



Florida Innovates School Survey Results

Bureau of Instruction and Innovation
Florida Department of Education

In response to the No Child Left Behind (NCLB): Enhancing Education Through Technology (EETT) Act, the Florida Department of Education (FLDOE) Bureau of Instruction and Innovation administers an annual technology survey that provides meaningful information about technology integration and capacity in Florida schools. Information provided by the survey is used to monitor goal achievement associated with the EETT program and to provide information related to how technology is impacting instruction within Florida schools.

Results presented here are from the Spring 2007 administration of the Florida Innovates Survey, formerly known as the System for Technology Accountability and Rigor (STAR). This analysis includes only elementary, middle, high, and combination (e.g., schools that contain more than one level such as 6th grade to 12th grade) schools (N= 2700). The response rate for the survey was 97%.

This analysis addresses the following areas: Instructional Leadership, Infrastructure and Support, Access to Technology, Digital Learning Environment, and Florida's Digital Educators.

Instructional Leadership

Technology Planning

Schools indicated that various attributes characterize their technology plan or technology component of their School Improvement Plan (SIP). Figure 1 illustrates the proportion of schools that characterized their technology plans in the following categories.

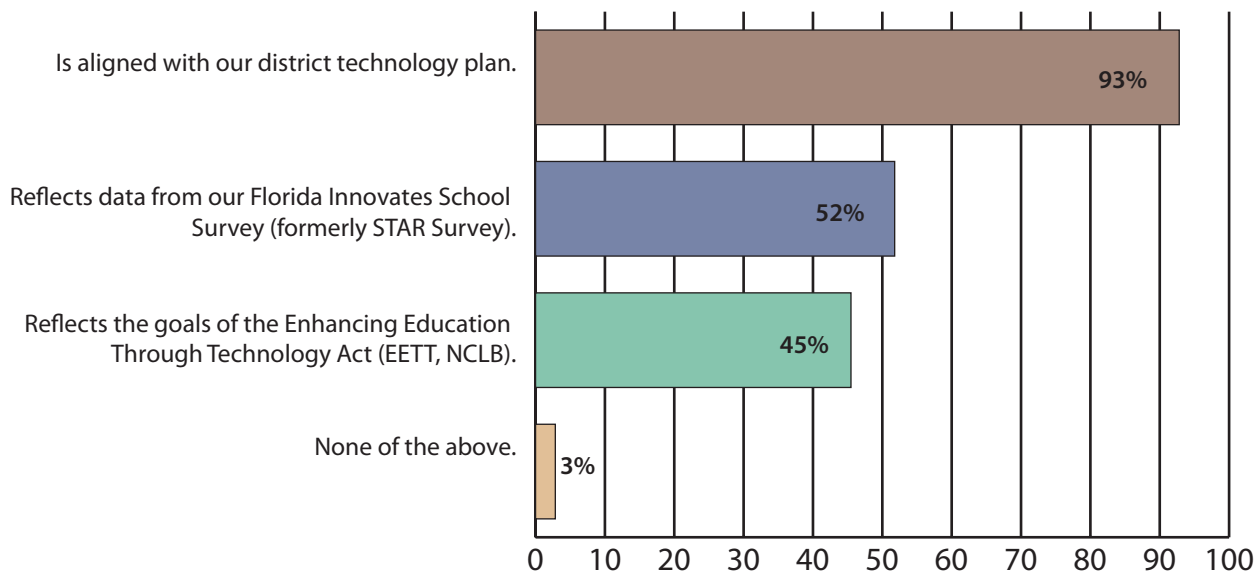


Figure 1. Characteristics of school technology plans.

Technology plans are revised on different schedules. Most schools (89%) reported that they revise their technology plans annually. Approximately 6% revise their technology plans every two to five years, and 5% have no set revision policy.

When examining the priorities of school technology plans by combining schools' top two focal areas, the most commonly reported areas were providing technology access and skills (82%), and integrating technology into subject area instruction (70%). The focus of school technology plans included:

- ♦ Providing technology access and skills for all students (82%)
- ♦ Integrating technology into subject area instruction (70%)
- ♦ Procuring and maintaining hardware and software (23%)
- ♦ Using technology for administrative tasks (e.g., budgeting, classroom/library management) (14%)
- ♦ Using technology for select groups of students (e.g., gifted, special ed., grant projects, etc.) (9%)

Active participants in the technology planning process included administrators (99%), teachers (95%), and technology specialists (88%). More than 50% of the schools involved parents (57%) and district technology leaders (60%) in the planning process (see Figure 2).

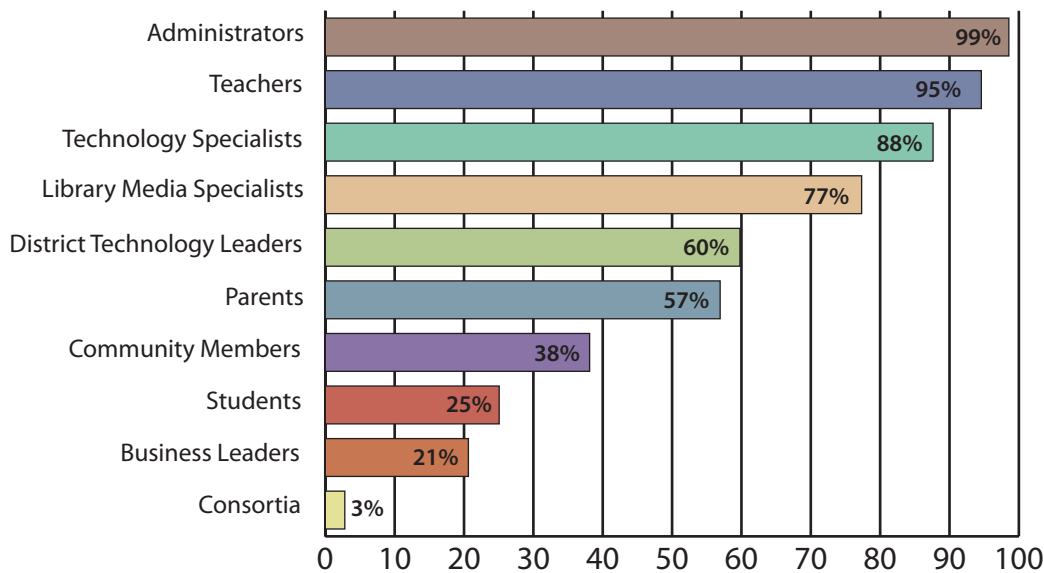


Figure 2. Active participants in the technology planning process.

More than 50% of the schools reported that their technology plan or the technology component of SIP included the following:

- ♦ The integration of technology into the curriculum to improve student achievement (93%)
- ♦ Research-based professional development (67%)
- ♦ Equitable access for all students to digital technology (65%)
- ♦ Parental and community involvement (59%)
- ♦ Technology Resource Survey data and analysis to facilitate needs assessment and goal setting (55%)
- ♦ Strategies for technology acquisition (55%)
- ♦ Accountability measures (53%)
- ♦ Inventory for Teacher Technology Skills (52%)

Sixty-six percent of the schools reported that they have students who need assistive technology. At the school level, approximately 45% of the technology plans ensure that all students have access to appropriate assistive technology; whereas, 15% schools make limited provisions, and 20% do not include provisions for assistive technology at all.

Technology Funding and Spending

Twenty-one percent of the schools reported funding for technology hardware that was adequate to maintain their current level and make all purchases necessary for desired growth (see Figure 3), and 16% of schools reported funds for technology software that were adequate to purchase software for desired growth (see Figure 4). Conversely, many schools reported that they did not have adequate funding for hardware (40%) and 38% indicated they did not have adequate funding for software.

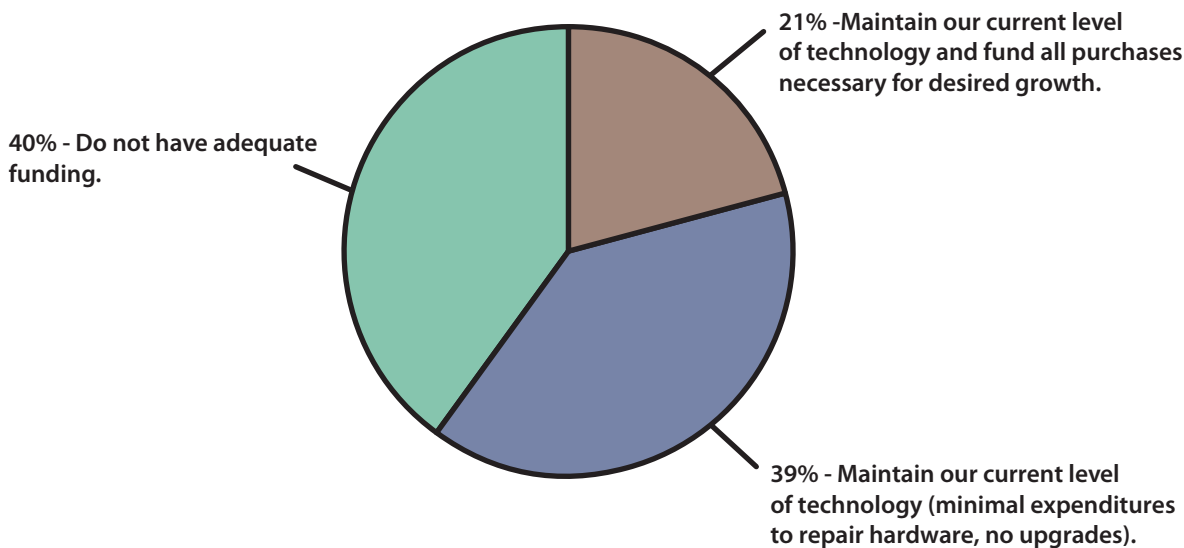


Figure 3. Adequacy of funding for hardware and infrastructure.

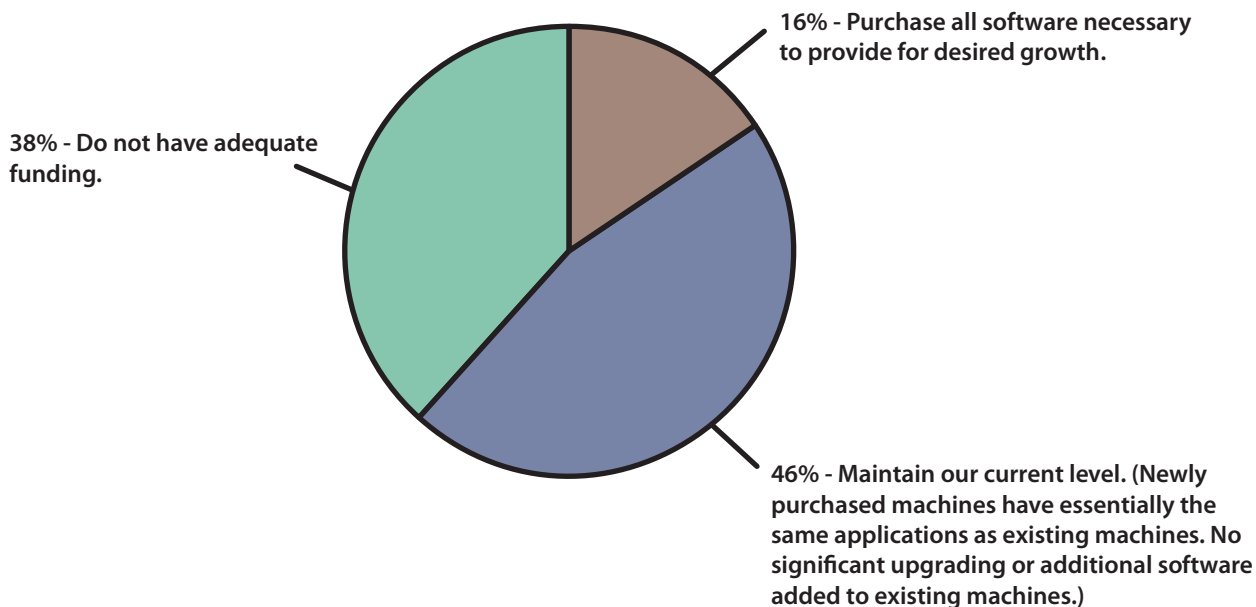


Figure 4. Adequacy of funding for software.

Although districts specifically allocate funds to schools for technology purchases, schools also can use some of the funds they are awarded from other sources to support their technological needs. The most common additional sources of funding used by schools for technology purchases were: School Improvement (49%), Title I (39%), and Instructional Materials (38%) (see Figure 5). Nine percent of the schools reported they had no other sources of funds earmarked for technology.

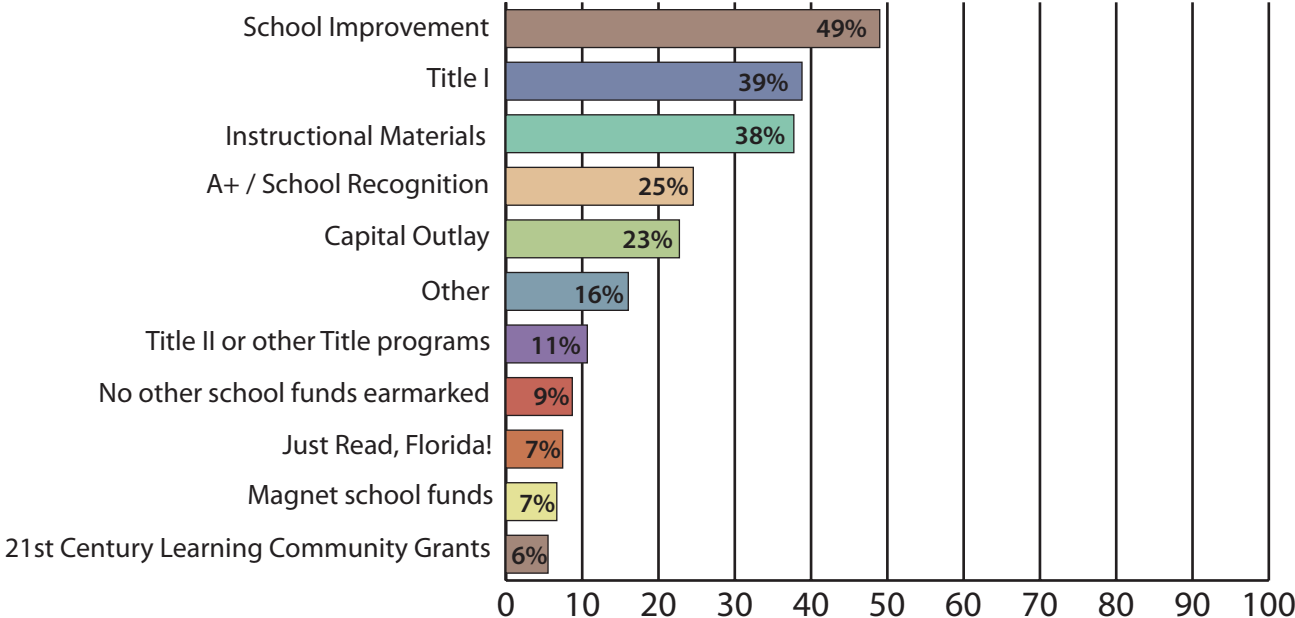


Figure 5. School funds allocated for the support of technology.

In addition to money that is budgeted through the district, schools also can look to outside sources or special grants for funds. The most common additional sources for technology funding were PTA/PTO (40%), followed by donations (25%), fundraisers (25%), and district grants (24%). Only 16% of schools report not seeking additional technology funding, as shown in Figure 6.

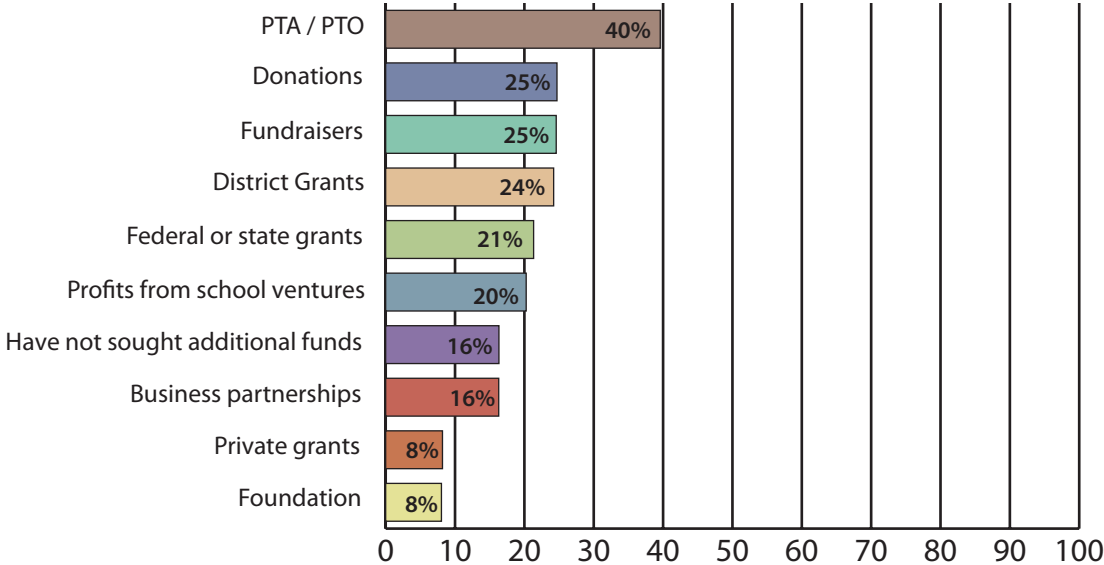


Figure 6. Other funds allocated for the support of technology.

Once schools have the funding for technology, they must allocate the revenue to specific areas. Figure 7 illustrates the proportion of funding spent in each of the major areas.

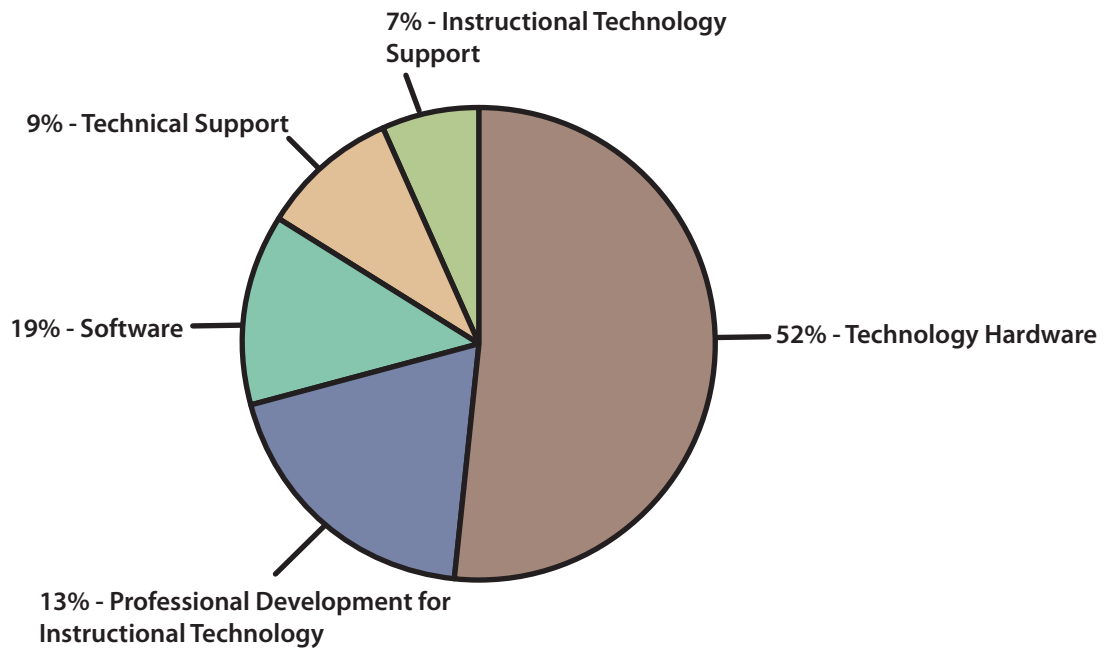


Figure 7. School technology spending by major area.

Forty-seven percent of schools estimated spending more than \$10,000 on technology-related issues during the 2006-2007 school year, as shown in Figure 8. Only 18% of schools estimated spending less than \$2,500.

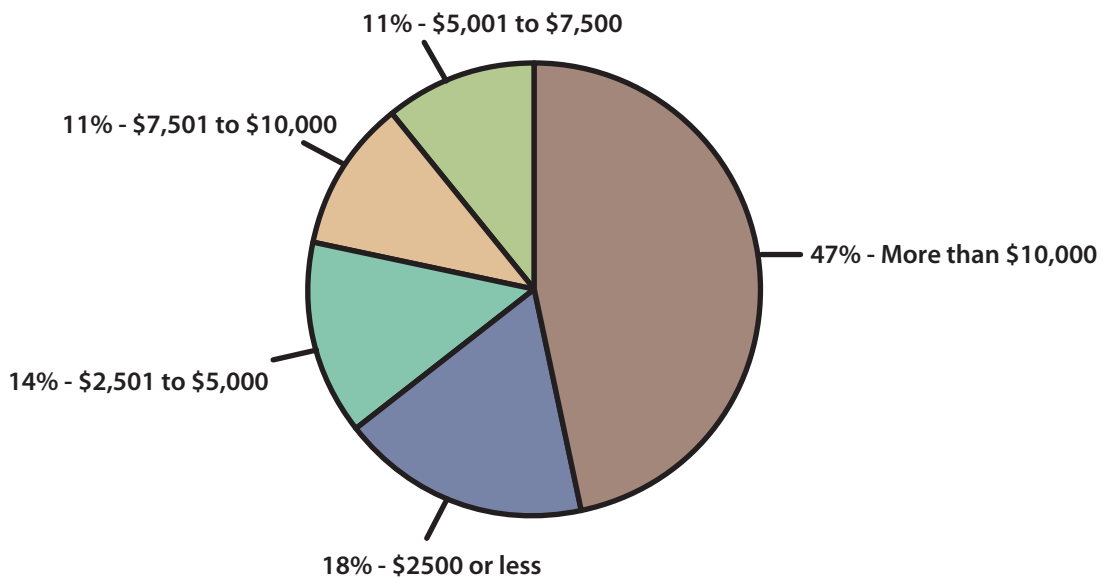


Figure 8. School technology spending amount categories.

Infrastructure and Support

Technology Support

Most schools (76%) indicated that the majority of their *technical support* was school-based, and 23% indicated that the majority of their support came from their districts. Some schools have dedicated technical support personnel (40%), while other schools are supported by a faculty member with other responsibilities (29%).

The technical support personnel are responsible for the following activities:

- Troubleshoots very basic hardware/software problems (91%)
- Maintains hardware and software (88%)
- Troubleshoots intermediate - advanced hardware/software problems (85%)
- Serves as network administrator (74%)
- Manages web production (54%)

More than half (56%) of the schools indicated that their response time for technical support was 8 hours or less. However, 24% of schools reported response times that were greater than 24 hours.

Most schools (77%) indicated that the majority of their *instructional technology support* was school-based, and 21% indicated the majority of their support came from their districts. The school-based instructional technology specialist is often a faculty member with other responsibilities (39%). Only 22% of the schools have dedicated instructional support personnel.

The instructional technology specialists provide the following types of activities:

- Provides technology support to administrators (83%)
- Provides technology skill training for teachers (82%)
- Guides teachers in using technology to prepare and deliver lessons (75%)
- Guides teachers in directing student use of technology in class (74%)
- Supports technology integration modeling (54%)

Library media specialists also provide technology-related support at schools. They are responsible for the following activities:

- Plans with teachers to integrate technology into classroom instruction (55%)
- Plans with teachers to integrate technology into student production (52%)
- Provides technology-related staff development for teachers (46%)
- Supports technology integration modeling (37%)
- Are not involved with instructional technology support (27%)

Access to Technology

Student Technology Access

Approximately 66% of computers available for student use are “modern” (e.g., 512MB RAM, 200MB or more disk space, etc.). The majority of modern computers for student use are located in classrooms, followed by computer labs serving general education, and computer labs serving select populations, as shown in Figure 9.

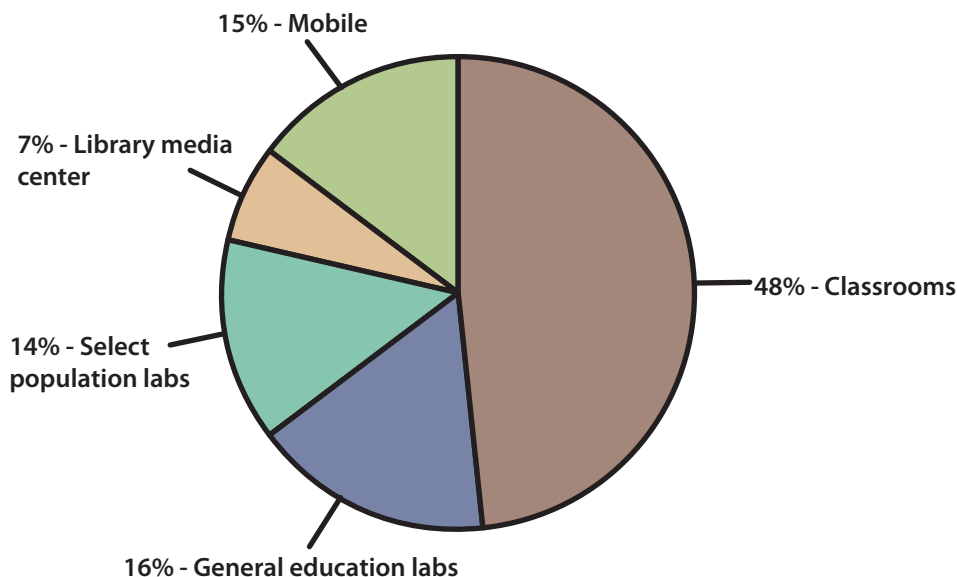


Figure 9. Locations of modern computers for student use.

Forty-eight percent of schools replace student computers every 4 or more years, while 11% of schools replace student computers every three years or less. However, 41% of the schools do not have a student computer replacement policy.

All students in 23% of the schools have access to on-site computers after school. Most schools have computers available for specific after-school programs and activities (70%). Some schools (30%) permit students to check out digital devices (e.g., scanners, probes, and cameras) for home use. A small portion of schools (11%) have laptops that students are allowed to take home.

Over sixty-five percent of schools reported that more than half of their students have computers at home. Fifty-nine percent of schools reported that students have Internet access at home.

Teacher Technology Access

Most teacher workstations are modern computers (75%). Nearly one third of these are laptops or tablets (31%). Almost all schools (95%) allow teachers to check out some digital devices for off-campus use. Fifty-two percent of the schools replace teacher computers every five years or less; however, 39% of the schools do not have a replacement policy for teacher computers.

Community Technology Access

Schools use technology in many different ways to communicate with and involve community members. Schools indicated using the following tools to share information with the local community:

- Print media (97%)
- School website (94%)
- Email (83%)
- Classroom websites (63%)
- Voice bulletins/voice mail (49%)
- Telephone activity hotline (31%)
- PTO/PTA website (22%)
- Television broadcasting (17%)
- Telephone homework hotline (15%)
- Radio broadcasting (11%)

Eighty-eight percent of the schools also reported that they are making some effort to increase technology awareness in the community. For example, 41% of the schools allow parents to access technology at the school; 18% have options for community access, while 41% allow no outside access to school technology resources. Although some schools offer technology training opportunities to parents (18%) and community members (22%), most schools do not include parents or the community in their technology training programs (60%).

Digital Learning Environment

Technology in Instructional Areas

The five most available digital devices reported by schools, in order, were VCRs, projection devices, graphing calculators, digital video cameras, and DVD/VCR combo devices. Ninety-eight percent of the schools reported that they have student computers with Internet access; 99% of these schools with Internet access also reported that the access is high-speed. Ninety-three percent of all schools reported the Internet connection is very dependable (72% with 95%-100% uptime) or dependable (21% with 90%-94% uptime).

Software Availability

Eighty-five percent of schools reported having the following application software on more than half of their student computers: word processing, spreadsheet, presentation software, and graphics programs. The majority of schools also reported that 50% or more of their student computers had instructional and reference materials such as FCAT Explorer and other test prep tools, encyclopedia and information databases, and content specific instruction.

Student Use of Technology

Schools indicated that the primary way in which students use technology in their class work was for testing and practicing for skill mastery in core curriculum areas, followed by researching and presenting by individual students on a variety of topics in several subject areas (see Figure 10).

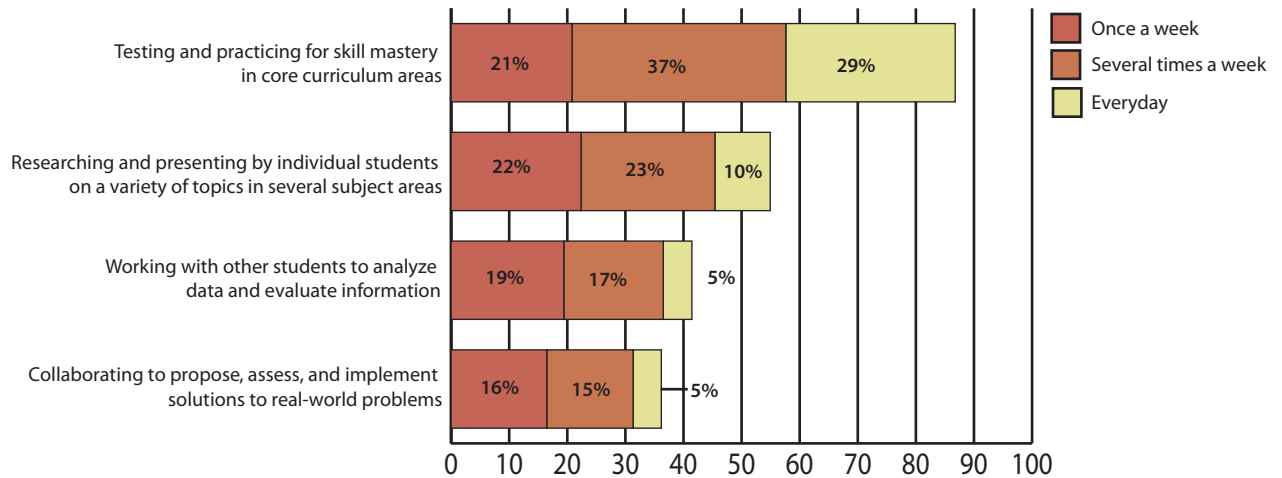


Figure 10. Primary way students use technology in their class work.

Regarding frequency of use, the schools reported that over 50% of their students use electronic research information sources, drill and practice software, integrated learning systems, presentation software, and tool-based software one or more times per week (see Figure 11). Presentation, multimedia, and simulation software were less frequently used by students.

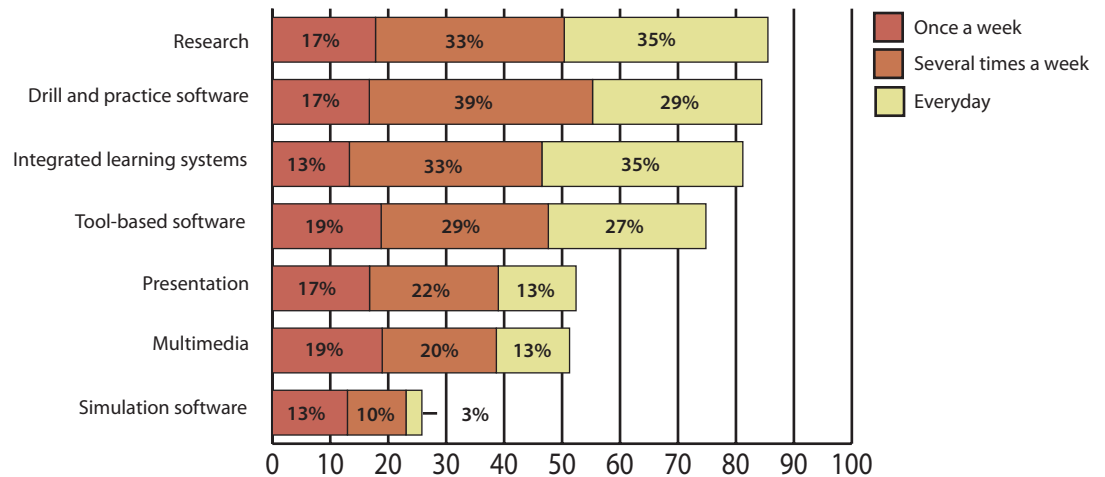


Figure 11. Percent of students using different software types.

Observations by teachers (88%) is the most frequently reported method for schools to evaluate student achievement of technology literacy, followed by performance assessments (62%), objective assessments (44%), self-assessments (30%), and portfolios (28%), as shown in Figure 12.

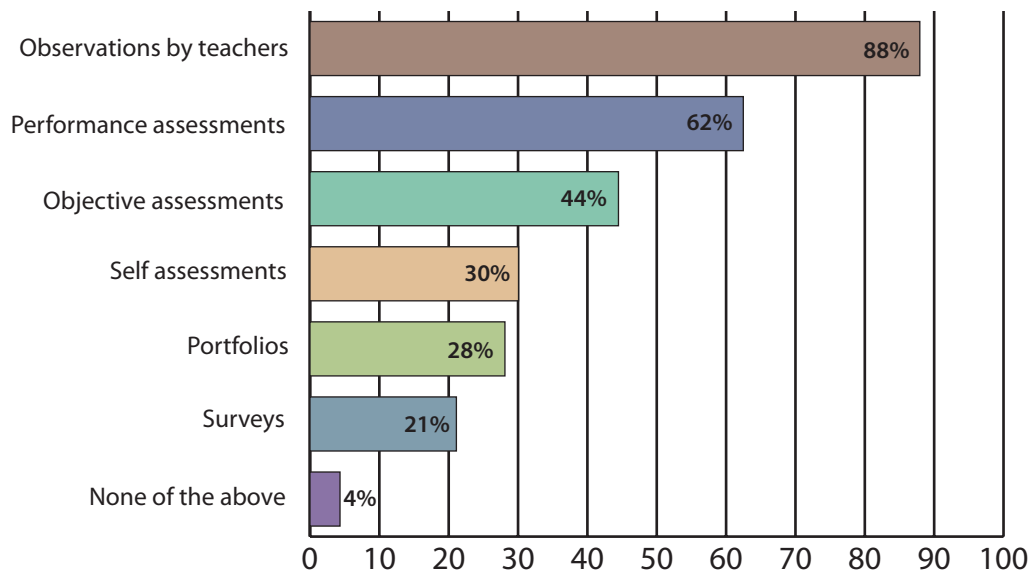


Figure 12. Method for monitoring student achievement of technology standards.

Teacher Technology Use

Schools reported that 50% or more of their teachers regularly use technology for the following tasks: administrative tasks (lesson plans, grade book, reports, and attendance), delivery of lessons, email to other school or district staff and parents, analysis of student assessment information, and research, as shown in Figure 13. Schools reported less frequent teacher use of desktop video production, video conferencing, and webpage publishing.

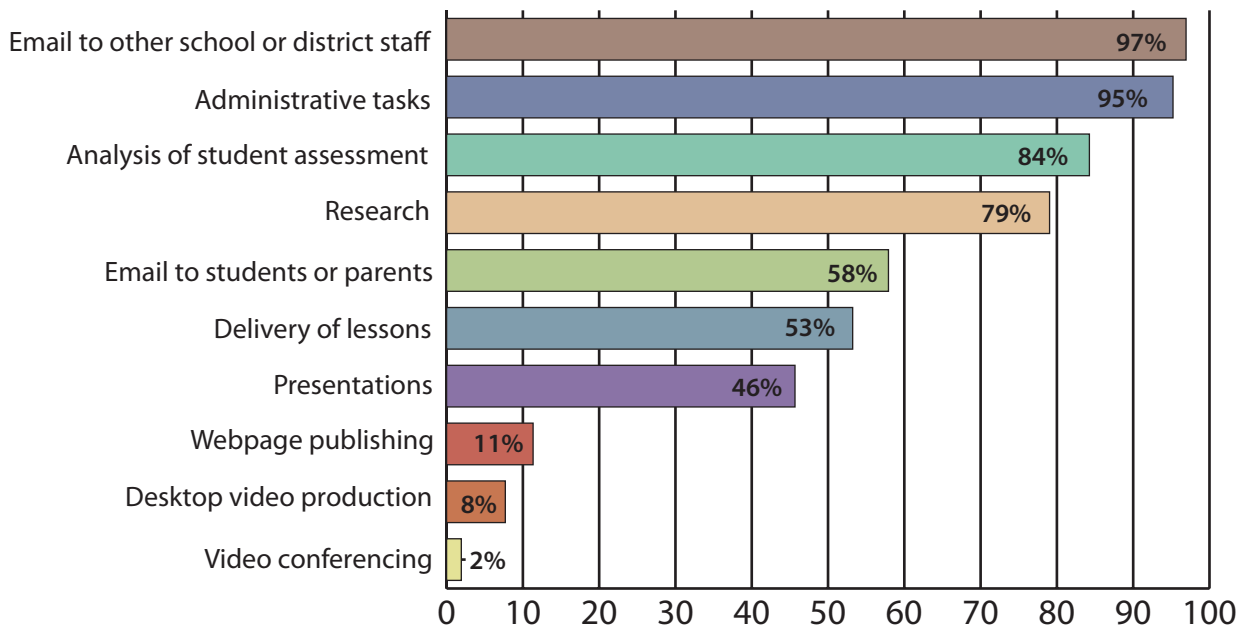


Figure 13. Technology used by teachers for a variety of tasks.

When assigning projects involving the use of technology tools, 43% of schools reported that the teachers' most common approach was to specify the technology tool that the students could use. The second most common approach involved the teacher recommending a variety of tools that could be used (35%). Only 1% of schools reported their teachers did not assign projects involving the use of technology (see Figure 14).

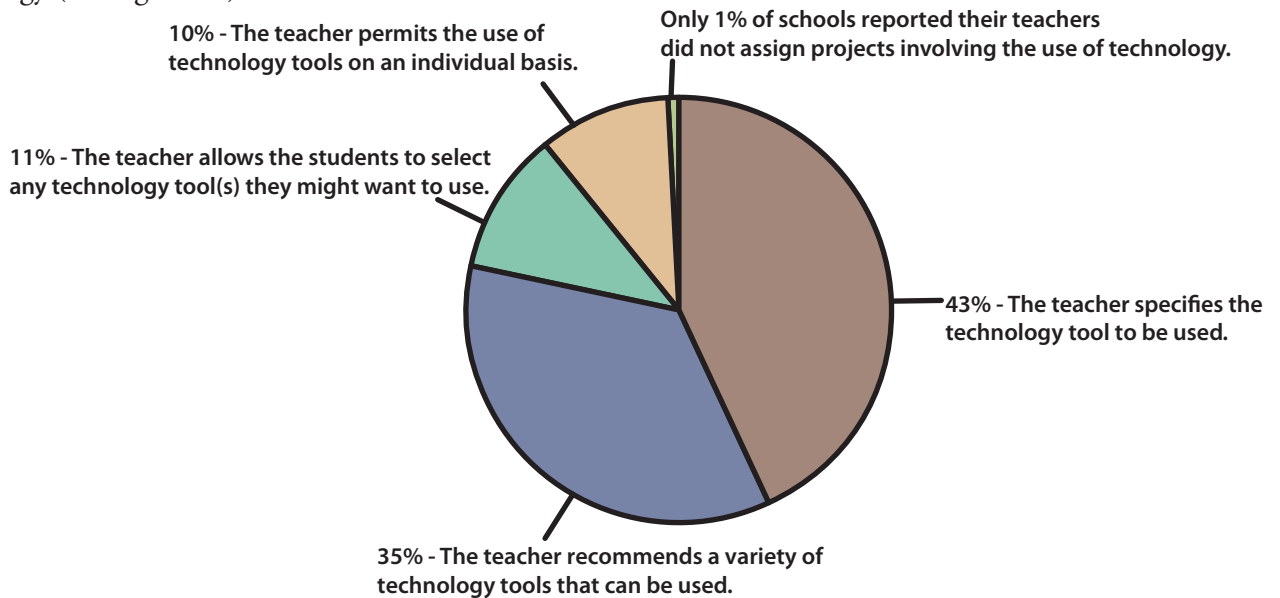


Figure 14. Most common approach when assigning projects using technology tools.

Administrator Support of Technology Use

Nearly all principals reported that they use technology on a daily basis for administrative tasks (97%) and email to other school or district staff (97%). The majority of the principals also indicated that they use technology several times per week for analysis of student assessment information (66%), to email students or parents (55%), and for research related to school performance (48%). Principals reported using technology once a week or more to give presentations to staff or community (39%). Principals also reported encouraging teachers and library media specialists to participate in:

- ✦ Professional development opportunities addressing technology integration (97%)
- ✦ The development of learning communities (73%)
- ✦ Coaching and mentoring programs (72%)
- ✦ The required integration of technology in lesson plans (42%)

Florida's Digital Educators

Professional Development

All districts reported offering technology-related professional development for administrators, librarians/ media specialists, and teachers. During the 2006-07 school year, schools provided technology related training in their schools to administrators for an average of 21 hours, librarians/media specialists for an average of 17 hours, and teachers for an average of 180 hours. Training opportunities were also offered to technical support staff. More than half of schools provided more than 15 hours of training to their school technology staff. However, 6% provided no training (technology staff) and another 5% had no school technology staff to train.

The most common technology-related training opportunities for teachers that were offered within the districts during the 2006 - 2007 school year were for administrative and management applications (e.g., grade books, lesson planning, etc.) (29%), integration of technology and curriculum (23%), and basic computer skills (12%) (see Figure 15).

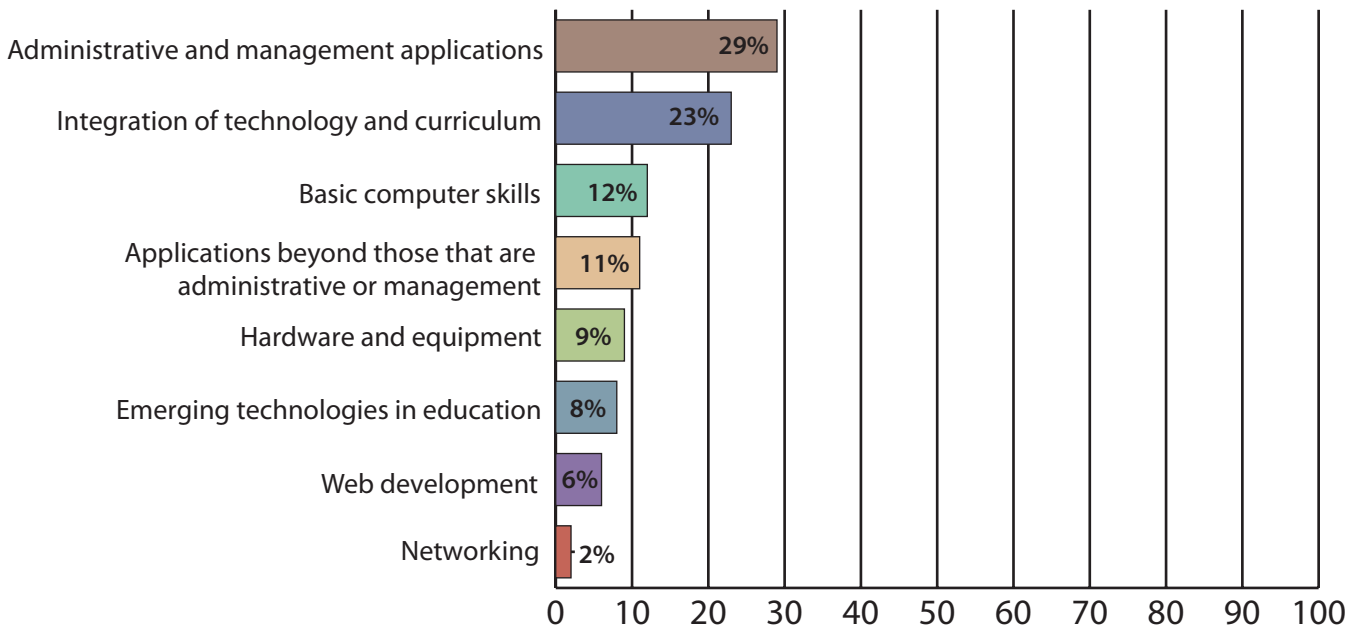


Figure 15. Percentage of teacher training opportunities offered by districts.

Schools reported that the method most frequently used for assessing the level of teacher proficiency with technology literacy (the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century) was classroom observation (91%) followed by classroom walk-through (90%) (see Figure 16).

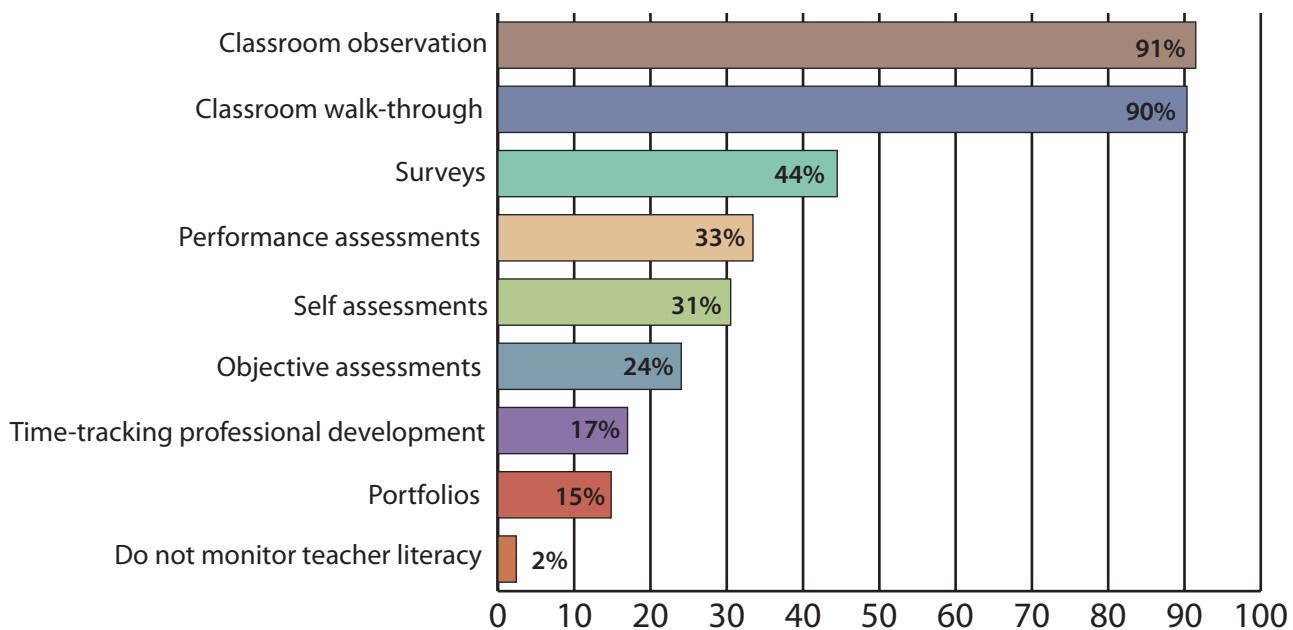


Figure 16. Method for monitoring teacher competency in technology.

