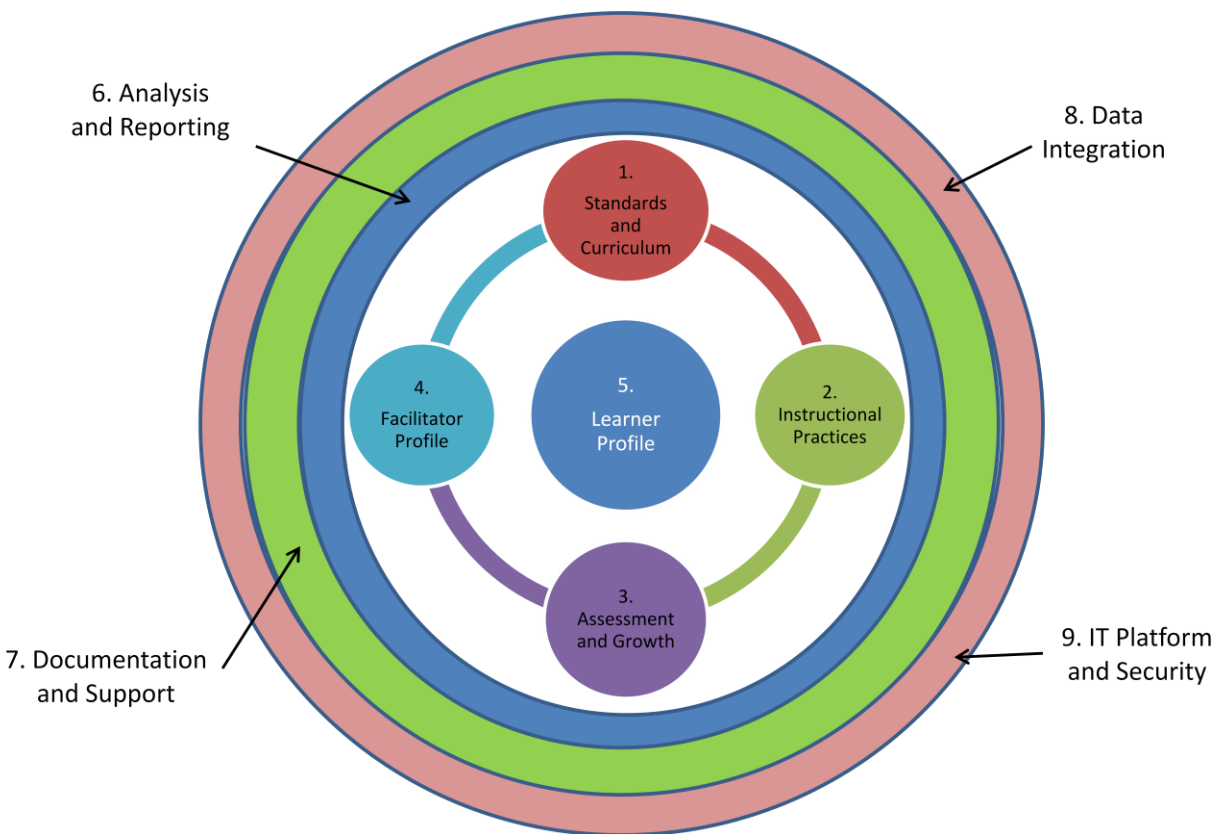




## Requirements Summary

Florida envisions a student-centered school environment where every district in Florida is equipped with a Local Instructional Improvement System that meets stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school and district, and research. Using a collaborative process with districts, the Florida Department of Education identified nine component areas of a Local Instructional Improvement System and specific requirements for each. The key requirements are published as the Minimum Standards for a Local Instructional Improvement System. The Minimum Standards establish a baseline of features and functionality the system must have to meet Florida's vision for a student-centered environment. The following provides a high-level outline of each component area.



Source: Center for Educational Leadership and Technology, 2010.

1. *Standards and Curriculum* – The system will enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.



**Florida Department of Education**  
**Race to the Top**  
**Local Instructional Improvement System**  
**Minimum Standards**

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2. *Instructional Practices* – The system will provide teachers and administrators the ability to create instructional materials and/or resources and lesson plans.
3. *Assessment and Growth* – The system will support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.
4. *Facilitator Profile* – The system will include district staff information combined with the ability to create and manage professional development offerings and plans.
5. *Learner Profile* – The system will include comprehensive student information that is used to inform instructional decisions in the classroom, for analysis, and for communicating to students and parents about classroom activities and progress.
6. *Analysis and Reporting* – The system will leverage the availability of data about students, district staff, benchmarks, courses, assessments, and instructional resources to provide new ways of viewing and analyzing data.
7. *Documentation and Support* – The system will house documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.
8. *Data Integration* – The system will include or 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.
9. *IT Platform and Security* – The system will provide secure, role-based access to its features and data for teachers, students, parents, district administrators, and technical support.

The Florida Department of Education understands the implementation of the Minimum Standards varies across Florida’s districts. Race to the Top provides guidance and resources to assist districts in meeting Florida’s vision for a student centered environment.

## Florida LIIS Minimum Standards

1.0 Standards and Curriculum	
Item	Requirement Description
<b>1.1 Benchmarks</b>	
1.1.1	Ability to store benchmark structure, hierarchy, and terminology.
1.1.2	Ability to manage multiple levels of benchmarks (i.e. content area, level, strand, standard, topic).
1.1.3	Ability to search and view benchmarks by applying multiple filters including, but not limited to:
	a. source
	b. state or district course or subject (i.e., Math, Reading, Science)
	c. grade level
	d. grade range (i.e. 2 to 4)
	e. keyword
	f. ID number
	g. level (i.e. strand, level, topic)
1.1.4	Ability to link benchmarks to any level of curriculum, such as courses, units, objectives, activities, or instructional materials and/or resources.
1.1.5	Ability to view benchmarks and their links to including, but not limited to the following:
	a. assessments
	b. assessment items
	c. course objectives
	d. activities
	e. lesson plans
	f. instructional materials and/or resources
1.1.6	Ability to display alignment of course curriculum to benchmarks.
<b>1.2 Curriculum Design and Management</b>	
1.2.1	Ability to store course curriculum structure, hierarchy, and terminology.
1.2.2	Ability to link course content to course IDs, sections, and sessions (i.e. lab, lecture).
1.2.3	Ability to create and manage multiple, hierarchical benchmark-aligned curriculum guides including, but not limited to curricular components for:
	a. courses
	b. units
	c. objectives
	d. activities
	e. assignments
	f. instructional materials and/or resources
	g. assessments

## Florida LIIS Minimum Standards

2.0 Instructional Practices	
Item	Requirement Description
<b>2.1 Instructional Materials and/or Resources</b>	
2.1.1	Ability to create instructional materials and/or resources including, but not limited to the ability to:
	a. align to multiple benchmarks and/or multiple subjects
	b. classify by subject and grade or level
	c. indicate file type (i.e. video, audio)
	d. include a description of the instructional material/resource
	e. include a web address
	f. attach a file (i.e. graphic, chart, spreadsheet, map, etc.)
2.1.2	Ability to link aligned instructional materials and/or resources to create a unit.
2.1.3	Ability to search and view instructional materials and/or resources (units, activities, assessments, and resources) by applying multiple filters including, but not limited to:
	a. keyword
	b. benchmark
	c. subject and/or course
	d. grade and/or grade range
	e. file type
	f. source
	g. author
	h. cognitive complexity level/depth of knowledge (i.e. Bloom's, Marzano's, Webb's)
	i. subgroups (i.e. Exceptional Student Education (ESE), gifted, etc.)
	j. level (i.e. Elementary, Middle School, High School)
	k. cost
<b>2.2 Lesson Plans</b>	
2.2.1	Ability to create a lesson plan by selecting a set of activities and assigning them to an individual student, group of students, or entire class for a particular timeframe.
2.2.2	Ability to create a lesson plan from a common template including, but not limited to the ability to:
	a. align lessons to multiple benchmarks and subjects
	b. indicate the time required to complete the lesson
	c. include differing procedures for various student groups (i.e. gifted)
	d. include objectives to be covered in the lesson
	e. include comments about the lesson
	f. attach supplemental files (i.e. handouts, assignments, assessments, supplemental information, etc.)
	g. include a list of assignments for the lesson
	h. include assessments and interventions for students failing to demonstrate mastery
2.2.3	Ability for multiple teachers to contribute to a single lesson plan.
2.2.4	Ability to create multiple lesson plans for the same course.
2.2.5	Ability to share lesson plans within a group, location, or other organizational structure.

## Florida LIIS Minimum Standards

2.0 Instructional Practices	
Item	Requirement Description
<b>2.3 Class Data Management</b>	
2.3.1	Ability to view all assigned course sections including, but not limited to:
	a. student roster
	b. historical assessment results
	c. historical grades
2.3.2	Ability to view lesson plans by day, week, and month.
2.3.3	Ability to create differentiated learning groups based on data and reports.
2.3.4	Ability to assign a student as a member of multiple learning groups.

## Florida LIIS Minimum Standards

3.0 Assessment and Growth	
Item	Requirement Description
<b>3.1 Assessment Items</b>	
3.1.1	Ability to support "what-you-see is what-you-get" (WYSIWYG) entry of assessment questions and answers from a web browser.
3.1.2	Ability for staff to create original items including the ability to copy and paste from word processing documents or other files.
3.1.3	Ability to create items for paper-based and/or computer-based assessments including, but not limited to:
	a. rubric-scored
	b. observational
	c. checklist
	d. multiple choice
	e. open-ended short-answer
	f. gridded response
	g. essay
	h. true/false
3.1.4	Ability to create mathematical equations.
3.1.5	Ability to check for grade-level vocabulary or synonym.
3.1.6	Ability to use external graphics software packages for the construction of assessment items.
3.1.7	Ability to apply formatting to an assessment item.
3.1.8	Prohibits the modification of a copyrighted item.
3.1.9	Ability to store and update the following information for each item, where appropriate:
	a. complete description of the item
	b. scoring rules (i.e. correct answer, points for each response option, points for item)
	c. item distracters
	d. item resources (i.e. resources needed to administer the item graphics, tools, passages, artwork, reference materials)
	e. item statistics (i.e. difficulty level, quality of each distracter)
	f. assessment item history usage statistics
	g. scoring rubric
	h. item difficulty level
	i. point bi-serial
	j. p-value (probability)
	k. DIF - Differential Item Function
	l. source, copyright, and permission documentation for assessment items and their prompts
	m. related benchmarks, skills, or competencies
	n. related curriculum objective
	o. cognitive complexity level/depth of knowledge
	p. grade level
	q. subject area
	r. indicator for school district benchmark assessment items and other teacher-developed assessment items
3.1.10	Ability to store audio files, video files, interactive (i.e. flash) objects and test-taker tools such as rulers, calculators, and protractors.

## Florida LIIS Minimum Standards

3.0 Assessment and Growth	
Item	Requirement Description
3.1.11	Ability to link assessment items and their associated passages including, but not limited to:
	a. ability to keep all assessment items linked to a passage grouped together
	b. ability to keep all assessment items linked to a passage presented in the same order
3.1.12	Ability to attach criteria of expected performance (i.e. rubric) to the assignment.
3.1.13	Ability to search and filter items by:
	a. benchmark
	b. curriculum objective
	c. keyword
	d. grade level
	e. subject area
	f. item difficulty level
	g. assessment item type
	h. cognitive complexity level/depth of knowledge (i.e. Bloom's, Marzano's, Webb's)
	i. author
	j. source
3.1.14	Ability to restrict teachers from adding items or modifying existing items based on school preference.
3.1.15	Ability to access, add, delete, and replace assessment items from the publisher's assessment items by authorized personnel based on license rights by organization (i.e. class, school, school district, etc.).
3.1.16	Ability to secure items for school district or school-based assessments and classroom assessments.
3.2 Assessment Authoring and Creation	
3.2.1	Ability for authors to create, edit, and delete their own assessments including customized benchmark tests which correlate to state content benchmarks.
3.2.2	Ability to store assessments and retrieve based on author, title, date, benchmarks.
3.2.3	Ability to include URL links as part of assessment instruction with consideration to security issues.
3.2.4	Ability to include video, audio, multimedia, and streaming media.
3.2.5	Ability to divide items into groups on an assessment based on:
	a. topics
	b. item type
	c. curriculum objective
	d. cognitive complexity level/depth of knowledge
	e. item difficulty level
	f. benchmark
3.2.6	Ability to store, print and provide necessary keys for paper-based assessments including, but not limited to these types of items:
	a. rubric-scored
	b. observational
	c. checklist
	d. multiple choice
	e. open-ended short-answer
	f. gridded response
	g. essay
	h. true/false

## Florida LIIS Minimum Standards

3.0 Assessment and Growth	
Item	Requirement Description
3.2.7	Ability to administer computer-based assessments in multiple formats including, but not limited to:
	a. multiple choice
	b. open-ended short-answer
	c. essay
	d. true/false
3.2.8	Ability to differentiate when an item was used as interim or summative to clarify the test environment.
3.2.9	Ability to vary assessment attributes including, but not limited to:
	a. randomly selecting questions based upon predetermined criteria
	b. randomly presenting items
	c. varying the number of items in a list
	d. option to shuffle choices in lists each time answer options are presented
	e. using HTML display formatting for text (i.e. bold, italics, colored fonts), images, sound, videos, and flash animation
3.2.10	Ability to deliver items in sequential order.
3.2.11	Ability to search and view explicit criteria in a variety of formats including, but not limited to samples of student work with connections to rubric or score expectations.
3.2.12	Ability to modify assessment on the basis of age, grade and special needs including, but not limited to:
	a. modifying font size and organization of the assessment sections
	b. customizing assessment instructions
	c. decreasing the number of items
3.2.13	Ability for author to create timed or untimed tests.
3.2.14	Ability to create untimed question blocks (time out) to provide introductions/information.
3.2.15	Ability to meet timing/scheduling accommodations including, but not limited to the following:
	a. Ability to provide flexible, individualized timing
	b. Ability to save completed responses and save stopping points during breaks
	c. Ability to turn off the monitor or blank the screen temporarily
3.2.16	Ability to create and access a brief, hands-on tutorial one must complete before beginning the official, timed test.
3.2.17	Ability to print preslugged answer sheets.
3.2.18	Ability for author to determine if an assessment will be shared among other authors or if an assessment needs to be secure and protected from other authors.
3.3 Assessment Assignment and Delivery	
3.3.1	Ability to schedule assessment online.
3.3.2	Ability to assign assessments to individual students.
3.3.3	Ability to restrict assignment of online assessment based on security access.
3.3.4	Ability to predetermine number of student assessment takers.
3.3.5	Ability to restrict assignment of assessment to only those assessments scheduled to be used.
3.3.6	Ability to limit access to an assessment within date limits.



## Florida LIIS Minimum Standards

3.0 Assessment and Growth	
Item	Requirement Description
3.3.7	Ability for user to view assessments to be administered by:
	a. assessment name
	b. course/section
	c. subject
	d. grade level
	e. administration start date
	f. administration end date
	g. score due date
3.3.8	Ability to deliver assessments via the intranet/internet any time, anywhere as follows:
	a. based on predetermined access schedule
	b. based on teacher discretion
	c. guided by school district policy including, but not limited to:
	i. ability to restrict browser to assessment environment only
	ii. ability to restrict student access to a range of IP addresses
	d. via wireless computing devices, such as computers, laptops, tablets, and handheld devices
3.3.9	Ability to take test using handheld responders and other alternative input devices.
3.3.10	Ability to meet accommodations including, but not limited to the following:
	Presentation Accommodations
	a. Ability to self-select print size or magnification
	b. Provide graphics and text-based user interfaces
	c. Minimize scrolling difficulties
	d. Ability to vary screen size
	e. Minimize negative effects of magnification on graphics and tables
	f. Ability to self-select audio (screen reader), alternate language, or signed versions of instructions and test items, where appropriate
	g. Ability to have instructions repeated as often as student chooses
	h. Ability to vary audio speed and quality of audio presentation
	i. Ability to use screen reader that converts text into synthesized speech or Braille
	j. Ability to use alternative text or "alt tags" for images
	k. Ability to use color contrast for background and overlying text
	l. Ability to flag existence of tactile graphics or three-dimensional models
	m. Ability to use multiple screen and text colors
	n. Ability to provide audio/reading of assessment items to students (and their responses), as appropriate
	o. Ability to accommodate visually impaired students
	Response Accommodations
	a. Ability to have multiple options for selecting response including but not limited to mouse click, keyboard, touch screen, speech recognition, assistive devices to access the keyboard (i.e. mouth stick or head wand)
	b. Ability to print paper-based assessment for use in place of computer (i.e. extended response items)

## Florida LIIS Minimum Standards

3.0 Assessment and Growth	
Item	Requirement Description
3.3.11	Ability to restrict the test-taker's access to assessments based upon levels set by the district including, but not limited to:
	a. number of times accessed
	b. date and time of access
	c. assessment time limit
3.3.12	Ability to require proctor's name and password before assessment is started.
3.3.13	Ability to limit proctor's login from a range of IP addresses.
3.3.14	Ability to control time limits for the administration of an assessment.
3.3.15	Ability to accept results if time limits are exceeded.
3.3.16	Ability to notify test taker when time is about to expire.
3.3.17	Ability to prevent printing, screen captures, and saving to HTML during assessment session.
3.3.18	Ability to access approved online tools during testing session with ability to toggle OFF including, but not limited to help tools, rulers, and protractors.
3.3.19	Ability for students taking the online assessment to change answers for each section of the assessment before submitting the test.
3.3.20	Ability for students taking the online assessment to randomly answer questions.
3.3.21	Ability to continuously and automatically save student responses during an assessment.
3.3.22	Ability to identify a student who did not take a required assessment.
3.3.23	Ability to use handheld devices to collect attendance and enter grades.
<b>3.4 Scoring</b>	
3.4.1	Ability to create an answer key or rubrics.
3.4.2	Ability to score each individual benchmark assessed.
3.4.3	Ability to store scoring keys including, but not limited to:
	a. scoring rubrics for teacher assessment of open-ended/constructed response and essay items
	b. scoring rubrics for polytomous items
	c. rubric grading scales
	d. secure answer keys
	e. associated resources such as anchor papers, annotations, training sets, and qualifying sets
3.4.4	Ability to score assessments online.
3.4.5	Ability to manually enter student results data including the ability to adjust or override scanned scores.
3.4.6	Ability to use scoring aggregation on other levels.
3.4.7	Ability to immediately access results when assessments are scored by the system.

## Florida LIIS Minimum Standards

3.0 Assessment and Growth	
Item	Requirement Description
3.4.8	Ability to sort assessment by benchmarks or strands by:
	a. Raw Scores
	b. Percent Correct
	c. Mean Score
	d. Weighted Scores
	e. Percentiles
	f. Stanines
	g. Medians
	h. Standard Deviations
	i. Range
	j. Standard Scores
	k. Grade Equivalent Scores
	l. Normal Curve Equivalent
	m. Performance Categories
	n. Quartiles
	o. Number Tested

## Florida LIIS Minimum Standards

4.0 Facilitator Profile	
Item	Requirement Description
<b>4.1 Staff Information</b>	
4.1.1	Ability to store demographic information consistent with state data reporting requirements.
4.1.2	Ability to store staff information including, but not limited to:
	a. school assignment
	b. position type
	c. job classification
	d. degrees
	e. certification, including renewal data
	f. mentoring program activity
	g. leadership activities
	h. performance history
	i. supervision and evaluation history
	j. compensation structure
<b>4.2 Proficiencies</b>	
4.2.1	Ability to store and link staff proficiencies by:
	a. school level (i.e. pre-k, elementary, middle, high school)
	b. individual staff (i.e. instructional, leadership, support)
	c. job classification
	d. grade level
	e. subject area
	f. group of staff (i.e. teams, lesson study groups, department)
	g. certification/licensure
	h. professional development program
	i. course description/course catalog
	j. benchmarks
	k. curriculum
	l. instructional materials and/or resources
	m. assessment strategies
	n. student needs
4.2.2	Ability to categorize staff proficiencies according to:
	a. skills
	b. knowledge
	c. behavioral characteristics (i.e. effective oral and/or written communication, strong interpersonal skills)
4.2.3	Ability to edit or create new professional development proficiencies.
<b>4.3 Professional Development Plans</b>	
4.3.1	Ability to create and update professional development plans including, but not limited to:
	a. proficiencies required
	b. proficiencies mastered, including acquisition date
	c. description of how proficiencies will be obtained

## Florida LIIS Minimum Standards

4.0 Facilitator Profile	
Item	Requirement Description
4.3.2	Ability to store and view information from professional development offerings taken by a teacher including, but not limited to:
	a. offering name
	b. offering dates
	c. offering description
	d. professional development provider
	e. delivery type
	f. course proficiencies provided
	g. course proficiencies obtained
	h. link to job/regulation certifications
	i. performance objectives
	j. flag if professional development offering taken for in-service and/or certificate renewal
	k. professional development credit earned internal and external to school district
4.3.3	Ability to track mandatory training components including, but not limited to:
	a. completion of built-in assessments
	b. user participation
	c. successful completion of the training
4.4 Establishing Professional Development Offerings	
4.4.1	Ability to create and utilize a template for developing a professional development offering including, but not limited to:
	a. rationale and purpose for the proposed professional development offering
	b. list of the proficiencies embedded in the proposed professional development offering
	c. a rubric for assessing mastery of each of the associated proficiencies
	d. a link to specific curricular activities, assessments, instructional activities, instructional materials and/or resources for each of the associated proficiencies
	e. brief description of the assessment strategies to be used including, but not limited to:
	i. project
	ii. test
	iii. observation
	iv. a combination of project, test, and/or observation
	f. type of instructional delivery method including, but not limited to:
	i. classroom
	ii. virtual/distance learning
	iii. web-based
	iv. audio conferencing
	v. independent study kit
	vi. project-based program
	vii. coaching models of train the trainer, coach-mentor
	viii. lesson studies groups, professional learning communities, and collaboration by teachers
	g. type of physical and/or digital learning environment required
	h. duration
	i. related prerequisites and/or learner assumptions

## Florida LIIS Minimum Standards

4.0 Facilitator Profile	
Item	Requirement Description
	j. state standards for professional development
	k. evaluations
	l. employee classification
	m. subject area
	n. grade level
	o. student needs
	p. indicator if training is mandatory
	q. course listing which includes an overview of the class with objectives
4.4.2	Ability to create professional development program evaluations including, but not limited to these question types:
	a. single line of text
	b. multiple lines of text
	c. multiple choice by drop down
	d. rating scale by drop down
	e. project rubric
4.4.3	Ability to create and update preapproved professional development instructors.
4.4.4	Ability to create and update preapproved professional development locations.
4.5 Managing/Scheduling Professional Development Offerings	
4.5.1	Ability to create an electronic catalog of professional development offerings.
4.5.2	Ability to search and view professional development offerings on a variety of parameters including, but not limited to:
	a. key words
	b. timeframe
	c. proficiencies
	d. employee classification
	e. subject area
	f. grade level
	g. student needs
	h. school type
	i. school level
	j. AYP status
	k. school
	l. credit type
	m. location
	n. benchmarks
	o. certificate categories
4.5.3	Ability to search and view professional development offerings whether offered by the school district or other organizations.
4.5.4	Ability to schedule professional development offerings including, but not limited to:
	a. scheduling of multiple sessions of the same activity
	b. assignment of preapproved locations
	c. assignment of preapproved instructors
	d. setting registration as open enrollment or pre-approval

## Florida LIIS Minimum Standards

4.0 Facilitator Profile	
Item	Requirement Description
4.5.5	Ability to make professional development evaluations anonymous or named.
4.5.6	Ability for users to register online from any Internet, browser-based device including, but not limited to:
	a. ability for users to register or seek approval to register for all courses online
	b. ability for users to unregister from any course for which they have registered
	c. ability for administrator to register another employee
	d. ability to notify administrator if user unregisters for a class for which the administrator registered that person
	e. ability for users to change their password online
	f. ability for users to recover their password via email
	g. ability to block users from double-booking events
4.5.7	Ability to manage session attendance and results including, but not limited to the ability to:
	a. view roster of all registered participants
	b. print preformatted scannable sign-in sheet
	c. add walk-in attendees
	d. submit session attendance online
	e. submit final assessment results
	f. assign mastery of proficiency levels
	g. submit seat time online
4.5.8	Ability to collect evaluation results from a professional development offering.

## Florida LIIS Minimum Standards

5.0 Learner Profile	
Item	Requirement Description
<b>5.1 Storing Student Information</b>	
5.1.1	Ability to store demographic information consistent with state data reporting requirements.
5.1.2	Ability to store student photographs or pictures.
5.1.3	Ability to store services student is eligible to receive.
5.1.4	Ability to store time period information including, but not limited to:
	a. school year
	b. term
	c. period
	d. grade level
	e. school
5.1.5	Ability to store program participation information as defined by the state and school district including, but not limited to:
	a. free and reduced price lunch
	b. migrant
	c. homeless
	d. special education
	e. English for Speakers of Other Languages (ESOL)
	f. gifted and talented status
	g. district specific programs
	h. dropout prevention
5.1.6	Ability to store all critical elements in the following Academic Improvement Plans:
	a. Educational Plan for Gifted Students (EP)
	b. Individual Educational Plan for Students with Disabilities (IEP)
	c. English Language Learner Plan (ELL Plan)
	d. Individual Academic Plan (IAP)
	e. Response to Intervention (RTI) intervention history
	f. 504 Plans
5.1.7	Ability to store enrollment and attendance history including, but not limited to:
	a. days enrolled
	b. days absent
	c. days tardy
	d. class absence/tardy
	e. absence reasons according to a uniform definition across districts
	f. instructional minutes
	g. entry/withdrawal dates
	h. coded reason for withdrawal
5.1.8	Ability to store discipline information including, but not limited to:
	a. School Environmental Safety Incident Report (SESIR) code (i.e. restraint, seclusion)
	b. suspension rate with ability to differentiate between in-school and out of school
	c. specific incident information (i.e. time, place, teacher)
	d. discipline alerts or flags for all environments (i.e. bus, playground, classroom, nonstudent contact time)



## Florida LIIS Minimum Standards

5.0 Learner Profile	
Item	Requirement Description
5.1.9	Ability to store report card information from current and previous school years including, but not limited to:
	a. course
	b. teacher
	c. grade
	d. credits, both earned and missing
	e. AP courses, post secondary enrollment, IB, virtual school information
5.1.10	Ability to store academic history, transcript information, or early warning roster including, but not limited to:
	a. course code
	b. teacher code
	c. grade
	d. credit
	e. retention
	f. credit recovery
	g. interventions
	h. extended learning
	i. entry/withdrawals
	j. End of course exam attempts
	k. End of course exam results
5.1.11	Ability to store or provide access to all state assessment results including, but not limited to:
	a. Florida Comprehensive Assessment Test (FCAT)
	b. Florida Assessment for Instruction in Reading (FAIR)
	c. Florida Alternate Assessment (FAA)
	d. Comprehensive English Language Learners Assessment (CELLA)
	e. End of Course exams (EOCs)
5.1.12	Ability to store or provide access to other assessments including, but not limited to district assessments, college placement tests, and specific program assessments.
5.1.13	Ability to store assessment information including, but not limited to:
	a. assessment name
	b. assessment date
	c. assessment section/subtest
	d. performance level
	e. proficiency level
	f. benchmark
	g. Lexile
	h. score type

## Florida LIIS Minimum Standards

5.0 Learner Profile	
Item	Requirement Description
	i. score including, but not limited to:
	i. averages
	ii. raw score
	iii. scale score
	iv. total score
	v. percentage score
	vi. percentile
	j. pass/fail status
5.2 Comprehensive Student Profile	
5.2.1	Ability to view a comprehensive student profile including, but not limited to:
	a. student demographics
	b. Student Academic Improvement Plan
	c. parent contact information
	d. student class schedule
	e. student attendance by course and by day
	f. teacher grade book by class
	g. student transcript (i.e. attendance, GPA, credit earned)
	h. class assessments and assignments
	i. assessment results
	j. activities, lessons, or resources to help student reach benchmarks not yet mastered
	k. discipline information
	l. graduation cohort
	m. graduation requirements met or not met
	n. at-risk indicators
	o. classroom Web pages
5.2.2	Ability to customize information displayed in comprehensive student profile based on user (i.e. parent, student, teacher).
5.2.3	Ability to post reports to comprehensive student profile.
5.2.4	Ability to view entire student profile including all historical information.
5.3 Classroom Web pages	
5.3.1	Ability to create a classroom-specific Web page including, but not limited to:
	a. class announcements
	b. teacher contact information
	c. class syllabus
	d. homework assignments

## Florida LIIS Minimum Standards

6.0 Analysis and Reporting	
Item	Requirement Description
<b>6.1 Report Creation - Types</b>	
6.1.1	Ability to create and display results in a variety of formats including, but not limited to:
	a. table
	b. graph, including but not limited to:
	i. bar graph
	ii. pie charts
	iii. trend line
	c. report
	d. dashboard
	e. trend
6.1.2	Ability to create custom reports.
6.1.3	Ability to create standard report templates that allow the user to select specified parameters including, but not limited to:
	a. benchmark mastery
	b. item analysis including analysis based on use of item for interim or summative assessment
	c. individual staff proficiency attainment summary
	d. registration tracking by professional development offering
	e. professional development participation summary by school district
	f. professional development participation summary by school
	g. individual user professional development report
	h. professional development evaluation reports and summary
	i. total planned track of courses over several years and show current status against this plan
6.1.4	Ability to format results including, but not limited to:
	a. results titles
	b. color coding
	c. labels
	d. formatted for printing or for electronic viewing
6.1.5	Ability to drill down on aggregated results.
<b>6.2 Report Creation - Filtering</b>	
6.2.1	Ability to create a report using student information by applying multiple filters including, but not limited to:
	a. student
	b. student demographic
	c. student program participation
	d. grade level
	e. class level
	f. class section

## Florida LIIS Minimum Standards

6.0 Analysis and Reporting	
Item	Requirement Description
	g. cohort including, but not limited to:
	i. graduation cohort
	ii. at-risk graduates
	iii. early warning system levels
	iv. user-defined
	h. lowest quartile flag
	i. course attendance
	j. day attendance
	k. school year
6.2.2	Ability to create a report using teacher information by applying multiple filters including, but not limited to:
	a. teacher
	b. staff proficiencies required
	c. staff proficiencies mastered
	d. position type
	e. job classification
6.2.3	Ability to create a report using school information by applying multiple filters including, but not limited to:
	a. school
	b. school proficiency rates
	c. school progress meeting Adequate Yearly Progress (AYP)
	d. school district
6.2.4	Ability to create a report using assessment information by applying multiple filters including, but not limited to:
	a. assessment name
	b. assessment date
	c. assessment section/subtest
	d. performance level
	e. proficiency level
	f. benchmark
	g. Lexile
	h. score type
	i. score including, but not limited to:
	i. averages
	ii. raw score
	iii. scale score
	iv. total score
	v. percentage score

## Florida LIIS Minimum Standards

<b>6.0 Analysis and Reporting</b>	
Item	Requirement Description
6.2.5	Ability to create a report using professional development information by applying multiple filters including, but not limited to:
	a. proficiency acquisition
	b. registration of a professional development offering
	c. participation in a professional development offering
	d. evaluation of professional development offering
	e. professional development offerings planned
	f. professional development offering held
6.2.6	Ability to create a report using a combination of student, teacher, school, professional development and assessment information.
6.2.7	Ability to save a query as a favorite.
6.2.8	Ability to publish saved queries to users of the system at different roles such as central office staff, principals, counselors, and teachers uniquely.
<b>6.3 Computational Functions</b>	
6.3.1	Ability to calculate assessment scores including, but not limited to:
	a. raw score
	b. scale score
	c. percentage score
6.3.2	Ability to calculate assessment scores based on additional factors including, but not limited to:
	a. score for overall assessment
	b. score for benchmarks or strands
	c. score for number of questions answered in the timeframe allowed
	d. average score by class, school, or school district
6.3.3	Ability to apply weights including, but not limited to:
	a. question and response
	b. assessments
	c. assignments
6.3.4	Ability to compute basic statistics including, but not limited to:
	a. counts
	b. average
	c. percentage
	d. quartiles
	e. correlation coefficients
	f. significance tests (e.g. t-test)
	g. probability

## Florida LIIS Minimum Standards

7.0 Documentation and Support	
Item	Requirement Description
<b>7.1 System Documentation</b>	
7.1.1	Ability to access online and print versions of system documentation including, but not limited to:
	a. FAQs
	b. procedural "how to" documentation
	c. knowledge base
	d. on-demand videos
	e. technical manuals
	f. installation procedures
	g. database documentation (i.e. diagrams, metadata dictionaries)
	h. dataflow documentation
	i. development standards
	j. hardware/network configurations
	k. error resolution information
7.1.2	Ability to view and search for system documentation including, but not limited to by:
	a. subject area
	b. key word, metatag, or phrase
	c. index
	d. table of contents
	e. file type
<b>7.2 Helpdesk Support for End Users</b>	
7.2.1	Ability to access online (intranet/internet) software and support services including, but not limited to the ability to:
	a. submit questions
	b. inquire about the status of help desk requests
	c. receive software and documentation updates

## Florida LIIS Minimum Standards

8.0 Data Integration	
Item	Requirement Description
<b>8.1 Integration with school district, state or other applications</b>	
8.1.1	Ability to integrate for the purpose of seamless sharing of data from district, state, and/or other applications including, but not limited to:
	a. Student Information Systems
	b. Staff Information Systems
	c. Course Management Systems
	d. Content Management Systems
	e. Special Education Systems
	f. Response to Intervention (RTI) Systems
	g. Human Resource Systems
	h. Professional Development Systems
	i. Longitudinal Data Systems
<b>8.2 Data and Systems Standards</b>	
8.2.1	Supports the Sharable Content Object Reference Model (SCORM) version 1.2 or above.
8.2.2	Supports Simplified Object Access Protocol (SOAP) standard for exchange of information.
8.2.3	Complies with the World Wide Web Consortium's (W3C) Web Content Accessibility Initiative (WAI) and with Section 508 standards.
8.2.4	Supports a variety of interoperability standards including but not limited to School Interoperability Framework (SIF).
8.2.5	Supports Secure Socket Layer (SSL) encryption.
<b>8.3 Import and Export</b>	
8.3.1	Ability to securely import and export data, documents, files, and information by individuals and systems including, but not limited to:
	a. data (i.e. student, staff, grades, assessment, etc.)
	b. documents
	c. images (i.e. graphics, photos, etc.)
	d. multi-media materials (i.e. videos, podcasts)
	e. benchmarks
	f. subjects
	g. courses
	h. course descriptions
	i. lesson plans
	j. instructional materials and/or resources including from multiple publishers
	k. curriculum guides
	l. assessment items
	m. assessment item banks
	n. rubrics
	o. professional development information

## Florida LIIS Minimum Standards

8.0 Data Integration	
Item	Requirement Description
8.3.2	Ability to export data in a variety of formats including, but not limited to:
	a. comma separated value (CSV)
	b. PDF
	c. HTML
	d. text
	e. spreadsheet
8.3.3	Ability to receive data using a variety of mechanisms including, but not limited to:
	a. web forms
	b. scanning
	c. automated batch processing



## Florida LIIS Minimum Standards

9.0 IT Platform and Security	
Item	Requirement Description
<b>9.1 General Features</b>	
9.1.1	Ability to support hardware requirements including, but not limited to:
	a. a variety of hardware environments
	b. n-tiered, easily scalable open architecture
	c. virtualization
9.1.2	Ability to support application requirements including, but not limited to:
	a. browser-based components
	b. compliance with browser standards
	c. compliance with ADA
	d. copy and paste function across components/modules
	e. spell check, including ability to disable for assessments as needed
	f. grammar check, including ability to disable for assessments as needed
	g. prepopulates fields, where appropriate
	h. drop-down, radio button, or checklist of appropriate values for each validated field
	i. note fields
	j. display of data received from other systems
9.1.3	Ability to support database requirements including, but not limited to:
	a. one time entry of data for use throughout the system
	b. data validation including, but not limited to:
	i. verification
	ii. range checks
	iii. table of valid entries
	iv. allowances for online editing/validation of all update transactions
	c. identification of data element that must be tracked for changes
	d. identification of security at data element level
	e. a year-end roll over process
9.1.4	Ability to implement software and hardware upgrades without loss of configurations, customizations, data, or documents.
9.1.5	Ability to complete a full or incremental backup on a scheduled or ad hoc basis.
9.1.6	Ability to restore from backup.
9.1.7	Provides performance, audit, and security logs including, but not limited to:
	a. hardware
	b. network
	c. application
	d. database

## Florida LIIS Minimum Standards

9.0 IT Platform and Security	
Item	Requirement Description
9.1.8	Ability to subscribe, unsubscribe, and receive notifications about events in the system including, but not limited to:
	a. new or revised data
	b. new or revised documents
	c. new or withdrawn students
	d. professional development registrations, reminders, and cancellation notifications
	e. workflow status
	f. system modifications
	g. security updates
	h. database performance issues
	i. application performance issues
	j. hardware performance issues
	k. network performance issues
9.1.9	Ability to create, update, or remove workflows based on district review and approval requirements including, but not limited to the following types:
	a. lesson plans
	b. professional development plans
	c. instructional materials and/or resources
	d. assessment items
	e. documents
9.1.10	Ability to designate evaluation criteria for each step of the workflow review and approval process.
9.1.11	Ability to complete entire workflow process from submission, through review and approval, in the system.
9.1.12	Ability to view and print reports on the status of the workflow process.
9.1.13	Ability to view the status of the workflow process from the item under review.
9.1.14	Provides a calendar including, but not limited to the ability to:
	a. create individual, course section, or subject area calendars including, but not limited to:
	i. student
	ii. teacher
	iii. professional development
	b. add, update, or remove assignments or events (i.e. assessments) on the calendar
	c. add, update, or remove recurring assignments or events
9.1.15	Ability to open multiple windows concurrently for both inquiry and updating across any combination of components without losing any data previously entered on an open screen.
9.1.16	Provide a system that requires only basic computer skills by individuals.
9.1.17	Ability to provide information and communications to parents in their home language including, but not limited to:
	a. English
	b. Spanish
	c. Haitian Creole, where applicable
	d. Portuguese, where applicable
	e. Vietnamese, where applicable

## Florida LIIS Minimum Standards

9.0 IT Platform and Security	
Item	Requirement Description
<b>9.2 Scalability and Adaptability</b>	
9.2.1	Ability to manage the system by subgroups such as multiple schools, multiple school districts, etc.
9.2.2	Ability to scale system to support required number of concurrent district users via the district's network and/or internet, including but not limited to district personnel, school personnel, students and parents.
9.2.3	Ability to scale system to support collection, storage, and reporting of data for operational and research purposes.
9.2.4	Ability to receive and import periodic transmissions of data within a minimum period of time.
9.2.5	Ability to store assessment information longitudinally.
9.2.6	Ability to scale system to support archiving in accordance with legal retention and district research requirements including, but not limited to:
	a. data
	b. documents
	c. images
	d. multi-media materials
<b>9.3 Security</b>	
9.3.1	Provide access to system via single sign-on.
9.3.2	Provide secure, role-based access to the system and all of its functions for multiples types of users including, but not limited to:
	a. administrators
	b. teachers
	c. students
	d. parents
	e. technical support/administrators
9.3.3	Provide secure, role-based access to confidential and other data in accordance with district, state, and/or federal rules or regulations.
9.3.4	Ability to manage user account profiles in the database (i.e. not hard-coded).
9.3.5	Ability to create and manage multiple parent/guardian accounts for a single student.
9.3.6	Ability to create and enforce best practice guidelines for passwords including, but not limited to:
	a. minimum length
	b. combination of alpha and numeric characters
	c. expiration dates
9.3.7	Ability of individuals and systems to change passwords.
9.3.8	Ability for technical support/administrators to reset passwords for other users and not view the password.
9.3.9	Ability to add, update, or remove an individual or application's account in the system.
9.3.10	Ability to validate individuals and systems against a security profile and persistently store the security profile where it can be accessed by all system components.
9.3.11	Ability to customize the secure login screen including, but not limited to by:
	a. school district
	b. school
	c. group of schools