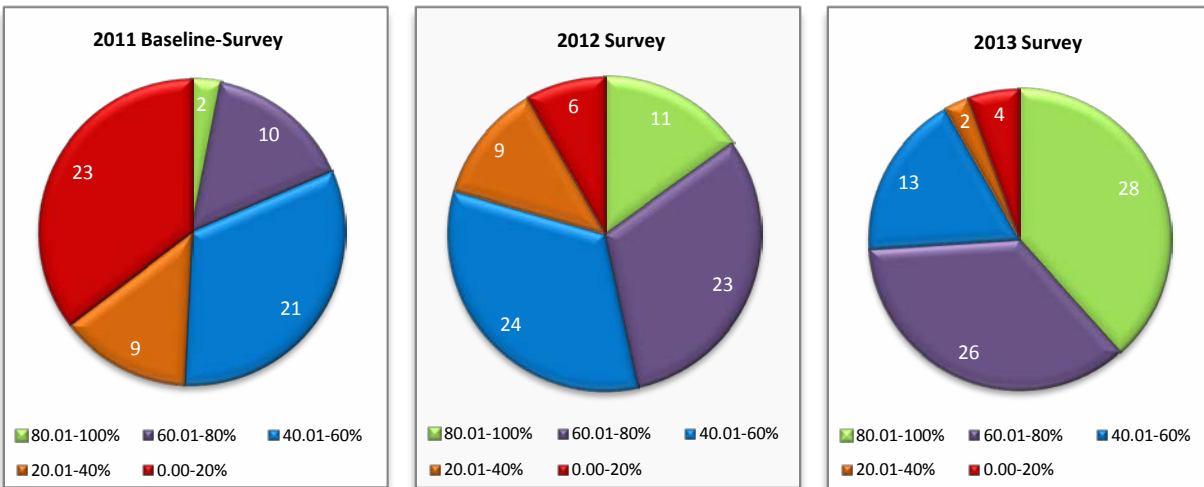
LEA implementation status across all nine component areas

The 2013 Survey shows a steady progress by the districts in meeting the minimum standards. This survey took inputs for the third time measuring progress. Districts are required to have a functioning LIIS that meets the minimum standards by June 2014.

- Only four (4) LEAs reported fewer than 20% completion in the 2013 Survey when compared to six (6) LEAs in the 2012 and 23 LEAs in the 2011 Baseline-Survey
- Overall 28 LEAs have reported to have met 80%-100% of the minimum standards in the 2013 Survey. Comparatively, there were 11 LEAs in the 80% range in the 2012 Survey and only two (2) LEAs were in the 2011 Baseline-Survey

Exhibit 4 shows the implementation status of LEAs across the nine component areas. In the 2011 Baseline-Survey, only 65 RTTT participating LEAs were surveyed⁷. In 2012 and 2013, all Florida LEAs regardless of their participation in RTTT were surveyed.

Exhibit 4 - Number of LEAs Grouped by % of Standards Met for each Survey Year



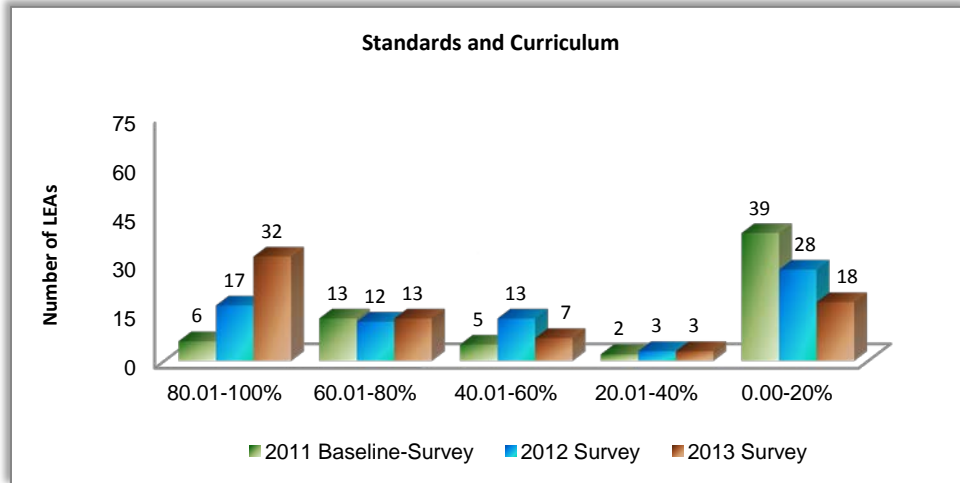
LEA implementation status for each of the nine component areas

Graphs (Exhibits 5 through 13) for each of the nine component areas depicting the progress reported by the LEAs in the 2013 Survey and compared them to the previous two surveys are in the next few pages. Data related to these graphs (for 2013 Survey only) can be found on page 14 of this report.

⁷ The 2011 Baseline-Survey was conducted prior to the Board of Education adopting the rule mandated by Florida Statute 1006.281 requiring all LEAs to meet the LIIS minimum standards by June 2014. All LEAs were surveyed in 2012 and 2013.

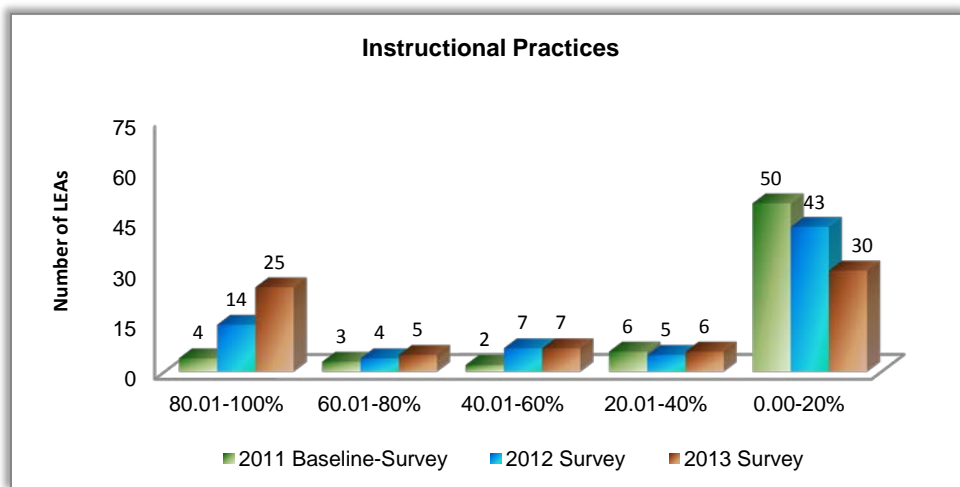
In the Standards and Curriculum component area, the number of LEAs that met 80% or more of the standards has nearly doubled since the 2012 survey. Thirty-two LEAs have met 80% or more of the standards while eighteen LEAs have met less than 20% of the standards in this component area.

Exhibit 5 - Standards and Curriculum



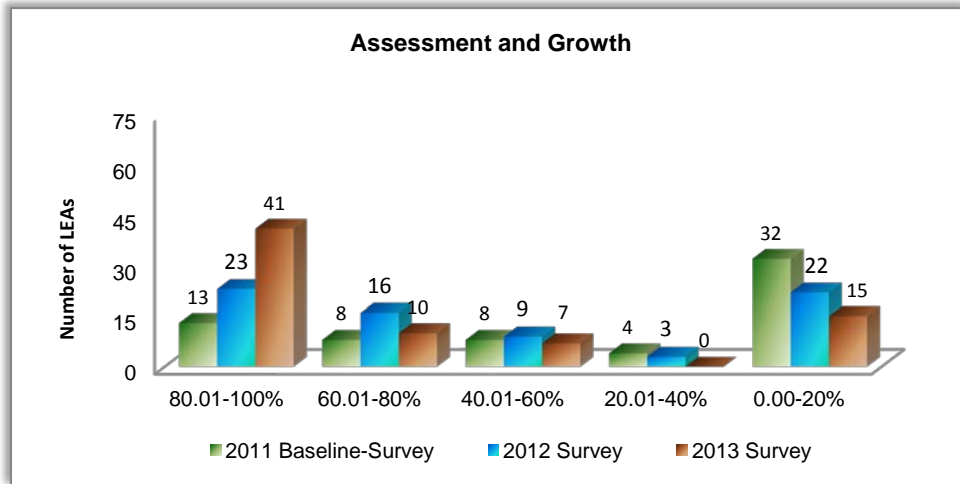
In the Instructional Practices component area, twenty-five LEAs have met 80% or more of the standards while thirty LEAs have met less than 20% of the standards. LEAs continue to lag meeting standards in this component area. FLDOE plans to host a meeting in Spring-2014 to review all LIIS minimum standards with districts to see if there are any that the department needs to make as optionally required.

Exhibit 6 - Instructional Practices



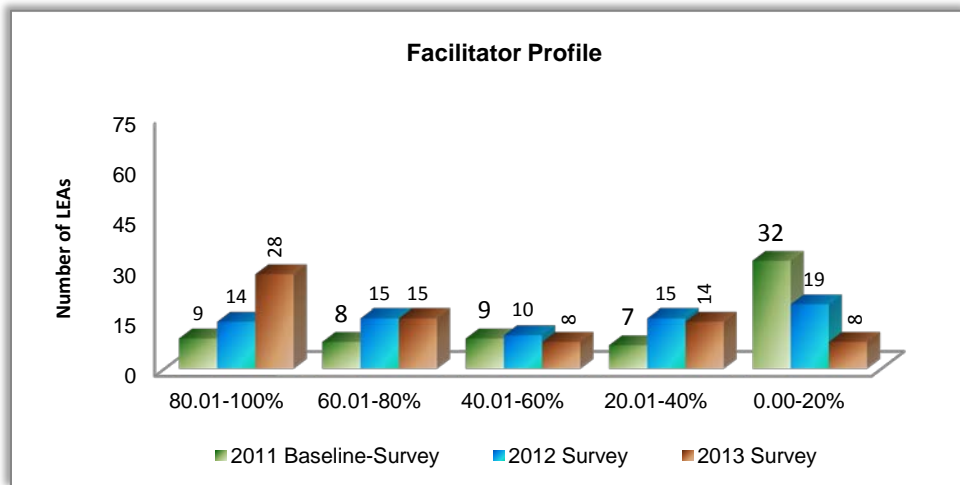
In the Assessment and Growth component area, the number of LEAs meeting 80% or more of the standards nearly doubled in 2013 compared to the 2012 Survey. Fifteen LEAs have met less than 20% of the standards.

Exhibit 7 - Assessment and Growth



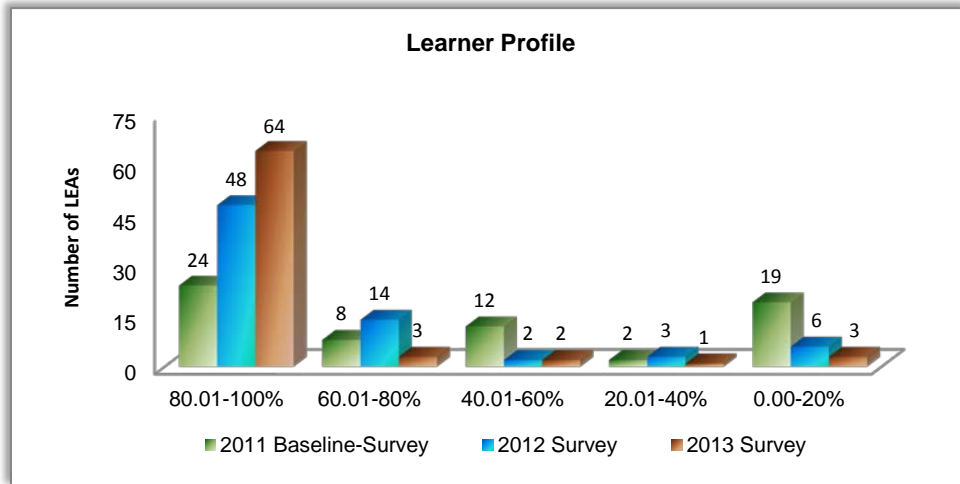
In the Facilitator Profile, the number of LEAs that have met 80% or more of the standards has doubled during the past year. Twenty-eight LEAs have met 80% or more of the standards while only eight (8) LEAs have met less than 20% of the standards in this component area.

Exhibit 8 - Facilitator Profile



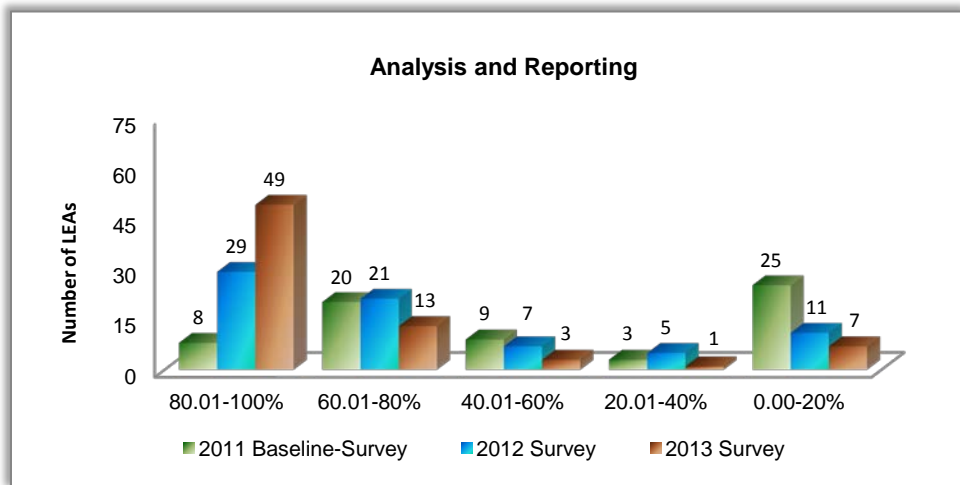
In the Learner Profile component area, sixty-four LEAs have met 80% or more of the standards while, three (3) LEAs have met less than 20% of the standards. This component area has the largest number of LEAs meeting 80% or more of the standards.

Exhibit 9 - Learner Profile



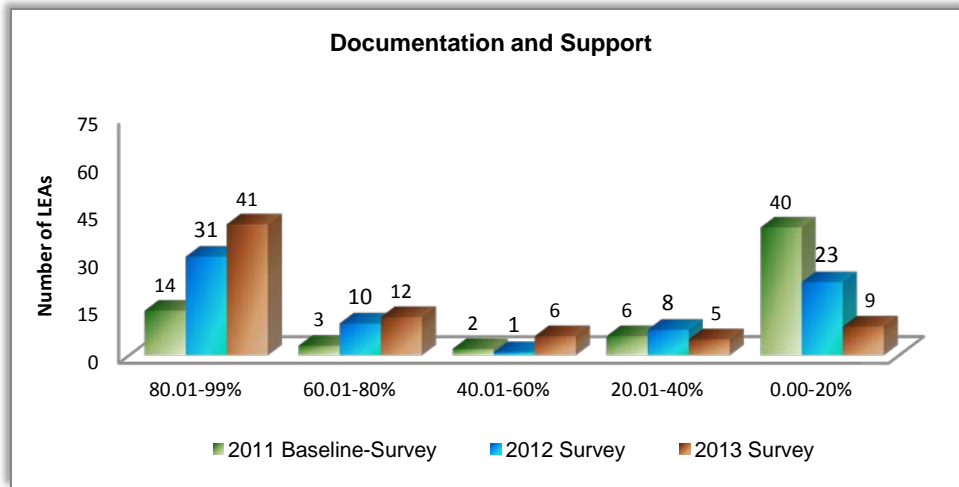
In the Analysis and Reporting component area, twenty more LEAs have met more than 80% of the standards when compared to last year's survey, while there are only seven (7) LEAs reported meeting less than 20% of the standards.

Exhibit 10 - Analysis and Reporting



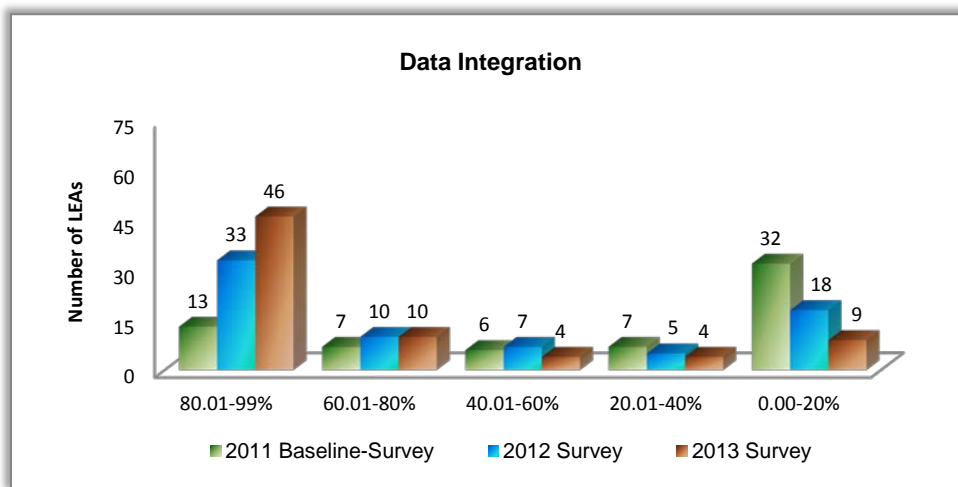
In the Documentation and Support component area, the number of LEAs indicating they have met 80% or more standards are at forty-one, ten more LEAs when compared to the 2012 Survey. Only nine (9) LEAs reported to have met less than 20% of the standards in the 2012 Survey.

Exhibit 11 - Documentation and Support



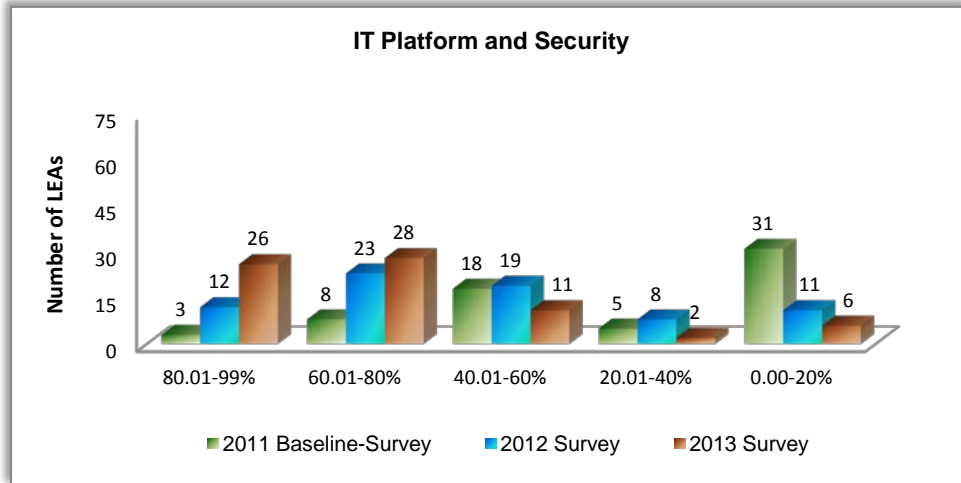
In the Data Integration component area the number of LEAs meeting the standards 80% or more doubled when compared to the 2012 Survey. In 2012, thirty-three LEAs were at 80% range, while in 2013 forty-six LEAs are in the 80% or more range. Similarly, half of the districts remained in the 20% or less range compared to last year's survey.

Exhibit 12 - Data Integration



In the IT Platform & Security component area the number of LEAs meeting the standards 80% or more doubled when compared to the 2012 Survey. In 2012, twelve LEAs were at 80% or more range, while in 2013 twenty-six LEAs are in the 80% or more range. Similarly, only six (6) LEAs remained in the 20% or less range compared to last year's survey.

Exhibit 13 - IT Platform and Security



Summary of the above graphs for 2013 Survey (Exhibits 5 – 13) is provided in Exhibit 14 below - Statewide implementation of LIIS by Component Area.

Exhibit 14 - Statewide Implementation of LIIS Minimum Standards by Component Area

2013 LIIS Survey		Standards and Curriculum	Instructional Practices	Assessment and Growth	Facilitator Profile	Learner Profile	Analysis and Reporting	Documentation and Support	Data Integration	IT Platform and Security	Across All Component Areas
Number of Standards in Component Areas		26	36	168	117	93	84	19	37	88	668
Percentage of "Standards Met" statewide (State Average)		61.12%	49.12%	66.93%	62.86%	88.08%	79.29%	73.76%	71.75%	68.85%	70.24%
Number of LEAs at or above State Average		45	33	49	40	53	50	42	49	44	48
Number of LEAs Grouped by the Percentage of Standards Met											
Number of LEAs meeting the standards in a given range:	100.00%	22	14	8	9	18	21	37	13	5	0
	80.01-99%	10	11	33	19	46	28	4	33	21	28
	60.01-80%	13	5	10	15	3	13	12	10	28	26
	40.01-60%	7	7	7	8	2	3	6	4	11	13
	20.01-40%	3	6	0	14	1	1	5	4	2	2
	00.01-20%	6	26	11	8	1	3	3	4	4	4
	00.00%	12	4	4	0	2	4	6	5	2	0

- The Instructional Practices component continues to have the lowest percentage of standards met compared to other areas. Thirty LEAs have met less than 20% of the standards, and twenty-five LEAs have met 60% or more standards
- Eight of the nine component areas continues to have between two (2) and 12 LEAs where no standards have been met, leading the way is Standards & Curriculum (12 LEAs) followed by Documentation & Support (6), Data Integration (5), Instructional Practices (4), Assessment & Growth (4), Analysis & Reporting (4), Learner Profile (2) and IT Platform & Security (2 LEAs)
- The Learner Profile component continues to make gains in the percentage of standards met compared to other component areas. There are sixty-nine LEAs meeting more than 60% of the standards in this component, of which fifty-three LEAs are at or above 88% range. Only six (6) LEAs meet less than 60% of the standards
- Across all component areas, forty-eight of the LEAs are above the state average (70.24%)
