

# Florida STaR Survey Results

## Fall 2004 Overview

*Office of Educational Technology  
Florida Department of Education*



In response to the No Child Left Behind (NCLB): Enhancing Education Through Technology (EETT) Act, the FLDOE Office of Educational Technology significantly revised its annual technology survey to provide more meaningful information about technology integration and capacity in Florida schools. In 2002, a set of benchmarks was created to provide schools with a tool for use in goal setting and technology planning. This set of benchmarks is referred to as the STaR Chart. Survey revisions were based upon these benchmarks, and the survey was moved to web-based delivery. Appropriate survey enhancements and adjustments were incorporated following completion of the pilot, and the fall 2003 administrations. Information provided by the survey is used to monitor goal achievement associated with the EETT program, and to inform those interested in how technology is impacting instruction within Florida schools.

Results presented here are from the Fall 2004 administration of the STaR Survey. The following analyses include only elementary, middle, high, and combination schools (N=2553).



## Technology Administration & Support

### Technology Planning

The majority of schools (62%) indicated that they have a technology plan. Of these schools, most described their plan as being:

- aligned with the School Improvement Plan
- approved by the School Advisory Committee
- aligned with the district technology plan
- reflecting the goals of the Enhancing Education Through Technology (EETT) Act

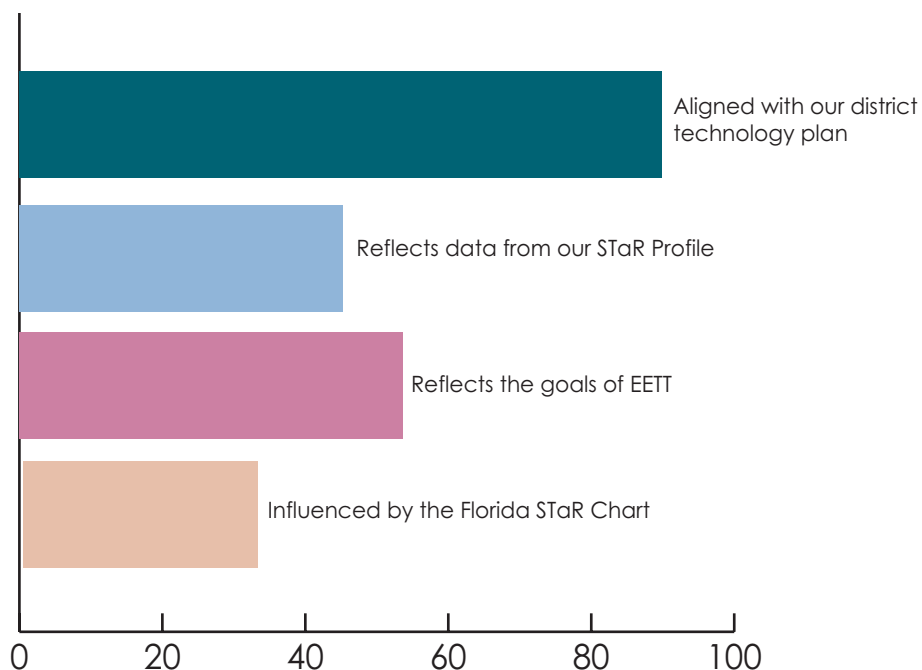


Figure 1. Common characteristics of school technology plans (% of schools)

Schools are beginning to include STaR as part of their planning process:

- 45% of school technology plans reflect data from their STaR profiles
- 33% of school technology plans were influenced by Florida's STaR Chart

Most schools' (73%) revise their technology plans annually. Approximately 9% have no set revision policy.

Over 70% of schools report that their technology plans address the following Essential Elements:

- Needs Assessment/ Goals
- Staff Training Plan
- Mission and Vision
- Technology Acquisition Plan
- Funding Plan

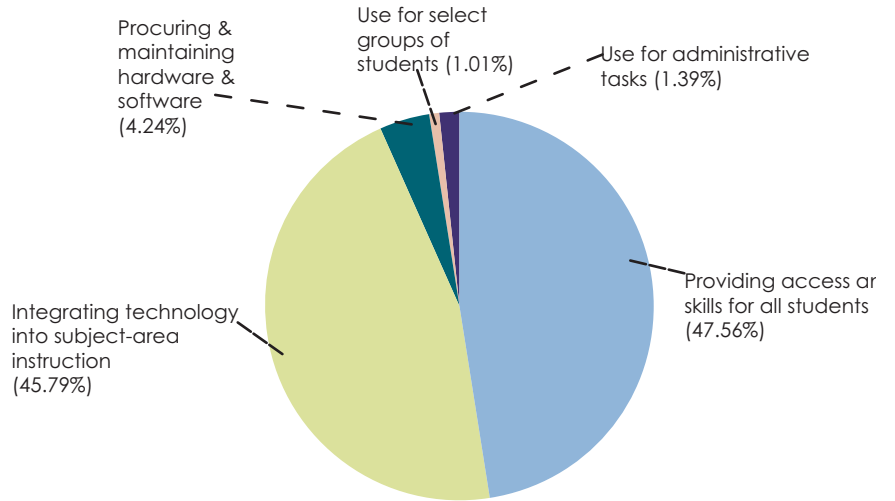
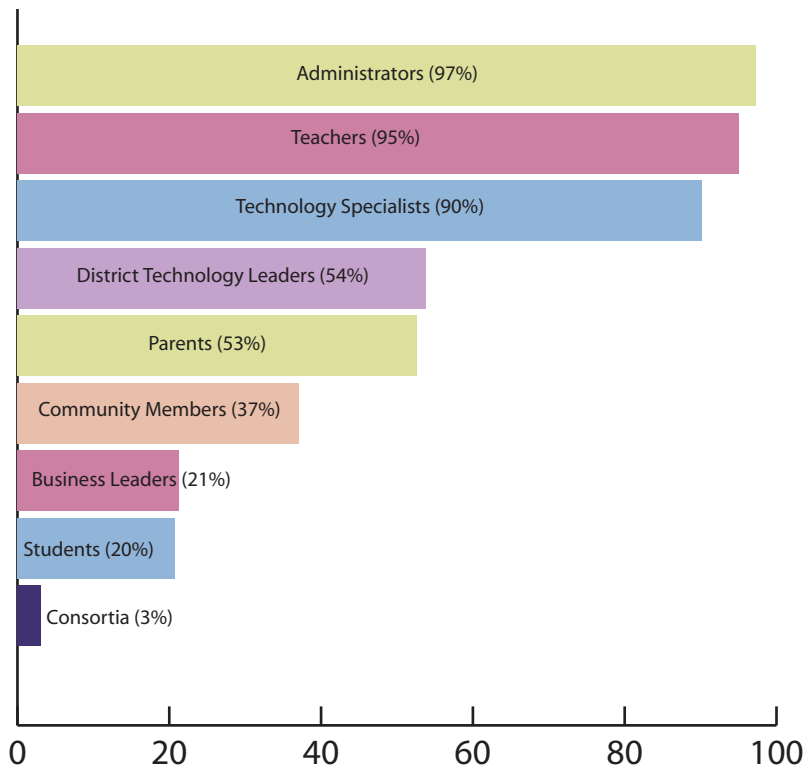


Figure 2. The primary focus of school technology plans

The primary focus of school technology plans was most commonly reported to be either providing technology access and skills, or integrating technology into subject area instruction.



The majority of technology plans (66%) specifically address assistive technology for students with special needs. Most of these plans (66%) ensure that all students have access to appropriate assistive technology, while 24% make only limited provisions for assistive technology.

Active participants in the technology planning process most commonly included administrators, teachers, and technology specialists.

Figure 3. Active participants in the technology planning process

## Technology Support

Most schools (80%) indicated that their school-based technology support was both technical and instructional support.

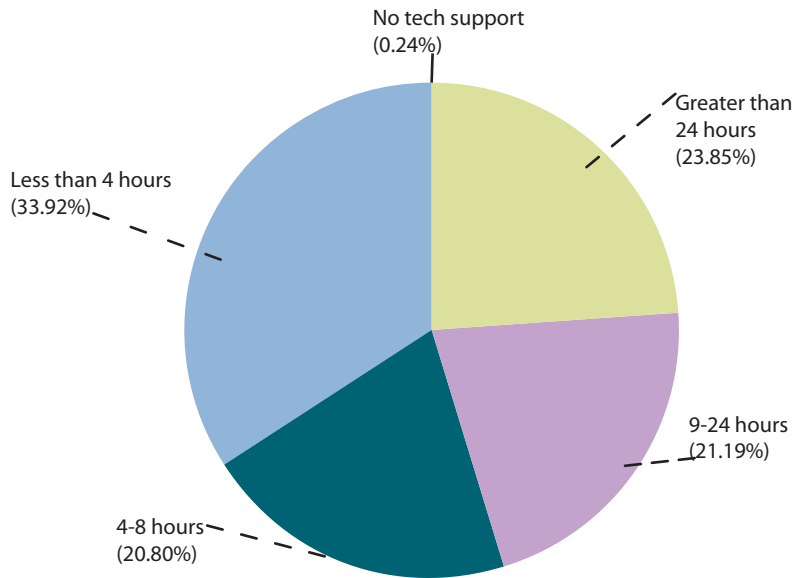


Figure 4. Response time for technical support

When technological support was not school-based, approximately 90% of schools indicated that it came from the district.

Over half of the schools (54%) indicated that their technical support response time is under 8 hours.

The most common service provided by instructional technology specialists was technology skill training for teachers, followed by technology support to administrators and guidance for teachers in directing student use of technology in class.

## Technology Funding

Less than half of the schools (38%) indicated that their budget for hardware and infrastructure allows for maintenance and limited purchase of new equipment. Almost half of schools

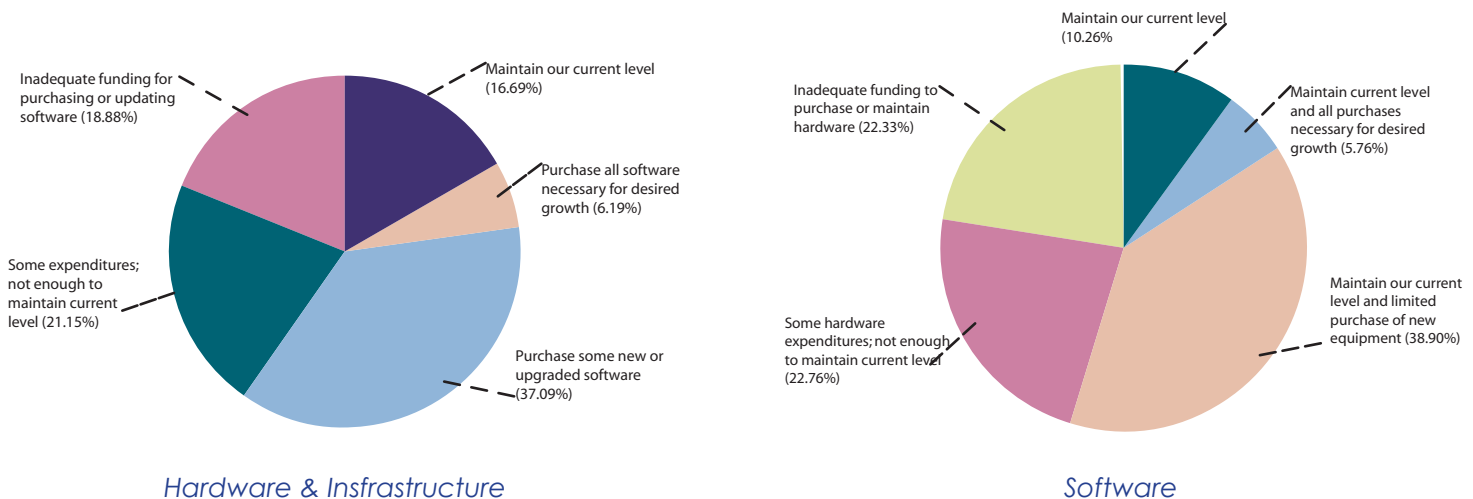


Figure 5. Adequacy of funding for hardware, infrastructure, and software

(45%) reported that they either don't have adequate funding to purchase or maintain hardware, or their budget does not allow for their current levels to be maintained.

Almost half of the schools indicated that their budget for software allows for maintenance with no upgrading. However, many schools (22%) indicated that they either don't have a budget or their budget does not allow for their current levels to be maintained.

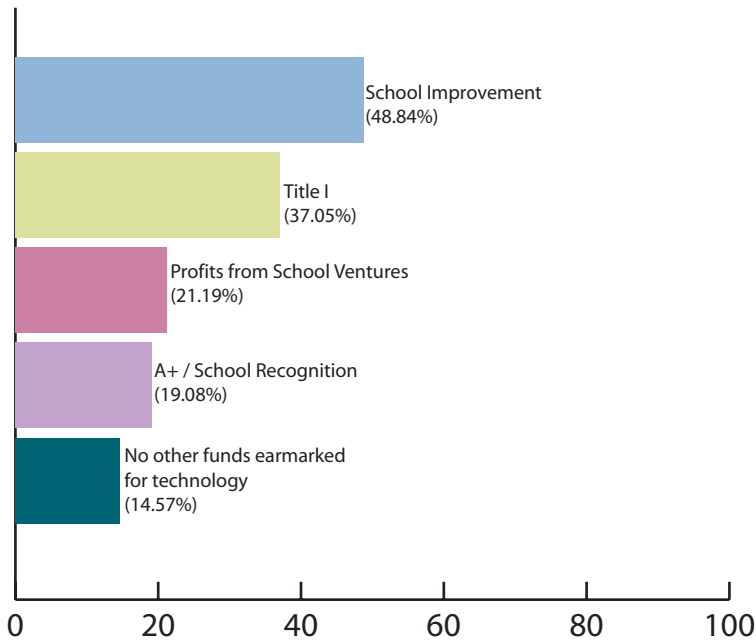


Figure 6. Other school funds allocated for the support of technology

The most frequently sought and awarded additional sources for technology funding were PTA/PTO (or other school 'booster' organizations) and federal or state grants. Sixteen percent of schools in the state reported that they did not seek additional technology funds this year.

Other types of school funds were reported as being allocated for the support of technology. Most common was School Improvement, followed by Title I, and profits from school ventures such as cell towers, after-school care, vending machines, etc.



## Access to Technology

### Modern Computer Availability

Approximately 77% of computers available for student use are "modern" (i.e., Internet and multimedia capable and purchased within the last 5 years).

The majority of modern computers for student use are located in classrooms, followed by computer labs serving general education, and computer labs serving vocational education.

Of the modern computers in classrooms for student use, 9% are laptops or tablets.

Mobile labs currently contain approximately 5% of the modern computers designated for student use.

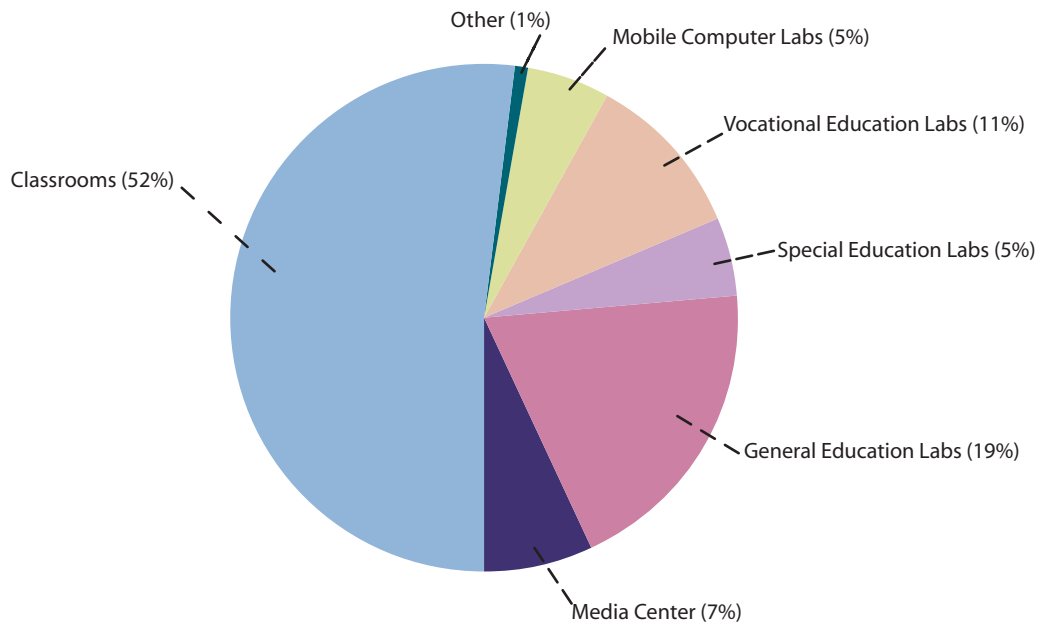


Figure 7. Locations of modern computers for student use

The majority of non-modern computers for student use are found in classrooms, followed by computer labs serving general education, the media center, and computer labs serving vocational education.

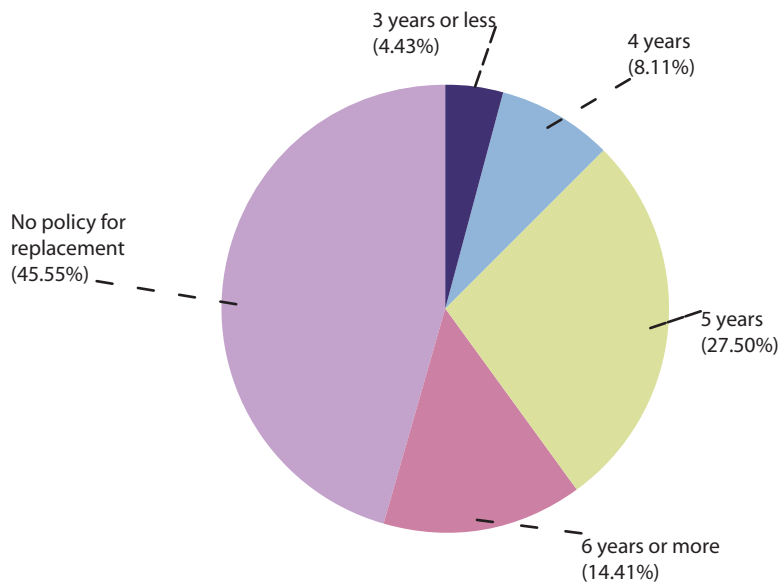
### *Technology Availability After School Hours*

Computers are available for on-site, after school use for all students in 28% of schools. They are available for after-school programs and activities in 47% of schools.

A small portion of schools (7.48%) have laptops that students are allowed to take home. Similarly, 11% of schools permit students to check out digital devices for home use. In most cases, this is by special arrangement only.

### *Teacher Technology Access*

Most teacher workstations are modern computers (85%). Nearly a quarter of these are laptops or tablets (21%).



An average of 90% of classrooms are equipped with teacher workstations.

Nearly half the schools indicated that they wait 5 years or more to replace both student and teacher computers. A similar proportion of schools reports having no policy for replacement of student and teacher computers.

Figure 8. Replacement policy for student computers

## Classroom Specific Technology

The two most available digital devices reported by schools were graphing calculators and computer projection devices.

In 9% of schools, computer projection devices are standard equipment in all classrooms. For at least a quarter of the schools, standard equipment in some classrooms includes: computer projection devices, scanners, and digital still cameras.

## Internet Availability/Use

An average of 94% of classrooms are reported to have high-speed access to the Internet.

Approximately 23% of instructional areas have the capacity for wireless Internet access.

Most schools (89%) rated their Internet connection as “dependable” or “very dependable.”

The majority of schools (86%) reported a small frequency (Never-24% of the time) of experiencing delays when using the Internet for instruction.

## Software Availability

Most schools reported having the following software on the majority of their student computers:

- Graphics, presentation software, spreadsheet, basic word processing, and robust word processing
- FCAT prep tools and general reference tools

A moderate percentage of schools reported having the following software on most of their student computers: Non-FCAT test prep tools, integrated learning systems, content-specific skills practice/tutorials, content-specific simulation, and other content-specific resources.



## Educators and Technology

### Teacher Technology Use

The majority of schools reported that most of their teachers regularly use technology for the following tasks: administrative tasks and email to other school or district staff, and analysis of student assessment information.

Most schools reported that very few of their teachers (less than 25%) use technology for desktop video production, video conferencing, and web page publishing.

### Administrator Support of Technology Use

The most frequently reported use of technology promoted by the principal was the creation of technology-rich, authentic learning environments. The next most frequent was collaborative learning within the classroom.

Nearly all principals reported that they use technology on a daily basis for administrative tasks and email to other school or district staff. Most principals indicated that they use technology for analysis of student assessment information and research at least several times per week.

### Professional Development

Almost all schools reported offering technology-related professional development. The training model most commonly reported was hands-on instruction.

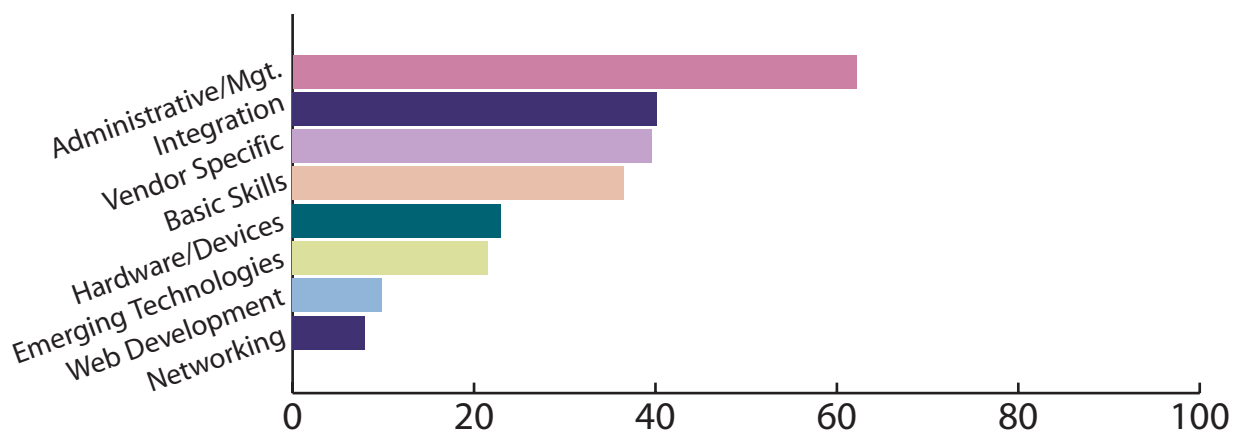


Figure 9. Percentage of teachers trained in the last year by type of course

The majority of schools indicated that half or more of group technology training opportunities had follow-up activities.

An average of 85% of teachers were reported to have received training related to technology in the past year.

## Learners & Learning

Nearly 40% of schools describe the learning environments most often found in their school as having students participate in electronic learning communities within the classroom.

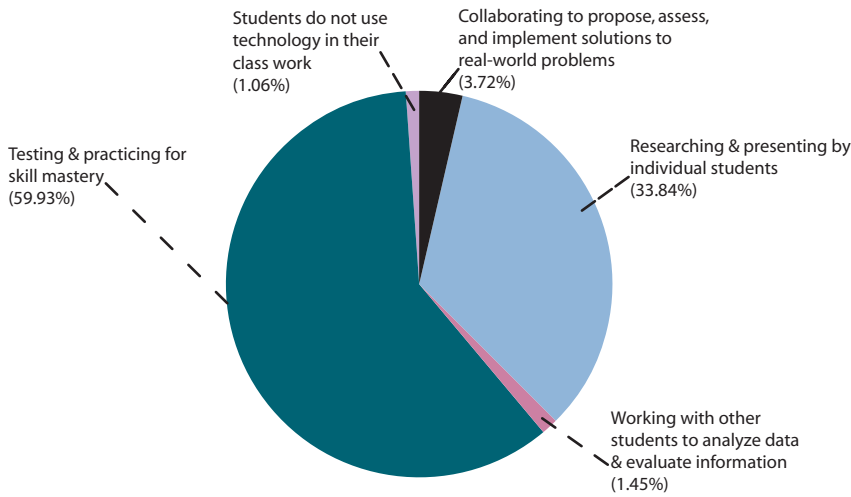


Figure 10. Primary way students use technology in their class work

The majority of schools indicated that the most common approach to technology use in their school was as a supplement to instruction (e.g. skill practice).

The majority of schools indicated that testing and practice for skill mastery in core curriculum areas is the primary way in which students use technology in their schools, followed by researching and presenting by individual students.

Most schools indicated their students use computers as part of their coursework at least 2 to 3 days per week.

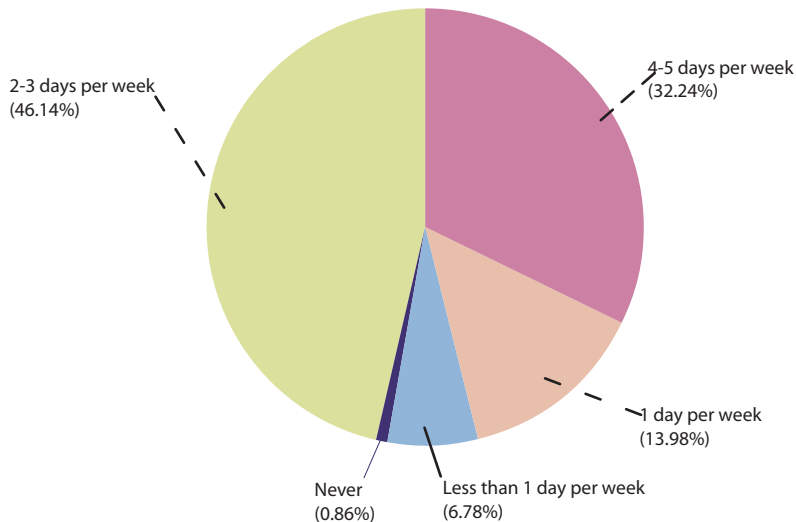


Figure 11. Frequency with which students use technology as part of their coursework

Most schools reported using drill and practice software and integrated learning systems at least several times per week.

Tool-based software was reported to be used by most schools at least once per week.

Least frequently used are multi-media and simulation software.

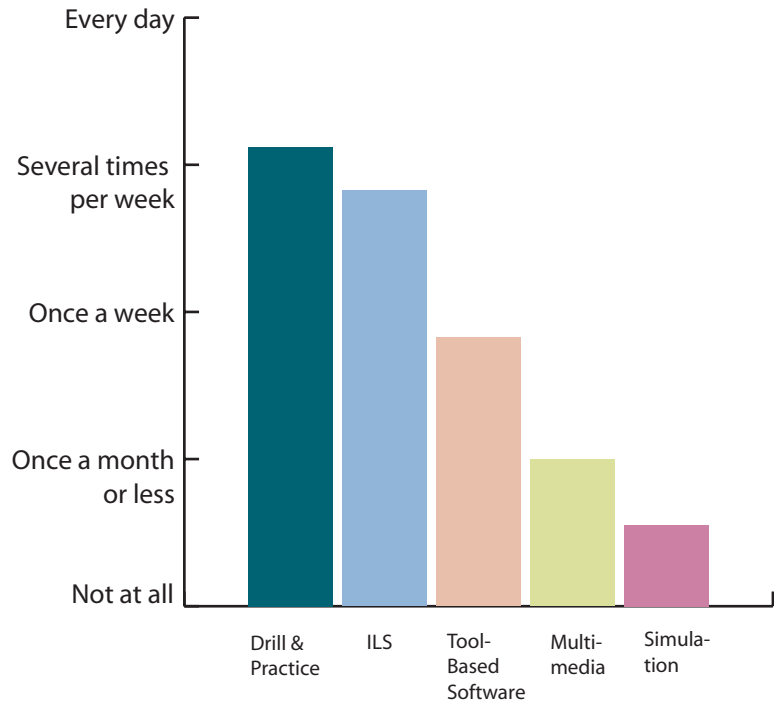


Figure 12. Average frequency of student use (by software type)

## Community Learners

The majority of the schools indicated that the following tools are used for sharing information with their community: Newsletters, school website, print media, classroom websites, and email.

The majority of schools report that they are making some effort to increase technology awareness in the community.

Over 40% of schools indicate that they offer technology access to community members.

A smaller portion of schools (21%) indicated that they offer hands-on technology training.

Among these schools, most indicated that parents may access technology anytime. The next most frequent type of access indicated was for parents was during their extended-day hours.

Among the schools indicating that they offer hands-on technology training, the majority indicated that the training is available to any community member (57%) in contrast to only parents of students (43%).

The training was most frequently described as being led by school staff (92%). Most schools indicated that the training is offered with no fee for any participants (88%).



## Accountability

### *Student Standards*

Most schools (74%) indicated that they have adopted the National Educational Technology Standards for Students (NETS-S) or other standards that align with NETS-S.

In 68% of schools, grade-level or subject-level expectations for technology have been written into, or aligned with, curriculum standards.

Most schools (68%) described the extent of their students' technology capabilities as having adequate ability to use the operating system, to produce grade-appropriate work using a word processor, and to navigate a website.

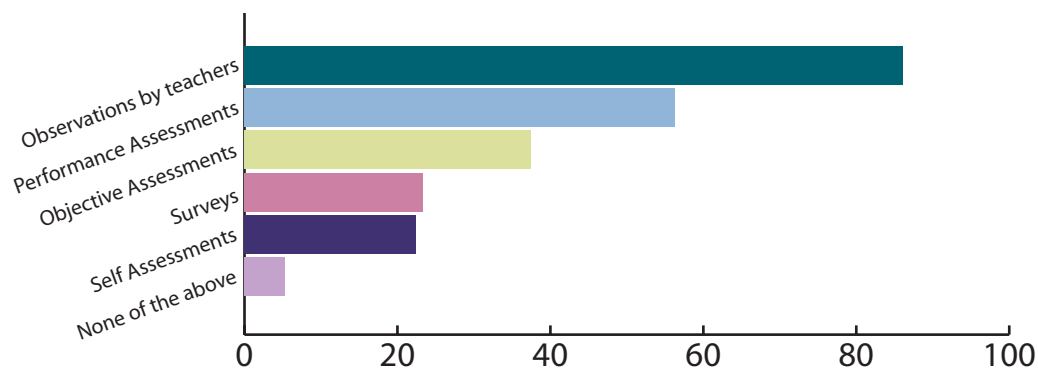


Figure 13. Method for monitoring student achievement of technology standards

## Teacher Standards

Classroom observation is the most frequently reported method for monitoring teacher competency in technology, followed by surveys and self assessments.

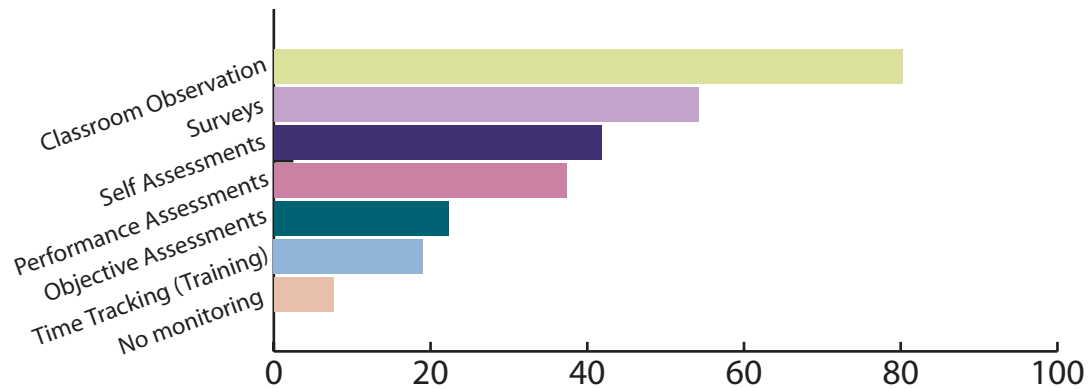


Figure 14. Method for monitoring teacher competency in technology

Using the levels of accomplishment recognized in the Educator Accomplished Practice #12 (technology), schools indicated that most of their teachers could be categorized as “professional” or “pre-professional” (average of 70%). The most advanced category, “accomplished” was indicated to represent an average of 24% of their teachers. Schools indicated that there are some teachers (average of 6%) that are not yet pre-professional.

