

FLORIDA

**ESEA FLEXIBILITY
REQUEST**

Submitted to:
U.S. Department of Education

June 28, 2012

Revised June 1, 2014
Revised July 22, 2015

[Inside front cover]

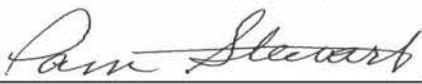
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Florida Department of Education Pam Stewart, Commissioner	Requester's Mailing Address: 325 West Gaines Street Suite 1514 Tallahassee, FL 32399-0400
State Contact for the ESEA Flexibility Request Name: Juan Copa Position and Office: Deputy Commissioner of Education Division of Accountability, Research and Measurement (ARM) Contact's Mailing Address: 325 West Gaines Street Suite 514 Tallahassee, FL 32399-0400 Telephone: (850) 245-0744 Fax: (850) 245-9069 Email address: <u>Juan.Copa@fldoe.org</u>	
Chief State School Officer (Printed Name): Pam Stewart	Telephone: (850)245-0505
Signature of the Chief State School Officer: X 	Date: 7/22/2015
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of “priority

schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Please see page 123

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Please see page 43, 44, and 67

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's Next Generation Sunshine State Standards. In 2015-16 Florida will administer alternate assessments based on alternate academic achievement standards that are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.
9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Florida solicited input from stakeholders representing diverse perspectives, experiences, and interests, including those that will be impacted by and implement the policies included in the plan, and has strengthened its request based on this input. Florida developed a “Consultation Action Plan to Engage Stakeholders” that provides a description of how Florida meaningfully engaged and solicited input from groups, including teachers and their representatives. Refer to Florida’s response to Question 2 of the Consultation Section for the specifics of the Action Plan.

Florida’s approach to soliciting feedback and input from teachers and their representatives is ongoing and sincere. Our targeted strategies to engage and encourage teacher participation are described below.

- **Related Committees Involving Teachers.** Florida has a history of engaging teacher stakeholders in major policy decisions with statewide impact. Recent activities related to flexibility principles that involve teachers and teacher union members include the following:

Teacher Contributions to Flexibility Principles

Group	Contribution
Race to the Top Student Growth Implementation Committee (2011-15)	Developed Florida’s Value-Added Model for statewide assessments; work continues for other assessments
Race to the Top Teacher and Leader Preparation Implementation Committee (2011-14)	Revising Florida Principal Leadership Standards
Race to the Top District-developed Assessments for Instructional Effectiveness Implementation Committee (2011-14)	Collaborating with the state to establish a support structure and assistance team for LEAs in the development and implementation of summative assessments for the purpose of measuring student learning
Race to the Top Formative and Interim Assessment Design Implementation Committee (2011-14)	Providing input, feedback, and recommendations to the state in the development and implementation of formative and interim assessments for instructional improvement

Group	Contribution
Commissioner's Teacher Advisory Council (2010)*	Revised Florida Educator Accomplished Practices
Assessment Standard Setting Committees (Upcoming-2015)	Will recommend cut scores for new Florida Standards assessments in English language arts (ELA) in grades 3-11; mathematics in grades 3-8; and Algebra 1, Algebra 2, and Geometry end-of-course assessment – over 300 educators
Assessment Standard Setting Committees (2014)	Recommended cut scores for new Civics end-of-course assessment – approximately 20 educators
Assessment Standard Setting Committees (2013)	Recommended cut scores for new U.S. History end-of-course assessment – approximately 20 educators
Assessment Standard Setting Committees (2012)	Recommended cut scores for new FCAT 2.0 Science and Biology 1 and Geometry end-of-course assessments – over 70 educators
Assessment Standard Setting Committees (2011)	Recommended cut scores for new FCAT 2.0 and Algebra 1 end-of-course assessments – over 300 educators
Statewide Assessment Development Committees (ongoing)	Participating on reading, writing, mathematics, science, and social studies content advisory committees; item review committees; and rangefinder committees – 200 to 400 educators depending on the school year
Teacher and Principal Evaluation Redesign Teams (2011)	Attended four academies to learn about evaluation systems and redesign their LEA systems in accordance with state law and Race to the Top
Title I Committee of Practitioners (ongoing)	Advising FDOE on state implementation related to federal law
Florida's English Language Arts and Mathematics Standards Review (2014)	491 teachers submitted comments for revision of the standards to the online review system.
Florida Standards English Language Arts and Mathematics Adoption in 2014	491 teachers submitted comments for revision of the standards to the online review system.

**Comprised of teachers exclusively*

Specific to the ESEA Flexibility Process:

- **The Florida Department of Education (FDOE) Website.** The FDOE developed and launched an “Elementary and Secondary Education Act Waiver” website on October 12, 2011 (<http://www.fldoe.org/accountability/accountability-reporting/eseaw.shtml>, Attachment 3c), that provides information about this flexibility, including USDOE and FDOE documents. The department developed an online application for Floridians to send us their comments and suggestions.
- **Social Media Outreach Efforts.** The department uses Facebook, Twitter, blogs, and traditional media avenues to ensure teachers and their representatives were aware of the FDOE’s efforts to request this flexibility and to encourage their participation and input throughout the process.
- **Invitation to Participate.** An e-mail invitation was specifically sent to Florida’s District Teachers of the Year and 179,462 classroom teachers across Florida on October 13, 2011 (Attachment 3a), including charter and virtual school teachers, to encourage them to visit our website and submit suggestions for FDOE staff to consider while drafting our initial application. The Florida Education Association (*teacher representatives*) was also contacted to submit suggestions and ideas via our website. The e-mail invitation read as follows:

The Florida Department of Education has created a new web page that contains information on our plans to apply for a waiver on No Child Left Behind. This law was established a decade ago to help our nation improve our education system. Although it has helped many students throughout the country, it has also had some limitations that we want to address. As such, the Department plans on applying for a flexibility waiver that will enable us to closely align our state’s accountability system with a revised federal plan. Please take a moment to review our new web page and also share this information with your friends, colleagues and anyone you feel would like to participate in this state and national conversation on public education.

You may view the web page here: www.fldoe.org/esea.

We will soon post our draft application and solicit stakeholder feedback.

In developing its 2015 renewal application the department invited teachers, administrators, superintendents, and many other education stakeholders to comment on the draft renewal application. The department posted its draft application on its web site to solicit input. In addition, it established an on line application to receive input on each section of the revised ESEA Flexibility Waiver application. All input was reviewed and considered in the development of the renewal application submitted.

Prior to the initial application the FDOE did receive and review numerous e-mails from teachers throughout the state who were encouraged that the flexibility request would be submitted. Some responses provided specific recommendations; all were reviewed and considered.

- **Opportunity to Provide Input on Draft.** Teachers and the teacher representatives were given the opportunity to provide meaningful feedback and input on the draft flexibility

request. The draft and a survey regarding the draft were placed on the FDOE website (Attachment 3b). A multi-faceted and multi-media approach was used to again invite and encourage teachers to participate by providing their suggestions, recommendations, and comments on the draft.

During the renewal process the department used an on line web application to receive input on the draft flexibility application. The department solicited input through direct emails to stake holders as well as the use of social media, the department’s web site and a press release.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Florida engaged a diverse group of stakeholders and communities in the development of the request, including teachers and their representatives, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English language learners, business organizations, and Indian tribes, and strengthened its request because of their thoughtful input. Florida developed a “Consultation Action Plan to Engage Stakeholders” (see below) that provides a description of how Florida meaningfully engaged and solicited input from these groups.

Florida has developed a comprehensive power point presentation that includes details of the ESEA Flexibility Waiver and has to date, and will continue to, schedule presentations at professional conferences. For example, the Florida Association of Bilingual/ESOL Supervisors (FABES) met in January 2012 and the ESEA waiver was on the agenda for discussion and input. The same will be done for all other stakeholder groups and repeated as long as the state is operating under the waiver. Also, please refer to page 14 of the application as it mentions the communication with the Florida Chapter - League of United Latin American Citizens (LULAC).

Furthermore, the FDOE staff will continue to reach out to all stakeholder groups to explain and obtain further input and suggestions on the implementation and instructional services provided by the ESEA Flexibility Waiver. This dialogue will be ongoing and will take many forms ranging from face-to-face to electronic communication.

Consultation Action Plan to Engage Stakeholders
Key Activities/Date/Staff Responsible

Key Activity	Date	Staff Responsible
Post all relevant ESEA Flexibility documents on the FDOE website. Include an invitation on the website for stakeholders to submit comments and ideas regarding Florida’s flexibility request via an e-mail address to ensure stakeholder input is sought at the beginning of our process.	10/12/11	Hue Reynolds
The renewal consultation process will use a web application to solicit input from stakeholders.	Renewal 2/16/15	Renewal Communications

Send an e-mail to the ESEA Flexibility Team Leaders with the Proposed Stakeholder groups to request the leaders review the proposed list and add other key stakeholder groups and responsible staff.	10/10/11. Renewal 2/11/15	Chancellor Costin/ Kim McDougal Renewal Jane Fletcher
Identify a diverse mix of stakeholders to engage at the outset of planning and to elicit feedback on an initial application draft. Develop a list of stakeholders that will be contacted as part of our stakeholder outreach activities.	10/11/11 Renewal 1/28/15	Consultation Team/ Chancellor Costin Renewal ESEA Waiver Team
Draft an e-mail to send to our diverse mix of stakeholders about the ESEA flexibility on DOE's website and the survey.	10/10/11 Renewal 2/11/15	Hue Reynolds Renewal Jane Fletcher /Communications
Develop a step-by-step procedure for DOE staff to use to send the e-mail requesting input from our stakeholders. The purpose of this procedure is to ensure DOE staff uses a consistent process to invite and engage stakeholder comments since not all staff are on the ESEA Waiver Team or Consultation work group.	10/10/11 Renewal 2/11/15	Chancellor Costin/ Kim McDougal Renewal Jane Fletcher
Send e-mails to our diverse mix of stakeholders informing them about the information on our website and the opportunity to participate in a survey regarding Florida's application.	10/12/11 Renewal 2/27/15	Refer to the Consultation Stakeholder list below
Develop an online stakeholder survey to request feedback and input on Florida's first draft of its flexibility request.	10/20/11 Renewal 2/20/15	Chancellor Costin/. Hue Reynolds/ Holly Edenfield/ Kim McDougal Renewal Communications Jane Fletcher
Draft an e-mail that will be used to direct our stakeholders to provide feedback and input on our draft application by using a survey on our website.	10/20/11 Renewal 2/11/15	Hue Reynolds Renewal Communications
Send e-mails to our diverse mix of stakeholders informing them about the opportunity to participate in a survey regarding Florida's draft application.	11/8/11 Renewal 2/27/15	Refer to the Consultation Stakeholder list below/. Hue Reynolds Renewal Consultation list below/ Communications
Key Activity	Date	Staff Responsible
Use a multi-media approach to obtain as much	Ongoing	Hue Reynolds

stakeholder input and feedback as possible: -Twitter -Facebook -Blog -Video message from the Commissioner -Newsletter inserts -In-person meetings		Renewal Communications
Provide survey comments to relevant ESEA Flexibility teams to review and incorporate applicable comments into Florida’s application	11/8/11- 11/14/11 Renewal 3/2/15	Hue Reynolds Renewal Communications

Below is a list of the 70 stakeholder groups that were contacted about Florida’s ESEA flexibility request (“ESEA FLEXIBILITY REQUEST CONSULTATION STAKEHOLDER LIST”). The strategies were the same as described in the response to Question 1 of the Consultation Section regarding teacher outreach, including website, social and traditional media, and opportunity for input on the proposal development and draft. Additionally, FDOE leadership has conducted the following meetings to get specific input on the flexibility proposal:

- **Commissioner Robinson and Chancellor of Public Schools Leadership Outreach.** Senior FDOE staff conducted in-person meetings or conference calls with many stakeholder groups to obtain input and suggestions. Specifically, the following meetings were held that included the discussion and invitation for recommendations regarding Florida’s flexibility request:
 - Assessment and Accountability Advisory Committee (9/26-27/11 and 11/7/11)
 - Florida Association of District School Superintendents (10/3/11)
 - State Board of Education (10/18/11)
 - Title I Committee of Practitioners (10/27/11 and 11/4/11)
 - Leadership Policy and Advisory Committee (Superintendents) (10/24/11)
 - Legislative Staff (9/29/11, 10/25/11, and 11/8/11)
 - Foundation for Excellence in Education (10/25/11)
 - LEA Superintendents (11/1/11 and 11/4/11)
 - Florida School Finance Officers Association (11/9/11)

In short, Florida’s consultation efforts demonstrate:

- Florida engaged input from teachers, their representatives, and a broad diverse community of stakeholders.
- Feedback was received from a diverse mix of stakeholders representing various perspectives and interests, including stakeholders from high-need communities.
- During the process of constructing its application Florida modified some aspects of its request based on inputs from teachers, superintendents, and representatives from a diverse group of stakeholders. Revisions included modification of Annual Measurable Objectives, modifications of interventions for Focus/Correct schools, modification of Priority/Intervene entrance and exit criteria to better align with the state’s existing accountability system, and addition of a Hybrid Model as a Priority/Intervene turnaround option.

- Input from the state’s Title I Committee of Practitioners (E-Mail invitation to submit comments (10/13/11); Conference calls (10/27/11 and 11/4/11); Review of and comment on draft proposal).

ESEA FLEXIBILITY REQUEST CONSULTATION STAKEHOLDER LIST

Stakeholder Group	FDOE Staff Responsible for Outreach	
	Original Submission	2015 Renewal
Teachers <ul style="list-style-type: none"> - Florida Teacher of the Year - Florida District Teachers of the Year (2012) - Charter Schools - Virtual Education Teachers - Master Statewide Teacher List (<i>Just for Teachers</i>) 	Kelly Seay Kelly Seay Mike Kooi Kelly Seay Hue Reynolds	Communications
Teacher Representatives <ul style="list-style-type: none"> - Florida Education Association 	Michael Grego	Brian Dassler
Students <ul style="list-style-type: none"> - Florida Future Educators - Career and Technical Student Organizations - Florida Association of Student Councils - Children’s Week Teen Town Hall representatives 	Ian Barker Belinda Chason Mary Lee Kiracofe Hue Reynolds	Communications
Parents <ul style="list-style-type: none"> - Florida Parent Teacher Association - Parent to Parent of Miami - Central Florida Parent Center - Family Network on Disabilities 	Joe Davis Cathy Bishop Cathy Bishop Cathy Bishop	Angelia Rivers Monica Verra-Tirado
Superintendents and Assessment and Accountability Directors <ul style="list-style-type: none"> - Leadership Policy Advisory Committee - Assessment and Accountability Advisory Committee 	Michael Grego Kris Ellington	Commissioner Stewart Juan Copa
Community-Based Organizations <ul style="list-style-type: none"> - Florida Faith-based and Community-based Advisory Council - Governor’s Commission on Volunteerism and Community Service - Voluntary Public School Choice 	Mike Kooi Joe Davis Jean Miller	Adam Miller Angelia Rivers

Partners		
Civil Rights Organizations <ul style="list-style-type: none"> - Florida State Conference – NAACP, Florida Chapter - Florida College Access Network - 	Nyla Benjamin Hue Reynolds	Communications
Stakeholder Group	FDOE Staff Responsible for Outreach	
Student with Disabilities Advocates: <ul style="list-style-type: none"> - Florida Developmental Disabilities Council - State Advisory Committee for the Education of Exceptional Students - Family Café - Council for Exceptional Children - Disability Rights of Florida - Florida Council of Administrators of Special Education - Florida Association of Student Service Administrators 	Bambi Lockman Bambi Lockman Bambi Lockman Bambi Lockman Cathy Bishop Bambi Lockman	Monica Verra-Tirado
English for Speakers of Other Languages (ESOL): <ul style="list-style-type: none"> - Florida Chapter – League of United Latin American Citizens (LULAC) - Florida Association of Bilingual/ESOL Supervisors - Florida Advisory Committee for English Language Learners 	Lori Rodriguez	Chane Eplin
Business Organizations: <ul style="list-style-type: none"> - Florida Chamber of Commerce - Florida Council of 100 - Associated Industries of Florida - Enterprise Florida - Workforce Florida, Inc. - Department of Economic Opportunity - Tax Watch: Center for Educational Performance and Accountability 	Chancellor Costin Chancellor Costin Chancellor Costin Chancellor Costin Chancellor Costin Chancellor Costin Michael Grego	Chancellor Duckworth Communications

Indian Tribes:		
- Florida Governor's Council in Indian Affairs, Inc.	Chancellor Costin	Communications
Additional Stakeholders		
Executive Office of the Governor	Commissioner Robinson	Commissioner Stewart
Florida Senate President/Chairs of Education Committees	Commissioner Robinson/Adam Potts/Tanya Cooper	Commissioner Stewart Tanya Cooper
Speaker of the Florida House of Representatives/ Chairs of Education Committees	Commissioner Robinson/Adam Potts/Tanya Cooper	Commissioner Stewart Tanya Cooper
Florida Education Legislative Liaisons	Adam Potts/Tanya Cooper	Tanya Cooper
State Board of Education	Lynn Abbott	Cathy Schroeder
Chancellor, State University System	Commissioner Robinson	Commissioner Stewart
Chancellor, Florida College System	Commissioner Robinson	Commissioner Stewart
Foundation for Excellence in Education	Commissioner Robinson	Commissioner Stewart
Florida LEA Superintendents	Michael Grego	Commissioner Stewart
Florida Association of District School Superintendents	Michael Grego	Commissioner Stewart
Florida School Boards Association	Michael Grego	Commissioner Stewart
Florida Charter School Alliance	Mike Kooi	Adam Miller
Florida Philanthropic Network	Nyla Benjamin	Communications
Florida Education Foundation	Mary Lee Kiracofe	Deb Schroeder
Florida Consortium of Charter Schools	Mike Kooi	Adam Miller
Florida Consortium of Public Charter Schools		Adam Miller
Consortium of Education Foundations	Mary Lee Kiracofe	Deb Schroeder
Stakeholder Group	FDOE Staff Responsible for Outreach	
Florida Association of School Administrators	Michael Grego	Mary Jane Tappen
Master Statewide Principal List <i>(Principally Speaking)</i>	Kelly Seay	Communications
Heartland Educational Consortium	Michael Grego	Kathy Hebda
Northeast Florida Educational Consortium	Michael Grego	Kathy Hebda
Panhandle Area Educational Consortium	Michael Grego	Kathy Hebda
Title I Committee of Practitioners	La'Trell Edwards	Sonya Morris
Florida Virtual School	Sally Roberts	Sally Roberts
Florida After School Network	Joe Davis	Angelia Rivers
Florida After School Alliance	Joe Davis	Angelia Rivers
Supplemental Educational Services Providers	La'Trell Edwards/Melvin Herring	

<p>Race to the Top Implementation Committees</p> <ul style="list-style-type: none"> • Standards Instructional Teacher Tool • Formative and Interim Assessment Design • District-developed Student Assessments for Instructional Effectiveness • Portal, Dashboard, and Reports • Single Sign-on • Local Systems • Student Growth • Teacher and Leader Preparation 	<p>Holly Edenfield</p>	<p>Holly Edenfield</p>
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EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Florida's ESEA Flexibility Request is a monumental step forward to significantly advance the state's nationally-recognized and acclaimed accountability system and to further increase the quality of instruction for students and student achievement. Florida has made unprecedented gains over the past decade in levels of student achievement in reading, mathematics, science, and writing; closing the achievement gap between minority and non-minority students; as well as leading the nation in students participating in Advanced Placement college-level courses, especially for low-income and minority students. Florida's consistent increase in graduation rate over the past ten years for all subgroups of students continues to be recognized nationally. These ongoing successes are even more impressive when you consider the steady increase of English language learners (currently approximately 10% of student population) and eligibility rate for Free/Reduced-Priced Lunch (currently at 58%). During the 2014-15 school year, Florida's demographics are 40% white, 31% Hispanic, 23% African-American, and 6% other races.

Florida's ESEA Flexibility Request is designed to eliminate the duplication and confusion caused by having two separate accountability systems. Through this application, Florida proposes to move to one accountability system that will be clearly understood by the people of Florida with the primary goal of increasing standards to achieve national and international competitiveness. Florida's School Grades system has consistently succeeded in identifying the most struggling schools and students in need of additional support and rewarding the outstanding performance of high-achieving students and schools.

This proposal serves as a means to establish a comprehensive and coherent approach to align Florida's accountability system, Florida's Race to the Top grant, and Florida's Differentiated Accountability (DA) federal pilot program all currently being implemented. The proposal demonstrates how this flexibility will assist the State Educational Agency (SEA) and Local Educational Agencies (LEAs) align accountability and improvement initiatives. Florida has already developed and implemented, to various degrees, all four flexibility principles and continues to lead the nation in establishing rigorous standards and assessments, increasing student readiness for college and careers, and developing great teachers and leaders. Florida's past and current practice of consistently establishing higher curriculum and achievement standards clearly demonstrates a total commitment to national and international competitiveness.

Florida's proposal documents meaningful outreach and consultation to ensure successful implementation of the SEA request due to the commitment of stakeholders. All stakeholders, including all teachers, were provided multiple venues to gain a greater understanding of the

proposal and submit suggestions to improve the proposal as it was developed. Such thorough engagement is a positive indicator that this flexibility proposal will be met with tremendous and ongoing success and serve as a model for others.

Florida has proven itself a national leader in developing and adopting rigorous standards by first adopting internationally-benchmarked Next Generation Sunshine State Standards, and then by serving on Common Core State Standards review teams prior to their adoption in this state in 2010. This was followed, as requested in a letter September 23, 2013, from Governor Rick Scott to Florida's State Board of Education, a public review of the Standards adopted in 2010 for English language arts and mathematics to, "...provide opportunities for public comment on ways to strengthen specific Florida education standards..." These new strengthened college- and career-ready standards were adopted by the State Board as "Florida Standards" in February 2014 and included 99 improvements to the standards adopted in 2010. The SEA will continue to ensure that all activities related to the Florida Standards, such as outreach, dissemination, and professional development clearly and directly address the needs of students with disabilities. To accomplish this, Florida is participating with the National Center and State Collaborative General Supervision Enhance Grant to define college- and career-ready.

As part of Florida's Race to the Top grant, LEAs signed a Memorandum of Understanding (MOU) that required revised teacher and administrator evaluation systems and professional development based on the principles of Lesson Study and formative assessments that focus on the new standards adopted in 2010 and now the new strengthened Florida Standards and includes teachers of all students. One of the three student achievement goals for Florida's Race to the Top grant is to significantly improve student performance specific to college readiness and success by "doubling the percentage of incoming high school freshmen who ultimately graduate from high school, go to college, and achieve at least a year's worth of college credit." Legislation passed in 2008 requires Florida to implement a high school accountability system that measures student access to and performance in rigorous, accelerated coursework and Legislation enacted in 2013 recognizes those students who successfully complete rigorous course work with a "scholar designation" on the high school diploma.

Florida's differentiated recognition, accountability, and support systems will provide the needed levels of support and rewards as well as set ambitious but achievable Annual Measurable Objectives (AMOs). The proposal incorporates four AMOs that will ensure a thorough and detailed examination of the most critical measures to advance all students, schools, and LEAs in the state. Briefly, the four AMOs are 1) School Grades, which provides a comprehensive review of the performance of all schools including subgroup achievement and student learning gains; 2) Performance of All Students and Student Subgroups in Reading and Mathematics; 3) Progress of Students in the Lowest-Performing 25% in Reading and Mathematics; and 4) Comparison of Florida's Student Performance to the Highest-Performing States and Nations.

The annual achievement results on assessments will continue to be reported for subgroups and all students. Florida's new AMOs will be reported for all schools, LEAs, and the state. Florida has in place and will continue its school recognition program to reward and recognize its highest-performing schools and schools that improve their performance significantly. Florida's most struggling schools will be supported through the DA program, which will be aligned with the state's grading system.

Through Florida's Race to the Top grant and state law each LEA has revised teacher and administrator evaluation systems that include student performance measures and will lead to increased quality of instruction and improved student achievement due to the emphasis on contemporary research and student growth.

In 2005, Florida convened a Paperwork Reduction Task Force and recommendations were put into law in 2006. Both the SEA and LEAs review requirements annually and continually seek ways to ease the paperwork and reporting burden.

Florida is a leader of educational reform and has been working for more than a decade to develop a strong foundation with a system of accountability that builds on state-led efforts. These waivers provide us with the flexibility to further establish rigorous, high-quality accountability systems that truly support schools and LEAs. Florida is confident that with the state laws and guidelines enacted, combined with the Race to the Top resources and strong federal and state technical assistance, we will be highly successful in implementing the four principles presented in this ESEA Flexibility Request.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Background Information and Adoption of College and Career Ready Standards

Florida has proven itself a national leader in developing and adopting rigorous standards via the

internationally-benchmarked Next Generation Sunshine State Standards, the standards adopted in 2010, and the Florida Standards. In the 2010 *Education Week* Quality Counts report, Florida's Next Generation Sunshine State Standards received an "A" rating with a perfect score of 100%. In the Fordham Institute report *The State of State Standards – and the Common Core – in 2010*, Florida's Next Generation Sunshine State Standards were rated highly (A for mathematics; B for English/Language Arts).

The first formal analysis of the alignment of Florida's Next Generation Sunshine State Standards and the Common Core State Standards began in April of 2008 when former Florida Governor Charlie Crist announced Florida's participation in Achieve's American Diploma Project Network. The Florida Department of Education (FDOE) worked with Achieve to analyze Florida's Next Generation Sunshine State Standards to identify any gaps in content that all students should know and be able to do to meet the college-and career-ready definition. After analyzing Florida's standards, Achieve's College Ready Standards, and the proposed Common Core State Standards it was determined that the content of Florida's standards was not a barrier to college and career readiness and that that transition to the standards adopted in 2010 would be less challenging given their similarities.

The 2010 Fordham Institute report, referenced above, also included a comparison of Florida's English/Language Arts (ELA) and mathematics Next Generation Sunshine State Standards to the Common Core State Standards. The result was a rating of "too close to call," finding both sets of standards clear and rigorous. This review provided greater support for the transition to the standards adopted in 2010.

Florida's education leaders have been strong advocates in national and state forums historically for the benefits of multi-state work on high-quality, clear, and rigorous standards. The state's full commitment was also demonstrated by the active participation of FDOE staff on Common Core State Standards work groups. Florida was one of three states invited by Council of Chief State School Officers to provide guidance and comments to the writers during national standards development. Additionally, Florida's Next Generation Sunshine State Standards were cited as a resource for the development of the Common Core State Standards.

Adoption of the Standards in 2010

Florida's activities to garner support for the adoption of the Common Core State Standards began prior to their completion. Florida's former Commissioner of Education Eric Smith was one of the key state leaders in the decision to develop internationally-competitive content standards for states and Florida staff actively participated in the development of the Common Core State Standards. During this process, curriculum leaders throughout the state were invited to review drafts of the Common Core State Standards and provide the FDOE input that was then shared with the Common Core State Standards writing teams. FDOE also partnered with the Florida Parent and Teacher Association (PTA) as one of only four states selected by the National PTA to organize parent support for more uniform academic expectations and adoption of the Common Core State Standards. The President of Florida's PTA spoke in favor of Florida's adoption of the Common Core State Standards at the June 14, 2010, State Board of Education meeting. Other

key stakeholder groups that spoke in support of adoption of the Common Core State Standards included the Florida Chamber of Commerce and *STEMflorida*. The standards were adopted on July 27, 2010 (Attachment 4a, State Board of Education certification and meeting minutes).

The above activities were in addition to those required in Florida law, Section 1003.41(3)(a), Florida Statutes, which requires the Commissioner to submit proposed standards:

- For review and comment by Florida educators, school administrators, representatives of Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education, and leaders in business and industry.
- For written evaluation by renowned experts on K-12 curricular standards and content after considering any comments and making any revisions to the proposed standards.
- To the Governor, President of the Senate, and Speaker of the House of Representatives at least 21 days before the State Board of Education considers adoption, along with the curricular and content evaluations.

Once the standards were adopted in 2010, the next step was to determine the timeline for implementation into classrooms. Florida had recently transitioned to assessments aligned to the state's "A"- and "B"-rated Next Generation Sunshine State Standards in mathematics and ELA, which was preceded by the adoption of instructional materials that included lessons to teach these standards. The recent implementation of these rigorous standards prepared all educators and students for a successful transition to the standards adopted in 2010. Florida used the investments made in the preparation of teachers to teach the Next Generation Sunshine State Standards, including instruction of rigorous content followed by rigorous assessments, to support the transition.

Adoption and Timelines for Implementation of the Florida Standards

In 2013 groups of constituents voiced concerns about the Common Core Standards and lack of Florida stakeholder input. To address these concerns, under the leadership of Governor Rick Scott, the Commissioner conducted public hearings and provided a web-based public review of the standards providing an opportunity to make changes that would result in a stronger set of standards. All comments were compiled and a group of education content experts, including postsecondary experts, reviewed them and proposed ninety-nine changes which included the addition of cursive writing to the elementary English language arts standards and calculus to the mathematics standards. These new strengthened standards were adopted by Florida's State Board of Education February 2014.

Florida Standards assessments will begin with third grade students in the 2014-2015 school year. Therefore, students entering kindergarten in 2011-2012 are the first cohort to be assessed only on these new standards and never assessed on the mathematics and ELA Next Generation Sunshine State Standards. It is for this reason that Florida implemented a transition schedule that began with kindergarten instruction, based on the standards adopted in 2010 in school year 2011-2012, added first grade in the 2012-2013 school year, and added grades 2-12 in the 2013-2014 school year. In 2013-14 grades 3-12 have a blended approach with the primary focus on the standards adopted in 2010 plus any content still assessed on Next Generation Sunshine State Standards (see

chart below). This transition plan provided our youngest students with three years of instruction on the standards adopted in 2010 and all students with a transition year of instruction prior to the full implementation of the Florida Standards and assessments.

What Standards Should Be Taught?

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	CCSS (M+ELA) NGSSS other	NGSSS	NGSSS	NGSSS	NGSSS
2012-2013	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	NGSSS	NGSSS	NGSSS
2013-2014	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS + All NGSSS assessed	CCSS + All NGSSS assessed
2014-2015	FS (M+ELA) NGSSS other	FS (M+ELA) NGSSS other	FS (M+ELA) NGSSS other	FS (M+ELA) NGSSS other	FS (M+ELA) NGSSS other



M = Mathematics; ELA = English Language Arts and Reading
CCSS – Common Core State Standards; NGSSS – Next Generation Sunshine State Standards; FS – Florida Standards



Florida's State Standards Implementation Timeline

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	FL	FL	L	L	L
2013-2014 CCSS fully implemented	FL	FL	FL	BL	BL
2014-2015 FS fully implemented and assessed	FL	FL	FL	FL	FL

F - full implementation for all content areas

L - full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)

B - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

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Attachment 4b provides evidence that Florida has thoughtfully planned the alignment and implementation of all standards-related statewide activities across all subject areas, including curriculum, adoption of instructional materials, professional development, statewide assessments, and teacher certification.

Analysis of the Linguistic Demands of the Standards for English Language Learners

Beginning in summer 2011 Florida conducted an analysis of the linguistic demands of the standards adopted in 2010 to inform the development of the state's English Language Proficiency (ELP) Standards and to ensure that English language learners have the opportunity to achieve the standards adopted in 2010. The ELP Standards will provide:

- The language domain and broad statement of what an English language learner is expected to understand.
- The minimum academic path necessary to achieve proficiency for each language domain.
- The skill level at which an English language learner can access the core curriculum for each language domain.
- A focused description of what an English language learner is expected to know and be able to do in English at the end of instruction.
- A description of the English language skill level at which an English language learner can access instruction.
- An observable student action used to judge learning.

As the first step in the development of ELP Standards for the standards adopted in 2010, Florida signed a Memorandum of Understanding with a consortium of states to apply for an Enhanced Assessment Grant. This was a federal competitive grant for the purpose of enhancing the quality of assessment instruments and systems used by states for measuring the academic success of elementary and secondary students. Absolute Priority 5 of the grant was about English Language Proficiency Assessment Systems. This grant was not awarded, so Florida began the process of developing state unique standards. Florida was then offered the opportunity to work with the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium partner states to begin development of the ELP Standards in 2011-12. In addition, Florida was reviewing the ELP Standards already developed by World-Class Instructional Design and Assessment (WIDA). WIDA is part of the consortium that was awarded the funding and has a current partnership with 35 states to utilize developed ELP Standards to build an ELP assessment.

Florida's opportunity to join a consortium of states called English Language Proficiency Assessment for the 21st Century (ELPA21) in the summer of 2012 included participation in the development of the assessment as well as the development of corresponding English Language Proficiency standards to the standards adopted in 2010 in English language arts, mathematics, and literacy standards for science and social studies. At this point Florida made the decision to stop work on Florida specific standards with the plan to adopt the ELPA21 standards once they were finalized.

Due to concerns regarding the timeline of an ELPA21 assessment, scheduled for release in 2015-2016, Florida again began to research the possibility of adoption of the WIDA standards and

assessment which were already available. From February through March of 2014 Florida placed both the recently released ELPA21 standards and WIDA standards online for stakeholder review. Based on this review and the immediate availability of the WIDA standards and assessment, the Florida State Board of Education formally adopted the WIDA standards for the 2014-2105 school year with the proposal that this be followed by the implementation of the WIDA assessment in 2015-2016.

Florida’s English Language Proficiency Standards Implementation Timeline

Transition	Implementation Completed
After joining a consortium of states that was not successful in being awarded an Enhanced Assessment Grant, Florida began the development of state specific English language acquisition standards aligned to the standards adopted in 2010 beginning with primary grades	Fall 2011
Florida is given another opportunity to join a consortium of states called ELPA21 and delays further development of state standards due to development of ELPA21 standards.	Summer 2012
Training for English for Speakers of Other Languages (ESOL) educators on the standards adopted in 2010	Fall 2012
Training for English for Speakers of Other Languages (ESOL) educators on the standards adopted in 2010 and Strategies for Teaching English Language Learners (ELLs)	Summer 2013
Florida places both the WIDA and ELPA21 English Language Acquisition Standards on the web for public review.	February –March 2014
WIDA standards proposed for adoption by the Florida State Board of Education.	June 2014
Implementation of the WIDA Assessment	School Year 2015-16

Analysis of the Learning and Accommodation Factors for Students with Disabilities

Florida is continuing its analysis of the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve the Florida Standards. To accomplish this, FDOE will continue to ensure that all activities related to the Florida Standards, such as outreach, dissemination, and professional development, address the needs of students with disabilities. Florida’s inclusive approach ensures accessible instructional materials, assistive technology, and classroom accommodations and supports are available so that students with disabilities can access the Florida Standards.

Florida is also continuing its analysis of the learning factors necessary to ensure that students with significant cognitive disabilities have access to the Florida Standards at reduced levels of complexity. To accomplish this, Florida is experts in instruction for students with disabilities drafted and released for public review, new Florida Access Points in English Language Arts and Mathematics. After public review and revisions based on that review, the Florida State Board of Education formally adopted these new access points aligned to Florida Standards in English Language Arts and Mathematics in June 2014. Florida is currently going through a competitive application process to identify the vendor that will implement Florida’s new alternate assessment

for students with significant cognitive disabilities. This new alternate assessment will be built to assess the new access points in English Language Arts and Mathematics aligned to Florida new rigorous college and career ready standards. The new alternate assessment will be in place for the 2015-2016 school year.

Outreach on and Dissemination of Florida Standards

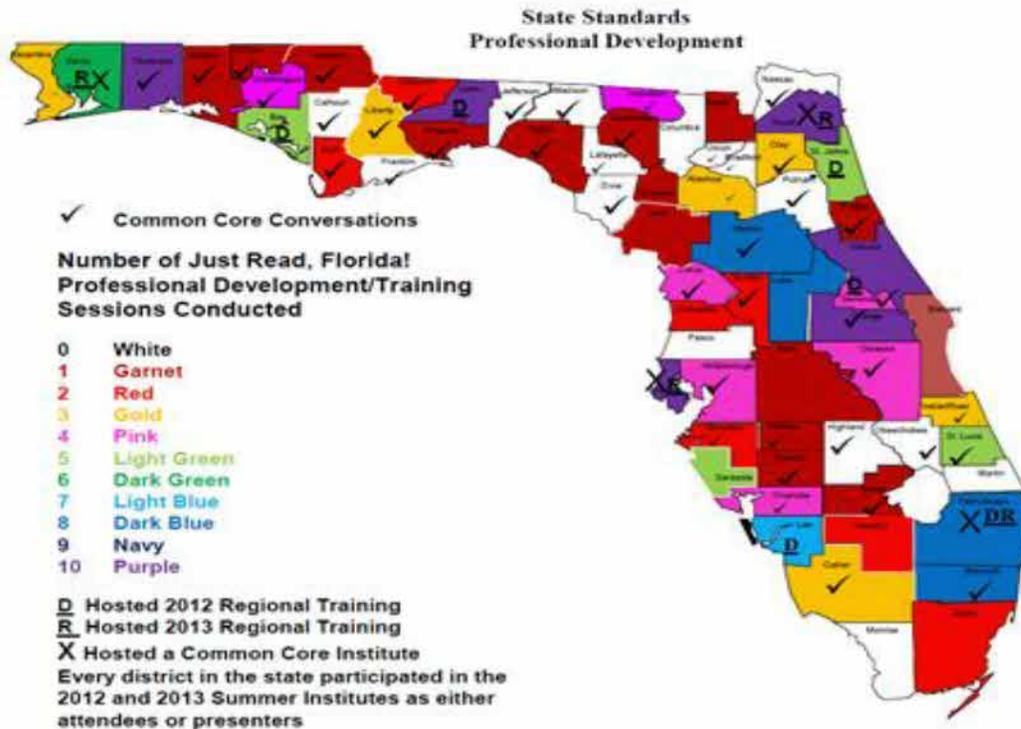
Florida's outreach and dissemination of the standards transition is ongoing and includes the following multiple delivery methods:

1. Conference calls and distribution of written materials
 - Monthly conference calls from the Commissioner of Education to LEA superintendents with updates and information regarding implementation activities
 - Bi-monthly conference calls from the Chancellor of Public Schools to LEA curriculum directors where updates, information, and requirements to implement the standards into instruction are reviewed
 - Monthly conference calls from K-12 program lead offices to LEA content and subject area administrators where school-level and content area requirements and opportunities for professional development are reviewed and shared
2. In-person meetings
 - Frequent onsite meetings with LEAs as follow-up to summer professional development services
 - Annual statewide conferences with content area associations (for example, the 2014 Florida Council of Teachers of Mathematics conference and the Florida Reading Council Conference Bi-annual Florida Organization of Instructional Leaders meetings that are attending by each LEA's lead curriculum administrator (i.e., Assistant Superintendents for Curriculum and Instruction); FDOE staff provides information and leads discussions regarding the state implementation plan for instruction including the standards adopted in 2010 and their assessment
 - Ad hoc meetings as requested by stakeholders
 - Town Hall Meetings as part of State Board of Education rule development that include implementation of the standards, course descriptions, or assessments
3. Webinars on Race to the Top and the Partnership for the Assessment of Readiness for College and Careers (PARCC)
4. Websites
 - FDOE
 - Florida's Bureau of Curriculum and Instruction website which includes the standards, course descriptions, and timeline for instructional materials adoption with vendor specifications
 - Florida's Teacher Standards Database website and resources tool
5. Social Media
 - Facebook
 - Twitter
 - Blog
6. Personal Communication – FDOE staff respond to Florida education stakeholders that include parents, teachers, school- and LEA-level personnel, and others who communicate

to us with questions and concerns regarding new content course and assessment requirements

- E-mail
 - One-to-One phone calls
7. Video Messaging
 - *Teacher Talk*
 - Podcasts
 - YouTube
 8. E-mail distribution lists for dissemination of information on and updates to the implementation plan based on the key audience
 - Bureau of Curriculum and Instruction Newsletter
 - Bureau of Exceptional Education and Student Services Newsletter
 - Bureau of Student Achievement through Language Acquisition Newsletter
 - *Just for Teachers/Principally Speaking* communications
 - Statewide Curriculum Organization Newsletters/E-blasts
 - Race to the Top Assessment Office Newsletter
 9. Surveys – offices within FDOE send out online surveys to collect information, concerns, opinions, and local needs; for example, Florida mathematics teachers were recently surveyed to ask if having the standards cited in instructional materials where lessons supported the standards was helpful. Over 5,000 teachers responded sharing that 94% were using state adopted materials, 66% agreed having the standard was very helpful, and 31% responded having the standard cited was somewhat helpful
 10. Florida Race to the Top Written Correspondence and Meetings
 - LEA Memorandum of Understanding includes requirements to implement professional development on the standards adopted in 2010 to teachers and principals
 - Stakeholder Advisory Committees for each of the standards-related projects
 11. Teacher and LEA professional development provided by FDOE
 - Summer 2011 – Kindergarten teachers – *An In-depth Review of the Common Core State Standards*
 - Summer 2012 – Kindergarten through 2nd grade teachers – *An In-depth Review of the Common Core State Standards*
 - Summer of 2012 – 3rd through 12th grade teachers – *Introducing a Framework for Blended Curricula*
 - Summer of 2013 – School teams, including school administrators, English for speakers of other languages, exceptional student educators and teachers were invited from all schools in the state to participate in a hand-on multi-day conference focusing on standards-based instruction hosted at Florida high schools .
 - School Year 2013-2014 – School districts applied for Race to the Top funding to support their standards professional development implementation.

FDOE's Just Read, Florida! Office, provided school district professional development upon request during the years of standards implementation.



Additionally, through Race to the Top a consortium of postsecondary institutions, with Indian River State College being the fiscal agent, is developing school-level training materials and tutorials for teachers and pre-service programs on accessing teacher resources that support the state adopted standards.

Most recently, the Just Read, Florida! Office in partnership with Differentiated Accountability (DA) staff provided train-the-trainer professional development on the writing components of the new standards and the rubrics that will be used for the writing portion of the Florida ELA Standards Assessment. An additional training was scheduled for the last week of January for web-casting and available on the FLDOE website.

Writing PD Schedule

No.	Location	Date	Contact
1	Polk	10/31/14	Jacque Brown
2	PAEC	11/12/14	Kay Brenton
3	Columbia	11/18/14	Beth Bullard
4	Seminole	11/19/14	Kathryn Dixon
5	St. Johns	11/20/14	Sheila Veatch/Linda Thomson
6	Santa Rosa	12/3/14	Fani Petrie
7	Pasco	12/10/14	Lacey Wasnic
8	Sarasota	12/11/14	Suzanne Naiman
9	Collier	12/12/14	Dianne Faramo
10	Palm Beach	12/15/14	Kim Stantell
11	Martin	12/16/14	Shannon Blount
12	Miami-Dade North	12/17/14	Sharon Scruggs-Williams/Pauline Ward
13	Miami-Dade South	12/18/14	

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FLDOE' Office of Communications unveiled a new standards website, <http://flstandards.org/>, that is dedicated to the new Florida Standards in English Language Arts and Mathematics that includes parent brochures and videos of Florida classrooms with students and teachers sharing what quality standards-based instruction looks like.

Plan for Professional Development for Teachers and Principals to Support Implementation of the State Adopted Standards for All Students

Florida law, Section 1012.98, Florida Statutes, requires FDOE, public postsecondary institutions, LEAs, schools, state education foundations, consortia, and professional organizations to work collaboratively to establish a coordinated system of professional development. The express purpose of this statewide system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for college and careers. This system of professional development is required to be aligned to the state-adopted standards and support the framework for standards adopted by the National Staff Development Council. Florida law also specifies the following responsibilities for FDOE, LEAs, and postsecondary institutions:

- FDOE
 - Disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs.
 - Use data on student achievement to identify student needs.
 - Methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.

- LEA
 - Develop a professional development system in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, local education foundations, consortia, and professional organizations. The professional development system must:
 - Be approved by FDOE.
 - Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
 - Provide inservice activities coupled with follow-up support appropriate to accomplish LEA- and school-level improvement goals and standards.
 - Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all LEA employees from all fund sources. The master plan must be updated annually by September 1, based on input from teachers and LEA and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each LEA inservice plan must be aligned to and support the school-based inservice plans and school improvement plans. LEA plans must be approved by the LEA school board annually. LEA school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually.
 - Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school.
 - Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management.
 - Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
 - Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
 - Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones.

To carry out the FDOE's responsibilities, as stated above, and to support the LEAs' implementation of these professional development requirements, Florida's Race to the Top projects include activities and products related to the adoption and implementation of the Florida Standards. All of the projects below include a professional development component for teachers and school administrators.

- Development of mathematics and ELA (including English language acquisition) formative assessments to improve day-to-day individualized standards instruction.
- Development of school-level professional development Lesson Study toolkits for

mathematics formative assessments, ELA formative assessments, and instructional use of student data.

- Development of mathematics and ELA interim assessments for classroom, school, and LEA use to periodically monitor individual student, classroom-level, and school-level student success in mastering the Florida Standards.
- Development and launching of the Teacher Standards Instructional Tool where teachers can access the standards, link to related resources, and access model lessons as well as the developed formative assessments, toolkits, and interim assessments.
- Development of, piloting, and implementing school-level training materials and “Help” tutorials for teachers on accessing the resources and assessments available on the Teacher Standards Instructional Tool by a postsecondary institution.

The 65 Race to the Top participating LEAs signed a Memorandum of Understanding (MOU) that includes:

- Ensuring that professional development programs in all schools focus on the new state adopted standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of Lesson Study.
- Evaluating the fidelity of Lesson Study and formative assessment implementation that is tied to interim and summative student assessments.

Also as noted above, LEA professional development systems must be approved by the FDOE. In 2009, Florida revised its state Standards for High Quality Professional Development to include specific standards related to delivery of professional development at the LEA, school, and teacher/principal level on the revised curriculum standards. The state’s Standards for High Quality Professional Development and the annual report on LEA professional development systems may be found online at

<http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx>.

Plan to Provide High-Quality Instructional Materials Aligned with the Florida Standards to Support Teaching and Learning

In preparation for the implementation of the standards adopted in 2010 in kindergarten and first grade in 2011-2012 and 2012-2013, FDOE provided resources aligned to the standards adopted in 2010. These resources have now all been updated to align with the new Florida Standards:

:

- FloridaStandards.org – a web portal where teachers can access the standards and teaching resources aligned to each standard.
- Mathematics Formative Assessment Tasks – examples of these tasks were provided to teachers during the summer workshops described above and are also available via CPALMs.org.

FDOE, as part of its Race to the Top grant, is also developing a Student Standards Tutorial. This is an online system that will include student tutorial lessons and resources.

As referenced previously, Attachment 4b provides evidence of Florida’s alignment of instructional materials with the Florida Standards. Florida is one of the only large states with a statewide K-12 instructional materials adoption process that ensures the provision of high-quality instructional materials aligned to the Florida Standards to support teaching and learning for all students. Florida’s published specifications require that instructional materials submitted must:

- Be aligned with the Florida Standards.
- Reflect the demands of reading, writing, listening, and speaking that are specific to the content area.
- Include vocabulary development, cognitive reasoning, and reading acquisition skills specific to literacy in the content area.
- Include strategies within teacher and student resources that support the unique literacy demands of the content area.
- Include assessment tools for assessing student learning and information for instructional decision making.
- Include a professional development plan for use with the materials.
- Include strategies, materials, and activities that consider and address the needs of students with disabilities (universal design for curriculum access).
- Include teacher and student resources for English language learners that support both the content and academic vocabulary of the content area.

The instructional materials adoption process includes a review of all submitted materials by content experts followed by a review by all LEAs for usability and appropriateness. Florida is the first in the nation to utilize a completely digital review process that guarantees public access to reviewers’ comments for all adopted materials.

Florida’s five-year adoption cycle (see below) ensures the statewide adoption of ELA and mathematics materials prior to the 2014-2015 school year when statewide assessments on the Florida Standards will be fully implemented.

Expansion of Accelerated Learning Opportunities

In February of 2008, the Go Higher, Florida! Task Force, made up of K-12 and postsecondary education leaders in Florida, released a committee report that included the following recommendations:

- The State Board of Education, which oversees K-12 and the Florida College System, and the Board of Governors, which oversees the public universities, should adopt a common definition of “college and career readiness” for Florida.
- Develop/adopt high school/postsecondary assessment(s) which are clear in purpose and function, i.e., assessing skills in core courses for high school graduation and/or assessing postsecondary readiness in core courses.
- Require all high school students to take rigorous and relevant courses that prepare them for life after graduation.

Responding to the Task Force’s recommendations, Florida began working toward a common definition of college readiness that would include specific expectations of what students need to

know and be able to do to succeed in their first college-level English and mathematics classes. Florida's definition of readiness states, "*Students are considered college ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college-level courses without the need for remediation in mathematics or English.*"

In September 2008, as an initial step in aligning high school exit and college entry expectations and developing an assessment that measured college readiness, the FDOE Division of Florida Colleges organized a faculty workshop comprised of over 70 cross-sector ELA and mathematics faculty, including high school teachers, Florida College System, and state university faculty. Faculty was grouped into subject areas and reviewed the American Diploma Project college- and career-ready benchmarks to identify Postsecondary Readiness Competencies. In April 2010, in preparation for the adoption of the new standards, FDOE began revising the Postsecondary Readiness Competencies to better align with the standards adopted in 2010. These revised Postsecondary Readiness Competencies were then used to begin test item development for Florida's new Postsecondary Education Readiness Test (P.E.R.T.). In June 2010, Florida's colleges administered over 10,000 P.E.R.T. pilot exams in Florida high schools and state colleges. In October 2010, FDOE fully administered one of the first customized college placement tests developed from a blueprint created by a team of K-12, college, and university faculty.

Consistent with the above activity are the three goals in Florida's Race to the Top application related to improved student performance. The goal specific to student college readiness and success states, "Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit." To accomplish this, Florida continues to expand student access to college-level courses through five initiatives:

- College placement testing and enrollment in 12th grade postsecondary preparatory courses for identified students
- High school accountability
- College Board partnership
- Student performance-based funding
- Dual Enrollment

College Placement Testing and Postsecondary Preparatory Instruction

In response to the number of Florida high school graduates that enter the Florida College System and require remediation in mathematics, reading, or writing, Florida legislation passed in 2010 (Section 1008.30, Florida Statutes) requires high schools in Florida to evaluate the college readiness of each 11th grade student who scores at identified levels on Florida's statewide reading and mathematics grade 10 assessments. High schools must perform this evaluation using results from the state-funded, identified college placement assessment. As a result of this legislation, beginning in 2011-2012 all identified 11th grade students will be tested on Florida's new P.E.R.T. assessment or an approved college readiness assessment such as the ACT or the SAT. This student testing has been fully funded through legislative appropriations. Students who demonstrate readiness by achieving the minimum test scores established for P.E.R.T. and enroll in a Florida College System institution within two years of meeting or exceeding such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution. Students with identified deficiencies as evidenced by scores below the statewide cut

score will be required to complete postsecondary preparatory instruction prior to high school graduation. Postsecondary preparation courses in mathematics, reading, and writing (*College Ready* and *College Success*) were developed by Florida K-12 content experts, working with Florida College System mathematics and ELA faculty. These courses have been approved by the State Board of Education and are now a part of Florida's Course Code Directory to be included in all high school course offerings. All 11th grade students with identified deficiencies will be enrolled in these courses in 2012-2013 and at completion will have another opportunity to take the P.E.R.T. If successful, these students are eligible to enter the Florida College System without required remediation and are considered college ready.

High School Accountability

Legislation passed in 2008 (Section 1008.34, Florida Statutes) required Florida to move to a high school accountability system that, in addition to the focus on academic performance and performance gains measured by student achievement on statewide assessments, provided an equal focus on:

- Student access to and performance in rigorous, accelerated coursework including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Dual Enrollment (DE), and Industry Certification (IC). Performance is measured by exam scores (AP, IB, AICE), course grades (DE), or completion of certification requirements (IC).
- Student measures of college readiness determined by identified SAT, ACT, or P.E.R.T. exam scores.
- Graduation rates for all students, providing an additional graduation rate for academically at-risk students.
- Performance on additional statewide EOC assessments (e.g., U.S. History).

In conjunction with implementation of this new high school accountability system, Florida has seen a ramping up of student participation in AP, IB, and AICE courses and program areas, as well as increased Dual Enrollment course offerings and rising enrollment in Industry Certification programs. Likewise, Florida student participation in ACT, SAT, and college placement examinations has continued to rise, especially for the state's minority populations. With broad expansion of participation in advanced curricula and college entrance exams, Florida's largest minority groups have also shown increased performance on AP examinations and notable reductions in achievement gaps. Florida's graduation rates have also continued to rise in recent years, with some of the greatest sustained increases occurring among the state's students with disabilities and minority populations.

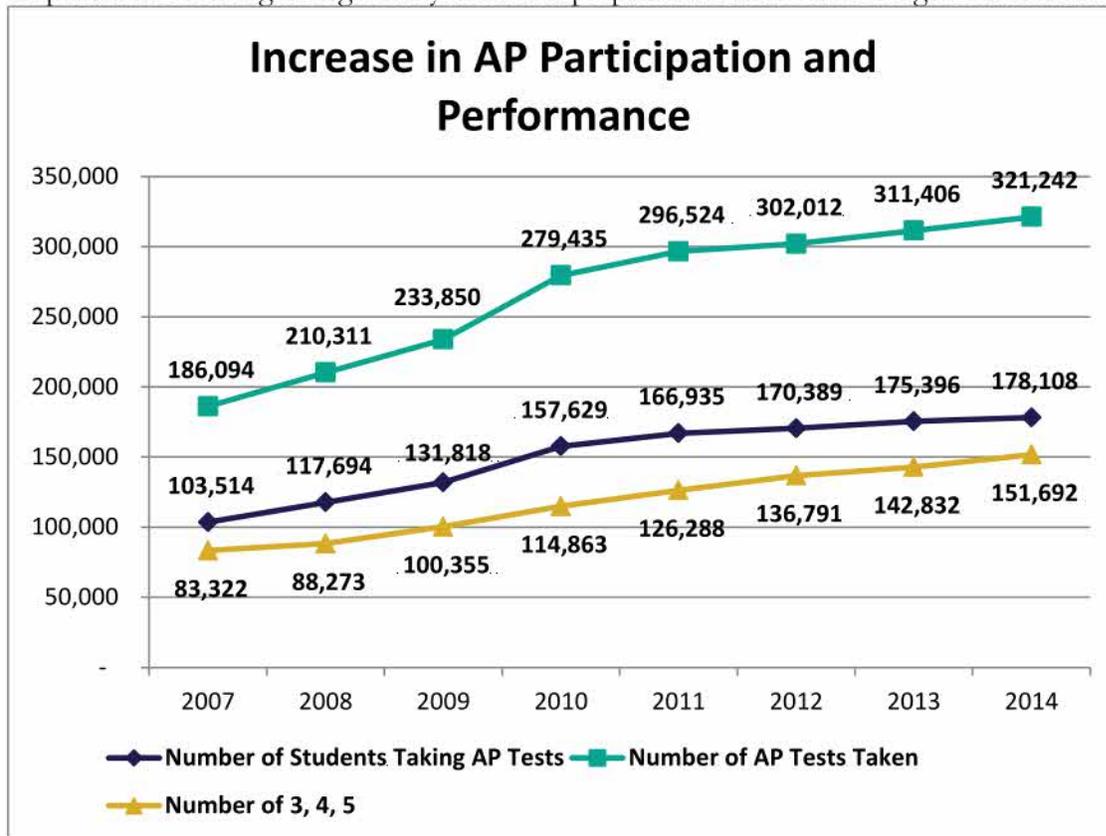
The college readiness measures in Florida's School Grades system provide an additional incentive to schools and LEAs to prepare all graduates to be college ready. Each high school receives points in the school grading formula for the percentage of its graduates that are ready for college based on SAT, ACT, or other college placement tests. The administrative rule governing school grades (Rule 6A-1.09981, Florida Administrative Code) also includes changes to this measure to increase its rigor and apply it to all on-time graduates. Including this measure in the school grading system raises the profile of college readiness and increases awareness of the importance of helping all students become ready for college and careers. The following links provide information about how school grades, including the acceleration and college readiness measures,

are calculated:

- <http://schoolgrades.fldoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf>
- <http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>

College Board Partnership

Consistent with the requirements of Florida law (Section 1007.35, Florida Statutes), each year the FDOE works with the College Board to identify schools in need of support to develop a college-going culture. This partnership utilizes a systematic approach with specified programs and services prioritized to support underperforming LEAs. The partnership emphasizes access to accelerated mechanisms and college-ready assessments in areas of the state where access has been limited. A priority is teacher professional development and school readiness to support students. Florida continues to see increases in the number of students participating in accelerated course work and the percent of those students earning scores that are accepted in Florida's postsecondary institutions as college credit. Minority students are also taking AP exams in greater numbers than ever before. In 2014, Florida was third in the nation in the number of students scoring level 3 or higher on AP exams. Both Black (11.3%) and Hispanic (8.7%) students saw large percentage increases in scores at level 3 or higher. In addition to teacher professional development for readiness to teach AP courses, the partnership also supports implementation of the Advancement Via Individual Determination (AVID) program in partnership schools with an emphasis on teaching college-ready skills and preparation for success in rigorous coursework.



Student Performance-Based Funding

Florida law (Section 1011.62(1)(l)(m)-(n), Florida Statutes) provides incentive funds for schools and teachers based on the number of students who take and score at or above identified scores on AP, IB, and AICE exams. Specifically, an additional value of 0.16 full-time equivalent (FTE) is reported by LEAs for:

- Each student enrolled in an AP class who earns a score of three or higher on an AP exam, provided they have been taught in an AP class in the prior year.
- Each student enrolled in an IB course who receives a score of four or higher on the subject exam.
- An AICE student if he or she receives a score of “E” on a full-credit subject exam or an additional 0.08 FTE if he or she is enrolled in a half-credit class and earns a score of “E” or higher on the subject exam.
- Each student who receives an IB or AICE diploma.

From the funding generated by the bonus FTE of these programs, Florida law (Sections 1011.62(1)(l), (m), and (n), Florida Statutes), requires LEAs to distribute bonuses to certain classroom teachers as follows:

- International Baccalaureate – A bonus of \$50 is earned by an IB teacher for each student in each IB course who receives a score of four or higher on the IB exam. An additional bonus of \$500 is earned by the IB teacher in a school designated with a performance grade category “D” or “F” who has at least one student scoring four or higher on the IB subject exam. Bonuses awarded to a teacher may not exceed \$2,000 per school year.
- Advanced International Certificate of Education – A teacher earns a \$50 bonus for each student in the full-credit AICE course who receives a score of “E” or higher on the subject exam and a \$25 bonus for each student in each half-credit AICE course who receives a score of “E” or higher on the subject exam. Additional bonuses of \$500 and \$250 for full-credit and half-credit courses, respectively, shall be awarded to AICE teachers in a school designated with a performance grade category “D” or “F” who have at least one student passing the subject exam in that class. The maximum additional bonus in a given school year is \$500 for those teachers who teach half-credit courses and \$2,000 for those teachers who teach full-credit courses.
- Advanced Placement – A \$50 bonus is earned by an AP teacher for each student in each AP course who receives a score of three or higher on the AP examination. An additional bonus of \$500 is earned by the AP teacher in a school designated with a performance grade category “D” or “F” who has at least one student scoring three or higher on an AP exam. Bonuses awarded to a teacher may not exceed \$2,000 per school year.

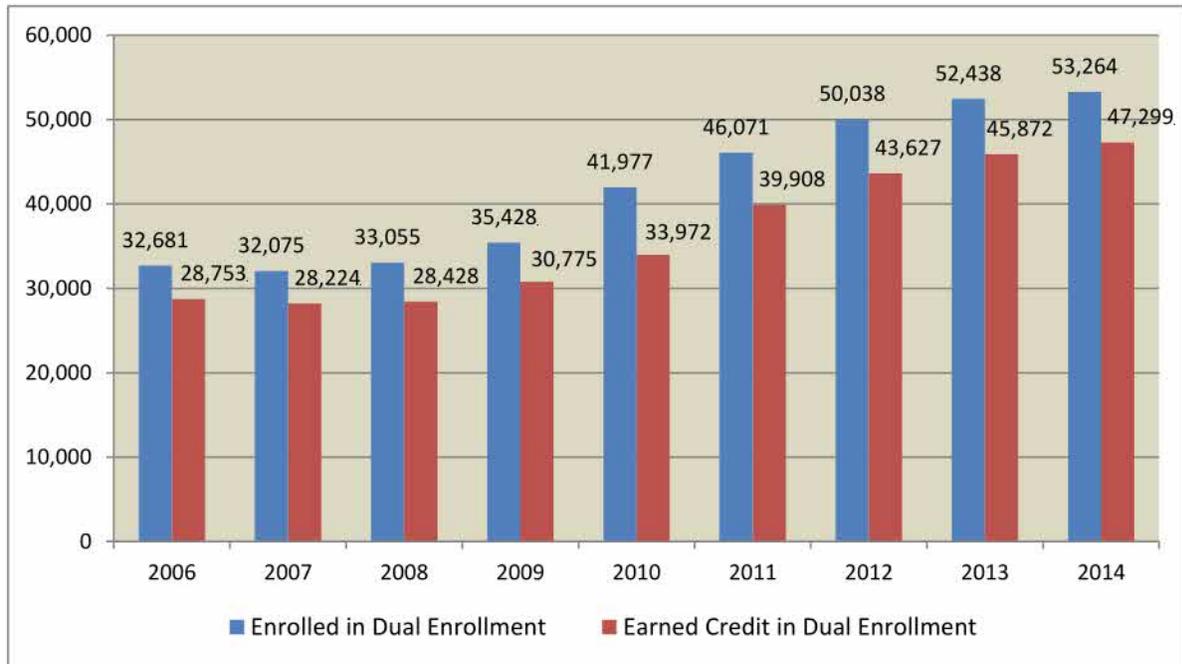
Florida law (Section 1011.62(1)(o), Florida Statutes) also provides incentives for students who complete an industry-certified career or professional academy program and who is issued the highest level of Industry Certification and a high school diploma. For these students, an additional value of 0.1, 0.2, or 0.3 FTE student membership is added.

It is estimated that a total of \$86,171,014 was allocated to LEAs in 2011-12 for the above incentives.

Dual Enrollment

Florida law (Section 1007.271, Florida Statutes) defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course at a public or eligible nonpublic Florida College System institution, university, or career center. Through Dual Enrollment, students earn both high school and postsecondary credit. Tuition and fees for Dual Enrollment courses are waived for students who attend a Florida public institution. As illustrated by the chart below, the number of students enrolled and the number of students earning postsecondary credit continues to increase.

Florida’s Increase in Dual Enrollment

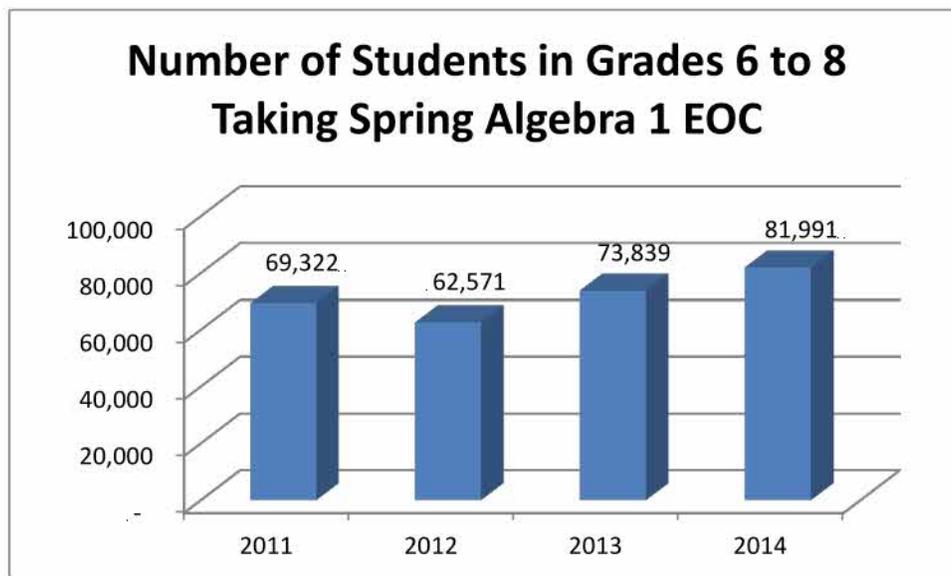


Florida will continue to implement the above strategies to expand access to accelerated learning opportunities and increase the number of participating students.

Middle School Acceleration

In addition to providing high school students the ability to accelerate through AP, IB, AICE, and dual enrollment courses, Florida provides middle school students the ability to accelerate by providing high school courses at middle schools. Florida law, Section 1003.4156, F.S. “General requirements for middle grades promotion,” requires middle grades 6, 7, and 8 to include three middle grades or higher courses in mathematics. Additionally, each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. In addition, Florida’s school grading model provides an incentive to schools to provide students access to high school level courses. This is illustrated by the increase in the number of students in grades 6 to 8 who have taken the Algebra 1 end-of-course (EOC) assessment over time. Students who accelerate to take high school mathematics courses at the

middle school take the associated high school level EOC rather than the grade level subject area assessment.



Students who take high school mathematics courses (such as Algebra 1) while in middle school, must take additional math courses and pass the associated EOC assessments once in high school. In order to graduate from high school with a standard diploma, students must take four credits of mathematics. To earn Florida's scholar designation on their diploma, students must take and pass the Geometry and Algebra 2 EOC assessments. Florida requires students who take Geometry and Algebra 2 to take the statewide EOC assessment associated with the course.

FDOE Works with Institutions of Higher Education State-Approved Programs that Prepare Teachers and School Leaders

Florida has designed and implemented a plan that will result in its approved teacher preparation programs producing candidates to teach the standards adopted in 2010 by the 2013-14 school year. This plan began with the revision of Florida Teacher Certification Examinations (FTCE) in all grades and subjects that include the standards adopted in 2010, as well as Florida's Next Generation Sunshine State Standards in STEM areas (science, technology, mathematics, and engineering). Florida requires that all candidates in approved initial and alternative teacher preparation programs pass all portions of the FTCE prior to program completion, which includes a basic skills entrance examination, as well as Professional Education and Subject Area tests (Section 1004.04(2)(d) F.S.). The Subject Area test development activities related to changes in approved content standards are displayed in the developed timeline in the chart below.. The Competencies and Skills that are referred to on the timeline are the essential content for these examinations and form the basis for the Uniform Core Curriculum required by Section 1004.04, Florida Statutes. The other major portion of the Uniform Core Curriculum is the Florida Educator Accomplished Practices, which are assessed by the Professional Education test. Institutions receive continued approval of their programs based in large part on whether they are assessing their candidates on their performance of the Uniform Core Curriculum as described in these Competencies and Skills (see Florida Standards for Initial and Continued Program Approval

at <http://www.fl DOE.org/core/fileparse.php/7721/urlt/0082498-2008sidebyside.pdf> and the Guidelines for Implementation of the Standards at <http://info.fl DOE.org/docushare/dsweb/Get/Document-5450/dps-2009-134b.pdf>). The revision of the Competencies and Skills for certification focused teacher preparation programs on the standards adopted in 2010, and as such were key strategies in improving Florida teachers' ability to implement these rigorous standards in our schools. Plans for FTCE's near future include continued monitoring and psychometric research of newly developed and implemented tests. In the mid to longer range, FTCE and the Florida Education Leadership Examination (FELE) will be further revised and/or developed to accommodate changes to standards, legislative mandates, or other policy considerations. As seen in the table below, the full test development process can last up to two calendar years in duration.

Postsecondary Projects and Timelines – All FTCE/FELE¹ Projects (2015-2019)

Subject Area Exam	Year Last Developed	Next Scheduled for Full Development	Standards	New Standards Adoption	Proposed State Board of Education Rule Adoptions ²	New Forms Administered	Date of Last Standard Setting
Math 6-12	2011	2017	2017	2017	2017 & 2018	2019	2013
Middle Grades Math 5-9	2011	2017	2017	2017	2017 & 2018	2019	2013
PK-3 Math, Science, Reading, Developmental Knowledge	2012	2017	2015-2017	2015-2017	2017-2018	2019	2013
English 6-12	2013	2017	2017	2017	2017 & 2018	2019	2014
Middle Grades English 5-9	2013	2017	2017	2017	2017 & 2018	2019	2014
Elementary K-6 Math, Science, English Language Skills, Social Science	2013	2017	2015-2017	2015-2017	2017-2018	2019	2014
Professional Education	2013	2011	FEAPs	2010	September 2011- 2014	March 2014	2013
ESOL	2011	TBD	ESOL	2010	September 2011 - 2014	March 2014	2013
FELE	2012	TBD	William C. Golden	TBD	N/A	January 2015	2014
Standard Setting							
Biology, Chemistry, Earth/Space, Middle Grades General Science, Physics	2008	TBD	NGSSS	TBD	2016-2017	2018	2012

¹Florida Educational Leadership Examination

²Two State Board of Education rule adoptions for each subject area exam; the first date is for Competencies and Skills only. The second date is the adoption of updated cut scores.

Institution teams have already received training from FDOE on how to incorporate the state’s newly adopted Standards for teachers in English to Speakers of Other Languages (ESOL), reading, and Florida Educator Accomplished Practices into their preparation programs. Training for institution teams will continue during the 2011-2013 school years, as the Competencies and Skills are adopted for the specified Subject Area tests.

The state’s complete plan under Race to the Top includes the subsequent revision of the Uniform Core Curriculum and Continued Approval Standards as shown below.

Teacher and School Leader Plan for Transition to New Standards	
Race to the Top Timeline	
2010-11	2011-12
<ul style="list-style-type: none"> • Job-embedded program grant applications begin (September 2011) • Principal program grant applications begin (September 2011) • Student Growth Implementation Committee recommends a new state student growth model and program evaluation begins based on new model • Baseline data provided to existing programs (Spring 2012) 	<ul style="list-style-type: none"> • Job-embedded grants awarded and recipients admit first new program teacher candidates (Spring/Summer Semester 2012). • Principal program grants awarded • 1st reporting through electronic Institution Program Evaluation Plan (eIPEP) system for Initial Teacher Preparation Programs using new performance measure categories for continued program approval (reported in Institution Program Evaluation Plan (IPEP)/ Annual Program Evaluation Plan (APEP) submitted Fall 2012). • Improvements to eIPEP system made based on initial study and review and feedback from institutions (November 2011)
2012-13	2013-14
<ul style="list-style-type: none"> • LEAs hire first job-embedded teacher preparation program candidates. • 1st principal program cohort begins • Reporting continues through eIPEP • Preliminary ratings of teacher preparation programs published (preliminary ratings will not be used to make program approval decisions) • Continued improvements to eIPEP system made based on initial study and review and feedback from institutions (project continues 2012-14). 	<ul style="list-style-type: none"> • First completers of STEM teacher education programs and principals employed in LEAs. • 1st candidates in job-embedded programs completed • Data from partner programs used to revise initial program approval requirements and establish performance measures for continued program and School Leadership approval requirements • Student growth results from common LEA assessments introduced into teacher preparation performance measures

**Updates to Uniform Core Curriculum & Leadership Standards:
Supporting Activities and Milestones**

	2009-10	2010-11
Florida Educator Accomplished Practices (FEAPs)		<ul style="list-style-type: none"> New FEAPs approved (December 2010)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> New performance standards for ESOL Endorsement approved (March 2010) 	<ul style="list-style-type: none"> Input received from ESOL faculty at Teacher Preparation Programs on implementation of new ESOL standards (Summer 2010)
Florida Competencies for Reading Endorsement		<ul style="list-style-type: none"> Anticipate amended Reading Endorsement competencies approved (September 2011)
School Leadership programs		<ul style="list-style-type: none"> Convene leadership group via a research discussion with William Cecil Golden partners (Spring 2011) Revisions to leadership standards

**Updates to Uniform Core Curriculum & Leadership Standards:
Supporting Activities and Milestones (continued)**

	2011-2012	2012-2013
Florida Educator Accomplished Practices (FEAPs)	<ul style="list-style-type: none"> Training Academies for Teacher Preparation Programs provided by Learning Sciences International (Summer 2011) Subcommittee of Race to the Top Teacher and Leader Preparation Implementation Committee works with Teacher Preparation Programs to develop a plan for implementation of new FEAPs (Fall 2011) 	<ul style="list-style-type: none"> Changes to Teacher Preparation Programs required for implementation of new FEAPs completed and implemented (Fall 2012; implementation Fall 2013 or before) Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) must include a revised FEAPs matrix reflecting the courses/modules in which new FEAPs are taught and assessed (Submit November 2012)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011; coincide with Reading training) 	<ul style="list-style-type: none"> Changes to Teacher Preparation Programs required for implementation of new ESOL Standards (Fall 2012; implementation Fall 2013 or before) Teacher Preparation Programs' Program Evaluation Plan (IPEP) must include a revised ESOL matrix reflecting the courses/modules in which the new ESOL Standards are taught and assessed Fall 2012 (Submit November 2012)
Florida Competencies for	<ul style="list-style-type: none"> Gather input from reading faculty at Teacher Preparation Programs on implementation of amended competencies (Fall 2011) Training provided by Bureau of Educator 	<ul style="list-style-type: none"> Changes to Teacher Preparation Programs required for implementation of amended Reading Endorsement competencies (August 1, 2012; per proposed State Board of Education rule)

	Recruitment, Development, and Retention staff (Fall 2011; coincide with ESOL training)	<ul style="list-style-type: none"> Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) to include a revised Reading matrix reflecting the courses/modules in which the amended Reading competencies are taught (Submit November 2012).
School Leadership programs	<ul style="list-style-type: none"> Rule Development to amend 6A-5.080, F.A.C. (August 2011); Rule Workshops for Leadership Standards (September 2011) New revisions to Rule 6A-5.080, F.A.C., taken before SBE to be approved (November 2011) Rule Development to amend Rule 6A-5.081, F.A.C., and continued approval standards (Spring/Summer 2012) 	<ul style="list-style-type: none"> New revisions to Rule 6A-5.081, F.A.C., taken before SBE to be approved (Fall 2012) Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2012/Spring 2013) Changes to Leadership Preparation programs required for implementation of new Leadership Standards (Fall 2013)

The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators (Rule 6A-5.065, Florida Administrative Code, Attachment 10c). Florida universities were represented on the state committee development teams who drafted these practices and a work group of university professors are now working with the FDOE to develop tools to help faculty in teacher preparation programs to align their curriculum with these practices and to develop assessment instruments to assess student teachers in their demonstration of them. FDOE has provided training to teacher educators on the new Accomplished Practices and is providing ongoing training during the 2011-12 school year in a toolkit specifically to assist preparation programs with high-quality integration of the Accomplished Practices with the state's teacher competencies in reading and in English to Speakers of Other Languages (ESOL). The Common Language Project is a combined effort by curriculum, school improvement, and teacher preparation experts through a common language of instruction, by identifying and promoting a clear understanding of like terminology among the groups and for all educators. Through the Common Language Project, FDOE is modeling for LEAs and institutions how they can align their curriculum and student learning progress monitoring and support systems with new personnel evaluation systems and candidate assessment systems, and provide timely and consistent feedback provided to teachers.

Ensuring that teachers are well-equipped to teach to the Florida Standards is paramount. Under Race to the Top, Florida has two competitive grant programs for institutions with approved teacher preparation programs regarding Florida Standards and Next Generation Sunshine State Standards in STEM and other core content areas through the redesign of the institutions' teacher preparation programs. The programs resulting from these grants incorporated a new curriculum of standards-based content and new delivery systems that are a more clinical model, and as such will serve as model programs for other institutions to emulate. FDOE also worked through the Race to the Top Teacher and Leader Preparation Implementation Committee to revise the state's standards for continued approval of teacher and leadership preparation programs, based on the design principles and content addressed above. ...

The Florida Principal Leadership Standards (Rule 6A-5.065, Florida Administrative Code, Attachment 10d) define Florida's core expectations for effective school administrators, and include emphasizing the principal's role in effectively implementing a standards-based learning environment that focuses on student learning results. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skills sets and knowledge bases needed for effective schools. Standards define the role of the principal in leading schools focused

on the achievement of all students on the state-adopted curriculum standards through standards-based instruction.

Florida universities were represented on the state committee development teams who drafted these leadership standards and are now partnering with LEAs in the development and implementation of local principal preparation programs that lead to state principal certification. Additionally, state universities infuse online leadership development modules based on the leadership standards into their university coursework on educational leadership. In January 2012, the FDOE brought together LEA redesign teams on school leader evaluation systems and university professors of Educational Leadership to work together on a continuum of leadership development, support, and evaluation based on the Florida Principal Leadership Standards that spanned teacher leadership, administrator preparation programs, certification, evaluation systems, and professional development.

Evaluating Current Statewide Assessments, Increasing the Rigor of Those Assessments, and Aligning Them to College- and Career-Ready Standards

The FDOE is working with educators, LEAs, and business and community leaders to establish Achievement Level standards for new statewide assessments. This increase in standards will help raise student expectations prior to Florida's implementation of the Florida standards assessments in 2014-2015. In 2011, Florida set new, higher standards on FCAT 2.0 and the Algebra 1 end-of-course exam. In order to be considered performing at grade level, students were expected to demonstrate a higher degree of mastery of the standards than on the previous FCAT assessments. Both the FCAT 2.0 Mathematics and the FCAT 2.0 Reading assessments were designed to measure attainment of the more rigorous content of the Next Generation Sunshine State Standards. For example, in reading, students are asked more often to:

- Use reasonable prior knowledge, such as grade-appropriate vocabulary.
- Make reasonable inferences that are not explicitly text-based.
- Analyze information across a pair of texts, such as making comparisons of main ideas.

FCAT 2.0 also more often required students to use information learned in an earlier grade and apply it to a current problem. On the prior FCAT, for example, students responded to items related to mean, median, and mode at several consecutive grades. On FCAT 2.0, this concept was assessed primarily in grade 6, but might be incorporated in test items assessing other benchmarks at grades 7 and 8. Before on FCAT, students at a certain grade level were asked to make conversions within a measurement system such as converting feet to inches. On the FCAT 2.0, students were asked to make conversions across measurement systems such as converting feet to meters. Examples of the types of questions found on the FCAT 2.0 can be seen at the following websites: http://fldoe.org/core/fileparse.php/3/urlt/fl540184_gr10rdgstm_tb_wt_r2g.pdf and http://www.fldoe.org/core/fileparse.php/3/urlt/fl538828_gr8mthstm_tb_wt_r2g.pdf

Florida implemented new Achievement Level cut scores that increased expectations for students and teachers. To set these cut scores, Florida implemented a rigorous process involving almost 300 educators as well as policy-level reactors from education, business, and the community to provide feedback to the Commissioner and the State Board of Education. Florida used this process to set cut scores for the FCAT 2.0 in Reading, Mathematics, and Science, and the

Algebra 1, Geometry, US History and Civics end-of-course assessments. The committee of educators made their recommendations after days of iterative rounds of review. Committee members evaluated what students should know related to each question and determined the percentage of “just barely” prepared students at each Achievement Level that should get each item correct. After the committee of educators made their recommendations they were presented to a Reactor Panel made up of Florida LEA superintendents and business/community leaders. The Reactor Panel then made Achievement Level cut score recommendations based on the recommendations of the educator committees as well as external assessment information such as NAEP, ACT, PLAN, and PSAT; impact data, and consistency across grade levels and between subjects. The Commissioner reviewed both committees’ recommendations and analyzed them for consistency and impact across grade levels. The Commissioner’s recommended Achievement Level cut scores reflect both committees’ recommendations.

The result of this process is recommended Achievement Level cut scores that increase expectations for students. Based on students’ performance in 2011, it is likely that a smaller proportion of students at most grade levels will score at Achievement Level 3 and above with the new cut scores. For example, in 5th grade reading, 69% of students scored at Achievement Level 3 or above in 2011; however, with the new cut scores proposed in the draft rule only 56% of those students would have scored at level 3 or above. The chart below shows the impact of the proposed cut scores on the number and percentage of Florida students scoring at each Achievement Level in reading, mathematics, and Algebra 1. The following link provides information about the **achievement level** standard setting process for Florida’s new assessments: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/stard-setting.stml>.

Florida Is Raising Expectations – A Smaller Proportion of Students Likely to Score at Achievement Level 3 and Above in 2012

Effect of Proposed Standards for FCAT 2.0 and Algebra 1 End-of-Course Assessment Based Upon 2011 Student Performance

Grade	Reading Percentage of Students Scoring Level 3 and Above		Mathematics Percentage of Students Scoring Level 3 and Above	
	Reported in 2011	Draft Rule	Reported in 2011	Draft Rule
3	72%	57%	78%	56%
4	71%	59%	74%	58%
5	69%	58%	63%	56%
6	67%	58%	57%	53%
7	68%	58%	62%	56%
8	55%	55%	68%	56%
9	48%	55%		
10	39%	56%		
Algebra 1				55%

Principle 1 Conclusion

Florida is implementing a comprehensive plan to transition to and implement the standards adopted in 2010 beginning in 2011-12 and transitioning to Florida Standards in 2014-15. The plan:

- Includes comprehensive activities related to Florida's outreach on and dissemination of the standards adopted in 2010.
- Provides a systematic transition to the standards adopted in 2010 for all grade levels by 2013-2014 and the Florida Standards in 2014-15.
- Addresses the needs of all students, including English language learners, students with disabilities, and low-achieving students.
- Includes the alignment of the state's adopted instructional materials.
- Supports professional development activities for both teachers and principals.
- Includes activities with Institutions of Higher Education that will result in their approved teacher and principal preparation programs producing candidates equipped to teach and support the Florida Standards.
- Builds upon the state's success in expanding access to college-level courses and accelerated learning opportunities.
- Complements Florida's Race to the Top activities.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Florida Standards Assessments

When FDOE originally submitted its ESEA flexibility request, Florida was a PARCC Governing state and it was anticipated that PARCC assessments in ELA and Mathematics would satisfy the requirement for a high-quality, aligned assessment. In September 2013, Florida Governor Rick Scott issued an executive order stating, in part, that PARCC assessments do not “meet the needs of our

students or the expectations of state leaders in their cost effectiveness, length of testing time, prescriptive computer-based testing requirements,” and that the Commissioner of Education was to “procure Florida’s next assessment by issuing a competitive solicitation that sets for the following assessment criteria:

- a. Provides timely and informative reports of results;
- b. Includes costs that are in line with current assessment costs;
- c. Ensures that testing time for students is not significantly different from current assessments;
- d. Provides for summative assessments to occur as close as possible to the end of the school year;
- e. Measures student mastery of the standards taught, including comparability to other states;
- f. Includes test quality metrics that are as rigorous as current assessments;
- g. Provides results that can be used in conjunction with Florida’s school accountability system;
- h. Requires technology parameters that are defined and can be supported, including appropriate accommodations for exceptional students.” *(State of Florida, Office of the Governor, Executive Order Number 13-276, September 23rd, 2013)*

In October 2013, the Department posted an Invitation to Negotiate (ITN) (see attachment) to procure an assessment that would meet these objectives. The ITN sought assessments in Grades 3-11 for ELA, Grades 3-8 in Mathematics, and End-of-Course examinations for Algebra 1, Geometry, and Algebra 2 aligned to Florida’s standards. Florida received five responses from vendors. After the responses were evaluated, three companies were invited to negotiations (CTB/McGraw-Hill, Pearson, and American Institutes for Research [AIR]). On March 17, 2014, the Department announced its intent to award a contract to AIR to develop, administer, score, and report the results of statewide, high-quality assessments aligned to Florida’s standards in ELA and Mathematics (See attachments for AIR’s proposal). The new assessment system, called the Florida Standards Assessment (FSA), will measure the degree to which Florida students are prepared for success in college, career, and in life by emphasizing critical thinking and including performance tasks beyond the current multiple-choice items. Students will be asked to create graphs, interact with test content, and write and respond in different ways than on traditional tests. New question types will assess students’ higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

Assessment items to be used in spring 2015 have gone through rigorous industry-standard development and review processes, and AIR will also begin immediately developing additional items aligned to Florida’s Standards for use on future assessments. Following the 2015 administration, achievement level standard setting will occur in August/September of 2015, with new student achievement level standards being adopted by winter 2015. See the table at the end of this section for a more detailed timeline of activities related to this work. Florida is confident that the assessments proposed by AIR will be valid and reliable measures of student achievement.

To prepare teachers and students for these assessments, the Department began releasing preliminary resources in May 2014. These resources included sample test questions, technical specifications, a test design summary and blueprints, and other policy documents regarding test administration. These resources, which also include assessment schedules and resources for parents, can be found at <http://www.fsassessments.org/>.

The table below provides an overview of key milestones and activities through the time when new achievement level standards for students will be determined. FDOE does not anticipate any significant and unique challenges in this process, beyond what is normally experienced by states when transitioning to a new assessment system. State and national experts, as well as state educators, parents, and other stakeholders will continue to be engaged in the process as has always been the case in Florida’s history of statewide assessment.

Key Milestones and Activities	Date	Responsible Parties
ITN Posted	October 2013	FDOE
Intent to Award Posted	March 2014	FDOE
Contract Execution	May 2014	FDOE/AIR
Rollout of Support Resources Begins	May 2014	FDOE/AIR
Field Test of Text-Based Writing Items to be used in 2015-16 and Beyond	December 2014/January 2015	FDOE/AIR
Operational Administration of New Assessments	April/May 2015	FDOE/AIR
Preliminary Reporting	May/June 2015	FDOE/AIR
Achievement Level Standard Setting	September 2015	FDOE/AIR
Public Input on Proposed Achievement Level Standards	October 2015	FDOE
State Board Approval of Achievement Level Standards (timeline relies on expedited schedule for 90 day legislative review window)	November/December 2015	FDOE/ State Board of Education

On February 24, 2015, Governor Scott issued Executive Order 15-31 to suspend the grade 11 Florida Standards Assessment (FSA) for English language arts until the Florida Legislature had an opportunity to consider legislation to eliminate the mandate. The elimination of the test follows an investigation conducted by Commissioner Pam Stewart that recommended a reduction in the number of tests Florida students in public schools are required to take. During its 2015 session the Florida legislature passed HB 7069 which eliminated the grade 11 English language arts assessment as a requirement. However, law still provides that students in grade 9 and 10 will take an English language arts assessment.

Alternate Assessment

Florida explored alternate assessments being developed by the National Center and State Collaborative (NCSC), as well as Dynamic Learning Maps from the University of Kansas. Ultimately, Florida decided to issue an Invitation to Negotiation (ITN) for a custom assessment. In June 2014, the Florida’s State Board of Education adopted the new access points aligned to the Florida Standards (FS-AP) in ELA and Mathematics, and in October 2014, an ITN was issued for the alternate assessment. The ITN sought assessments in Grades 3-10 for ELA, Grades 3-8 in Mathematics, and End-of-Course examinations for Algebra 1, Geometry, and Algebra 2 aligned to Florida’s standards, in addition to assessments aligned to the Next Generation Sunshine State

Standards Access Points (NGSSS-AP) in science (Grades 5, 8, and Biology 1) and social studies (U.S. History and Civics). Florida received four responses (CTB/McGraw-Hill, Measured Progress, Pearson, and Questar). After the responses were evaluated, two companies were invited to negotiations (Pearson and Measured Progress). On April 13, 2015, the FDOE announced its intent to award a contract to Measured Progress to develop, administer, score, and report the results of statewide, high-quality assessments aligned to the FS-AP in ELA and Mathematics (see attachments for Measured Progress' proposal). The new assessment system will measure the degree to which Florida students have mastered the access points for the standards through selected response and open response items. Selected response items may require students to select one or multiple responses or to use manipulatives to complete a task to show mastery of a skill. Open response items may require the student to provide a response without any answer options or manipulatives to express the response. In addition, the ELA assessment will include selected response and open response questions to measure writing skills. These new assessments will assess students' higher-order thinking skills and expand the scope of the assessments (adding Algebra 2, Civics, U.S. History end-of-course assessments in subsequent years as development permits) in keeping with the higher expectations of the Florida Standards. In addition, this implementation will feature a new portfolio option for students with the most significant cognitive disabilities, for whom a formal mode of communication has not been established (pre-symbolic), and whose performance is not easily measured using selected response or open response questions.

Measured Progress is also the current contractor for the Florida Alternate Assessment, which is being replaced by the new assessment of the FS-AP and NGSSS-AP. As part of the current contract, Measured Progress developed and field-tested some items aligned to the FS-AP in ELA and Mathematics in preparation for this transition. (Field testing of new items could only be completed in grades and subjects that were assessed by the previous Florida Alternate Assessment.) To aid in the transition to the new alternate assessment system, item development is being conducted as part of the current contract and the pending contract with Measured Progress.

To prepare teachers and students for these assessments, the FDOE will be releasing preliminary resources beginning in July 2015. These resources include sample test questions, technical specifications, a test design summary and blueprints, and other policy documents regarding test administration.

The table below provides an overview of key milestones and activities through the time when new student achievement level standards will be determined. The evidence (ITN and reply) provides more details about the plan to develop, administer, score, and report high-quality assessments that meet the identified key components. FDOE does not anticipate any significant and unique challenges in this process, beyond what is normally experienced by states when transitioning to a new assessment system. The FDOE is still in the process of finalizing the contract with Measured Progress, but we do not anticipate the typical transition issues since we currently have a successful relationship working with Measured Progress on these types of assessments. State and national experts, as well as state educators, parents, and other stakeholders will continue to be engaged in the process, as has always been the case in Florida's history of statewide assessment.

Key Milestones and Activities	Date	Responsible Parties
ITN Posted	October 6, 2014	FDOE
Intent to Award Posted	April 2015	FDOE
Estimated Contract Start Date	May 2015	FDOE/Measured Progress
Content and Other Educator Committee Review Meetings of Items and Passages	May – December 2015	FDOE/Measured Progress
Development of Test Item Specifications, Test Blueprints, and Item and Graphics	May – December 2015	FDOE/Measured Progress
Rollout of Support Resources Begins	September 2015	FDOE/Measured Progress
Teacher Trainings for Portfolio and Operational Assessments	September-December 2015	FDOE/Measured Progress
Test Construction/Production for test booklets, passage booklets, ancillary materials booklets, response booklets, special order braille, and special order one-sided test booklet	December 2015	FDOE/Measured Progress
Alternate Assessment Advisory Committee Meetings	December 2015	FDOE/Measured Progress
Achievement Level Descriptors Meeting	December 2015	FDOE/Measured Progress
Portfolio Assessments Administration/Data Collection	October 2015-April 2016	FDOE/Measured Progress
Operational Administration of New Assessments	February-April 2016	FDOE/Measured Progress
Preliminary Reporting	May 2016	FDOE/Measured Progress
Achievement Level Standard Setting	June 2016	FDOE/Measured Progress
Reports shipped to districts	July 2016	FDOE/Measured Progress
New achievement level standards adopted in State Board rule (timeline accounts for 90 day legislative review)	January 2017	FDOE

Finally, attached to this application are documents from the contracting process that demonstrate that Florida is procuring a high quality assessment aligned to Florida’s standards. Attached is the Intent to Negotiate, and Measured Progress’s proposal.

World-Class Instructional Design and Assessment (WIDA)

In June 2014, the Florida’s State Board of Education adopted the new English Language Development (ELD) Standards for the Florida Standards. Beginning in spring 2016, Florida is partnering with the World-Class Instructional Design and Assessment (WIDA) Consortium (<https://www.wida.us/>) to administer, score, and report the results of assessments aligned to these standards. WIDA advances academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. The Memorandum of Understanding (MOU) with the University of Wisconsin-Madison’s Wisconsin Center for Education Research (WCER), the organizational home of the WIDA Consortium, is currently in its final stages, and we anticipate it will be signed by June 2015. On behalf of WIDA, WCER offers ACCESS for ELLS (an annual academic assessment of

English proficiency). ACCESS for ELLs is designed to assess the progress of students in attaining English proficiency, including students' level of comprehension in the four recognized domains of speaking, listening, reading, and writing. The assessment will be administered online, with printed materials provided for students who require printed materials as an accommodation.

The table below provides an overview of key milestones and activities. FDOE does not anticipate any significant and unique challenges in this process, beyond what is normally experienced by states when transitioning to a new assessment system. The FDOE is still in the process of finalizing the MOU with WCER, but we do not anticipate any significant issues since ACCESS for ELLs is a reputable and established assessment. The FDOE will have a seat on the WIDA Consortium Board, and we will continue to have our own advisory committees that will engage state and national experts, as well as state educators, parents, and other stakeholders.

Key Milestones and Activities	Date	Responsible Parties
Estimated Contract Start Date (MOU signed)	June 2015	FDOE/WCER
WIDA Consortium Board Meeting	June 2015	FDOE/WCER
Release practice materials	September 2015	FDOE/WCER
Trainings for WIDA Test Administration	July 2015	FDOE/WCER
Operational Administration	February-April 2016	FDOE/WCER
Results provided	May 2016	FDOE/WCER
Post-Assessment Training	June 2016	FDOE/WCER
Achievement Level Standard Setting	September 2016	FDOE/WCER
New Achievement Level Standards Adopted in State Board Rule	January 2017	FDOE

Finally, attached to this application are documents from the agreement process that demonstrate that Florida will administer a high-quality assessment aligned to Florida's standards. Attached is a draft of the Memorandum of Understanding with WCER.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Florida’s ESEA Flexibility Request is designed to eliminate the duplication and confusion caused by having two separate accountability systems and to focus schools, LEAs, communities, and the state on raising the achievement of all students. We see this effort as an opportunity to strengthen accountability and support and put in place the right conditions for schools and teachers to do their jobs most effectively.

We will also continue the state’s tradition of transparency in reporting student achievement which includes the annual reporting of graduation and participation rates by subgroups. This will continue to ensure that the performance of each ESEA subgroup is reviewed and reported. In addition, as demonstrated in our proposal, the historically low-performing subgroups are highly represented in the low 25% and Florida’s school grades system has led to significant increase in the performance of subgroups over time

This uniform system of accountability includes:

- Recognition of and rewards for its highest-performing and improving schools.
- Increasing levels of LEA and state support to close the achievement gap for all subgroups of students, including English language learners and students with disabilities.

Florida’s accountability environment is characterized by ongoing increases in standards which have led to continuing increases in student performance across all subgroups. Florida’s assessment, accountability, and teacher evaluation systems foster progress and are designed to accelerate academic improvement. Together these systems shine a bright light on the achievement gap, increase accountability for high-need students, set high academic standards, recognize and reward growth in student learning, and recognize the most effective teachers. Florida has implemented forward-looking reforms designed to raise student achievement. Historically, when Florida has raised its accountability standards Florida students have responded by increasing their performance to meet the challenge.

Year	Florida’s Accountability System Standards Have Increased Over Time
1999	Florida implements the A Plus (A-F) school grading system.
2001	FCAT is expanded from testing at three separate grade levels in reading and math to testing grades 3 through 10 in reading and math.
2002	Expansion of the FCAT allows for introduction of annual learning gains measures in school grades.
2005	Students with disabilities who test on the FCAT are included in gains measures.
2007	Measures for science performance and learning gains for the lowest performing students in math are added to school grades.
2010	High school grades implement additional measures for graduation rates, accelerated curricula and college readiness.
2012	Florida measures raised standards in reading and math through FCAT 2.0 and a new Algebra 1 End-of-Course (EOC) Assessment. School grades include students with disabilities and second year English language learners in achievement measures.
2013	EOC assessments in Biology 1 and Geometry are added to school grades. The FCAT 2.0 Writing standard is raised. FCAT 2.0 Science standards are applied.
2014	The U.S. History EOC Assessment is added to high school grades. School grading criteria are expanded to include smaller schools in the accountability process.
2015	Florida is scheduled to adopt new assessments and achievement level standards to promote world-class content for instruction and increased student performance. Florida’s school grading system is streamlined to increase focus on student success: achievement and learning gains, graduation, and earning credit for college or industry certification(s).

Having two separate accountability systems, one federal and one state, has caused confusion among communities and stakeholders and resulted in mixed messages to schools and LEAs. This has sometimes sidetracked the hard work of moving student achievement forward by diluting schools' and LEAs' focus. Through this application, Florida proposes to move to one accountability system, an enhanced School Grades system, which will focus all accountability resources and attention on one system to move all students forward to attain college- and career-ready standards. In addition, the School Grades system will identify underperforming schools and districts in need of differentiated levels of support through Florida's Differentiated Accountability (DA) system. This strategy will reduce the disconnect between the federal and the state accountability systems and help communities embrace accountability for their schools in a way that is designed to provide support and raise the achievement of all students to meet college and career expectations.

Florida's ESEA Flexibility Request will move Florida forward in strengthening and enhancing its accountability system. At the same time Florida is pursuing this flexibility with USDOE, it will pursue statutory changes with the State Legislature. Florida's Legislature has demonstrated strong support for high standards and school accountability over time. Consistent with state legislation, we will continue to use school grades as the basis for identifying Priority and Focus schools.

Key Features of Florida's School Grades System

- Components based on assessments aligned with state curriculum standards.
- Progressively increasing rigor in the assessments themselves (with both comprehensive subject area examinations and end-of-course assessments set to newly operational Next Generation Sunshine State Standards) and in the application of criteria for school grading.
- Legislative support: school grading requirements codified (Section 1008.34, Florida Statutes, and Rule 6A-1.09981, Florida Administrative Code).
- A balance between student performance and student learning gains (growth).
- Points-based system that allows for a tiered (literally, graded) group of ratings (rather than a conjunctive system such as Adequate Yearly Progress (AYP), for which any missed target results in a "No progress" or "Not adequate progress" outcome for the school).
- Criterion-based system for the assessments used in determining student achievement and progress as well as for the points scale for assigning school grades, including additional requirements for participation in testing ("percent-tested" criterion) and progress of the lowest-performing students.
- Provides an incentive for schools to focus on improving the lowest-performing 25% of students.
- Florida's School Grades system is applied to all schools including charter schools.
- Documented significant improvement in student performance following raised standards over time.

Florida's School Grading System Through 2013-14

Assessment-Based Components

For elementary and middle school grades, the school grade was based essentially on students' performance and progress measured by the statewide assessments. For Florida's high school grading system, the state assessment-based components were weighted at 50% of the high school grade, while the other 50% of the available school grade points were weighted toward component areas that directly measure, or are otherwise essential to, career and college readiness: on-time graduation, participation and performance in advanced curricula (including Industry Certifications), and postsecondary readiness in reading and mathematics. These additional components for measuring high school performance were implemented beginning in 2009-10 to provide a more comprehensive measure of high schools' effectiveness in preparing students for success at the next level after graduation.

Florida School Grades Overview –
Assessment Components

READING	MATH	WRITING	SCIENCE
Performance	Performance	Performance	Performance
Learning Gains (Progress)	Learning Gains (Progress)	Total Available Points = 800 100 for each component	
Learning Gains of Lowest 25%	Learning Gains of Lowest 25%	400 for performance 400 for learning gains	

- Achievement on statewide assessments – Comprises 50% of the assessment component:
 - The percent of all students scoring 3 or above on FCAT reading, mathematics, writing, and science.
 - Points earned = percent of students meeting standards in each subject.
 - Performance at or above grade level in reading, mathematics, and science (level 3 or higher on a range of 1 to 5); and writing performance at or above a score of 4 on a range of 1 to 6.

- Progress/Learning Gains on statewide assessments – Comprises the second 50% of the assessment component:
 - The percent of students learning a year's worth of knowledge in reading and mathematics, regardless of whether they are on grade level.
 - The percent of the lowest-performing 25% of students who are making a year's worth of progress in reading and mathematics.
 - Three ways to make learning gains for all students and the lowest-performing 25% of students:
 - Move up by one or more Achievement Levels.
 - Maintain an Achievement Level (remain at level 3, 4, or 5).
 - Increase performance within levels 1 and 2 to move the student toward satisfactory

- performance (i.e., more than a year's growth).
- Florida's lowest-performing 25% of students contains an over representation of the subgroups that are historically low-performing (see page 141). Using the lowest-performing 25% solves one of the main difficulties of using the performance of individual subgroups in accountability systems. When looking at individual subgroups many schools do not have enough students in each subgroup for each subgroup's performance to count in the accountability system. This may lead schools to focus on those subgroups that do make a difference to their accountability rating instead of all students that are performing at low levels. By bringing the subgroups together into the lowest-performing 25%, Florida schools and LEAs will focus on the students most in need of assistance.

The following charts illustrate how points were assigned in the School Grades calculation and the proportion of the total points that each cell represents.

2013-14 Elementary and Middle School* Grades Model			
Reading	Mathematics	Writing	Science
Performance			
FCAT 2.0 (100) 12.5%	FCAT 2.0 (100) 12.5%	FCAT (100) 12.5%	FCAT (100) 12.5%
Learning Gains: All Students			
FCAT 2.0 (100) 12.5%	FCAT 2.0 (100) 12.5%		
Lowest-Performing 25% Learning Gains			
FCAT 2.0 (100) 12.5%	FCAT 2.0 (100) 12.5%	(100) 12.5%	(100) 12.5%
(300) 37.5%	(300) 37.5%	(100) 12.5%	(100) 12.5%

* Beginning in 2011-12, an additional acceleration component (worth up to 100 points) was added to the middle-school model to measure middle-school students' participation in and performance on high school level EOC assessments and industry certifications.

High School Grades Model (2013-14)

Reading	Mathematics	Writing	Science	Acceleration	Grad Rate	U.S. History	College Readiness
Performance (100) 6.25%	Performance (100) 6.25%	Perf. (100) 6.25%	Perf. (100) 6.25%	Participation (100) 6.25%	Overall (200) 12.5%	Perf. (100) 6.25%	Reading (100) 6.25%
Learning Gains (100) 6.25%	Learning Gains (100) 6.25%			Performance (100) 6.25%	At-Risk (100) 6.25%		Math (100) 6.25%
Lowest-performing 25% Gains (100) 6.25%	Lowest-performing 25% Gains (100) 6.25%						
300 points 18.75%	300 points 18.75%	100 points 6.25%	100 points 6.25%	200 points 12.50%	300 points 18.75%	100 pts. 6.25%	200 points 12.5%

Increasing Rigor of Assessments

In addition to increasing the rigor of its own subject area assessments, Florida provided LEAs with the flexibility to count in performance, learning gains, and participation calculations the assessment results of students tested on accelerated exams (for instance, a grade 8 student who tests on the Algebra 1 end-of-course exam in mathematics) and to give LEAs the opportunity to waive the requirement to test students on both examinations if the student tests on an exam that is more rigorous than the comprehensive examination (FCAT 2.0).

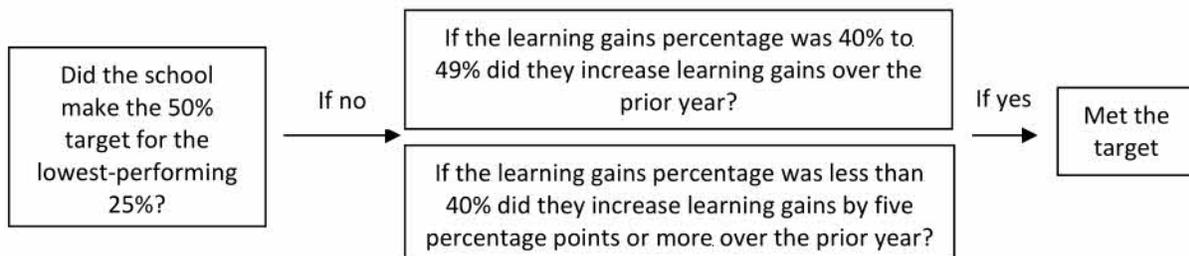
This flexibility would apply to the following types of state or national examinations:

- Algebra 1 end-of-course exam vs. FCAT 2.0 Mathematics at grade levels 6, 7, or 8.
- Biology 1 end-of-course exam vs. FCAT 2.0 Science at grade 8.

Additional Requirements

- Adequate Progress Requirement for lowest-performing 25% of students in reading and mathematics.
 - At least 50% of the low performers must show FCAT-measured learning gains in reading and mathematics, or the school must show required annual improvement in that percentage. If the school does not meet this requirement the school's grade is reduced by one letter grade. Please see the illustration below.

Learning Gains for the Lowest-Performing 25% of Students



- “Percent Tested” Requirement.
 - 90% of students must be tested in order for the school to receive a regular grade in lieu of an “Incomplete.”
 - 95% must be tested for a school to be eligible for an “A.”

School Grade Scale and Requirements

If a school did not test at least 90% of the students the school received an "incomplete" grade status and an investigation was conducted culminating in a report to the Commissioner of Education providing the circumstances and reasons for not meeting the percent tested requirement. An "incomplete" grade is not erased until after the investigation is complete and the Commissioner makes a decision as to the consequence of not meeting the minimum participation required. In most of these cases, upon release of student scores that were under investigation, the threshold is met and the grade is recalculated. Historically, Florida's schools have tested an extremely high percentage of *all* students. Overall, approximately 99% of all students are tested on Florida's statewide assessments. The percent tested requirement has never been a problem in Florida.

	A	B	C	D	F
School Grade Points*	525 or more	495-524	435-494	395-434	Less than 395
Percent of Eligible Students Tested	At least 95%	At least 90%	At least 90%	At least 90%	Less than 90%
Required Learning Gains with Lowest-Performing Students in Reading and Math	In the current year	In the current year or between the prior and current year	In the current year or between the prior and current year		

** Beginning in 2011-12, if at least 75% of elementary, middle, or high schools statewide earn an “A” or “B,” the school grade point scale will increase by 5% for that school type statewide in the following year increasing the rigor of the system.*

Florida's High School Grades Also Include Components Related to Students' Ability to Progress on to Postsecondary Education

Starting in 2010, Florida's high school grades calculation includes other factors in addition to student performance and learning gains. These other factors are related to a student's ability to be successful in college including the following measures:

- Graduation rates for all students.
- Graduation rates for “at-risk” students. “At-risk” students are those who entered high school below grade level in reading and mathematics (based on Grade 8 FCAT results).

- Accelerated curricula (both performance and participation), which includes AP, IB, AICE, Dual Enrollment, and Industry Certification exams and courses.
- College readiness rates based upon SAT, ACT, or common placement test results.

Florida's high school grading system was required by state law to evenly balance the weighting on state-based assessment measures with measures relating to on-time graduation, accelerated curricula, and readiness for college (see Section 2.A.ii.).

Florida's High School Grades Evenly Weight Assessment and Other Factors

Florida High School Grades

50% Based on Statewide Assessments	50% Based on Other Factors
<ul style="list-style-type: none"> • Performance in reading, mathematics, science, and writing • Learning gains for all students in reading and mathematics • Learning gains for the lowest 25% in reading and mathematics 	<ul style="list-style-type: none"> • Overall graduation rate • At-risk graduation rate • Participation and performance in accelerated courses • College readiness in reading and mathematics • Growth or decline of these measures

Changes to School Grades through 2013-14

Florida made revisions to its School Grades system to address statutorily required changes. These changes again raised the bar for Florida's students, teachers, and schools and were pursued with advice and recommendations from LEA assessment and accountability directors as well as superintendents.

- Florida's middle school grading formula was modified to include points for students who participate in and pass high school end-of-course assessments while in middle school, including Algebra 1, Geometry, and Biology 1.
- The methodology changed at the high school level to include student performance and learning gains for end-of-course assessments.
- The State Board of Education established new cut scores for FCAT 2.0 and Algebra 1 in December 2011 which raised the rigor for 2012 school grades. Florida has made changes to its school grading system to include English Language Learners (ELLs) who have been in school in the country for more than one year and students with disabilities. This means that ELLs who have been in the country more than one year will be included in all components of the school grading system. Students with disabilities will now be included in the performance component of the school grades calculation for Reading, Mathematics, Writing, and Science as well as all other components. The State Board of Education voted on the revised school grades formula on February 28, 2012, and again on May 10, 2012.
- Update for 2013-14: The 2013 Florida Legislature passed bills requiring additional changes to Florida's school grading system in 2013-14, including the following revisions:
 - Reset the minimum cell-size requirements (for a school to qualify for a regular grade) to

10 full-year enrolled students with test scores on reading and math state assessments (was 30, previously).

- Revise the participation rate formula consistent with language in Florida's 2013 accountability addendum, which confirmed that the participation rate will not be limited to full-academic-year enrolled students but will be based on students enrolled at the time of testing.

A component measuring performance on Florida's U.S. History EOC assessment was previously scheduled to be added to high school grades in 2013-14, and this requirement was carried over in rule revisions implementing 2013 legislative requirements.

Revised School Grading System for 2014-15 and Forward

The 2014 Florida Legislature passed bills to streamline the school grading system (s.1008.34 F.S.). The new school grading system is based on new more rigorous assessment standards and improves the school grading methodology. State assessments will remain at the core of student achievement and learning gains measures, but some of the current calculations that adjust weighting or add additional targets will be removed. In addition, Florida statute (s. 1008.34 (3) F.S.) now requires that each school must assess at least 95 percent of its eligible students for the school grade calculation. In this system, all English language learners will continue to take the required assessments and scores of all English language learners will be included in the learning gains calculation.

Florida requests the waiver of 34 C.F.R. subsection 200.20(f)(1)(ii) for the term of this renewal. Scores for English language learners (ELLs) will be included in achievement measures after they have received more than 2 years of instruction in school in the U.S. This focuses on improving the achievement of all students including ELLs and ensures that teachers and parents have information on their students' progress. Scores for students with disabilities (SWDs) continue to be included for achievement and learning gains measures, the same as in the prior system.

Florida will continue to include ELLs in the learning gains components of the school grading system using the first year's assessment as the prior year for the learning gains calculation. If an ELL does not take the FSA ELA assessment in their first year, Florida will pursue using the English language proficiency score linked to the FSA ELA in the school grading model so that a learning gain may be calculated in a student's second year. Once Florida has conducted this linking it will notify USDOE and request an amended waiver.

Florida will include ELLs in the performance components of its school grading system once they have been in school in the US for more than 2 years. In addition, Florida will analyze its grading system and assessment results for ELLs to ensure that they continue to show growth in content knowledge in English language arts and Mathematics. Florida's plan for analyzing ELLs learning growth is presented below.

Florida's Plan to Analyze ELL Learning Growth Over Time

	Description	Year of Analysis
Achievement Status <ul style="list-style-type: none"> • English language arts • Math • Science • Social Studies 	Report on the number and percentage of ELLs scoring in level 1 and the number and percentage scoring at levels 3 and above (after 2014-15 provide trend information over time)	2014-15, 2015-16, 2016-17, and 2017-18
	Report on the number and percentage of ELLs scoring in level 1 and the number and percentage scoring at levels 3 disaggregated by length of time in the program. (after 2014-15 provide trend information over time)	2014-15, 2015-16, 2016-17, and 2017-18
Learning Gains <ul style="list-style-type: none"> • English language arts • Math 	Report on the number and percentage of ELLs making learning gains overall and disaggregated by achievement level. (after 2014-15 provide trend information over time)	2014-15, 2015-16, 2016-17, and 2017-18
	Report on the number and percentage of ELLs making learning gains disaggregated by length of time in the program. (after 2014-15 provide trend information over time)	2014-15, 2015-16, 2016-17, and 2017-18

Florida's school grading system also provides an incentive for both middle schools and high schools to provide acceleration opportunities for all students. The middle school acceleration measure provides an incentive for middle schools to provide all students who can benefit from accelerated high school course work that opportunity. This measure gives schools points based on the percentage of students who are successful on high school EOCs or industry certifications. The denominator of this calculation would be all eligible students not just those who took the assessments. The similar high school measure provides high schools points based on the percentage of eligible students who are successful in AP, IB, AICE, dual enrollment or industry certifications. Again the denominator is all eligible students not just those who took the assessments or courses. This provides middle and high schools an incentive to encourage more students to take accelerated coursework. For the assessment components of school grades, all middle school mathematics, science and social studies assessments are used in the calculation of a school's grade. This includes both grade level assessments and EOC assessments.

- Florida law provides that the new school grading system will be implemented in the 2014-15 school year but it provides for a transition period. The law provides that the 2014-15 school year the grades are to serve as an informational baseline informational baseline for schools to work toward improved performance in future years. The law enumerates consequences of the school grading system and provides that they will not be tied to the 2014-15 grades because they are for baseline purposes only. The revised school grading system would implement the following model:

English/ Language Arts (All Schools)	Mathematics (All Schools)	Science (All Schools)	Social Studies (MS and HS)	Graduation Rate (HS Only)	Acceleration Success (HS and MS)
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	HS: % of students eligible to earn college credit through AP, IB, AICE, dual enrollment, or an Industry Cert.; MS: % passing HS level EOC assessments or Industry Cert. programs (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%).	Learning Gains of the Low 25% (0% to 100%).				

In addition to the school grades criteria outlined above, the Commissioner will assign a special designation to those A graded schools that do not have significant achievement or graduation rate gaps across its sub groups and A graded schools that are closing their achievement or graduation rate gaps. This designation will be reported for each school that meets the criteria when the department releases school grades.

An achievement gap is present when the percentage of students scoring a level 3 or higher in Reading or Math is more than 5 percentage points different across the subgroups. In order to be recognized as closing the achievement gap, the gap in the current year must have narrowed by at least 2 percentage points over the prior year. A graduation rate gap is present when the percentage of students graduating is more than 5 percentage points different across the subgroups. In order to be recognized as closing the graduation rate gap, the gap in the current year must have narrowed by at least 2 percentage points over the prior year.

In order to receive the commissioner’s designation a school must meet one of the criteria outlined in the table below for both reading and math, and if the school is a high school it must also meet one of the criteria for the graduation rate.

Measure	Criteria
English Language Arts	
<ul style="list-style-type: none"> No Significant Achievement Gap 	The percentage of students scoring at level 3 or higher in English language arts varies by no more than 5 percentage points across subgroups.
<ul style="list-style-type: none"> Gap Closing 	The achievement gap in the current year must have narrowed by at least 2 percentage points over the prior year.
Math	
<ul style="list-style-type: none"> No Significant Achievement Gap 	The percentage of students scoring at level 3 or higher in Math varies by no more than 5 percentage points across subgroups.
<ul style="list-style-type: none"> Gap Closing 	The achievement gap in the current year must have narrowed by at least 2 percentage points over the prior year.
Graduation Rate	
<ul style="list-style-type: none"> No Significant Graduation Rate Gap 	The percentage of students graduating varies by no more than 5 percentage points across subgroups.
<ul style="list-style-type: none"> Gap Closing 	The graduation rate gap in the current year must have narrowed by at least 2 percentage points over the prior year.

School Grades Information Resources

- Florida School Grades downloadable files for most recent school year and information resources: <http://schoolgrades.fldoe.org/>.
- School Grades overview (quick reference guide): <http://schoolgrades.fldoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf>
- School Grades technical guide: <http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>
- School Grades files and resources archive: <http://schoolgrades.fldoe.org/reports/index.asp>.

Accountability for Alternative Schools

Florida law provides that alternative schools may receive a school grade or if they choose may receive a school improvement rating rather than a school grade (s. 1008.341, F.S.). Whichever option the school chooses the district and a school remain accountable for the performance and learning gains of the students. If an alternative school elects to receive a school grade the school grade is calculated for the alternative school in the normal fashion and the school is held accountable for the performance and learning gains of the students. The school grade is published and disseminated to the public.

If an alternative school chooses to receive a school improvement rating, the performance of the students at the alternative school are used in the calculation of the school grade for their home school. This is a safety mechanism to ensure that the district and the school the student came from remain responsible for their performance. The school improvement rating will be calculated for the alternative school and the results are published and disseminated to the public. Alternative schools that choose to receive an improvement rating can be eligible to receive school recognition rewards if they receive a rating of commendable.

The reason that alternative school students are not included in the performance component of the state grading formula is that many of these students are not enrolled for a full year at alternative school facilities. However, all alternative students' learning gains scores are included in either the alternative school or home school accountability report (see above). Florida's accountability system fully accounts for alternative students. An extended explanation is included below.

In Florida's accountability system, alternative schools have the choice of receiving a regular school grade or a school improvement rating. Alternative schools that elect to receive a school grade have their students' scores included in both proficiency and learning gains calculations. Alternative schools that elect to receive a school improvement rating are schools for which student populations are essentially transitional. The school improvement rating system concentrates on learning gains components because the students at these schools are often enrolled in more than one school within the school year. Learning gains measures in Florida's system are based on multiple years of assessments. Whether a student has attended the same school during the course of the assessments or matriculated (or transferred) to another school, we are able to use the student's scores in determining their learning progress. However, because a requirement for inclusion in proficiency measures is full-year enrollment (with this criterion being common to AYP measures as well as Florida's school grading measures), these students would not be included in the proficiency measures of school grades. Regarding alternative schools that elect to receive a school improvement rating, the scores of students enrolled at these schools are also credited back to the students' home schools for inclusion in the home schools' learning gains calculations for school grades. However, for reasons noted above regarding full-year enrollment as a criterion for inclusion in proficiency measures, these students' scores are not included in the proficiency measures of the school grade calculations.

Florida School Grades' Impact on Educational Achievement

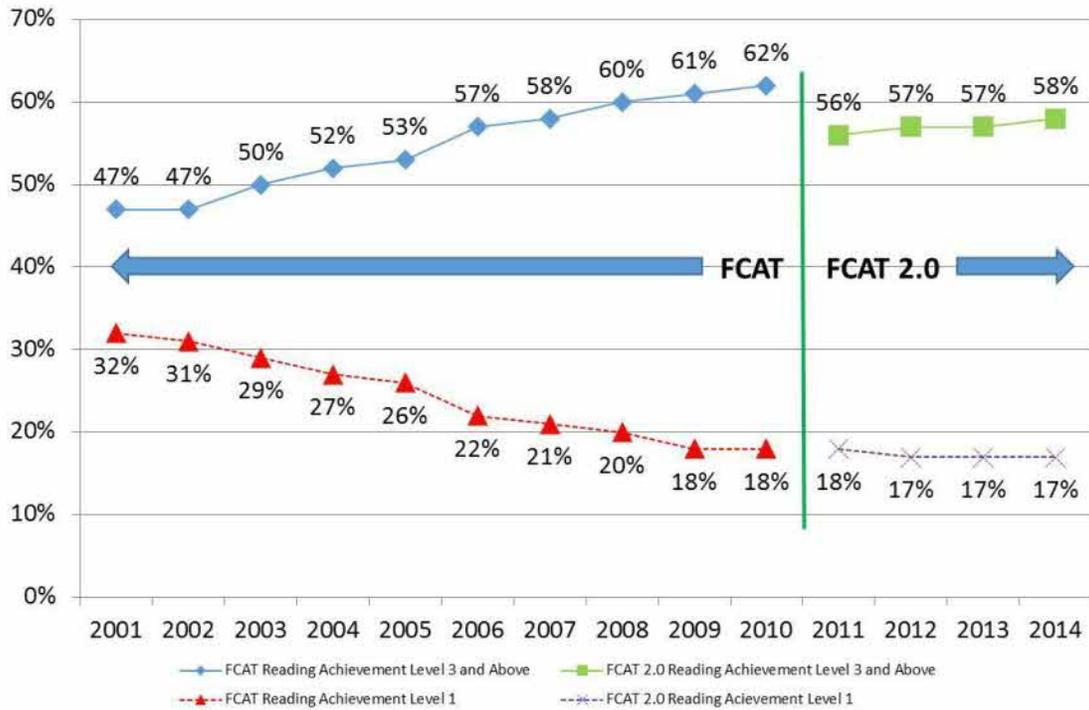
Florida's School Grades system has been successful in providing incentives for students, teachers, schools, and LEAs to work diligently to meet higher standards and improve student achievement and learning gains. This is illustrated both through increases in the performance of all students and specifically, increases in the performance of Florida's subgroups. Florida's FCAT results demonstrate how Florida's students have significantly increased their performance on state standards both overall and for individual subgroups. In addition, Florida's National Assessment of Education Progress (NAEP) results highlight Florida's success in closing achievement gaps. Significantly more students are scoring at levels 3 and above now on FCAT than when school grading began. In addition to student achievement, Florida's high school grading formula also provides an emphasis on increasing the percentage of on-time graduates and the students who take

rigorous college-level courses, and both of those rates have increased over time.

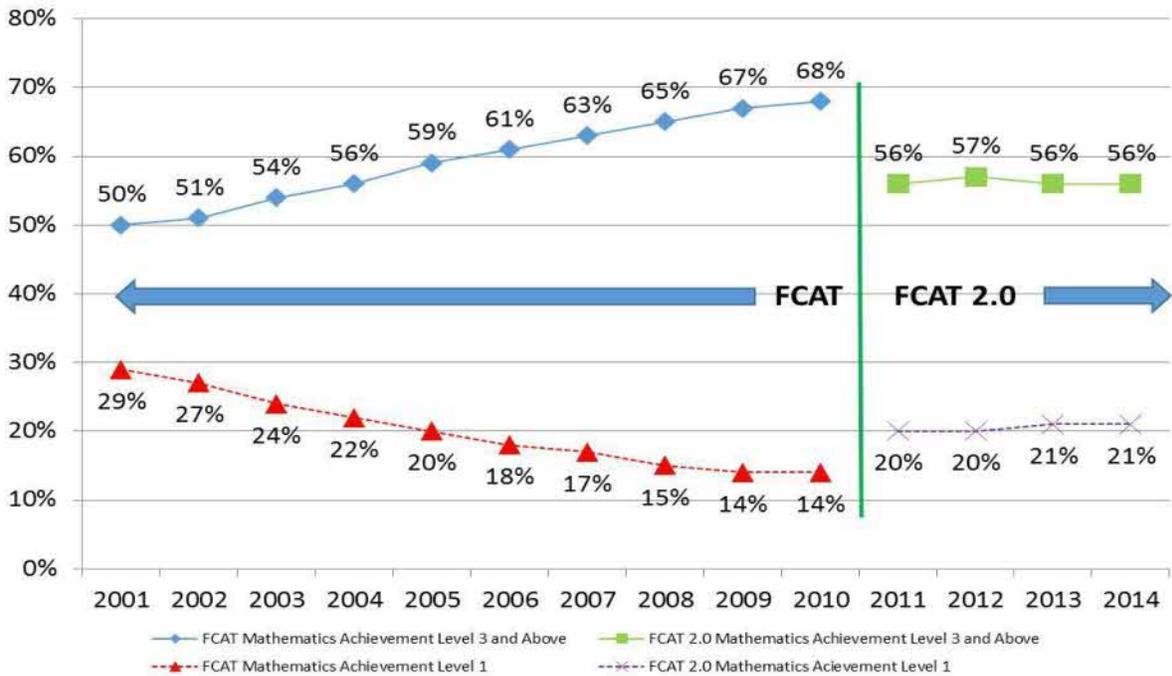
In order to ensure that Florida's system of school improvement and accountability is representative of all students it is important to ensure that the percentage of students tested is very high. Schools cannot receive a grade of "A" if they have tested less than 95% of their students. Schools who test less than 90% of their students are not eligible to receive a school grade. However, in practice, Florida's schools test a very high percentage of all students. Overall, approximately 99% of all students are tested on Florida's statewide assessments. In addition, a very high percentage of schools test more than 95% of students (Elementary 99.8%, Middle 99.6%, and High 99.33%). In addition, Florida is one of the states that tests a high proportion of the students in its NAEP sample, including students with disabilities and ELLs. Florida exceeds NAEP inclusion goals. Florida schools are instructed to use the same inclusive policies for NAEP that are used to include students in statewide FCAT testing.

This section provides charts that depict Florida's increasing student achievement over time. The first charts show how the School Grades system has provided incentives to increase the performance of all of Florida's students over time. Then, the NAEP charts illustrate how Florida's subgroups have been successful at narrowing achievement. Next, the charts will provide information on how Florida's subgroups have increased performance over time on the FCAT which measures students' attainment of the state curriculum standards. Finally, we provide charts that show how Florida's students are taking more rigorous college-level courses and are also increasing the rate at which they graduate on-time. Florida's School Grades system has provided incentives for this improvement and has provided the means for LEAs and communities to work together toward increased achievement for their students. The percentage of students scoring at satisfactory levels and above has increased significantly while the percentage of students scoring at the lowest Achievement Level has decreased steadily in both reading and mathematics.

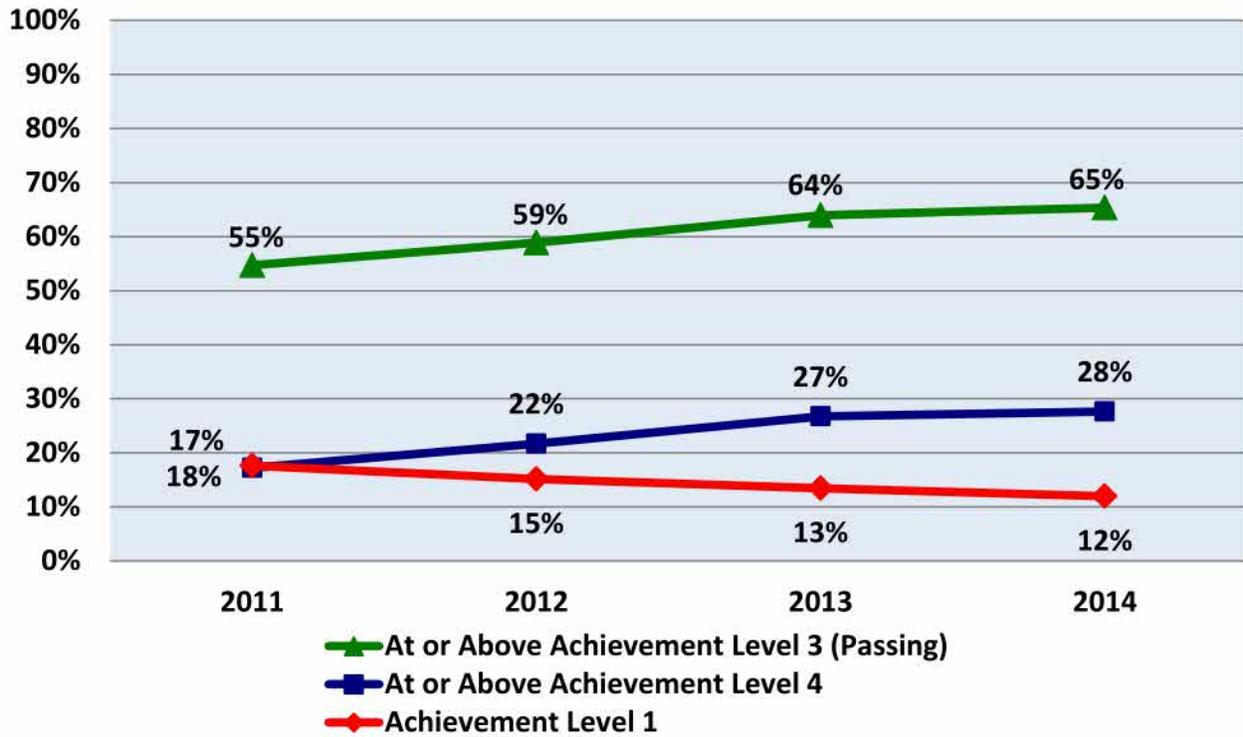
Student Performance on the Statewide Assessment in Reading Grades 3-10, 2001 to 2014 to 2014



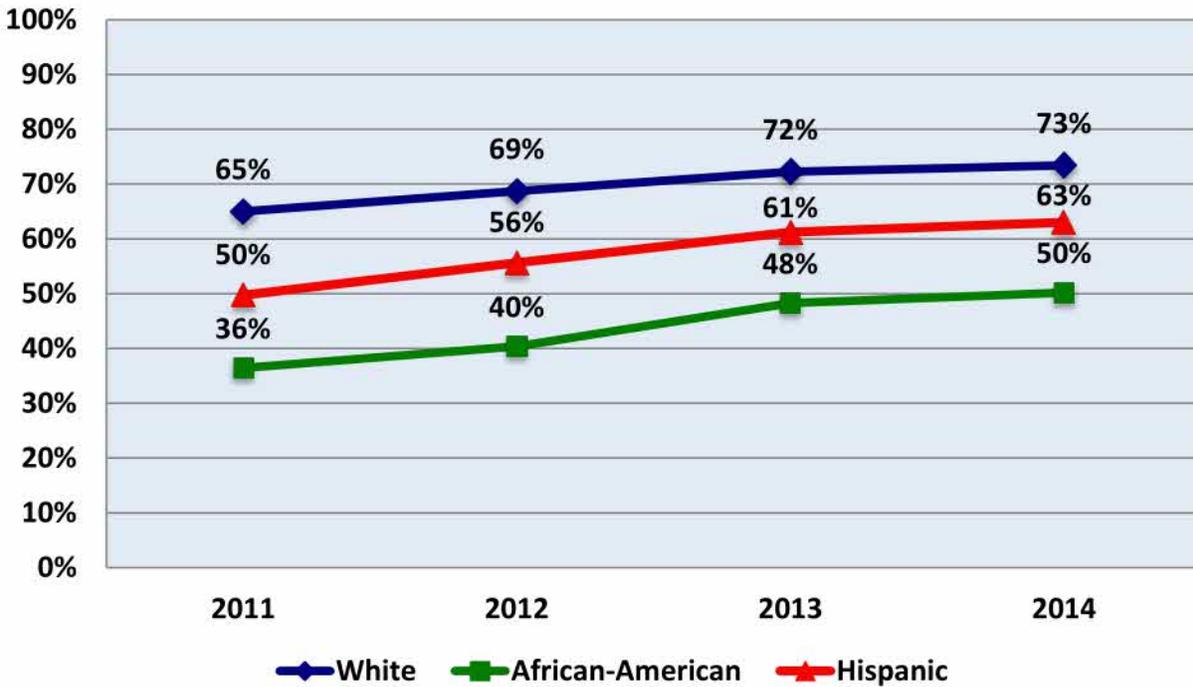
Student Performance on the Statewide Mathematics, Grade 3-10 2001 to 2010 and Grades 3-8 2011 to 2014



The Percentage of Students Passing the Algebra 1 EOC Increased

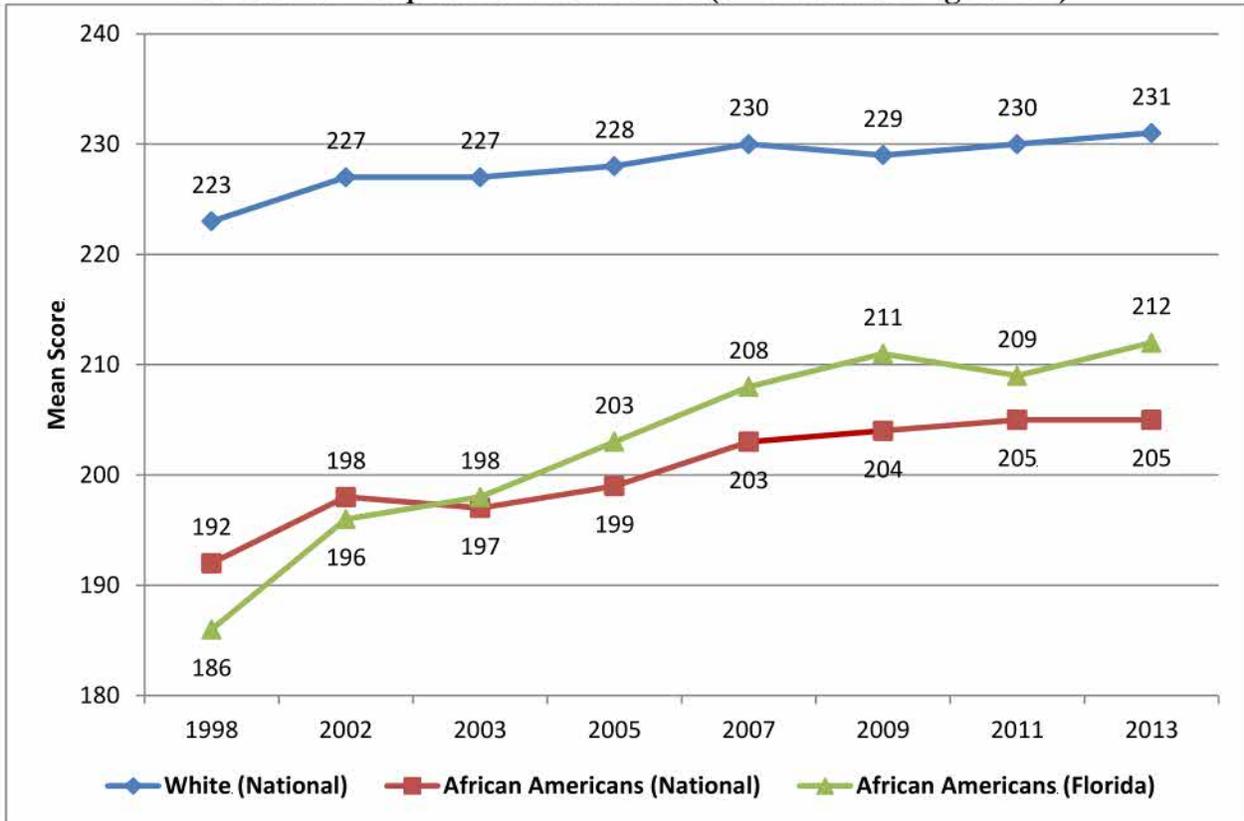


The Algebra 1 Achievement Gap Narrowed

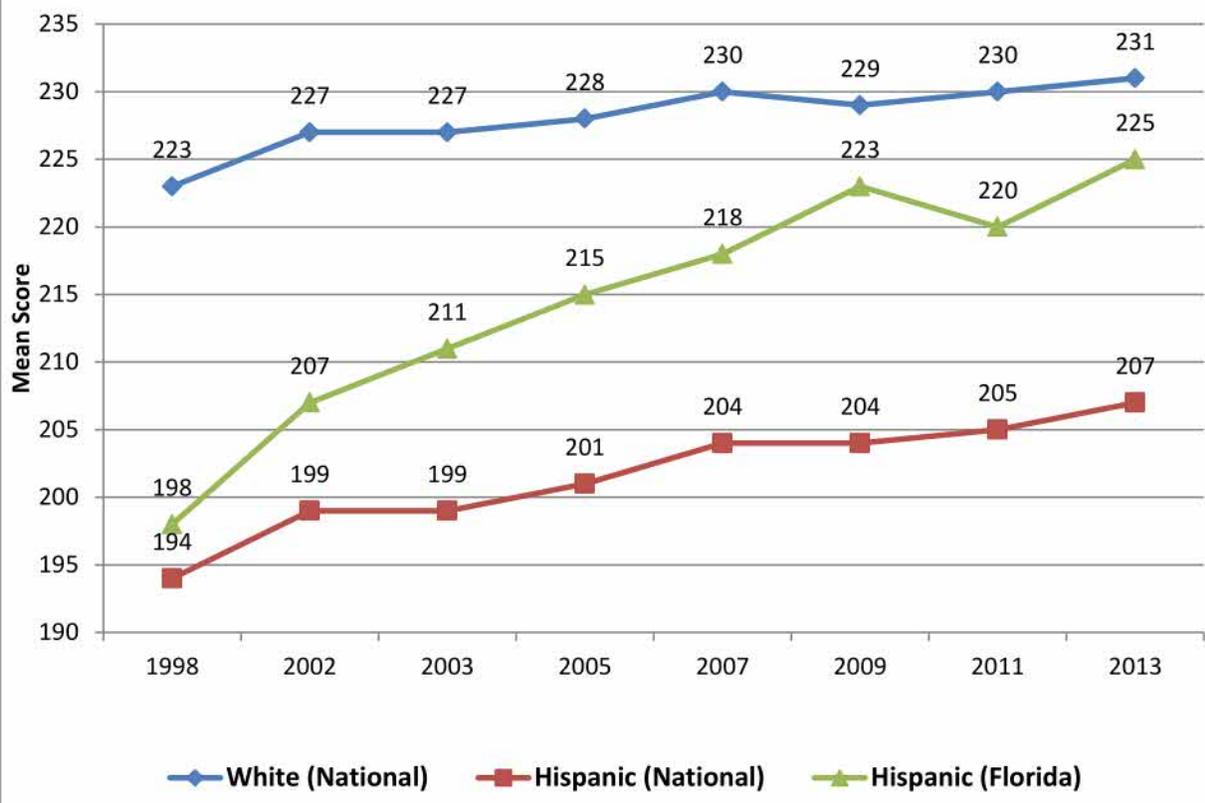


Florida's historical NAEP results support the effectiveness of Florida's School Grades system for elementary and middle school grades in reading and mathematics, with notable success in reducing achievement gaps for Florida's minority students.

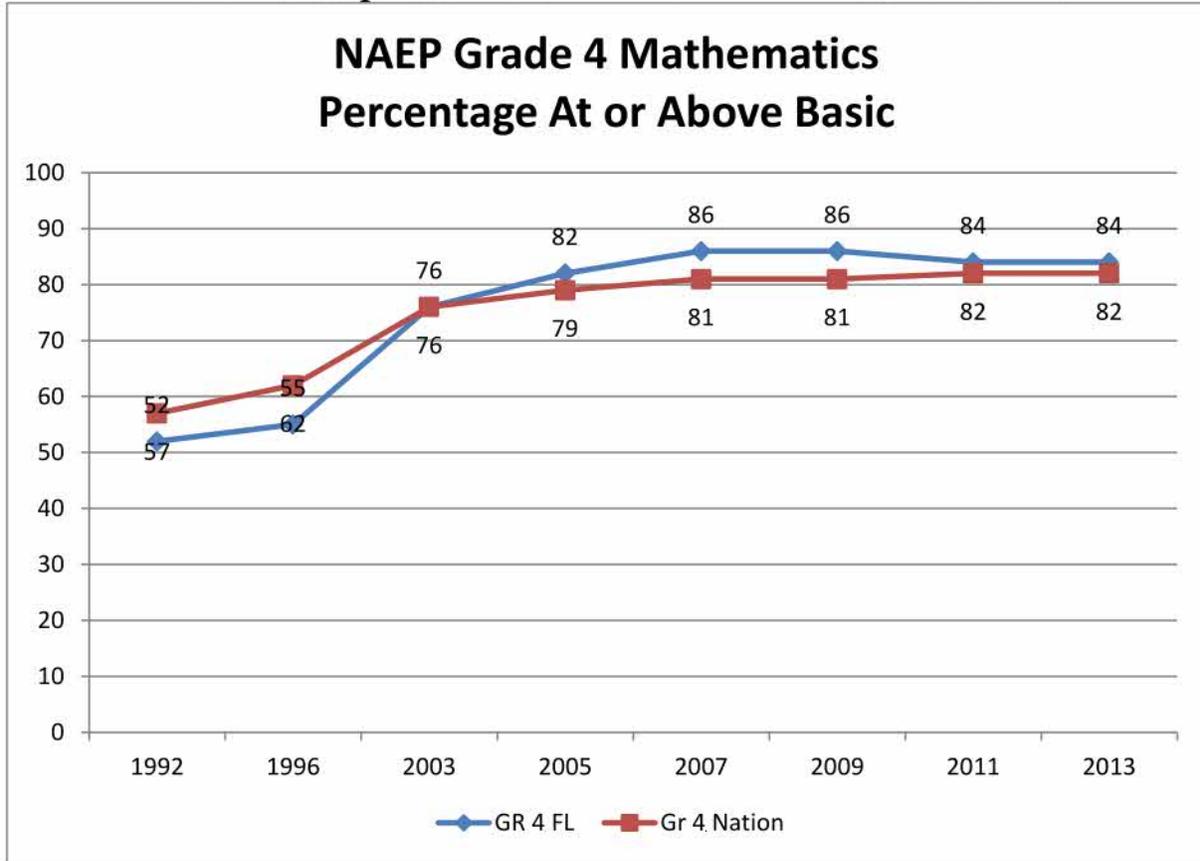
**Florida has Reduced the
Black-White and Hispanic-White Achievement Gaps
The Black-White Achievement Gap National vs. Florida (4th Grade Reading NAEP)**



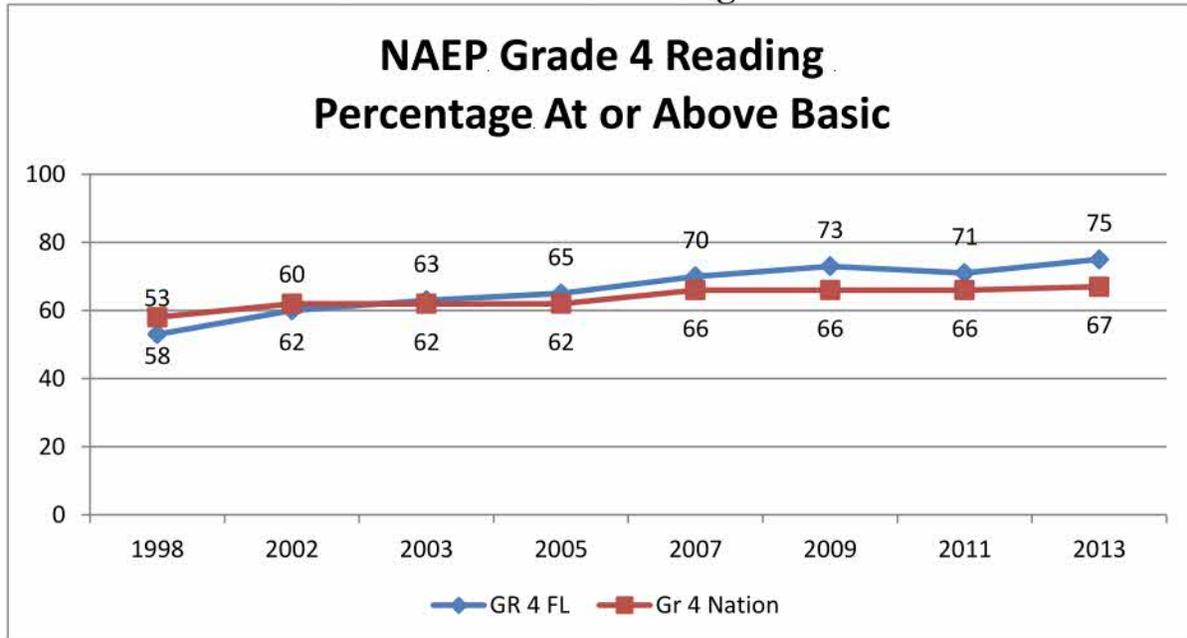
The Hispanic-White Achievement Gap National vs. Florida (4th Grade Reading NAEP)



Florida has Outpaced the Nation in Mathematics Achievement



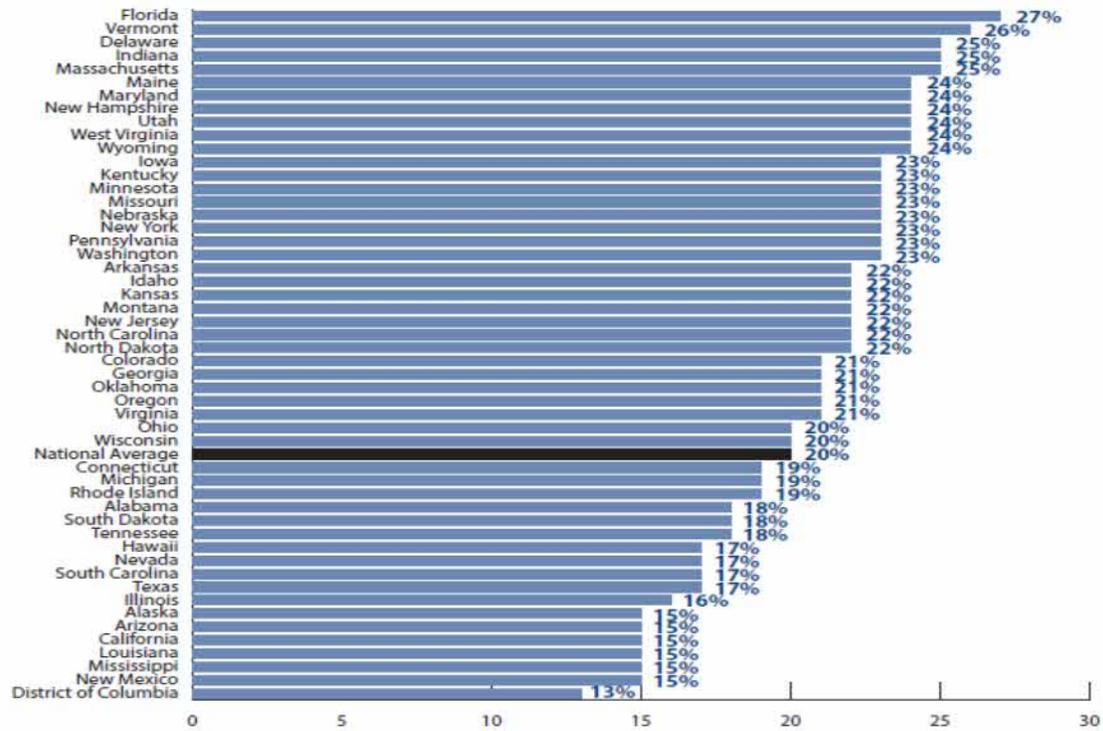
Florida has Increased Reading Achievement



In the American Legislative Exchange Council's (ALEC) *Report Card on American Education*, October

2014, Florida had the largest percentage of free and reduced-price lunch eligible students scoring “proficient” or better on the NAEP fourth-grade reading exam in 2013.

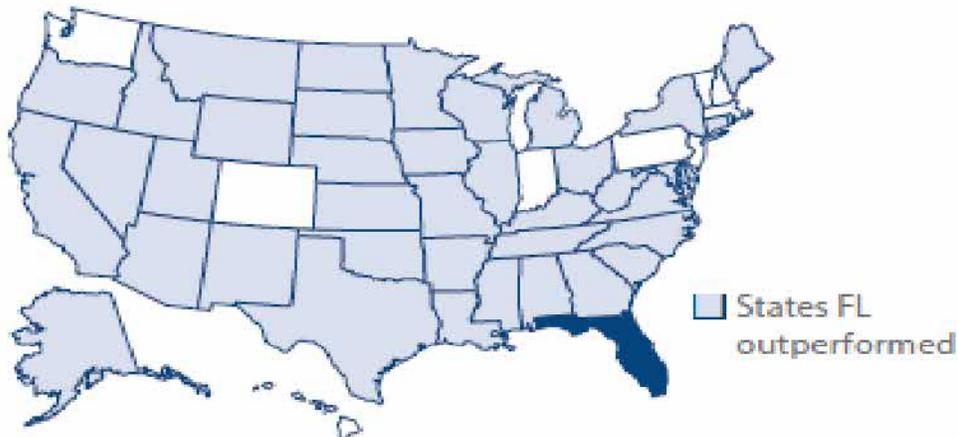
FIGURE 3 | PERCENTAGE OF FREE AND REDUCED-PRICE LUNCH ELIGIBLE STUDENTS SCORING “PROFICIENT” OR BETTER ON THE NAEP FOURTH-GRADE READING EXAM FOR 2013



In the American Legislative Exchange Council’s (ALEC) *Report Card on American Education*, October 2014, Florida is the second highest ranked state. Additionally, over the past decade Florida was one of 20 states in the nation that made statistically significant progress in 4th and 8th grade reading and 4th and 8th grade mathematics as measured on NAEP.

Florida

The Sunshine State



10

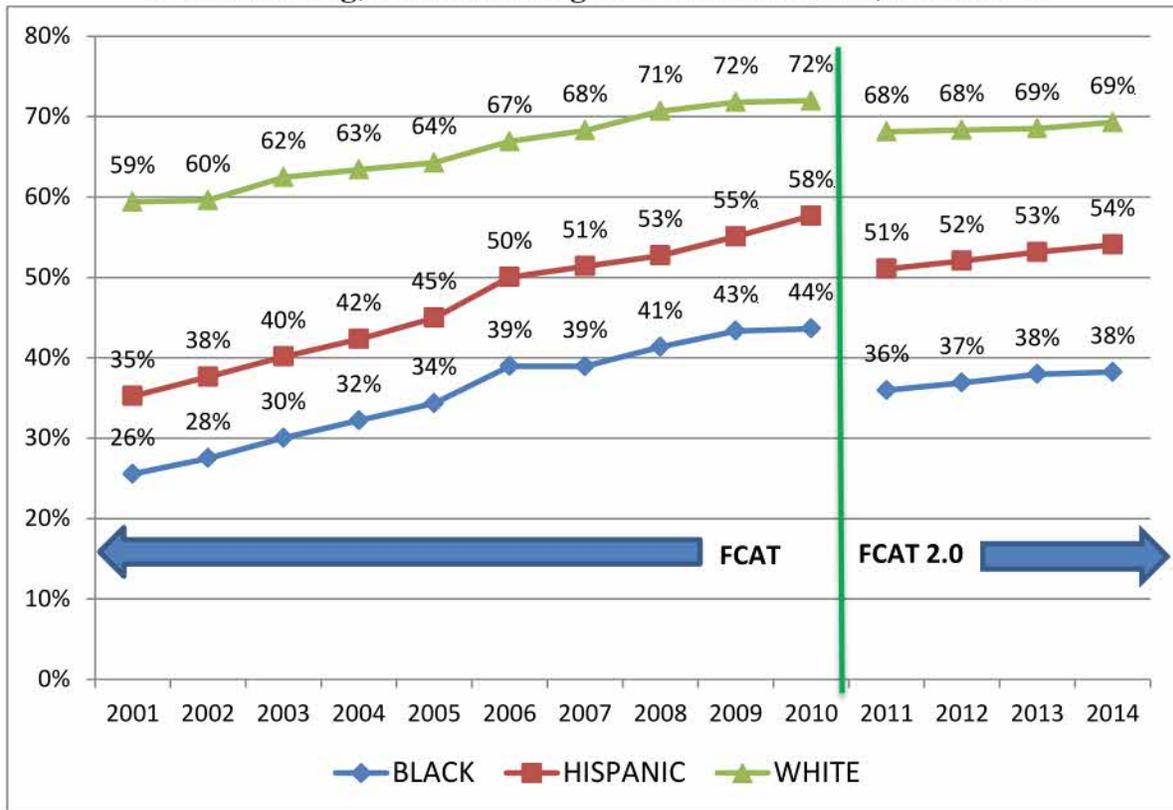
2013 NAEP Performance Rank

ALEC Historical Ranking 2009 NAEP: 3rd | 2011 NAEP: 12th

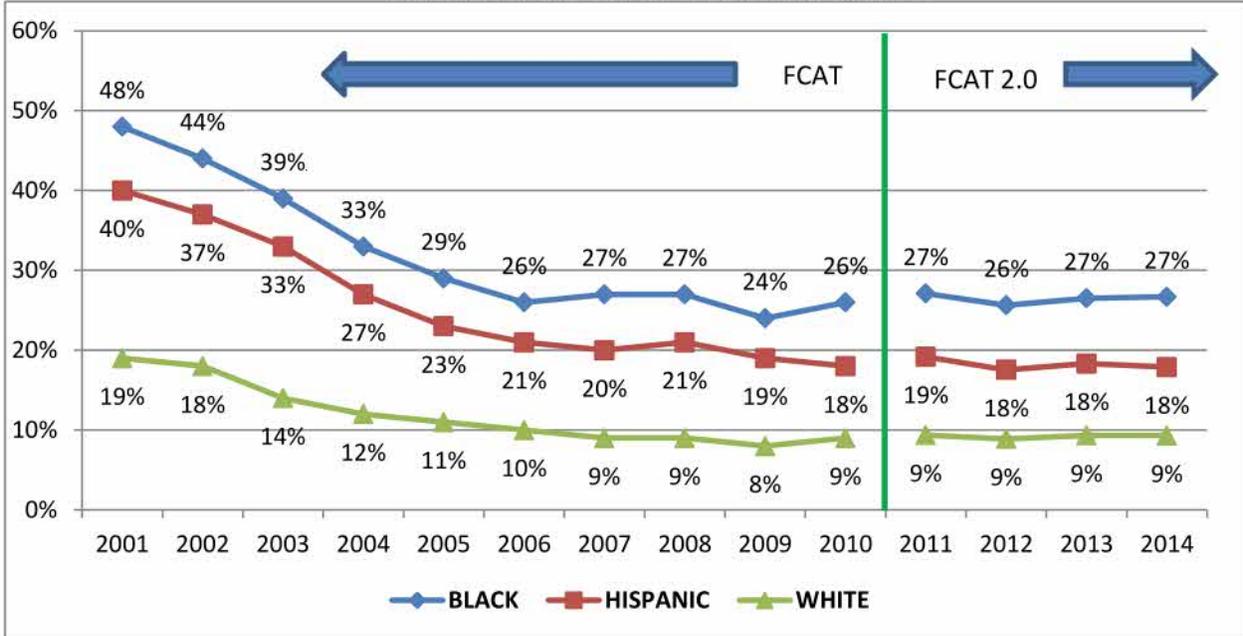
Measures the overall scores for low-income general education students (non-ELL and non-IEP) and their gains/losses on the National Assessment of Educational Progress (NAEP) fourth- and eighth-grade reading and mathematics exams from 2003 to 2013.

In addition, Florida's state accountability system provides incentives to increase the performance of the lowest-performing 25% of students, thus reducing subgroup achievement gaps. Florida has significantly reduced the percentage of students performing at the lowest Achievement Level, level 1. Florida's FCAT performance also shows that it has significantly reduced the achievement gap among subgroups.

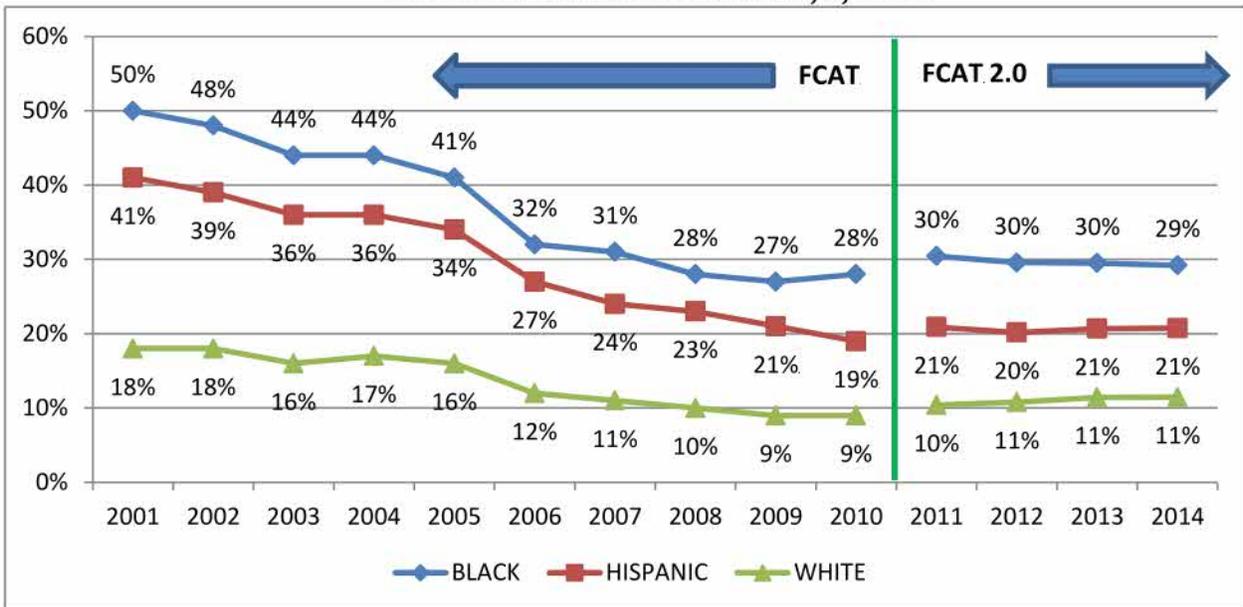
**Percentage of Students Scoring on Grade Level Has Increased for Subgroups
FCAT Reading, Percent Scoring at Level 3 and Above, Grades 3-10**



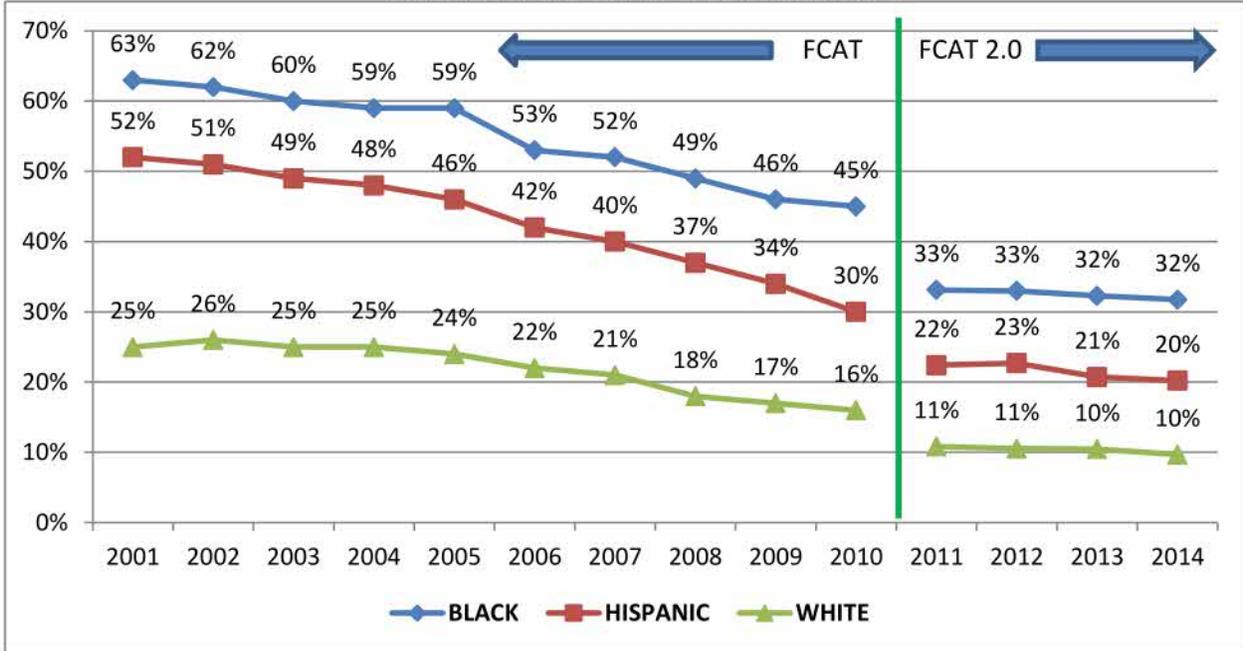
Closing the Gap for Subgroups
FCAT Reading
Achievement Level 1 - Grades 3, 4, and 5



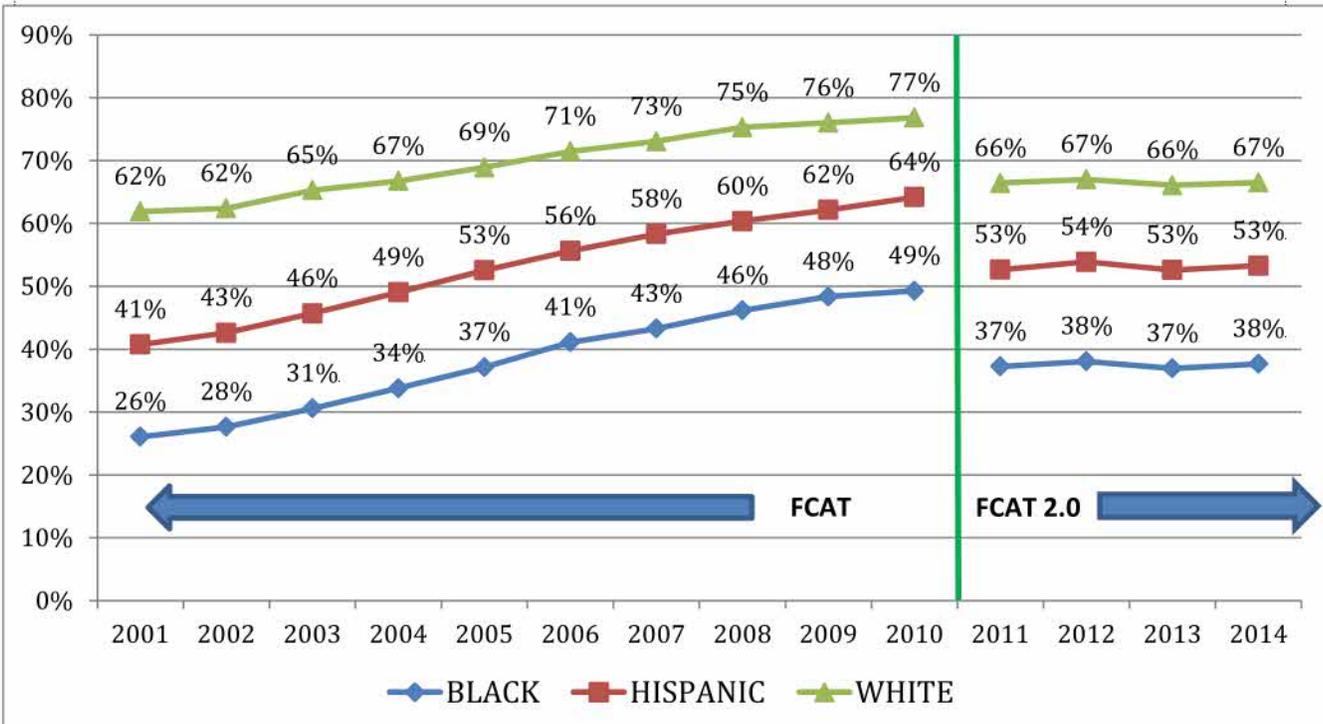
Closing the Gap for Subgroups
FCAT Reading
Achievement Level 1 - Grades 6, 7, and 8



Closing the Gap for Subgroups FCAT Reading Achievement Level 1 - Grades 9 and 10



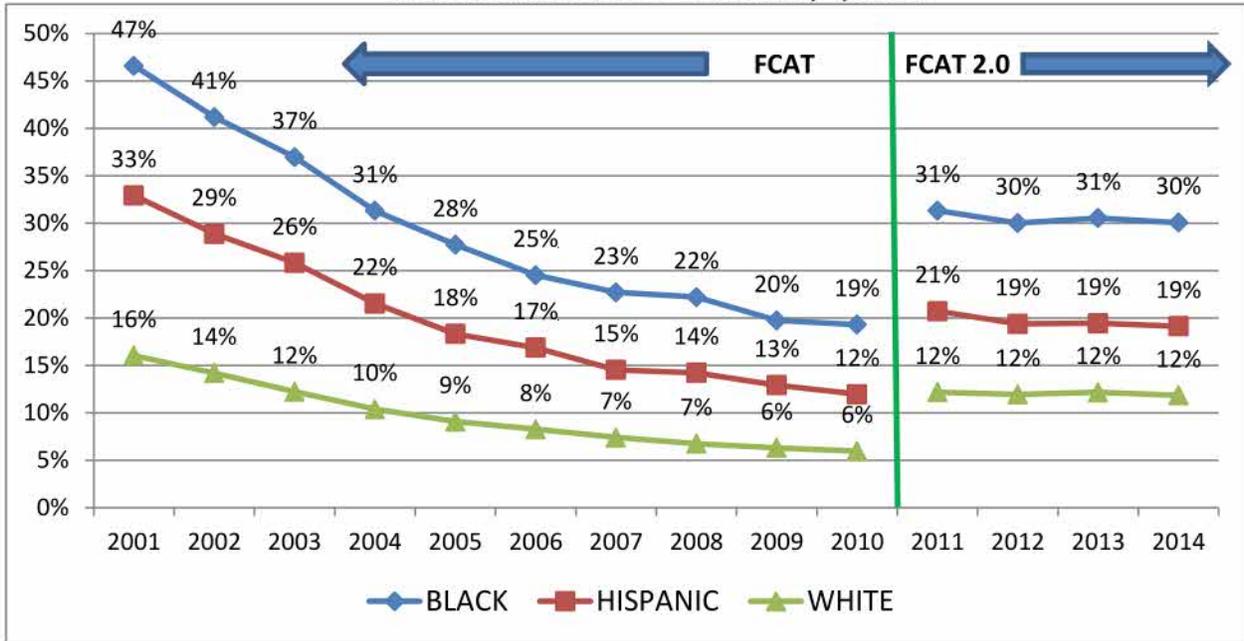
Percentage of Students Scoring on Grade Level Has Increased for Subgroups FCAT Mathematics, Percent Scoring at Level 3 or Above, Grades 3-10



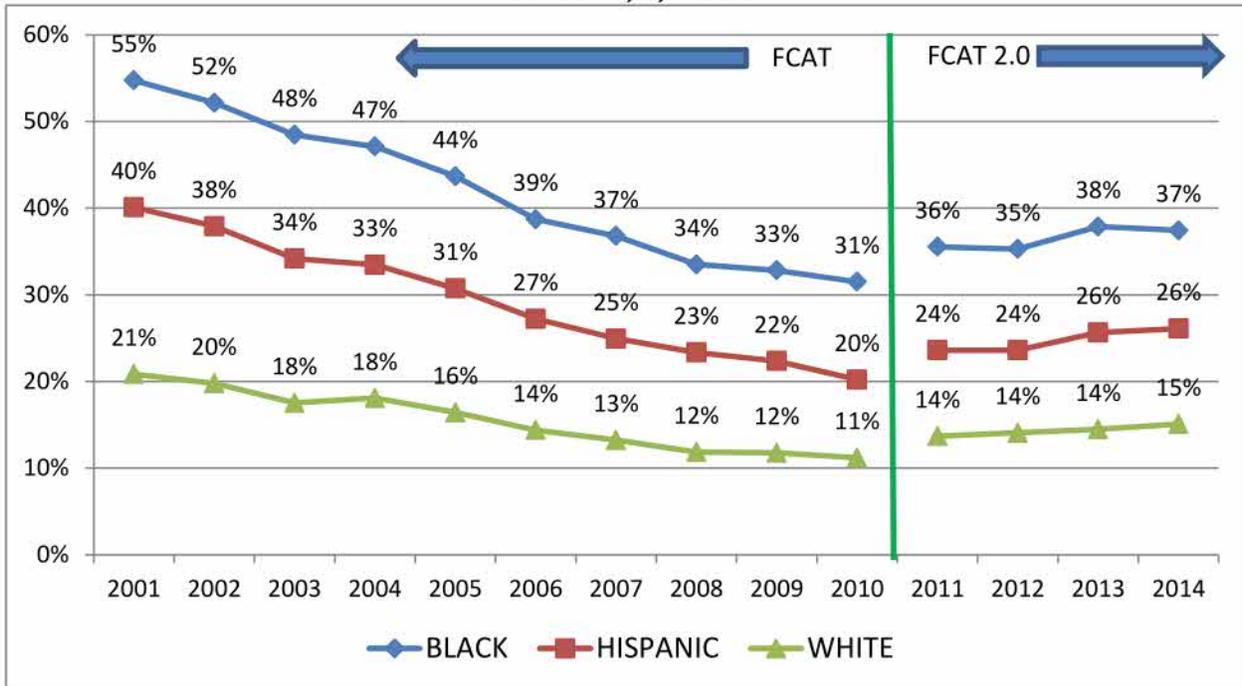
Closing the Gap for Subgroups

FCAT Mathematics

Achievement Level 1 - Grades 3, 4, and 5



**Closing the Gap for Subgroups
FCAT Mathematics
Achievement Level 1
Grades 6, 7, and 8**



Improved Achievement for English Language Learners (ELLs), Students with Disabilities, and Students Receiving Free or Reduced Price Lunch

Florida’s accountability system focuses schools and LEAs on working with students who perform in the bottom quartile and helps to ensure that these students are moving toward levels 3 and above. The bottom quartile includes a higher proportion of English language learners, students with disabilities, and students who receive free or reduced price lunch. In addition, students with disabilities are included in the learning gains components of school grades currently and the State Board of Education voted to include students with disabilities in the performance calculations for school grades as well as all other components. In addition, changes for ELL students will mean that all ELLs who have been in school in the country for more than two years will be included in all components of the state’s school grading system. As illustrated in the following charts, performance has improved significantly for such students. In addition, the state has other strategies focused on increasing the performance of these subgroups.

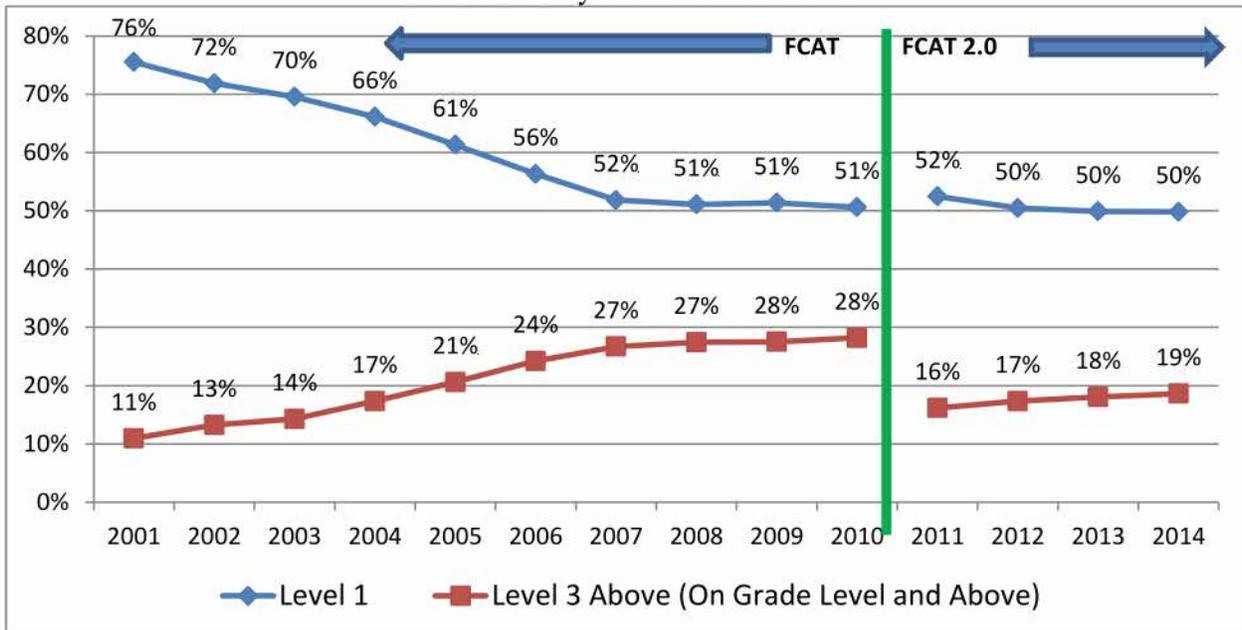
- The SEA’s State Performance Plan (SPP), as required by the federal Office of Special Education Programs, is one way that the SEA tracks LEA performance across key indicators related to outcomes for students with disabilities. Based on LEA performance, technical assistance is provided through the Bureau of Exceptional Education and Student Services (BEESS). Discretionary projects funded by BEESS provide professional development and support to LEAs and schools linked to the SPP indicators and LEA performance.
- All primary Language Arts teachers, including ESE teachers, must become ESOL endorsed,

which requires completion of 300 ESOL in-service training hours.

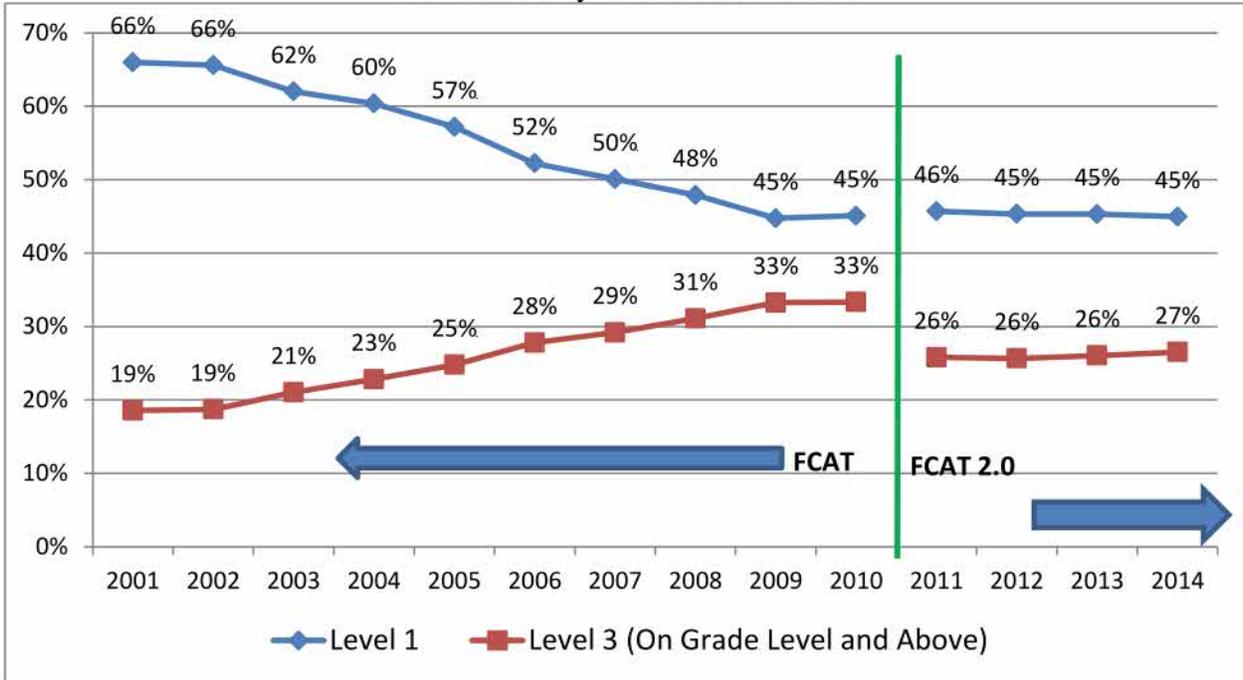
- Every LEA has a plan outlining strategies and interventions available for English language learners (ELLs) and students with disabilities. Additionally, each ELL student has an ELL student plan.
- ELL committees, composed of a student’s ESOL teacher(s), home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists, or other educators as appropriate, are formed to support ELL students. Parents must be invited to attend any committee meetings.
- All ELLs, including those with disabilities, are required to be assessed annually with an English language proficiency assessment. For 2014-15, the assessment is the Comprehensive English Language Learning Assessment (CELLA), which measures progress of ELL proficiency in English in listening, speaking, reading and writing. Accommodations are based upon Individual Educational Plan documentation.
- When a student is approved to exit ESOL, they are monitored at regular intervals for up to two years, per State Board of Education rule.

In addition, Florida is changing its English language acquisition assessment in 2015-16. In 2014-15 Florida used the CELLA to assess students English language skills but beginning in 2015-16 Florida will use the WIDA assessment to assess those skills. This assessment is tied to college and career ready standards.

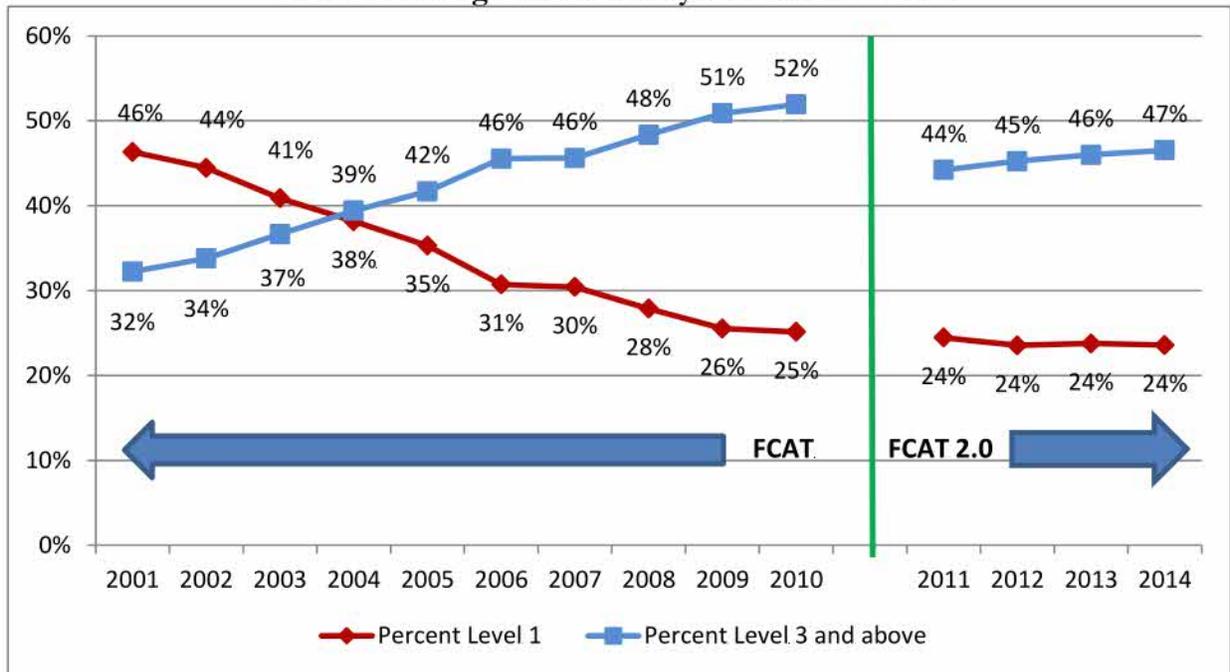
English Language Learners Have Increased Their Performance FCAT Reading by Achievement Level Grades 3-10 by Achievement Level



Students with Disabilities Have Increased Their Performance
FCAT Reading by Achievement Level
Grades 3-10 by Achievement Level

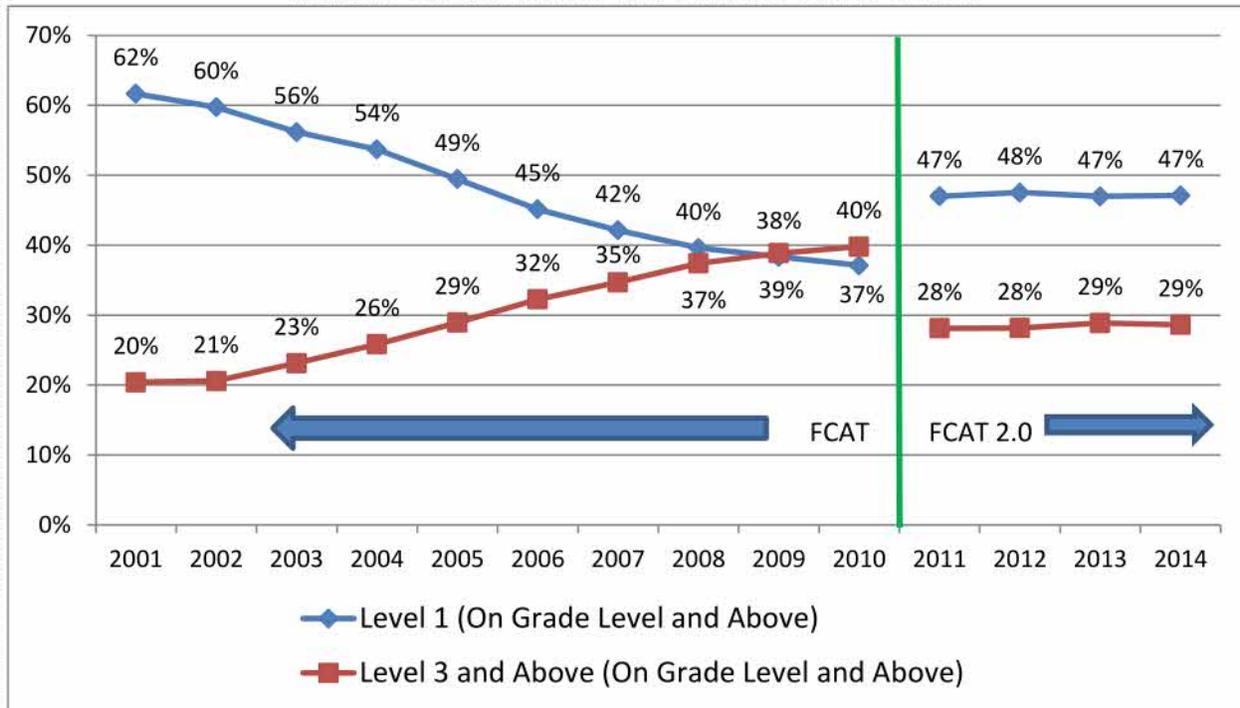


Students Receiving Free or Reduced Price Lunch
Have Increased Their Performance
FCAT Reading Grades 3-10 by Achievement Level



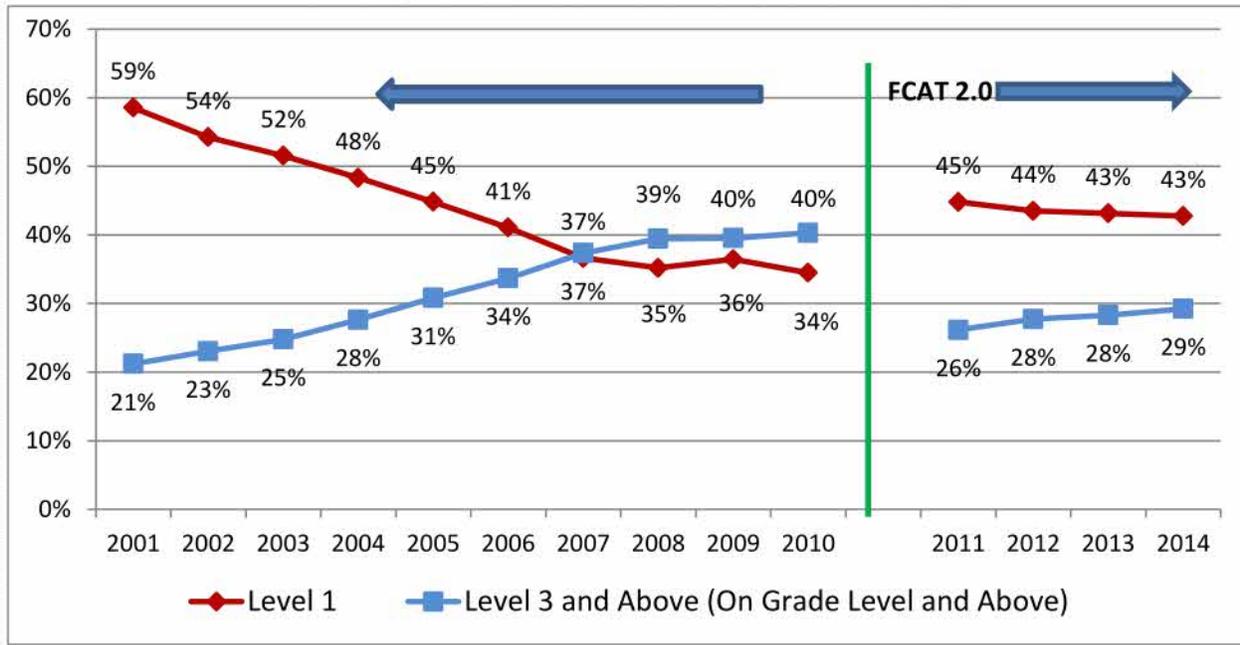
Students with Disabilities Have Increased Their Performance

FCAT Mathematics by Achievement Level
Grades 3-10 2001 to 2010 and Grades 3-8 2011 to 2014

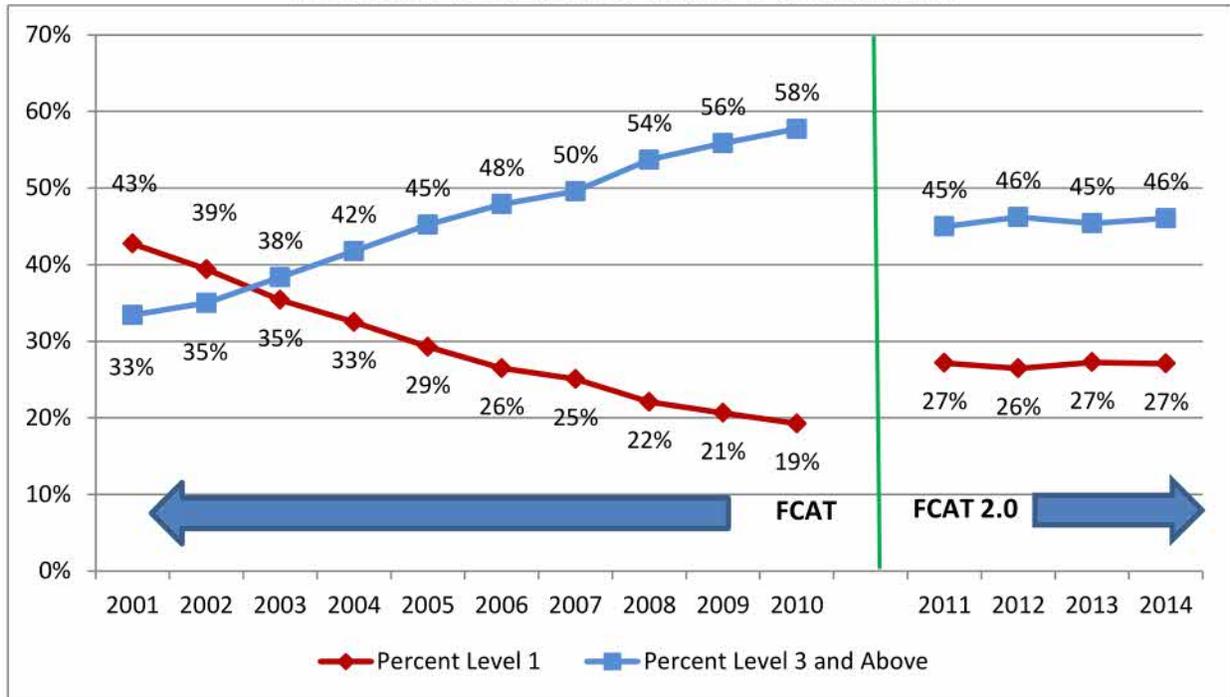


English Language Learners Have Increased Their Performance

FCAT Mathematics by Achievement Level
Grades 3-10 2001-2010 and Grades 3-8 2011 to 2014



**Students Receiving Free or Reduced Price Lunch
Have Increased Their Performance
FCAT Mathematics by Achievement Level
Grades 3-10 2001-2010 and Grades 3-8 2011 to 2014**

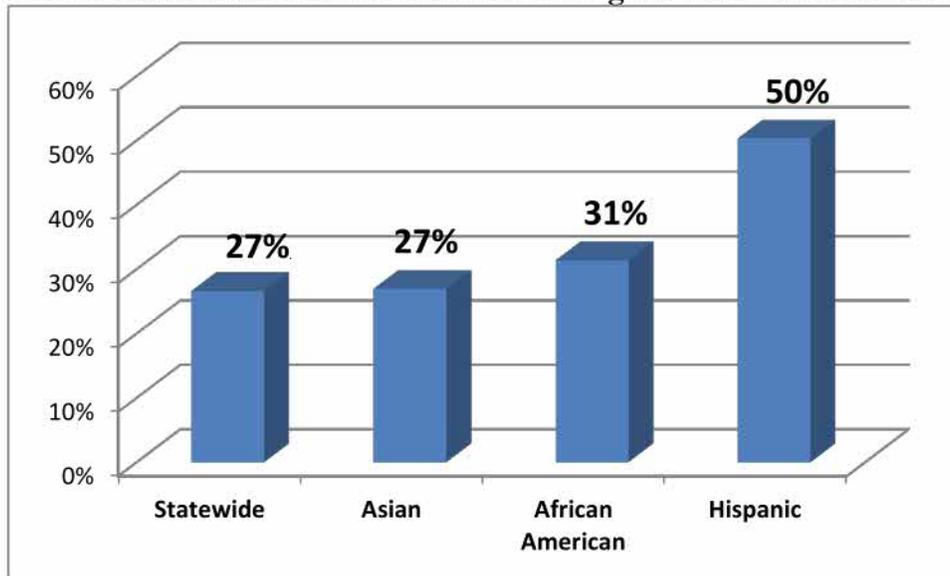


Successful College Readiness Outcomes for Florida's High School Grading System

Florida's high school grading system provides incentives for high schools to graduate students that are college and career ready. Florida has increased its participation rates on the SAT and ACT, its participation and performance on AP exams, its performance of subgroups, and its graduation rates. Florida provides funding for all students to take the PSAT or PLAN in 10th grade which helps students think about college readiness early in their high school career.

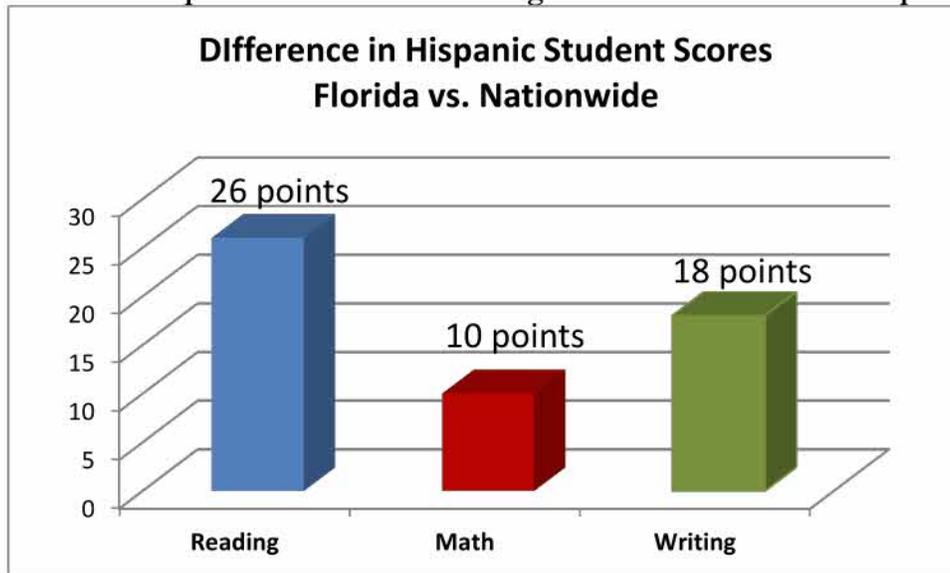
- **College Preparation – SAT (2013 Florida Highlights):**
 - 93,845 Florida public school students took the SAT in 2013, an increase of 27% over 2009.

Florida Increased the Number Students Taking the SAT From 2009 to 2013



- 54 percent of Florida’s graduates took the SAT in 2013 an increase of 1.7% (almost 1,600 students) over the prior year.
- Florida’s African-American students showed a 31% increase in SAT test takers from 2009 to 2013.
- Florida’s African-American public school test takers outscored their counterparts nationwide on reading assessment while increasing the percent of tests taken by African Americans.
- There was a 50% increase in the number of Hispanic test takers in Florida’s public schools from 2009-2013.
- Florida’s Hispanic students outperformed their counterparts nationwide on all three subsections by a margin of 26 points in reading, 10 points in mathematics, and 18 points in writing.

Florida’s Hispanic Students Scored Higher than National Counterparts

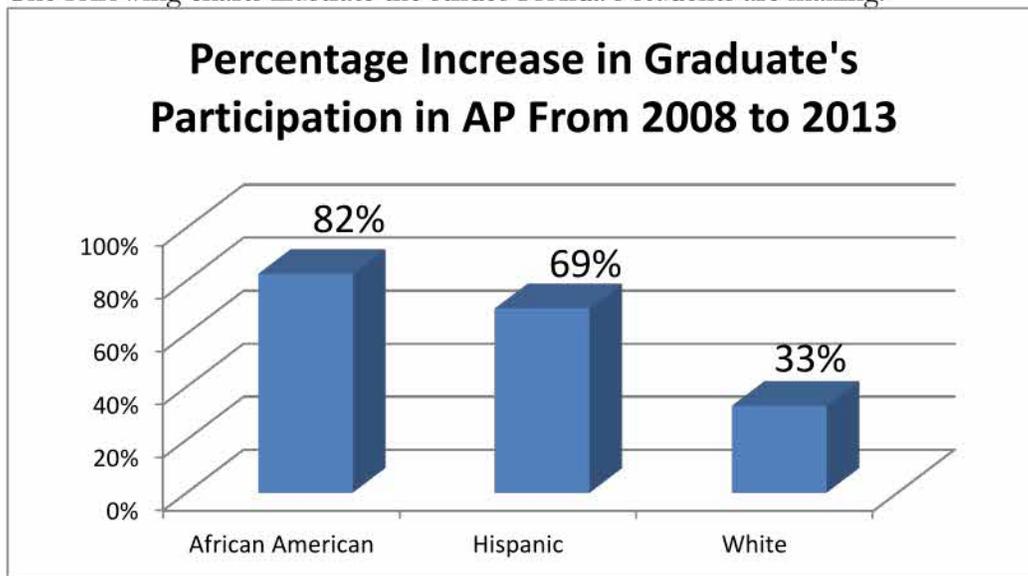


- **College Preparation – ACT (2014 Florida Highlights):**

- A total of 129,676 of Florida’s 2010 public and nonpublic graduating seniors took the ACT at some point during their high school career, an increase of 24,379 (23%) over 2009. Approximately 56% of Florida’s ACT test takers are minority students, compared to 38% nationwide.
- Florida has considerably larger percentages of African-American and Hispanic students taking the ACT than the nation. In 2014, African-American students represented 21% of Florida test takers, compared to 13% for the nation. Hispanic students represented 28% of Florida test takers, compared to 15% for the nation.

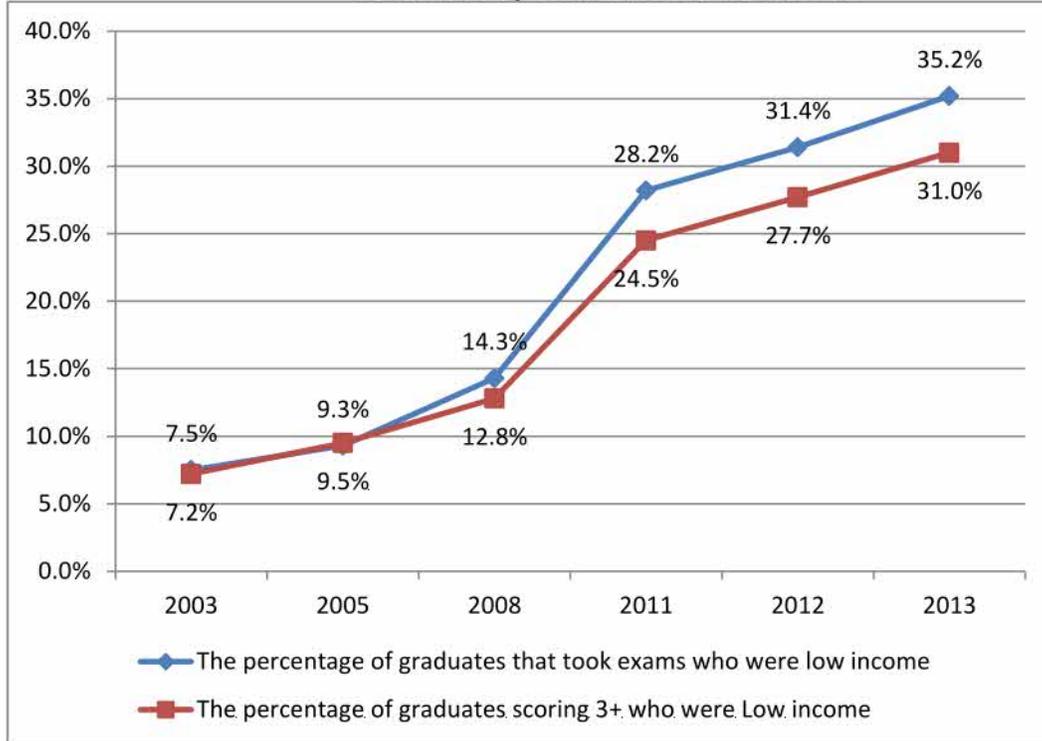
Advanced Curricula

- Florida has greatly increased the number and percentage of students taking AP courses and exams. In 2013 more than two times more graduates succeeded on AP exams (41,149) than took them (19,452) in 2003. This increase has been greatest among Florida’s African-American and Hispanic populations.
- The following charts illustrate the strides Florida’s students are making:



- Florida is one of 14 states that have eliminated the Hispanic achievement gap on AP exams. In 2013 25.1% of Florida’s high school graduates were Hispanic. 31% of the 2013 graduating class’s successful AP exam takers were Hispanic.

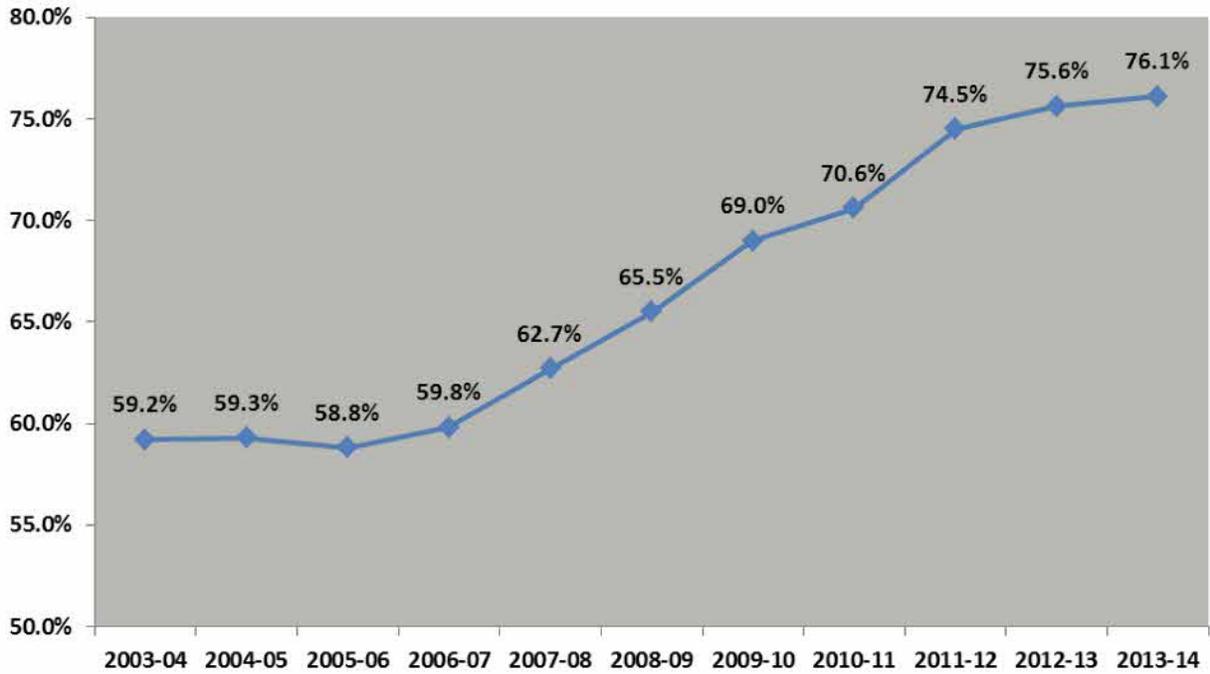
Florida has Seen an Increased Percentage of AP Takers and Successes by Low Income Graduates



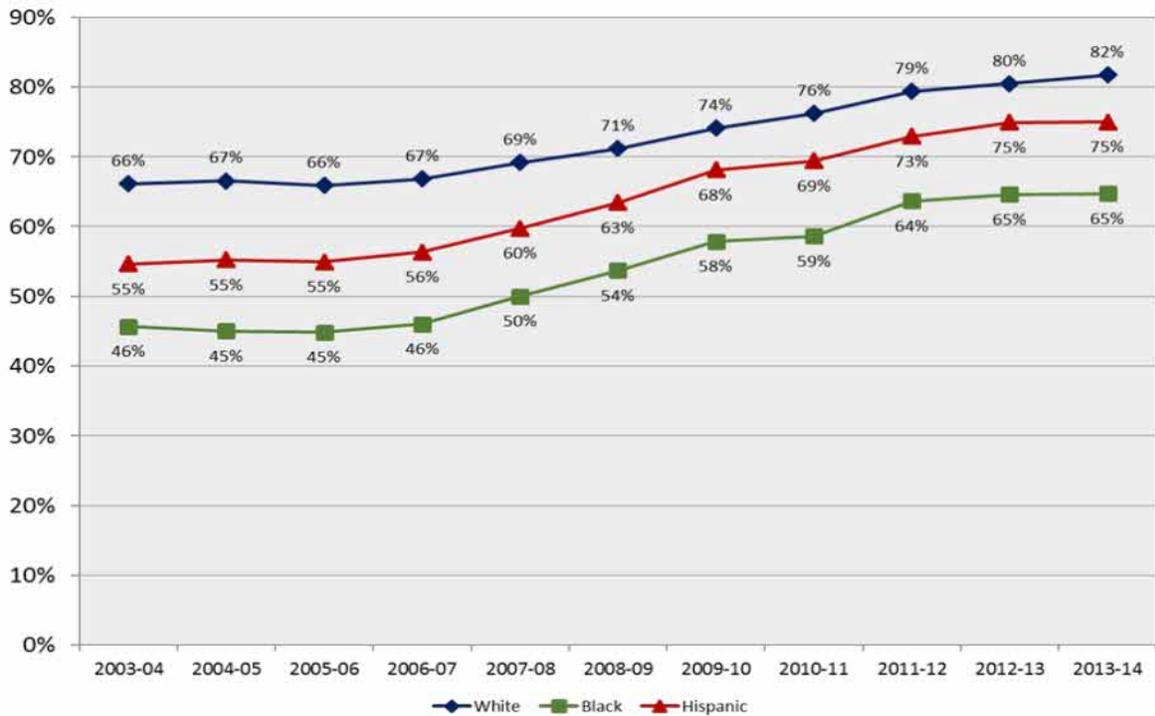
- **Graduation Rates**

- As with other measures of student achievement, such as assessment scores, Florida has seen continuing increases in the percentage of on-time graduates in recent years.
- The overall graduation rate improved to 76.1% in 2013-14, up from 75.6% in 2012-13.
- The graduation rate of African-American students improved by 6.1 percentage points from 2010-11 to 2013-14, and by 19 points since 2003-04.
- The graduation rate of Hispanic students improved by 5.6 percentage points from 2010-11 to 2013-14, and by 20.4 points since 2003-04.
- Both African-American and Hispanic students have closed the gap with white students by 3.5 and 4.8 percentage points respectively during the period from 2003-04 to 2013-14.

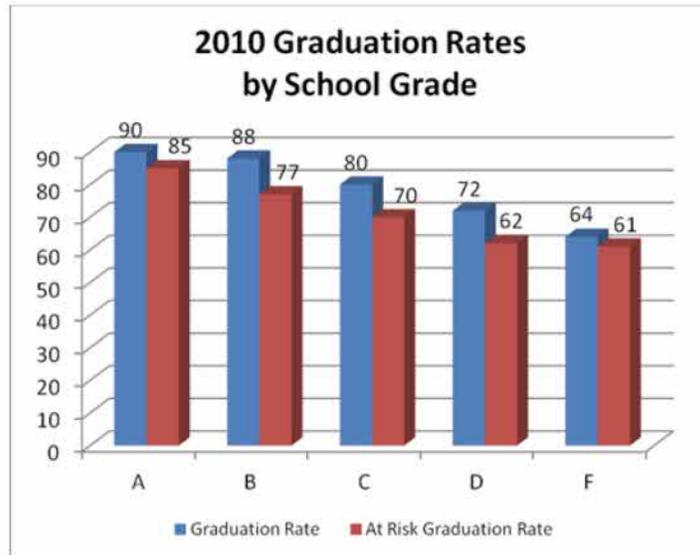
Florida's High School Graduation Rate has Increased Significantly Over the Last 10 Years



Florida's Graduation Rate Gap Narrowed



Not only are Florida's graduation rates steadily increasing but Florida's graduation rates are highest at the schools that receive the highest school grades. This is true for both the overall graduation rate and the at-risk graduation rate. Schools graded "A" have the highest graduation rates. As shown below, schools with high grades also have high graduation rates.

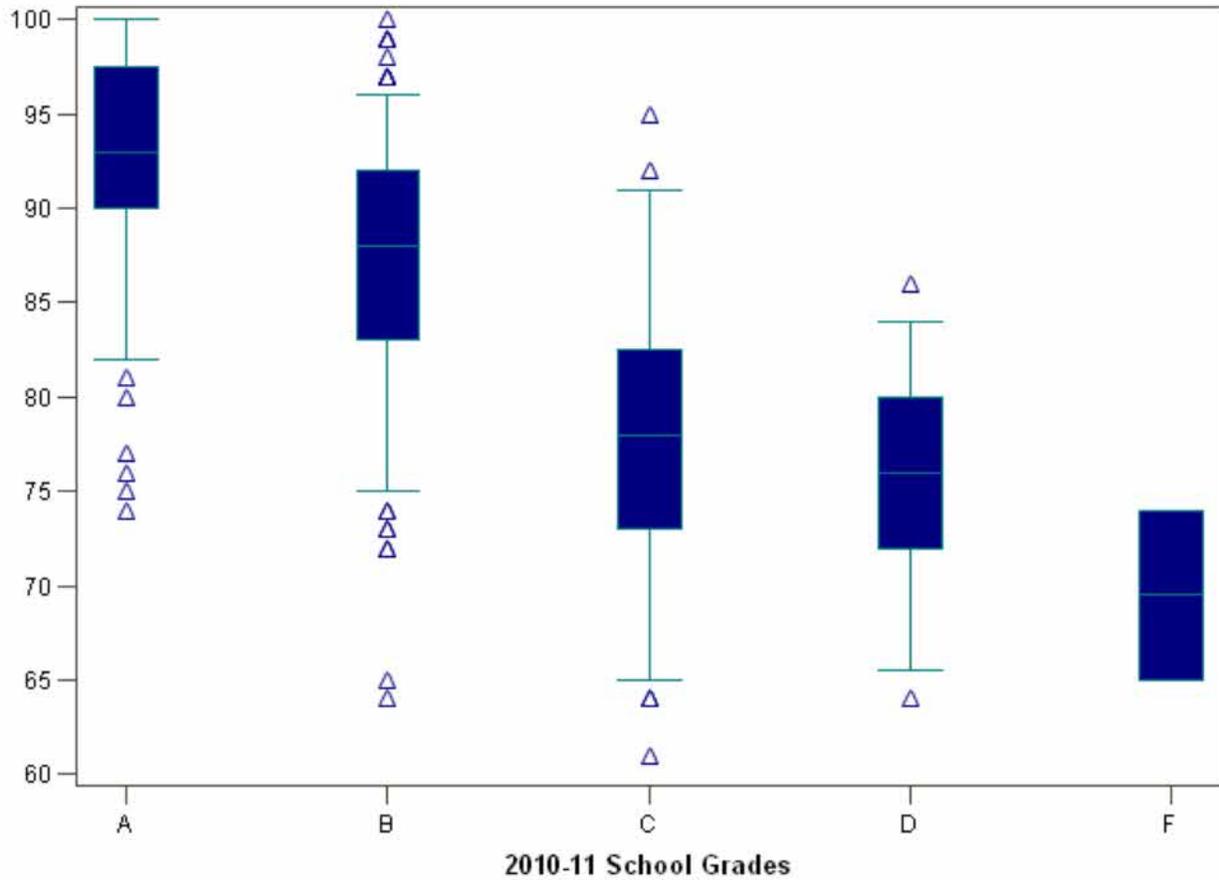


The inclusion of the graduation rate in school grades has focused high schools on working to improve their graduation rates. The graduation rate has 300 points associated with it; this is one of the largest components in the high school grading formula.

In addition to providing overwhelming evidence that Florida's accountability system measures both an "at-risk" and "regular" graduation rate accounting for 300 points associated with the state's accountability system, a "box and whisker" plot is provided to demonstrate the strong correlation between school letter grades and graduation rates. Please refer to the bar chart on this page that displays the strong correlation between the mean graduation rate and school letter grade. Also, as shown on page 110, Florida's overall graduation rate has continued to increase significantly over the past ten years which clearly demonstrates that the high emphasis on graduation rates is having a positive impact. Graduation rates are disaggregated and reported for each ESEA subgroup by school, district, and the overall state.

Distribution of Graduation Rates by School Letter Grade

2010-11 Graduation Rates



As you can see from both the bar graph on page 113 and the box and whisker plot immediately above, there is a strong correlation between school grades and graduation rates. There are some outliers and schools with graduation rates lower than 60% will be required to address the issue in their school/district improvement plan to be reviewed and monitored by the Differentiated Accountability Regional Executive Director and team.

Statewide Recognition, Accountability and Support to be Driven Primarily by School Grades

Because of the key features described above, Florida will use its successful school grades system as the primary measure to identify schools as Priority or Focus, though schools may also qualify based on graduation rates. Additionally, Florida will continue its school recognition program to reward and recognize its high-performing and high-progress schools as described in section 2.C.

School Grade	ESEA Category
A	Reward
Improved Grade	Reward
B	
C	
D or Graduation Rate < 60%	Focus
F	Priority

Accountability Overview: Non-Charter Schools

In 2008, the U.S. Department of Education selected Florida as one of only six states initially approved to participate in the Differentiated Accountability (DA) pilot initiative. Through DA, the state was allowed to define a school tiering structure, based on both adequate yearly progress (AYP) and Florida school grades data, for purposes of prioritizing interventions and supports in underperforming schools. While the hybrid tiering structure allowed for much needed stratification of supports and resources, it did little to resolve the understandable confusion created in the minds of stakeholders by two accountability systems whose outcomes were largely divergent. For example, a total of 200 schools earned a grade of “D” or “F” through Florida’s grading system in the 2007-08 school year, while the NCLB system of accountability indicated 2,514 schools failed to make adequate yearly progress.

Consequently, Florida pursued ESEA flexibility and statutory changes in 2012 that allowed schools to be tiered for supports and interventions based primarily on school grade history. Since July 1, 2012, s. 1008.33, F.S., has provided the following:

- Schools receiving a grade of “F” or second consecutive grade below “C” with a “D” in the most recent year are required to complete a turnaround option plan (TOP) for implementing one of five turnaround options:
 - District-Managed Turnaround
 - Closure
 - Charter
 - External Operator
 - Hybrid
- Schools receiving a second consecutive grade of “F” or a third consecutive grade below “C” are required to implement the turnaround option plan in the following school year.
- If a school’s grade improves to a “C” or higher, it is not required to implement the turnaround option plan but its SIP must be monitored by the DA regional team for three years.
- If a school’s grade fails to improve from an “F” after two full years of implementing the turnaround option plan, the school must select a different turnaround option or request additional time from the state board to continue implementing the current option.
- The Florida Department of Education is required to provide differentiated levels of support

to schools receiving grades of “D” or “F,” as set forth in Rule 6A-1.099811, F.A.C.

The turnaround planning and implementation requirements referenced above are described in section 2.D.iii. The differentiated levels of support provided to districts having schools with a grade of “D” or “F” are described in section 2.D.iv and 2.E.iii.

Supplemental funding to support the planning and intervention activities in Title I-funded priority and focus (“D” and “F”) schools is assured by way of Florida’s allocation formula for 1003(a) funds.

Prior to calculating each district’s allocation, a base allocation amount is calculated by dividing the 1003(a) total allocation amount by the total number of eligible districts. Each district allocation is then calculated by multiplying the base amount by the total number of priority and focus schools’ identified in the given district. Prior to serving other Title I schools under waiver #13, districts must serve and fully meet the needs of all priority and focus schools.

Support Evolution and Overview: Non-Charter Schools

Since the inception of Florida’s DA system in 2008, direct support to schools and districts has been provided through five regional teams, each staffed with a regional executive director (RED) and a complement of instructional specialists having varied areas of expertise in literacy, mathematics, science, STEM, CTE, data use, and facilitation of problem solving.

As originally implemented, the DA support model had the following characteristics:

- Services were direct-to-school, with services circumventing the school principal where necessary;
- Interactions with school staff were directive in nature;
- Services focused on improving instruction through an extensive instructional review process, data use, professional development (PD), action planning, and instructional coaching of school-based teachers and coaches;
- Compliance requirements included completion of a school improvement plan (SIP), District Improvement and Assistance Plan (DIAP), district and school compliance checklists, in some cases a turnaround plan, plus action plans that were written separately from the SIP and DIAP as follow up to DA instructional reviews; and
- The primary metric of success was improvement of school letter grade.

The early DA teams delivered high quality instructional support and met with a fair amount of success in terms of improving letter grades in the schools they supported. However, some team members came to believe they were engaging in a potentially-never-ending cycle of reactive support, as evidence of sustainable enhancements to the multi-tiered systems of supports at the district and school levels was scarce.

Beginning in 2013, in light of the “Organizing Schools for Improvement” research (Bryk, 2010) and the quandary it presented to people in the business of improving outcomes in underperforming schools (that is, if we all believe high-expertise instruction is the lever to improved student

achievement and we know enough about what conditions are required in a school to allow such instruction to develop, why do so many schools continue to underperform?), the staff from the Bureau of School Improvement (BSI) and the DA team REDs began wrestling with three simple questions regarding their work in supporting underperforming schools:

- Are we working on the right things?
- Are we doing them the right way?
- Are they working?

Those three questions and numerous conversations across multiple stakeholder groups over a period of months led to some important observations about DA:

- The work focused almost entirely on a single area, classroom instruction.
- The tone
 - inhibited critical thinking and problem solving of leaders and coaches;
 - encouraged compliance rather than engagement; and
 - presented barriers to influential relationships.
- The direct instructional support to schools, in some cases, had unintended negative consequences:
 - it shifted the onus of accountability away from the district; and
 - failed to address underlying causes of underperformance.

Given the observations above, the REDs and BSI staff found themselves asking one more question: if they could influence just one behavior *deeply* in districts and schools, what behavior would they choose to influence?

They chose to focus on *collaborative problem solving* for two reasons. First, they believed its absence fully explained the quandary observed in districts and schools. Second, they believed that investments in problem solving would be sustainable in that resulting adult behaviors would be perpetual. Unlike specific teaching strategies or management philosophies which may come and go with new school or district leadership, collaborative problem solving and the habits of mind and practice associated with authentic continuous improvement (that is, the tendency to ask *why* something is happening before deciding on a remedy, reflecting honestly and courageously on outcomes, averting blame, and using data to drive priorities and periodic refinements in strategy) are universal. Once embraced and mastered, BSI staff and the REDs believed practitioners would rarely revert to random acts of improvement.

This commitment to problem solving was subsequently shaped into a theory of action expressed as a mission statement:

The Florida Department of Education’s Bureau of School Improvement will facilitate improved outcomes for *all students* by facilitating *collaborative problem solving* of district and school leaders in the areas of:

- Effective leadership;
- Public and collaborative teaching;
- Ambitious instruction;
- Safe and supportive environments; and

- Family and community engagement.

The BSI staff and REDs also crafted a vision statement that served to clarify their roles in supporting problem solving in underperforming districts and schools:

Florida districts and schools will describe BSI staff and regional support teams as:

- *Servant leaders* who engage Florida’s instructional leaders as colleagues in collaborative processes designed to improve student outcomes;
- *Connectors* of Florida’s teachers and leaders to successful practitioners, strategies, and tools;
- *Modelers* of engaging, relevant and aligned professional development for adult learners;
- *Students and practitioners* of strategic planning, problem solving, and continuous improvement; and
- *Empathic communicators*.

Finally, BSI staff and the REDs developed three strategic goals that would give focus to their work.

1) Strategic Goal Setting

Regional support teams and BSI staff will help districts align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance.

They chose to start with strategic goal setting because they believed if districts and schools start with the wrong goals, the best possible outcome will be that they fix the wrong things. Quality of execution can’t compensate for misguided priorities. Implementation is critically important, but only after clarifying what is to be accomplished and why.

2) Urgent, Customer-Driven Support

Regional support teams and BSI staff will meet the urgent requirements of districts by providing expertise, resources and adult learning experiences that meet mutually determined needs.

In many ways, the work described in this second strategic goal would be similar to the things the DA teams had been doing for years: support with standards-based instruction implementation, differentiated instruction, implementation of coaching models, implementation of professional learning communities, data use for purposes of instructional planning, etc. A key difference would be that now districts would participate in the selection and prioritization of these services based on the outcomes of their strategic goal setting work, in which DA teams will have worked collaboratively with district and school leaders to identify their areas of greatest need, attempted to understand the underlying causes of those needs, and established goals that speak to those causes.

3) PD-to-Practice

Regional support teams and BSI staff will help districts design and implement adult training programs that are likely to result in high rates of transfer into observed practice.

With the third strategic goal, BSI staff and the REDs committed to helping districts

communicate PD objectives with all stakeholders; align PD initiatives to clearly articulated goals; develop content and objectives collaboratively with the intended learners; address knowledge, skills, and beliefs of prospective learners; create opportunities for modeling, practice, and feedback; and measure the degree of learner transfer.

As of January 2015, much has been accomplished by the REDs and BSI staff in pursuit of the three strategic goals above:

- For purposes of establishing a common language and understanding around problem solving, a research-based, eight-step planning and problem-solving (8SPPS) process has been explicitly incorporated into several of the artifacts that guide school and district improvement work in Florida (SIP-1, DIAP-1, SIG 1003[g] proposal). The 8SPPS process has been modeled and facilitated extensively in districts and schools across Florida since 2013 by the DA regional teams, and it was introduced to Florida federal educational programs administrators over a period of two days at a statewide convening of the Florida Association of State and Federal Educational Programs Administrators (FASFEPAs) in late 2014. An overview of the 8SPPS process and several other supportive tools are available at <https://www.floridacims.org/downloads?category=problem-solving>.
- For purposes of heightening district and school awareness around the need for school supports and interventions to be multi-dimensional in terms of impact on the five essential supports outlined in the “Organizing Schools for Improvement” research, the narrative response sections of both the SIP-1 and DIAP-1 have been reorganized by essential support. (Current templates are available at <https://www.floridacims.org/downloads?category=sip> and <https://www.floridacims.org/downloads?category=diap>, respectively.) Additionally, training modules specific to four of the five domains were developed, delivered to thousands of teachers and leaders at the 2014 DA summer academies, and posted online at <https://www.floridacims.org/downloads?category=da-forms>. A module on the fifth domain, Family and Community Engagement, is being developed collaboratively with the Bureau of Family and Community Outreach for the 2015 Florida School Improvement Conference.
- For purposes of supporting powerful strategic goal setting at the school and district levels, Florida developed “Step Zero,” a semi-explicit path of inquiry consisting of three components: problem identification, problem analysis, and strategic goal formulation. An introduction to the “Step Zero” process and associated data displays is available at <https://www.floridacims.org/downloads/88>.
- For purposes of supporting the design of highly impactful PD systems at the school and district levels, an introduction to “PD-to-Practice” is available at <https://www.floridacims.org/downloads/89>.

Perhaps most importantly, the fundamental shift in tone and practice of Florida’s DA support is now evidenced in the actions of nearly every field team and BSI staff member, as attested to countless times by school and district leaders across Florida.

Then



Now



One of the DA field team specialists summarized the transition in DA’s way of work this way: “We are trying to help our district and school leaders learn to ride the bike of continuous improvement. We can model, we can hold the seat, we can coach, but *we can’t get on the bike.*”

BSI staff and the REDs have come to believe that ultimately, all continuous improvement work is local. In the best case scenario, the state can be a powerful catalyst for improvement by offering frameworks, processes, technical assistance, and connections that are helpful. But the credit for improvement will always belong to the district and school leaders that ultimately assemble the political will; moral conviction; financial resources; and motivated, high-expertise teachers that deliver better outcomes for Florida students.

Accountability Overview: Charter Schools

Except for laws that address student assessment; school grading; the provision of services to students with disabilities; and health, safety, welfare, and civil rights, charter schools are not bound by the requirements of Florida’s educational code, pursuant to s. 1002.33(16), F.S. While charter schools are excluded from s. 1008.33, F.S., the statute that regulates the system of DA, they are subject to a highly rigorous level of accountability set forth in s. 1002.33(9)(n), F.S., the details of which are described in section 2.D.iii.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; andb. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Each year the Florida School Grades system uses assessments to measure the current-year performance of students: English language arts, mathematics, social studies, and science. Please see section 2Ai for more detailed information on Florida’s school grading system. More detailed state-level reporting of student performance in these subject areas is provided in Florida’s School Public Accountability Reports (SPARs), which are designed to meet requirements for annual state, LEA, and school reports in compliance with ESEA. The SPARs are posted online at <http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm>.

For all schools, the assessment components of the school grading methodology are based entirely on student performance and progress measured in core academic subjects (English language arts, mathematics, social studies (middle and high schools only), and science for performance; English language arts and mathematics for learning gains [progress]).

For middle schools, in addition to the assessment components, the grading system includes an acceleration component that measures the percentage of students that pass high school end-of course assessments or industry certifications. For Florida’s high schools the grading system also includes components that are related to college readiness: on-time graduation, and participation and performance in advanced curricula (including Industry Certifications).

Because these components constitute the points that determine schools' assigned school grades and because school grades are key to providing rewards for successful schools and determining required steps of improvement for schools performing at lower levels, these measures provide direct incentives for schools to expand advanced course offerings, increase the quality of instruction, and focus on preparing all students for the future.

Florida's subject area assessments measure the extent to which students have mastered the Florida standards and Next Generation Sunshine State Standards. Florida increased its standards when it implemented the Florida Standards and the Next Generation Sunshine State Standards and also increased the rigor of the FSA and the FCAT 2.0. Florida has begun implementing the Florida standards adopted by the State Board of Education. In 2014-15 Florida will assess student performance using the Florida standards assessments. School grade components (measured by state assessments and included in 2014 legislation) for elementary and middle schools focus on the same general subject areas that, later in students' education careers (toward high school graduation), are also measured by college placement examinations to determine the readiness of students for admission to degree-seeking postsecondary coursework. The content measured on reading and mathematics assessments is particularly relevant in this regard, as success in these areas also determines a student's ability to master content in career education fields.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Overview

Florida’s most compelling reasons for selecting the following Annual Measurable Objectives (AMOs) is that they are consistent with the state’s long-term approach to school accountability based on measuring individual student performance. This accountability system has a clear record of tremendous success in raising student achievement for all students and all subgroups spanning more than a decade. Success in raising student achievement in Florida is clearly illustrated in graphs (Section 2.A.i) that address Florida’s historic School Grades distribution, student achievement on NAEP examinations to reduce achievement gaps, trends in student achievement on the FCAT,

including trends in achievement gap reduction for students with disabilities and English language learners, and graduation rate trends. For example, Florida has the highest combined NAEP gains in the nation for students with disabilities, African-American students, and students receiving free and reduced lunch, and one of the highest combined NAEP gains for Hispanic students. In addition, Florida has increased achievement for all students and reduced the achievement gap in mathematics and reading for subgroups. Florida has led the nation in college- and career-ready metrics. For example, Florida leads the nation in the percentage of graduates taking AP examinations and has implemented programs that provide students the access to earn national industry certifications to demonstrate career readiness.

Florida has derived the following AMOs from the state's School Grades system including measures focusing on the most struggling students, measures of student performance, and a measure designed to benchmark Florida's performance against the highest-performing states and nations through NAEP, Trends International Math and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Programme for International Student Assessment (PISA).

Florida's AMOs include:

- School Grades, which provide a comprehensive overview of the performance of the school including subgroup achievement and student learning gains.
- School's annual target for learning gains in mathematics and reading for the lowest-performing 25% of students. This group includes over representation of specific subgroups that are historically low-performing and focuses schools on raising their achievement and reducing achievement gaps.
- School's annual target for increasing the performance of all students and all subgroups. These targets will drive increases in performance to reduce the proportion of students scoring at levels 1 and 2 and increase the proportion of students scoring at levels 3 and above.
- Florida's student performance on NAEP, TIMSS, PIRLS, and PISA compared to the United States and the highest-performing states and nations. This AMO is designed to keep Florida moving forward toward national and international competitiveness. Florida will compare its NAEP scores to the top five states and its TIMSS, PIRLS, and PISA scores to the ten top-performing nations. This will make sure that Florida is benchmarking its progress not only within the state but externally to achieve high levels of performance.

School, LEA, and state achievement of the new AMOs will be reported on the state's annual report cards (Florida's School Public Accountability Reports [SPARs]), which are posted at <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>.¹ Florida's AMOs will be reported in a separate table for progress on AMOs on these annual reports (the SPARs).

Prior AMO Schedule for AYP Reporting

Florida's prior AMO schedules for reading and mathematics assessment performance are available on pages 95 and 96 of the state's federally approved accountability workbook at <http://www2.ed.gov/admins/lead/account/stateplans03/flcsa.doc>. These AMOs, which Florida replaced via the current flexibility request, are copied below for ease of reference:

¹ For 2013-14 reporting, Florida has implemented changes to its state/LEA/school report cards to comply with requirements in the most recently issued ESEA flexibility Part B monitoring report [2014]. These changes are described in the Attachment to this document.

Annual Proficiency Targets for Subgroups (AYP Percent-Proficient Targets)		
School Year	Reading Target	Mathematics Target
2001-02	31%	38%
2002-03	31%	38%
2003-04	31%	38%
2004-05	37%	44%
2005-06	44%	50%
2006-07	51%	56%
2007-08	58%	62%
2008-09	65%	68%
2009-10	72%	74%
2010-11	79%	80%
2011-12	86%	86%
2012-13	93%	93%
2013-14	100%	100%

Under the current AYP structure for 2010-11, 90% of Florida's schools did not make AYP, but we know that to characterize 90 percent of Florida's schools as failing schools in 2010-11 would provide a very misleading assessment of the condition of public education in Florida.

Florida's New AMOs are Ambitious, Meaningful Measures of School and Student Progress

One of the reasons that Florida is proposing new AMOs is to incorporate annual performance objectives that are both ambitious and achievable. Further, Florida's AMOs streamline the federal and state accountability systems into one rigorous, cohesive system that increases standards and holds schools, LEAs, and the state accountable for the achievement of all students including those that are struggling the most. Because Florida's AMOs are part of the School Grades system classifications that determine financial rewards and what actions schools and LEAs must take to improve student achievement, the new AMOs will be more meaningful and consistent measures of academic progress for Florida's schools and students.

Florida's School Grades system has been driving large increases in student success for over a decade, while continuing to evolve into an even more rigorous system over time. Florida is currently poised to increase the rigor of the system yet again in 2015. Florida's school grading system focuses on student performance and on student learning gains. In addition, to the student assessment components, the high school grading system also includes measures that focus on ensuring that students are ready for college or careers. Florida's grading system also ensures that schools focus their efforts on achieving learning gains for the most struggling students. Learning gains for the most struggling students are captured in multiple measures so these students become very important to Florida schools and LEAs in the School Grades model. Florida's School Grades system is described in more detail in Section 2.A.i of this request.

We are proposing four AMOs to provide a more robust and comprehensive picture of student performance within the school, LEA, and state. As achievement targets, the new AMOs will be reported as parts of a comprehensive, compensatory accountability system for evaluating a school's academic status and progress; the new AMOs will not have the same "all or nothing" impact on the

overall school performance outcome as with the prior AMOs used in AYP reporting. Outcomes on the new AMOs will be reported on the annual state/LEA/school report cards.

Definition of New AMOs

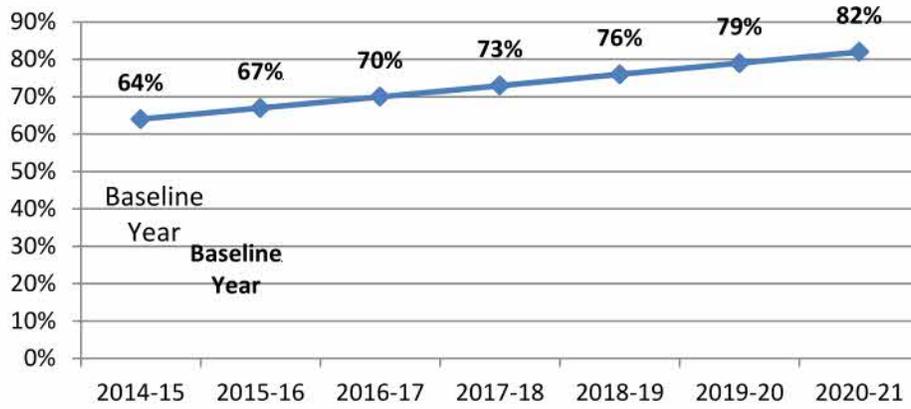
- **AMO-1, School Performance Grade Target.** Each school in Florida strives to achieve an “A” school grade. A school grade of “A” brings financial rewards and flexibilities to the school. School grades are also important metrics that local communities and business leaders focus on. LEAs and schools work diligently to improve their school grades.

The school grade is selected as the first AMO in order to provide a comprehensive overview of the performance of the school that includes the student performance and progress of all students including subgroups. A school cannot achieve an “A” school grade, even if it has high levels of students performing on grade level, unless it focuses on learning gains for its most struggling students. School grades are assigned to each Florida school to meet the public reporting requirements of Section 1008.34, Florida Statutes. A description of school grading components is provided online at <http://schoolgrades.fldoc.org/pdf/1011/Guidesheet2011SchoolGrades.pdf>.

- **AMO-2, Reading and Math Performance Target.** Because Florida is transitioning to the new Florida standards assessment in 2014-15 the trend line for this AMO will be broken and 2014-15 will be a new baseline year. New AMO targets will be set for each subgroup for a 6 year trajectory after standards are set in the Fall of 2015. This AMO sets targets for each school and subgroup in Florida to increase the proportion of students scoring at level 3 and above and reduce the proportion of students scoring at levels 1 and 2 by 50%. All schools and subgroups within the school will be evaluated to determine whether they meet their individual annual targets for performance in reading and math. AMO targets will be established separately for each subgroup and all students, and will be calculated at the school, LEA, and state levels. The AMO targets will be used to determine whether the subgroups (as well as the “all students” group) are making progress in the current year to be on track to reduce the percentage of level 1 and level 2 students by half by 2020-21 (using 2014-15 as the baseline year). The graph below provides an example of the “all students” subgroup target that would be established for a school that had 64% of its students scoring at levels 3 and higher. In addition to the performance target, eligible subgroups would be able to meet the criteria through the current Safe Harbor provision.

Florida will set and report on AMO targets for 2014-15. AMO targets for 2014-15 will change and will be set based on new performance on the FSA assessments taking into consideration the school’s or district’s performance relative to the state average. The 2014-15 targets will be one year targets set based on state average performance in 2014-15, the state’s previous target for 2014-15, and the school’s previous 2014-15 target. For example, if a school’s previous 2014-15 target was 64% and the states 2014-15 target was 68% the school would need to perform at 4% below the state average to meet their target in 2014-15. These targets will likely be calculated in December of 2015 after standards are set by the State Board of Education.

Percentage of Students Scoring at Levels 3 and Higher



Example, Performance Target Calculation

- Sample Elementary School: 2014-15 percent scoring at level 3 or higher in mathematics = 64%. (All Students).
- 50 percent of students scoring levels 1 and 2 = $36\% \times \frac{1}{2} = 18\%$
- Target for 2020-21 = $64\% + 18\% = 82\%$

Sample Elementary School

In 2014-15, 64% scored at level 3 or higher in mathematics

Target: Increase level 3 and higher rate to 82% in 2020-21

Target for 2015-16	$67\% = 64\% + [(18\% \div 6) \times 1]$
Target for 2016-17	$70\% = 64\% + [(18\% \div 6) \times 2]$
Target for 2017-18	$73\% = 64\% + [(18\% \div 6) \times 3]$
Target for 2018-19	$76\% = 64\% + [(18\% \div 6) \times 4]$
Target for 2019-20	$79\% = 64\% + [(18\% \div 6) \times 5]$
Target for 2020-21	$82\% = 64\% + 18\%$

Schools and subgroups that have 95% of students scoring at level 3 or higher will meet the state’s high-performing target, which meets Florida’s AMO requirement without the requirement for annual improvement. This allows high-performing schools and subgroups to meet the AMO requirement without having to show improvement over the prior year.

Florida will report for each subgroup at the school whether the target was met, whether the school has improved but has not met the target, or whether the subgroup’s performance has maintained or declined. Subgroups categorized as improving have increased the percentage of students scoring level 3 or higher while the subgroups categorized as maintained/declined have not increased the proportion of students scoring level 3 or higher.

- **AMO-3, Target for Progress of Students in the Lowest-Performing 25%.** This target is calculated separately for both reading and mathematics and is based on the percentage of students in the lowest-performing quartile who made learning gains in the assessed subject areas. Florida's learning gains calculation is under revision based on statutory language passed by the 2014 Legislature. AMO-3 is being revised upward Schools must show that 50% of students in the lowest-performing group (lowest 25%) have made learning gains.

Several factors heavily influenced the selection of this measure as an AMO:

- Florida's most populous minority subgroups, students with disabilities, and its economically disadvantaged subgroup are heavily represented in the lowest-performing 25% grouping of the state's school grading calculations.
- The state's School Grades system, as required in governing statute and rule, must place additional emphasis on academic achievement of the lowest-performing students. This additional emphasis is quantified in the form of components that measure learning gains of students in the lowest-performing 25% in both English language arts and mathematics.
- Using the lowest-performing 25% solves one of the main difficulties of using the performance of individual subgroups in accountability systems. When looking at individual subgroups many schools do not have enough students in each subgroup for each subgroup's performance to count in the accountability system. This may lead schools to focus on those subgroups that do make a difference to their accountability rating instead of all students that are performing at low levels. By bringing the subgroups together into the lowest-performing 25%, Florida schools and LEAs will focus on the students most in need of assistance.

The focus on the lowest-performing 25% is at its foundation a way of addressing the concern that students from certain subgroups are more likely than others to be lower performers, and that instructional efforts should always be appropriately directed toward students in most need of assistance and improvement. AMO-3 supports this aim by providing a real incentive in the school grading formula for aligning instructional resources to focus on low performers, and in so doing rewards schools and LEAs that are successful in reducing achievement gaps. The table below shows that the subgroups with the lowest achievement are over represented in the lowest-performing 25% subgroup.

**2010-11 Subgroup Representation in Overall Student Population vs.
Lowest-Performing 25%**

Subgroup	Mathematics		Reading	
	Percent of Lowest-Performing 25%	Percent of the Rest of the Students	Percent of Lowest-Performing 25%	Percent of the Rest of the Students
All Students	100%	100%	100%	100%
Asian	≤ 5%	≤ 5%	≤ 5%	≤ 5%
African-American	31%	22%	29%	22%
Hispanic	31%	28%	31%	28%
American Indian	≤ 5%	≤ 5%	≤ 5%	≤ 5%
White	34%	44%	35%	44%
Students with Disabilities	27%	12%	28%	12%
English Language Learners	15%	11%	16%	11%
Economically Disadvantaged	70%	57%	69%	57%

Sources: Florida School Grades compiled records for 2010-11 and October Membership data reported on the 2010-11 [School Public Accountability Reports](#), Florida Department of Education.

2010-11 Subgroup Composition of the Lowest-Performing 25% of Students

Subgroup	Mathematics		Reading	
	Percent of Lowest-performing 25%, Math	Percent of Lowest-performing 25% Making Gains	Percent of Lowest-performing 25%, Reading	Percent of Lowest-performing 25% Making Gains
All Students	100%	67%	100%	60%
Asian	≤5%	76%	≤ 5%	66%
African-American	31%	65%	29%	56%
Hispanic	31%	68%	31%	61%
American Indian	≤ 5%	65%	≤ 5%	59%
White	34%	68%	35%	63%
Students with Disabilities	27%	61%	28%	53%
English Language Learners	15%	69%	16%	60%
Economically Disadvantaged	70%	66%	69%	58%

Note: In 2010-11 Students were counted as making learning gains if they increased their Achievement Level, maintained a level 3 or higher, or for students in levels 1 and 2, if they made more than a year's worth of learning gains.

Source: Florida School Grades compiled records for 2010-11, Florida Department of Education.

- AMO-4, Benchmark Florida’s Student Performance to the Highest-Performing States and Nations.** This is a statewide target that compares Florida’s student performance (% proficient) on NAEP, TIMSS, PIRLS, and PISA compared to the highest-performing states and nations. Florida’s target is to attain the same achievement levels as the top five states on NAEP and to outperform the United States and increase its ranking on TIMSS, PIRLS, and PISA. This AMO is designed to keep Florida moving forward toward national and international competitiveness. This will make sure that Florida is benchmarking its progress not only within the state but externally to achieve the highest levels of performance and increase Florida’s competitiveness nationally and internationally.

Florida’s Rationale for Selecting These AMOs

Florida selected its AMOs to ensure that its strong, successful, statewide accountability system drives student achievement in the future, eliminating the confusion caused by having more than one accountability system for schools. This selection of AMOs and Florida’s enhanced School Grades system provides for a more cohesive and more rigorous system to identify high-performing and significantly improving schools as well as schools that are struggling and need support. Florida has a history of raising the bar in its accountability system and intends to continue that track record. Florida is committed to continuous monitoring of student achievement for all students and subgroups to ensure that all struggling students increase their performance and that high-achieving students also increase their performance. Florida will continually assess its accountability system in light of student achievement of all students and subgroups to determine whether changes need to occur to ensure that all students are moving forward. Florida is working to raise the bar for all students and subgroups across the spectrum to ensure that students are working to meet and attain rigorous college- and career-ready standards and the school accountability system is a strong tool to help Florida students reach those goals.

Reporting New AMOs on Annual State Reports (Examples of Tables)

The following sets of tables show how the new AMOs will be reported on the annual state/LEA reports (Florida's School Public Accountability Reports [SPARs]) in compliance with the ESEA. Each AMO will be reported for all students and individually for each subgroup. The chart indicates whether the school met the target and the percentage of students that made the required progress or achievement. Florida will use these reports to monitor the progress of all students and each subgroup to identify areas that may need more focus. The following tables show an example school-level table, an LEA-level table, and a statewide table.

Progress Toward AMOs (School-Level Report)

Progress Toward Annual Measurable Objectives Sample High School													
	School Grade	Performance Progress Reading					Performance Progress Math					Did the School Meet Target for Low 25%, Target for Reading? (Y/N)	Did the School Meet Target for Low 25%, Target for Math? (Y/N)
		Percent Scoring Level 3 or Higher	Target	Met target	Improving	Maintaining or declining	Percent Scoring Level 3 or Higher	Target	Met target	Improving	Maintaining or declining		
All Students													
American Indian or Alaska Native													
Asian													
Black or African-American													
Hispanic													
White													
Students with Disabilities													
Economically Disadvantaged													
English Language Learners													

Progress Toward AMOs (LEA/District-Level Report)

Progress Toward Annual Measurable Objectives													
Sample LEA													
	District Grade	Performance Progress Reading					Performance Progress Math					Did the District Meet Target for Low 25%, Target for Reading? (Y/N)	Did the District Meet Target for Low 25%, Target for Math? (Y/N)
		Percent Scoring Level 3 or Higher	Target	Met target	Improving	Maintaining or declining	Percent Scoring Level 3 or Higher	Target	Met target	Improving	Maintaining or declining		
All Students													
American Indian or Alaska Native													
Asian													
Black or African-American													
Hispanic													
White													
Students with Disabilities													
Economically Disadvantaged													
English Language Learners													

Progress Toward AMOs (State-Level Results, by School Type)

Progress Toward Annual Measurable Objectives Sample Middle School State Level Report													
	Performance Progress Reading					Performance Progress Math					Did the State Meet Target for Low 25%, Target for Reading? (Y/N)	Did the State Meet Target for Low 25%, Target for Math? (Y/N)	Did the State Meet the Performance Target of the Highest Performing States and Nations?
	Percent Scoring Level 3 or Higher	Target	Met target	Improving	Maintaining or declining	Percent Scoring Level 3 or Higher	Target	Met target	Improving	Maintaining or declining			
All Students													
American Indian or Alaska Native													
Asian													
Black or African-American													
Hispanic													
White													
Students with Disabilities													
Economically Disadvantaged													
English Language Learners													

Florida's School Public Accountability Reports (SPARs) fulfill requirements for reporting all elements in the state, LEA, and school annual report cards under provisions of ESEA. The SPARs are available at <http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm>.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools.

Florida proposes to use the established Florida School Recognition Program, described below, to identify high-performing schools and schools that have demonstrated improved student performance by at least one grade. Reward schools comprise all schools graded “A” and schools that improve one or more grade levels over the prior year. The state has different school grades release timelines for elementary/middle schools and high schools due to lagged measures for high schools. For the purpose of this calculation the state used the 2010-11 school grades for Elementary/middle schools and the 2009-10 school grades data for high schools. Using this data the state has identified 1,975 schools that meet the Reward criteria.

Florida School Recognition Program

Florida has long acknowledged the need to recognize schools that are high-performing and have demonstrated significant improvement. To this end, in 1999 the State Legislature established the Florida School Recognition Program to reward high and improved school performance based on school grading. As authorized by Florida law (Section 1008.36, Florida Statutes) the Florida School Recognition Program provides greater autonomy and financial awards to schools that demonstrate sustained or significantly improved student performance. Schools that receive an “A” grade and/or schools that improve at least one performance grade category are eligible for school recognition funds. Funds for the Florida School Recognition Program are appropriated annually by the State Legislature. In 2010-11, the amount distributed was \$119,858,088; equivalent to \$75 per full-time equivalent (FTE) for each qualifying school. The staff and School Advisory Council at each recognized school jointly decide how to use the financial award. As specified in law, schools must use their awards for one or any combination of the following:

- Nonrecurring faculty and staff bonuses
- Nonrecurring expenditures for educational equipment and materials
- Temporary personnel to assist in maintaining or improving student performance

The Florida School Recognition Program was established in 1997 and has served the state well to recognize schools and, most importantly, teachers who have either improved the school letter grade or reached an “A” status. The total number of Reward schools varies annually as the state's academic standards have increased over the past decade. For school year 2012, we expect that changes to the school grading system that increase the rigor will result in a smaller number of schools eligible for the school recognition program.

Additional information on the Florida School Recognition Program is available online at <http://www.fldoe.org/evaluation/schrmain.asp>.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

In addition to the financial rewards described above for the Florida School Recognition Program, additional public recognition of these schools includes, but is not limited to, posting on the FDOE’s website; press releases by the Governor, Commissioner of Education, and/or school superintendent; and recognition by the State Board of Education, local school boards, and/or the local Chamber of Commerce.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools.

Florida’s Methodology for Identifying Priority Schools

The schools identified as Priority in Table 2 meet the following criteria:

- Included in the lowest five percent of graded Title I schools in the state based on both student achievement in terms of proficiency on the statewide assessments and lack of progress on those assessments of the “All Students” subgroup, as evidenced by a school grade of “F”.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Interventions Required of Non-Charter Schools Graded “F”

Authority for applying interventions of increasing intensity in the lowest-performing, non-charter schools is codified in s. 1008.33, F.S. The specifics of the interventions are outlined in Rule 6A-1.099811, F.A.C., or the “DA Rule,” and its incorporated forms, which are reviewed and revised as needed by the BSI for approval by the State Board of Education. The current incorporated forms are listed as follows and available at <https://www.floridacims.org/downloads?category=da-forms>:

- Form DA-1, Checklist for Districts with Focus or Priority Schools
- Form DA-2, Checklist for Focus and Priority Schools
- Form DIAP-1, District Improvement and Assistance Plan outline
- Form SIP-1, School Improvement Plan outline
- Form TOP-1, Turnaround Option Plan – Phase 1 outline
- Form TOP-2, Turnaround Option Plan – Phase 2 outline

In accordance with the DA Rule, FDOE and the district have authority to direct interventions in a school that has received a grade of “F,” including providing onsite monitoring and support. FDOE accomplishes this primarily through the REDs and their regional teams, who are supported by the BSI. The district in turn is required to provide ongoing assistance and support to the school, whether it is directly or through a lead partner.

Differentiated Accountability Checklists

District and school checklists have been artifacts in Florida’s DA model since the beginning of

implementation. Over the years, efforts to compile a comprehensive list of all requirements for low-performing schools resulted in lengthy checklists that became unwieldy. With deliverables that were already required by other bureaus, the importance of the forms' contents was diluted. The checklists, often completed in isolation from other improvement processes, had been relegated to compliance documents.

To address this issue, Florida took a close look in 2013 at the role of the checklists in the school improvement process, in addition to the contents of the documents. The BSI reformatted the checklists for better readability; organized the requirements into thematic “packets”; and removed deliverables that were duplicative, making note of the FDOE bureau that collects the documentation, in the event that the DA regional team determined there was a need to access the information. Additionally, the REDs and BSI staff concluded that the process for reviewing and monitoring the requirements and deliverables would be more of an ongoing conversation between the district and DA regional team, rather than an activity districts completed individually and submitted at the end of the year.

District and School Improvement Plans

Florida’s comprehensive review and reimagining of the artifacts used to support continuous improvement in its DA schools also resulted in substantial refinements to its district and school improvement plan templates. As with the checklists, the REDs and BSI staff concluded that cumulative requirements added over a period of years had resulted in unwieldy documents that encouraged compliant, rather than engaged, improvement planning and implementation behavior. While comprehensive and thoughtful, the documents did little to encourage the types of collaborative problem-solving processes (e.g., problem analysis, strategic goal setting, implementation integrity) believed to be essential to improving the five essential supports in underperforming schools.

Consequently, the school and district improvement plan outlines (SIP-1 and DIAP-1, respectively) were redesigned to include the following primary elements:

- **Part I: Current Status**

District and school leadership teams provide narrative responses to questions organized around the five essential supports (i.e., Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning). This first portion provides a structure in which to organize the current multi-tiered system of supports and programs for purposes of informing the subsequent needs assessment and problem solving activities.

- **Part II: Needs Assessment**

District and school leadership teams review their performance in terms of annual measurable objectives (AMOs), school grading formula cells, early warning systems (EWS) data, graduation rates, and Florida’s value added model (VAM) in order to accurately identify areas of strength and opportunities for improvement, identify root causes for each, and develop potentially impactful strategic goals and associated data targets.

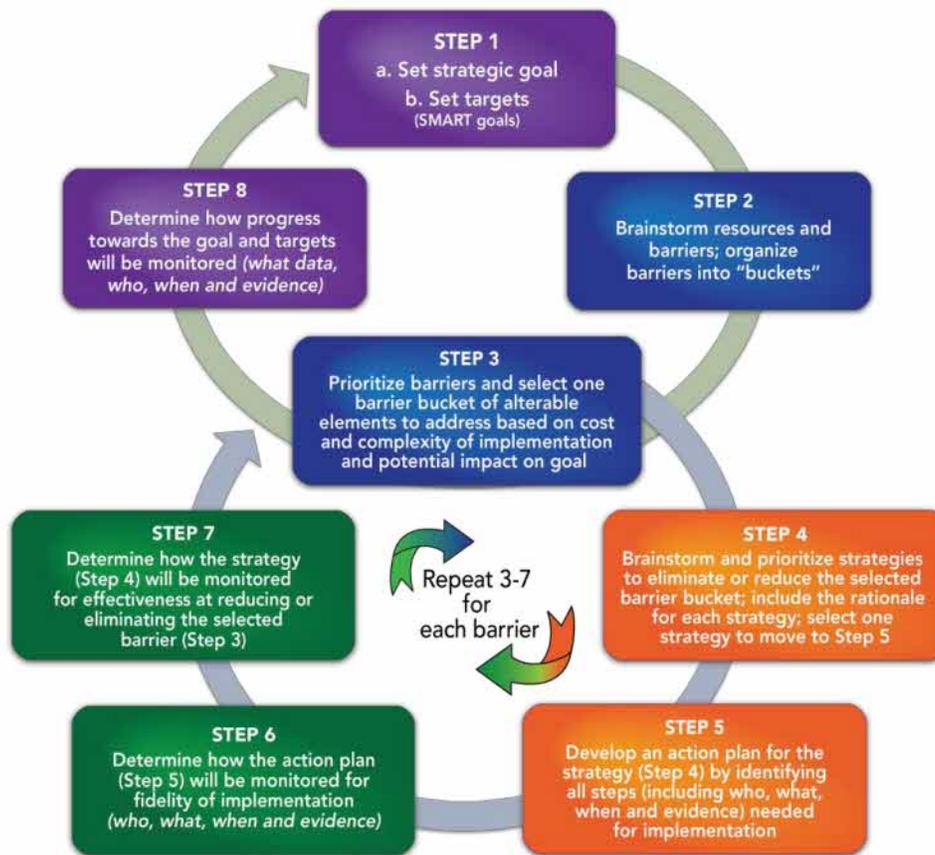
This process, which has come to be known in Florida as “Step Zero,” is supported in the field by DA school improvement facilitators and by BSI staff who continue to add additional data displays and technical assistance resources to Florida’s online Continuous Improvement Management System (CIMS).

- Part III: 8-Step Planning and Problem Solving (8SPPS) for Implementation

In the third section of the SIP and DIAP, school and district leaders plan for implementation of the highest-priority strategic goals developed through the “Step Zero” process in the Needs Assessment section. The explicit structures of the process encourage the problem solvers to clarify their strategic goal by describing the desired state (Step 1), identify potential resources and barriers to the goal (Step 2), organize and prioritize the barriers (Step 3), identify and prioritize possible strategies for reducing the identified barriers (Step 4), develop action plans for implementing selected strategies (Step 5), develop monitoring plans (Steps 6 and 7), and develop a program evaluation plan (Step 8).

In combination, “Step Zero” and the 8SPPS process are intended to provide district and school leaders with an opportunity to incrementally increase the degree to which thoughtfully selected, well-implemented activities are aligned to clearly articulated, potentially powerful strategic goals, which are themselves demonstrably aligned to root causes of student underperformance.

8-Step Planning and Problem-Solving Process FOR CONTINUOUS IMPROVEMENT



- Appendices

The printable versions of the current plans also include appendices that are generated programmatically based on multiple inputs entered in the main sections of the plans. These appendices are intended to aid in the implementation of the strategies and action steps by providing project management functionality.

- Appendix 1: Implementation Timeline– timeline of all action steps and monitoring activities, including school, district, or state parties responsible
- Appendix 2: Professional Development and Technical Assistance Outline– outline of all professional development opportunities and technical assistance items to be provided to district staff and schools in order to meet the strategic goals
- Appendix 3: Budget– report of funding identified to allow for implementation of the strategies

Importantly, the SIP and DIAP are now regarded by school, district, and state staff as living, breathing documents. Due dates are posted annually, only for purposes of establishing a finite point in time at which a “snapshot” of the given local-board-approved plan may be archived for purposes of compliance with state statutes. School and district leadership teams are encouraged to review and

refine their SIPs and DIAPs as often as is necessary to ensure the documents accurately reflect their current thinking, priorities, and activities. At a minimum, they are required to revisit the plan after local mid-year assessment data is available, to complete a guided, evidence-based reflection on whether they have made progress toward goals, and if not, whether they have implemented strategies with fidelity or need to refine the selected strategies to be more effective at reducing the barriers to achievement of the goal.

Turnaround Option Plans

Districts with single “F”-graded schools are required to select a turnaround option and submit an implementation plan for approval by the State Board of Education using the templates referred to as Turnaround Option Plan – Phase 1 (TOP-1) and Turnaround Option Plan – Phase 2 (TOP-2).

Form TOP-1 guides districts through a process of engaging school stakeholders, conducting a needs assessment, and selecting one of the five state turnaround options given below:

1. District-Managed Turnaround
2. Closure
3. Charter
4. External Operator
5. Hybrid

Form TOP-2 outlines the interventions required for each model, which are aligned to the turnaround principles, and serves as a more comprehensive planning document intended to supplement forms SIP-1 and DIAP-1. The submission and approval processes associated with forms TOP-1 and TOP-2 are described more fully in section 2.D.iv.

Interventions Required of SIG 1003(g)-Funded Schools

School districts with schools awarded SIG 1003(g) funds through a competitive process are required to select and fully implement for three years an intervention model consistent with the SIG final requirements. The four federal SIG intervention models are as follows:

1. Turnaround
2. Restart
3. Closure
4. Transformation

The SIG federal fiscal year 2013 Request for Proposals, available at <https://www.floridacims.org/downloads/38>, outlines the interventions aligned to the turnaround principles and clarifies which are required for each model in accordance with the final requirements, as well as additional Florida requirements.

Crosswalk of State and Federal Intervention Models

In an effort to align state turnaround requirements with the SIG final requirements, Florida has cross-walked the models in the table below. Florida considers both Transformation and Turnaround

SIG models to be “district-managed,” and distinguishes clearly between Restart as Charter and Restart as External Operator, due to Florida’s laws governing charter schools. Florida offers the Hybrid model to allow districts some flexibility in applying components from more than one model in order to best address the needs of the school.

Florida Turnaround Options	SIG Intervention Models
1. District-Managed Turnaround	1. Transformation
	2. Turnaround
2. Closure	3. Closure
3. Charter	4. Restart
4. External Operator	
5. Hybrid	Not offered under SIG in 2014-15

Interventions Required of Charter Schools Graded “F”

The director and a representative of the governing board of a charter school that earned a grade of “F” must submit to the sponsor information addressing any noted deficiencies in the contracts, as well as a school improvement plan to raise student achievement. Upon approval by the sponsor, the charter school begins implementation of the school improvement plan. Charter schools may use CIMS to build the plan and are eligible to receive the same level of high-quality technical assistance from the BSI afforded to non-charter schools.

If a charter school earns two consecutive grades of “D” followed by a grade of “F,” or two nonconsecutive grades of “F” within a three-year period, the charter school governing board shall choose one of the following corrective actions to implement in the following school year (no planning year is provided):

1. Contract for educational services to be provided directly to students, instructional personnel, and school administrators
2. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school
3. Reorganize the school under a new director or principal who is authorized to hire new staff
4. Voluntarily close the charter school

The sponsor shall terminate a charter, if the charter school earns two consecutive grades of “F,” unless one of the following is true:

- The charter was created because the district selected to restart a traditional public school as a charter as part of a TOP. Such charter schools are governed by s. 1008.33, F.S.
- The charter school serves a student population the majority of which resides in a school zone served by a district public school that earned a grade of “F” in the year before the

charter school opened and the charter school earns at least a grade of “D” in its third year of operation.

- The charter school is granted a one-time, one-year waiver of termination by the state board by requesting the waiver within 15 days after the department’s official release of school grades and demonstrating that the learning gains of its students on statewide assessments are comparable to or better than the learning gains of similarly situated students enrolled in nearby district public schools. Charter schools that have been in operation for more than five years are not eligible for a waiver.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Needs Assessment and Intervention Timeline for Non-Charter Priority Schools

Shortly after the release of school grades for elementary and middle schools (typically in July), the FDOE updates its “DA List” to reflect all schools receiving a grade of “D” or “F” in the most recent school grades release (including high schools for which grades are typically released in the preceding December) and to update the turnaround status for each of those schools (i.e., planning, implementing, monitoring only, or no status).

The DA list serves two purposes. First, it identifies all schools to be included in discussions between FDOE and district leadership regarding tiered support and interventions as required by s. 1008.33., F.S. Second, it clarifies the compliance requirements for each school associated with planning for, or implementing, one of the five turnaround options identified in s. 1008.33, F.S.

All schools on the DA List, regardless of Priority or Focus status, or turnaround planning or implementing status, are included in the continuous improvement planning and implementation work undertaken collaboratively by FDOE’s regional support teams and district-level leadership. The substance of such work is essentially constant across the identified schools, regardless of status. What may vary according to Priority, Focus, or turnaround status are the intensity and frequency of district- and/or state-provided supports.

Note: “Monitoring only” is a status applied to former “F” schools that improved to a “C” or higher within the past three years, for whom the DA regional team continues to monitor the SIPs.

Continuous Improvement Planning and Implementation

The district and school improvement planning processes below occur concurrently, allowing each to inform the other throughout the school year.

District Improvement Planning & Implementation

- District superintendents are notified in writing of district and school requirements for all schools on the DA List. [August - September]

- The RED or his/her designee participates in an initial meeting with the district leadership team to review requirements, outlined in forms DA-1 and DA-2, and begin or continue building relationships. [August-September]
- The RED or his/her designee meets with district leadership routinely throughout the school year. Prior to each meeting, the RED or his/her designee communicates the key topics for discussion and deliverables that will be reviewed. [September-June] *The 2014-15 DA Checklist for Districts with Focus or Priority Schools is available at <https://www.floridacims.org/downloads/121>.*
- The district leadership team works with the DA regional team to develop a DIAP using the same methodology described below for SIPs to align the highest levels of support and resources to the neediest schools. [Initial drafts are submitted and reviewed online in October/November; refinement is ongoing throughout the year]. *The 2014-15 DIAP outline is available at <https://www.floridacims.org/downloads/117>.*

School Improvement Planning & Implementation

- The district school improvement leader or his/her designee participates in an initial meeting with the school leadership team to review requirements, outlined in Form DA-2, and begin or continue building relationships. [August-September] *The 2014-15 DA Checklist for Focus and Priority Schools is available at <https://www.floridacims.org/downloads/122>.*
- The district school improvement leader or his/her designee conducts an onsite instructional review with district and school leadership to identify school needs and plan a course of action. District school improvement support staff are deployed to work closely with school teams on SIPs and “Step Zero.” [September-October] *“Step Zero” is described further in section 2.G.*
- Using a facilitated, 8SPPS process, the school and district leadership teams continue developing and refining SIPs that include strategic goals likely to improve student outcomes, strategies and action steps necessary to overcome identified barriers to improved student outcomes, and steps for monitoring implementation of the strategies and measuring progress toward the strategic goals, all of which is captured in CIMS. [Initial drafts are submitted and reviewed online in October/November; refinement is ongoing throughout the year] *The 2014-15 SIP outline is available at <https://www.floridacims.org/downloads/104>.*
- The regional team provides district prioritized onsite support of SIP implementation as capacity allows. Content-specific guidance for instructional coaches may be provided by DA school improvement specialists, and may take the form of meetings that bring together coaches from multiple schools and districts to promote networking, share best practices and practice coaching methods. District leadership provides onsite support to the schools. [October-June]

Turnaround Planning

In accordance with s. 1008.33, F.S., and Rule 6A-1.099811, F.A.C., the first year after a non-charter school receives a grade of “F,” or a second consecutive grade below “C” with a most recent grade of “D,” is a turnaround planning year. During this academic year, districts with such schools must adhere to timelines established annually by the FDOE. In 2014-15, timelines are as

follows:

- The district holds community engagement meetings to discuss the turnaround options and requirements. [January-May]
- The district begins engaging external providers, if applicable. [January-May]
- The district completes and submits Form TOP-1, which includes the comprehensive needs analysis with stakeholders and identifies the turnaround option selected from the five options listed in section 2.D.iii. [May]. *The Turnaround Option Plan – Phase 1 outline is available at <https://www.floridacims.org/downloads/45>.*
- The State Board of Education approves the turnaround option. [June]
- The district completes a draft of Form TOP-2 for RED review. *The Turnaround Option Plan – Phase 2 outline is available at <https://www.floridacims.org/downloads/46>.* [June-July]
- The RED reviews the TOP and provides feedback and an opportunity for revisions. For each component of the plan, the RED notes “Agree,” “Agree with Reservations” or “Disagree” and provides comment. [June-July]
- The district submits the final version of Form TOP-2 for State Board of Education approval. [August-September]

Turnaround Plan Implementation

The school year immediately following the planning year begins the implementation period in any school that has not improved to a “C” or higher in the grades release preceding the start of the academic year. During implementation, the district must fully implement the state board-approved TOP. It is expected that the district’s plans for the Priority school are reflected in the CIMS platform to ensure resources are aligned to support interventions, as well as in the SIP to ensure the school leadership team understands the roles and responsibilities at the school level and the resources and supports to be provided by the district leadership in implementing the plan.

The RED or his/her designee monitors implementation through regular meetings with leadership, site visits, mid-year reflections on SIPs and DIAPs, and reviews of leading indicator and outcome data.

If the school does not improve after one year of implementation, the district is required to continue the planning and problem-solving process and refine the TOP to support the needs of the school. These plans are reviewed and monitored by the RED.

If the school does not improve after two years of implementation, the district is required to submit the refined plan for approval of the State Board of Education. The board may either approve the plan, require additional refinements, or require the district to select a different turnaround option.

Intervention Timeline for Charter Priority Schools

The director and a representative of the governing board of the charter school must present information to the sponsor at least once per year regarding the progress of intervention and

support strategies implemented by the school pursuant to the SIP and corrective actions, if applicable, as described in section 2.D.iii above. The sponsor must communicate at the meeting, and in writing to the director, the services provided to the school to help address its deficiencies.

The sponsor may annually waive a corrective action, if it determines that the charter school is likely to improve a letter grade if additional time is provided to implement the intervention and support strategies prescribed by the SIP.

A charter school implementing a corrective action that does not improve by at least one letter grade after two full school years of implementing the corrective action must select a different corrective action. Implementation of the new corrective action must begin in the school year following the implementation period of the existing corrective action, unless the sponsor determines that the charter school is likely to improve a letter grade if additional time is provided to implement the existing corrective action.

A charter school with a grade of “F” that improves by at least one letter grade must continue to implement the strategies identified in the SIP. The sponsor must annually review implementation of the SIP to monitor the school’s continued improvement.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

As described in greater detail in Section 2A, under Florida’s school grading formula, schools that improve from a grade of “F” to a grade of “D” or higher have by definition made significant progress to exit Priority status. If a school’s grade improves to a “C” or higher, the district is not required to implement the turnaround plan in that school; however, the school’s SIP must be monitored for three years by the DA regional team, in coordination with the district, to ensure the SIP includes and the school team implements the strategies necessary to address each of the turnaround principles. Schools that improve from a grade of “F” to a grade of “D” are automatically identified as “Focus” schools and have exited Priority status. However, the FDOE considers a three-year grade history when determining which of the interventions must continue into the Focus category:

- Schools receiving a second consecutive grade below “C” with a “D” in the most recent year are required to complete a turnaround option plan (TOP) for implementing one of five turnaround options described in section 2.D.iii.
- Schools receiving a third consecutive grade below “C” are required to implement the turnaround option plan in the following school year.

These designations are described further in Section 2.E.iii.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.”

Florida’s Methodology for Identifying Focus Schools

The schools identified as Focus in Table 2 meet one of the following criteria:

- Included in the lowest ten percent of graded Title I schools in the state based on both student achievement in terms of proficiency on the statewide assessments and lack of progress on those assessments of the “All Students” subgroup, as evidenced by a school grade of “D”
- Earned a grade of “A,” “B,” or “C” but have a graduation rate below 60%

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Needs Assessment and Intervention Timeline for Non-Charter “D” Schools

Focus Schools

All schools on the DA List, regardless of Priority or Focus status, or turnaround planning or implementing status, are included in the continuous improvement planning and implementation work undertaken collaboratively by FDOE’s regional support teams and district level leadership, as described above in section 2.D.iv. The substance of such work is essentially constant across the identified schools, regardless of status. What may vary according to Priority, Focus, or turnaround status are the intensity and frequency of district- and/or state-provided supports.

Focus-Planning Schools

It is important to note that Florida’s system of identifying Priority and Focus schools is implicitly hierarchical in the sense that a Priority school may progress to Focus status by improving its letter grade from “F” to “D.” However, such a progression does not absolve the school of turnaround option planning or implementation requirements triggered by receiving two or three consecutive grades below “C,” respectively, as set forth in s. 1008.33, F.S. Consequently, a school with a letter grade history of FD is required to plan for turnaround in the same way described for first year Priority schools in section 2.D.iv.

Focus-Implementing Schools

The needs assessment, interventions and supports for Focus-Implementing schools (i.e., schools earning three consecutive grades below “C” with a grade of “D” in the most recent year) are identical to and applied with the same rigor and intensity as those required of implementing non-charter Priority schools, described above in section 2.D.iv.

Needs Assessment and Intervention Timeline for Charter “D” Schools

Charter schools receiving a first time grade of “D” are subject to the same interventions stipulated for charter schools receiving a first time grade of “F” in section 2.D.iii.

Charter schools receiving a third consecutive “D” are subject to the same interventions stipulated for charter schools receiving two consecutive grades of “D” followed by a grade of “F” in section 2.D.iii.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Criteria for Exiting Focus Status

- In order to exit the Focus category, a school must improve its letter grade and/or achieve a graduation rate of 60% or higher. The school grading formula is such that a school improving from a “D” to a “C” or higher indicates significant progress in student achievement and narrowing of achievement gaps.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Florida’s Priority and Focus Schools list is based on 2013-14 school grades. There were 1873 Title I schools in Florida for 2013-14. Based on this number Florida would need to have 187 Focus schools and 94 Priority schools. We have identified nearly double that number of schools in both categories.

- 334 schools are identified as Focus Schools, including 2 “C” schools with grad rates below 60%
- 167 schools are identified as Priority Schools

See the file named attachment 2015 renewal priority and focus list.

Elementary = 237 Focus and 117 Priority

Middle = 64 Focus and 27 Priority

High School = 11 Focus and 3 Priority

Combination School = 22 Focus and 20 Priority

Total Focus/Correct = 334 which equates to 18% of Title I schools

Total Priority/Intervene = 167 which equates to 9% of Title I schools

Actual Data

Total # of Title I schools in the state: **1873**

Total # of Title I-participating high schools in the state with graduation rates less than 60%: **9**

Total # of Reward Schools: **1543**

Total # of Focus/Correct Schools: **334 (All are Title I)**

Total # of Priority/Intervene Schools: **167 (All are Title I)**

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Incentives for Other Title I Schools

Florida will continue its school recognition program to reward and recognize its high-performing and high-progress schools (including all graded Title I schools as described in section 2.C).

Supports for Other Title I Schools

School Improvement Plans and School Advisory Councils for All Title I Schools

Pursuant to Section 1001.42(18), Florida Statutes, all district school boards in Florida must annually approve a SIP that meets the following requirements for every Title I school:

- Includes strategies for improving results in the event the school has a significant gap in achievement on statewide assessments in one or more student subgroups, has not significantly decreased the percentage of students scoring below satisfactory on statewide assessments, or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. *This must occur regardless of school grade, meaning Title I schools not otherwise categorized as Priority and Focus but not making progress in improving student achievement and/or narrowing achievement gaps must focus on the needs of these students.*
- Includes information and data on the school’s early warning system (e.g., attendance, suspensions, course failures, etc.), including a list of the indicators used, the number of students by grade level that exhibit each indicator, the number of students exhibiting two or more indicators, and a description of the strategies designed improve the academic performance of students identified by the system.
- Includes dropout prevention and academic intervention programs.
- Includes strategies to improve student readiness for the public postsecondary level.
- Addresses the components required under sections 1114(b) and (c), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314.

Additionally, Section 1001.452, F.S., requires all non-charter schools in a district to have a School Advisory Council (SAC) with a majority of its members not employed by the school district, that is comprised of the principal a number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The SAC assists in the preparation and evaluation of the SIP, including the budget.

In compliance with section 1008.345(6)(c), F.S., the department shall not release funds from the

Educational Enhancement Trust Fund to any district in which a school, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, does not have an approved school improvement plan, pursuant to section 1001.42(18), F.S., after one full school year of planning and development, or does not comply with SAC membership composition requirements, pursuant to section 1001.452, F.S.

“C” Schools

In Florida, interventions at schools earning a grade of “C” are directed by the district. Superintendents of districts with “C” schools receive a letter from the commissioner in late summer identifying these schools and outlining best practices that could be used to inform their ongoing continuous improvement activities.

Additionally, districts are encouraged to include select leadership and faculty teams from “C” schools in professional development and problem-solving opportunities provided by district and/or DA regional teams in direct support of Priority and Focus schools.

Title I, Part A Annual Request for Application (RFA)

Beginning in the 2015-16 school year, Florida’s annual Title I, Part A application will incorporate elements similar to the “Needs Assessment” and “8-Step Planning and Problem Solving for Implementation” sections of forms SIP-1 and DIAP-1, described in section 2.D.iii.

Explicit incorporation of the needs assessment and problem-solving frameworks into the annual application is intended (as with the DIAP and SIP) to increase the degree to which thoughtfully selected, well-implemented activities are aligned to clearly articulated, potentially powerful strategic goals, which are themselves demonstrably aligned to root causes of student underperformance.

Incorporation of the Title I, Part A application into Florida’s online CIMS platform will also allow for the following:

- Clearer alignment of Title I, Part A activities to strategic goals set in the context of other important planning activities (e.g., DIAP, SIG 1003[g]);
- Easier cross-district sharing of goals, barriers, and strategies identified by districts with the fastest-improving Title I schools; and
- Integrating traditional fiscal and programmatic compliance monitoring activities with performance-based monitoring driven by information entered by districts in Steps 6-8 of the 8SPPS process (i.e., shifting from “compliance-to-performance”).

Title I Technical Assistance

The department provides extensive technical support to districts in the completion of their annual RFA and monitoring work papers, including publishing annual technical assistance papers, conducting statewide conference calls and webinars, consulting with their Title I Committee of Practitioners, planning collaboratively for the semiannual Florida Association of State and Federal Education Program Administrators (FASFEP) conference, presenting at East Coast Technical Assistance Center (ECTAC) meetings, and offering one-on-one support with assigned program staff upon request. The Bureau of Federal Educational Programs (BFEP) conducts enhanced, desktop, and on-site monitoring for targeted districts and schools based on a risk assessment.

Every year, the BFEP team analyzes the districts’ responses on their RFAs and monitoring work papers and the number of findings from monitoring visits. After a thorough review, the Title I team reflects on how to change its internal practices to more clearly communicate expectations and requirements to the districts and to provide more impactful technical assistance. Focus on systemic statewide findings, usually captured after a full monitoring season, allows the team to pinpoint issues that need to be addressed. Trend analysis from monitoring enables the team to update monitoring work papers, RFAs, and other documents related to Title I. These documents are also augmented each year to ensure the implementation of the program meets any changing federal and state requirements.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G. Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
 - iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Curriculum Standards

Building capacity at the local level began with the alignment and consistency of state-level policies that affect the ability of the LEAs to work more effectively and efficiently. Florida adopted rigorous content standards for students in all content areas K-12. Our Next Generation Sunshine State Standards have been reviewed and highly rated by national and international experts. In 2010, the state adopted new standards and in 2014 the Florida Standards. Florida was one of the first states in the nation to implement a statewide assessment system, funded by state appropriations, built to assess the identified state curriculum standards teachers were required to teach. Prior to this, LEAs identified and purchased norm-referenced assessments as required by the state that were not built to assess student mastery of the state standards. The next step was aligning the requirements of LEA purchases of instructional materials to the adoption of new

standards. Florida’s statewide instructional materials schedule was revised so that state funding dedicated to instructional materials would match the year LEAs are required to implement new standards. Florida has implemented this process for Next Generation Sunshine State Standards, standards adopted in 2010, and the Florida Standards. Finally, the State Board of Education approval of course descriptions that include the new Florida Standards were approved the year prior to the year teachers are required to teach from those course descriptions and the year prior to when students are assessed on those same standards. This alignment allows LEAs to utilize their funds and implement local instructional changes and provide professional development more efficiently.

Educator Quality

During the 2010-11 school year, the state spent considerable human and financial resources through Race to the Top and existing staff to assist LEAs in the redevelopment of instructional personnel and school administrator evaluation systems. This included a combination of face-to-face academies for technical assistance lead by national experts; adoption of a statewide student growth measure for use in teacher and principal evaluations; research-based resources in improving instructional practice; onsite visits to LEAs; and technical assistance through webinars, conference calls, and e-mail. The state will continue its technical assistance during the 2011-12 school year by monitoring LEA implementation of new evaluation systems to support accuracy and improvement of instructional practice through:

- Assistance to LEAs to evaluate the effectiveness of professional development activities and to focus on professional development that is grounded in research showing improved student learning.
- Assistance to LEAs to ensure individual professional development is based on data as a result of evaluation system (results/analysis of instructional practice and student learning growth).
- Monitoring and feedback to LEAs on their professional development systems and their alignment to the state’s Professional Development Evaluation Protocol Standards.
- Statewide support to LEAs in building capacity for a common language of instruction that includes classroom-level learning goals and formative assessments based on Next Generation Sunshine State Standards and Florida Standards and Florida’s Multi-tiered System of Support.

Building Capacity for Continuous Improvement of Title I Schools

Foundational Ideas

All continuous improvement is local... As stated in section 2.A.i, BSI staff and the REDs have come to believe that ultimately all continuous improvement work is local. In the best case scenario, the SEA can and should be a powerful catalyst for improvement by offering frameworks, processes, technical assistance and connections that are helpful. But the responsibility and credit for improvement will always belong to the district and school leaders who ultimately assemble the political will, moral conviction, financial resources, and motivated high-expertise teachers that deliver better outcomes for Florida students.

The SEA role is to facilitate, not fix... By facilitating district led continuous improvement processes, rather than prescribing solutions and strategies based on limited direct observation, the DA regional teams will increase the capacity of district and school leaders to critically analyze and systematically address their own causes of student underperformance through multi-tiered

systems of support for school leaders, teachers and students.

Effective facilitation requires relational trust... the REDs and BSI staff have come to believe their capacity to influence the problem-solving behaviors of those district and school leaders they serve will be a function of their customers’ trust in them. This need for relational trust is consistent with what is known about organizational change theory generally, and it is supported by the research conducted by Bryk and others as described in “Organizing Schools for Improvement: Lessons from Chicago.”

“Some of the most powerful relationships found in our data are associated with relational trust . . . and how it operates as both a lubricant for organizational change and a moral resource for sustaining the hard work of local school improvement. Absent such trust, schools find it nearly impossible to strengthen parent-community ties, build professional capacity, and enable a student-centered learning climate.”

Bryk, A. (2010). Organizing Schools for Improvement. *The Phi Delta Kappan*, 91(7), 23-30. Retrieved January 5, 2015, from JSTOR.

The DA regional teams and BSI staff will continue to work diligently to earn the trust of the district leaders they serve by doing the following:

- Engaging them as colleagues in collaborative processes designed to improve student outcomes;
- Connecting them to successful practitioners, strategies, and tools;
- Modeling engaging, relevant and aligned professional development for adult learners;
- Practicing strategic planning, problem solving, and continuous improvement;
- Communicating empathetically; and
- Honoring their feedback and suggestions by continuously refining the SEA artifacts and processes that guide continuous improvement work in Title I districts and schools, as described in more detail below.

Continuously Refining Artifacts and Processes to Support Problem Analysis, Resource Alignment and Implementation Effectiveness at the Local Levels

By June, 2015, each major artifact supporting continuous improvement work in Title I schools in Florida (i.e., school improvement plans, district improvement plans, DA checklists, turnaround option plans, SIG 1003(g) proposals, the ESEA flexibility request, and the annual district Title I, Part A application) will have been significantly redesigned with an eye to improving the degree to which it supports meaningful planning, implementation and monitoring of district and school level improvement activities. Several of these artifacts have been aligned to a common problem-solving framework (i.e., “Step Zero” and 8-SPPS), a common school improvement framework (i.e., 5Essentials), and a common online platform (i.e., CIMS).

The overarching purpose of CIMS is to support the continuous improvement planning, problem solving, implementation and monitoring efforts (i.e., performance management) of Florida’s districts and schools by creating an efficient, intuitive platform that supports data-driven decision making through data dashboards and connects and aligns currently disparate state and federally mandated planning and monitoring functions around a common district vision for improving outcomes for all students.

The following are additional features available or under development in CIMS:

- Interactive rubrics to provide planners with expectations for each component and approvers/reviewers with the ability to rate and/or leave feedback on specific components of plans (on a macro level, this functionality will allow FDOE to measure change in the quality of plans over time)
- Project management functionality to allow reporting “percent complete” on all action plans and monitoring plans and to generate customized notifications and reminders to all specified point persons throughout implementation
- Pre-population of data fields, ensuring the district and school users are required to enter a given piece of information once, and only once, to the extent possible
- Professionally crafted print-ready versions of various plans and applications
- Messaging feature to allow immediate, context-sensitive feedback and technical support between the platform developer, FDOE program staff and stakeholders around plan design and implementation progress
- Content management rights for FDOE program staff to ensure they are able to disseminate continuously improving, context-sensitive technical assistance online to platform users in each of the newly included plans or annual applications through the existing “guidance tab,” “FAQ” and “Toolkit” functions
- Ability for FDOE to run exception reports to facilitate timely desktop monitoring of incomplete, off schedule, or poorly rated plans, to identify areas of need and develop better guidance, technical assistance and professional development

The BSI team maintains an extensive repository of frequently asked questions, professionally designed navigation guides with screen shots and step by step instructions for each plan and feature within CIMS, and a toolkit of supplemental resources to enrich the users’ planning, problem-solving, and project management experiences within CIMS. Additionally, the team’s instructional designer is building a library of interactive online tutorials to help users practice navigation and build their technical knowledge of CIMS.

The BSI’s professional development team has also developed eLearning and face-to-face modules to deepen the learning experience beyond mechanics to an applied understanding of CIMS, by demonstrating specific examples of how it can be used to engage in the planning and problem solving process, and providing learners the opportunity to work in the platform with their teams in a structured, facilitated format. The PD team is also providing ongoing training to a cadre of department staff to ensure support remains strong as the number of users grows.

The BSI hosts monthly workshops via Adobe Connect for DA field staff designated as “CIMS Liaisons” in their region. BSI uses these workshops to demo new features, hear concerns and suggestions from the field, and empower the liaisons to build capacity within their regional teams to support district users in the field. The BSI Team also offers phone, email and face-to-face support directly to CIMS users upon request.

With continued support for its development, training of users, and maintenance, CIMS will be a primary driver and support for continuous improvement in Florida, building district capacity to

identify problems and their root causes, set meaningful goals and appropriate measures to determine progress, align resources to need, implement plans with fidelity, and hold themselves and their schools accountable for performance.

Building Communities Conducive to Continuous Improvement

The FDOE is working to create opportunities for state, district and school leaders to interact with peers and colleagues around the foundational ideas, artifacts and processes described above.

- **Very Large District Convenings**

At the invitation of the Miami-Dade school district, the FDOE organized a convening of district leadership from four of Florida’s largest districts in early 2014 to discuss matters of common interest and concern in the area of school improvement. This initial meeting was followed by a second hosted by the Palm Beach school district and a third hosted by the Hillsborough school district. With each convening, BSI staff became more adept at providing just enough structure (e.g. presentation protocols, district role-alike sharing protocols, topic pre-work to be completed by attendees) to maximize the sharing and learning across districts.

At the end of the third convening, attendees from six of Florida’s seven largest districts conveyed consensus that the convenings provide a vital opportunity for district leaders to learn from one another the somewhat granular lessons that differentiate sophisticated, evolving multi-tiered implementations from rigid, simplistic, compliance-driven school support exercises. The FDOE plans to expand the Very Large District Convening concept to other tiers of size-alike districts in the 2015-16 school year.

- **DA Summer Academies**

Since 2011, the DA regional teams have hosted multiple regional instances of multi-day professional development academies for school and district leadership teams charged with improving outcomes in DA schools. The content and format of these academies has evolved considerably over the last several years based on feedback from participants, lessons learned by DA regional specialists, and emerging needs as a consequence of the shifts in DA way of work described in section 2.A.i. Survey data collected after each series of academies indicate upward trends in terms of learner satisfaction and growth. Since its inception in late 2013, the BSI professional development team has worked with the REDs, BSI staff, and DA regional specialists to analyze the needs of prospective district and school learners, develop content, train facilitators, coordinate logistics, and complete evaluation processes during and after the academies.

The 2014 summer academies introduced district and school leaders to four of the five essential supports described in the “Organizing Schools for Improvement” research and incorporated into the “Current Status” sections of forms SIP-1 and DIAP-1 (i.e., effective leadership, ambitious instruction, safe and supportive environments, and collaborative & public teaching), and to two of BSI’s three strategic goals (i.e. strategic goal setting in the context of “Step Zero,” and PD-to-Practice).

Several Florida districts have since co-developed supplemental academies with their DA regional teams that meet specific district needs, indicating that the DA summer academies have served to build capacity within districts to design and implement their own academies.

Beginning in 2015, the regional DA Summer Academy model will be replaced with a conference format held in a central Florida location and directed primarily toward district leadership teams. Learning topics will be selected based on the expressed needs of district level implementers, and learning experiences will be designed to ensure ample opportunities for cross-district sharing through consultancy protocols, sharing sessions, and simulations.

Establishing a Framework of Mutual Accountability

SEA Accountability... The REDs and BSI staff will hold themselves accountable for making progress toward their stated strategic goals, and for testing the theory of action they imply (i.e., “If BSI demonstrates progress toward meeting its strategic goals, then outcomes for all students in supported districts and schools will improve”).

The exact mechanisms to be used to monitor progress toward BSI’s strategic goals have not yet been finalized, but ideas being considered for implementation in the 2015-16 school year include the following:

- 1) *Strategic Goal Setting:* Regional support teams and BSI staff will help districts align their activities to potentially powerful strategic goals, which are themselves aligned to clearly articulated causes of underperformance.

BSI staff may develop a rubric for strategic goal quality in collaboration with the REDs and select district leaders based largely on the “powerful” criteria first introduced in the “Step Zero” module at the 2014 DA summer academies. DA regional specialists, district leaders, and school principals may then apply this rubric to 2014-15 and 2015-16 goals listed in their SIPs and DIAPs, entering their results in the CIMSS platform.

Upward trends in rubric scores would indicate progress toward the goal. Correlations established between rubric scores and year-over-year improvement in student achievement would test the theory of action.

- 2) *Urgent Customer-Driven Support:* Regional support teams and BSI staff will meet the urgent requirements of districts by providing expertise, resources and adult learning experiences that meet mutually determined need.

BSI staff may develop surveys in collaboration with the University of South Florida, the REDs and select district leaders that seek to quantify the degree to which DA regional teams met the urgent requirements of districts in the 2014-15 and 2015-16 school years.

Upward trends in survey results would indicate progress toward the goal. Correlations established between survey results and year-over-year improvement in student

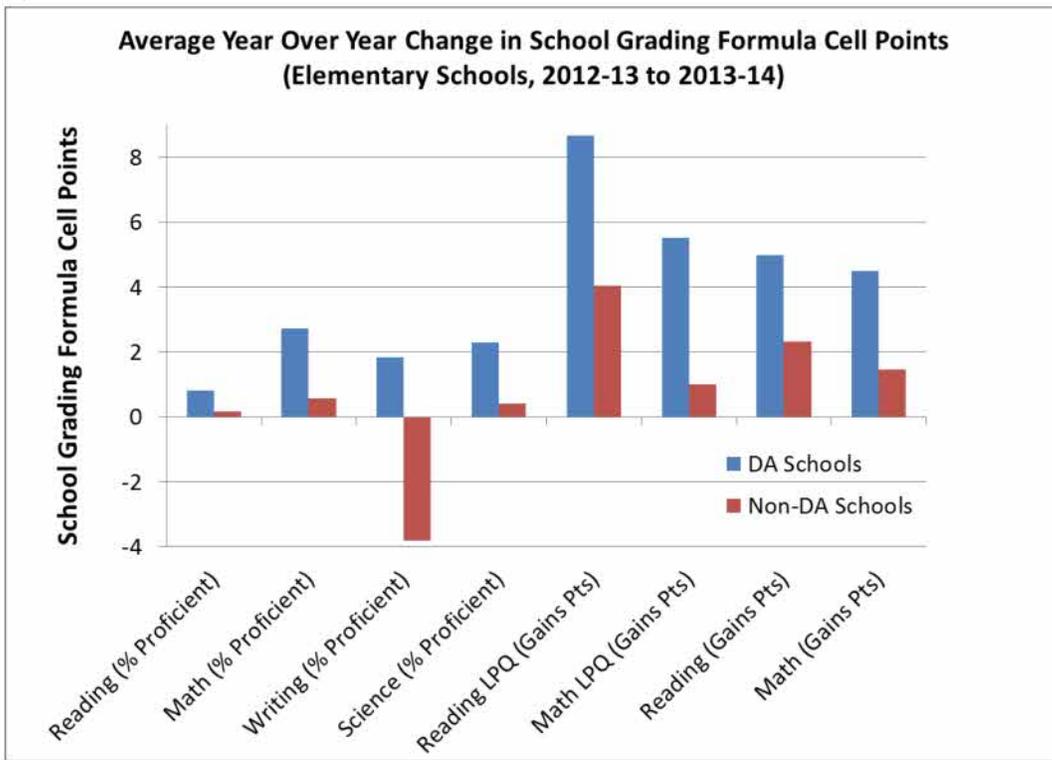
achievement would test the theory of action.

- 3) *PD-to-Practice*: Regional support teams and BSI staff will help districts design and implement adult training programs that are likely to result in high rates of transfer into observed practice.

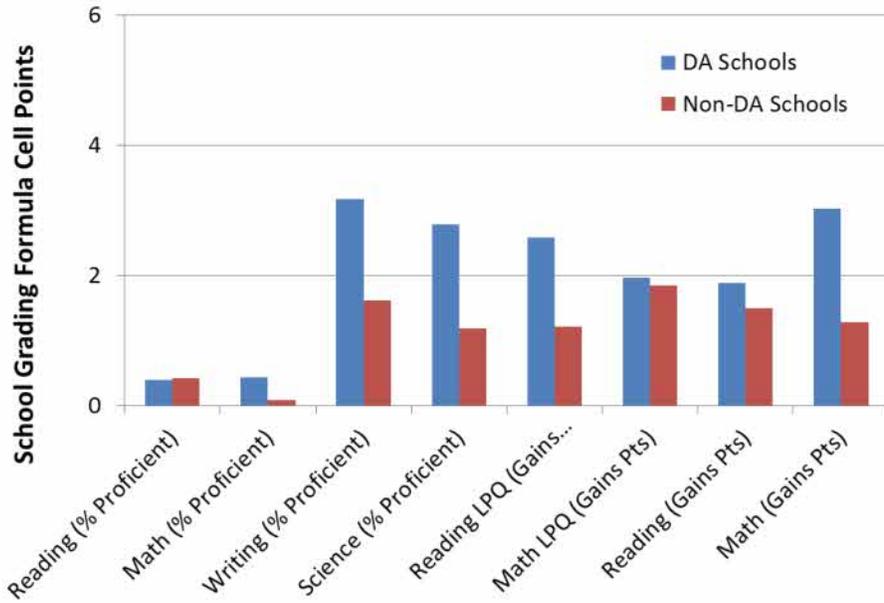
BSI staff may develop a rubric in collaboration with the REDs and select district leaders that serves to quantify the degree to which district PD systems have been designed and implemented according to the research-based best practices introduced in the “PD-to-Practice” module presented initially at the 2014 DA summer academies. DA regional specialists, district leaders, and school principals may then apply this rubric to 2014-15 and 2015-16 PD plans listed in their SIPs and DIAPs, entering their results in the CIMSS platform.

Upward trends in rubric scores would indicate progress toward the goal. Correlations established between rubric scores and year-over-year improvement in student achievement would test the theory of action.

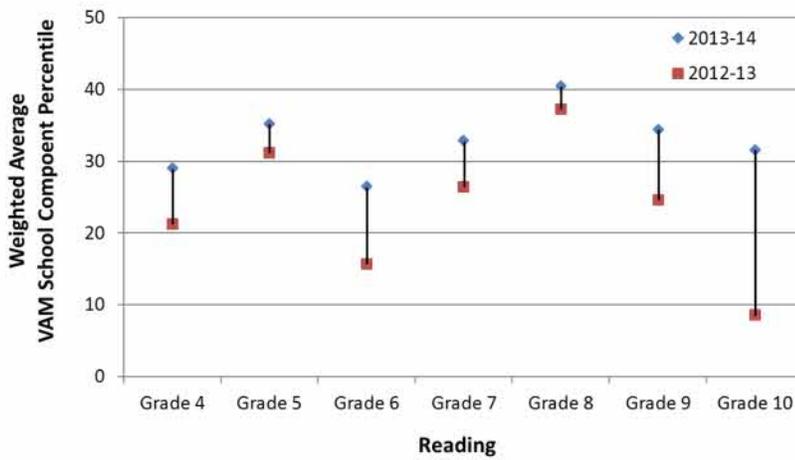
BSI staff and REDs may also compare year-over-year improvement in school grading formula cells and value added model (VAM) school components in DA schools vs. non-DA schools as shown below:



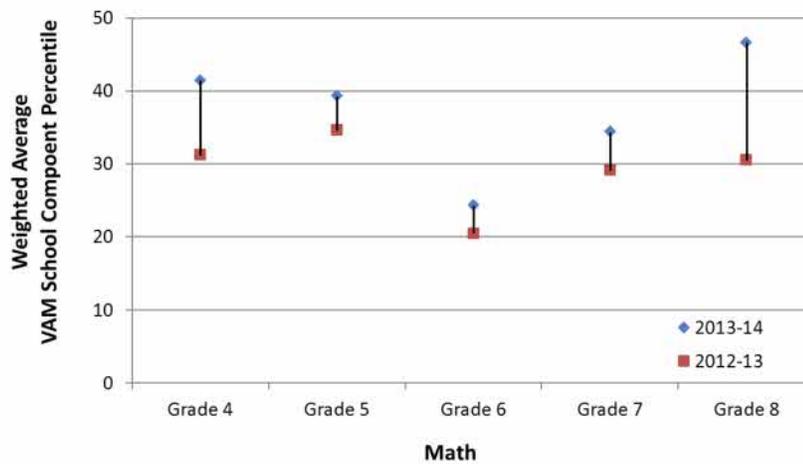
**Average Year Over Year Change in School Grading Formula Cell Points
(Middle Schools, 2012-13 to 2013-14)**



**Year over Year Improvement in Average VAM School Component
for DA Schools (2012-13 to 2013-14)**



Year over Year Improvement in Average VAM School Component for DA Schools (2012-13 to 2013-14)



LEA and School Accountability...

LEAs and schools may be held accountable for interim improvements in strategic goal setting and PD system design and implementation as described above. Additionally, they will be held accountable for monitoring strategy effectiveness and progress toward their goals through the normal course of support activities driven by the SIP and DIAP.

LEAs and schools will be held accountable for summative outcomes in terms of student performance through Florida's well established school and district grading systems.

Principle 2 Conclusion

Florida has, over the past decade, developed and implemented a series of unprecedented reform efforts that include a state-based system of differentiated recognition, accountability, and support. State legislators have consistently supported these efforts as demonstrated by the annual allocation of approximately \$120 million to high-performing schools and schools that have significantly improved. These support and accountability systems will provide the needed levels of assistance and rewards as well as help schools meet ambitious but achievable Annual Measurable Objectives (AMOs) for all students. The four proposed AMOs will capture the needed objectives and establish local and state targets of achievement and growth needed for all students. These ever-rising targets will ultimately place Florida as a top-performing state in the nation and world. We see this effort not as a retreat from accountability, but an opportunity to strengthen accountability and support and put in place the right conditions for schools and teachers to do their jobs most effectively.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 	<p>Option C</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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	school year (see Assurance 14).	
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Florida’s Implementation of Teacher and Principal Evaluation Systems is Designed to Increase Instructional Quality and Improve Student Success

Florida’s Theory of Action, exemplified in its Race to the Top application and in reforms further codified by the Student Success Act (Attachment 10a), is that a strategic and sustained investment in improving teacher and principal effectiveness will result in increased achievement for all students. The implementation design:

- Begins with adopting clear expectations for effective instruction and leadership.
- Establishes and revises the evaluation system to be the vehicle for the standards and the engine for instructional improvement in schools.
- Coordinates a common language of instruction that includes specific strategies based on state-adopted student standards, the Multi-tiered System of Support, and formative assessment data.
- Engages educators in individual professional development based on data from the evaluation system.
- Aligns remaining human capital process to evaluation results so that the entire system supports the actions and results desired in classrooms and schools.
- Weights student growth as 50% of the evaluation and differentiates educators’ effectiveness with four performance categories.

Crosswalk of ESEA Flexibility Requirements and Florida’s Adopted Guidelines

The two primary source documents representing guidelines for local teacher and principal evaluation systems are Section 1012.34, Florida Statutes, *Personnel evaluation procedures and criteria*, and Florida’s Race to the Top Phase II Participating LEA Memorandum of Understanding (MOU, Attachment 10b). In addition, the primary technical assistance document provided to LEAs for implementation is the Review and Approval Checklist for Race to the Top Teacher/Principal Evaluation Systems. The Checklists combine the requirements of the law and the MOU and specify the documentation expected from LEAs to determine compliance with both. The Checklists were used both for technical assistance and review purposes, so that there was a consistent message about what a successful LEA submission would be. Two governing rules are also in effect that assist LEAs with implementation: Rule 6A-5.065, Florida Administrative Code, *The Educator Accomplished Practices* (Attachment 10c), and Rule 6A-5.080, Florida Administrative Code, *Florida Principal Leadership Standards* (Attachment 10d).

The chart below includes the text and associated references for the modifications to Section 1012.34, Florida Statutes, and Florida’s Race to the Top Phase II Participating LEA MOU with those required for evaluation systems under the ESEA flexibility requirements. Attachment 10e shows the Review and Approval Checklist for Race to the Top Teacher Evaluation Systems modified with tags for each requirement under this application.

ESEA Requirement for Evaluation Systems	Corresponding Language from Florida's Guidelines	Guideline Reference
(a) Will be used for continual improvement of instruction	<p style="text-align: center;">Florida law and rule supports improved instructional practice.</p> <p>(1)(a) For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.</p> <p>(2) The evaluation systems for instructional personnel and school administrators must:</p> <p>(a) Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.</p> <p>(b) Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators,</p> <p>(h) Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning.</p> <p>(3)(a) The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices.</p> <p>The Florida Educator Accomplished Practices</p>	<p>S. 1012.34(1)(a), F.S.</p> <p>S. 1012.34(2)(a), (b) and (h), F.S.</p> <p>S. 1012.34(3)(a), F.S.</p> <p>Rule 6A-5.065, F.A.C.</p>
(b) Meaningfully differentiate performance using at least three performance levels	<p>Current Florida law as of April 14, 2015, requires at least one third of evaluation results to be based on student growth, and differentiates four evaluation performance levels. The State Board of Education must adopt rules by August 1, 2015, to ensure clear and sufficient differentiation between these levels.</p> <p>The evaluation systems for instructional personnel and school administrators must:</p> <p>(e) Differentiate among four levels of</p>	<p>S. 1012.34(2)(e), F.S.</p>

	<p>performance as follows:</p> <ol style="list-style-type: none"> 1. Highly effective. 2. Effective. 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing. 4. Unsatisfactory 	
<p>(c) Use multiple valid measures in determining performance levels</p> <p>...including as a significant factor data on student growth for all students (including English Learners and students with disabilities)</p>	<p>Florida law requires valid, multiple measures: learning growth or achievement data of the teacher’s students (at least one-third); instructional practice for instructional personnel or instructional leadership for school administrators (at least one-third); and other indicators of performance (the remainder of the performance evaluation, if any). Each school district is required to measure student learning growth using the formula approved by the commissioner for courses associated with the statewide, standardized assessments. For grades and subjects not assessed by statewide, standardized assessments, each school district will measure student performance using a district-determined methodology. The state has also developed the Item Bank and Test Platform, a repository of items covering all subjects that LEAs may use to build assessments to be used in teacher evaluations. The state also awarded a grant to the University of West Florida to develop recommendations for how to assess the performance components of hard to measure courses including Music, Art and Physical Education so that teachers of those subjects may be evaluated based on growth among their students using assessment tools that capture the nuance and complexity of the material covered in these “hard to measure” areas. The state has adopted rigorous standards for instructional practice and instructional leadership as the basis for evaluation systems, and will develop rules and present them to the State Board of Education by August 1, 2015, to be implemented during the 2015-16 school year.</p> <p>(2) The evaluation systems for instructional personnel and school administrators must:</p> <p>(c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into</p>	<p>S. 1012.34(2)(c), F.S.</p>

<p>student and parent surveys)</p>	<p>select formulas as new assessments are implemented in the state system. After the commissioner approves the formula to measure individual student learning growth, the State Board of Education shall adopt these formulas in rule.</p> <p>(b) Each school district shall measure student learning growth using the formulas approved by the commissioner under paragraph (a) and the standards for performance levels adopted by the state board under subsection (8) for courses associated with the statewide, standardized assessments administered under s. 1008.22 no later than the school year immediately following the year the formula is approved by the commissioner. For grades and subjects not assessed by statewide standardized assessments, each school district shall measure student performance using a methodology determined by the district.</p> <p>(3)(a)2. Instructional practice.—Evaluation criteria used when annually observing classroom teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.</p> <p>3. Instructional leadership.—For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator’s appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator’s performance evaluation.</p> <p>Florida Educator Accomplished Practices Florida Principal Leadership Standards</p>	<p>S. 1012.34(3)(a)2. and 3., F.S.</p> <p>Rule 6A-5.065, F.A.C. Rule 6A-5.080, F.A.C.</p>
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<p>(d) Evaluate teachers and principals on a regular basis</p>	<p>Florida law requires annual evaluations and bi-annual evaluations for new teachers in an LEA.</p> <p>A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district.</p> <p>Instructional leadership.—For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of Education.</p>	<p>S. 1012.34(3)(a), F.S.</p>
<p>(e) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development</p>	<p>Florida law and the Race to the Top MOU require professional development to be based on evaluation results. LEA professional development systems are differentiated based on individual needs, including additional support for beginning teachers.</p> <p>(2) The evaluation systems for instructional personnel and school administrators must:</p> <p>(b) Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.</p> <p>(4)(b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:</p> <p>2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor ...performance appraisal data of teachers, managers, and administrative personnel;</p>	<p>S. 1012.34(2)(b), F.S.</p> <p>S. 1012.98(4)(b)2., F.S.</p>

	<p><u>(iv)(a) Use evaluations to inform professional development.</u></p> <p>The LEA will use results from teacher and principal evaluations as described in (D)(2)(ii) in its professional development system as follows:</p> <p>For Teachers:</p> <ul style="list-style-type: none"> • Establish an Individual Professional Development Plan (IPDP) for each teacher that is, in part, based on an analysis of student performance data and results of prior evaluations. • Individualize the support and training provided to first-and second-year teachers and determine the effective teachers who will provide coaching/mentoring in the district’s beginning teacher support program. <p>For Principals:</p> <ul style="list-style-type: none"> • Establish an Individual Leadership Development Plan (ILDLP) for each principal that is based, in part, on an analysis of student performance data and results of prior evaluations. 	<p>RTTT Phase II Participating LEA MOU (D)(2)(iv)(a)</p> <p>(Note: the IPDP is also required by S. 1012.98, F.S.)</p>
<p>(f) Will be used to inform personnel decisions</p>	<p>Florida law and the Race to the Top MOU require evaluation results to be used to inform personnel decisions.</p> <p><u>Compensation</u></p> <p>“Grandfathered salary schedule” means the salary schedule or schedules adopted by a district school board before July 1, 2014,</p> <p>“Performance salary schedule” means the salary schedule or schedules adopted by a district school board</p> <p>In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee’s compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.</p> <p>By July 1, 2014, the district school board shall adopt a performance salary schedule that provides</p>	<p>S. 1012.22 (1)(c), F.S.</p>

	<p>annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Salary adjustments.—Salary adjustments for highly effective or effective performance shall be established as follows:</p> <p>(I) The annual salary adjustment under the performance salary schedule for an employee rated as highly effective must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.</p> <p>(II) The annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.</p> <p>(III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year.</p> <p><u>Retention, Dismissal and Reduction in Force</u></p> <p>Contracts with instructional staff, supervisors, and school principals.— (1) contracts... shall contain provisions for dismissal during the term of the contract only for just cause. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education: ... two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34</p> <p>(3) A professional service contract shall be renewed each year unless:</p> <p>(a) The district school superintendent, after receiving the recommendations required by s. 1012.34, charges the employee with unsatisfactory performance and notifies the employee of performance deficiencies as required by s. 1012.34; or</p> <p>(b) The employee receives two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three</p>	<p>S. 1012.33(1), (3) and (5), F.S.</p>
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	<p>consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.</p> <p>(5) If workforce reduction is needed, a district school board must retain employees at a school or in the school district based upon educational program needs and the performance evaluations of employees within the affected program areas. Within the program areas requiring reduction, the employee with the lowest performance evaluations must be the first to be released; the employee with the next lowest performance evaluations must be the second to be released; and reductions shall continue in like manner until the needed number of reductions has occurred. A district school board may not prioritize retention of employees based upon seniority.</p> <p>Contracts with instructional personnel hired on or after July 1, 2011— (2) EMPLOYMENT.—</p> <p>(a) Beginning July 1, 2011, each individual newly hired as instructional personnel by the district school board shall be awarded a probationary contract. Upon successful completion of the probationary contract, the district school board may award an annual contract</p> <p>(c) An annual contract may be awarded only if the employee:</p> <p>3. Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.</p> <p><u>Assignment and Transfer</u></p> <p>(2) ASSIGNMENT TO SCHOOLS CATEGORIZED AS IN NEED OF IMPROVEMENT.—School districts may not assign a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools in one of the three lowest-performing categories</p> <p>Before transferring a teacher who holds a professional teaching certificate from one school to another, the district school superintendent shall consult with the principal of the receiving school and allow the principal to review the teacher’s</p>	<p>S. 1012.335(2), F.S.</p> <p>S. 1012.2315, F.S.</p> <p>S. 1012.27, F.S.</p>
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	<p>records and interview the teacher. If, in the judgment of the principal, students would not benefit from the placement, an alternative placement may be sought.</p> <p><u>(iv)(b) Use evaluations to inform compensation, promotion, and retention</u></p> <ul style="list-style-type: none"> • The LEA will implement a compensation system for teachers that: <ol style="list-style-type: none"> 1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii). 3. Provides promotional opportunities for effective teachers to remain teaching in addition to moving into school leadership positions and bases promotions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion. • The LEA will implement a compensation system for principals that: <ol style="list-style-type: none"> 1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii). <p><u>(iv)(c) Use evaluations to inform tenure and/or full certification</u></p> <ul style="list-style-type: none"> • The LEA will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated through annual evaluations as described in (D)(2)(ii). <p><u>(iv)(d) Use evaluations to inform removal</u></p> <ul style="list-style-type: none"> • The LEA will base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness demonstrated on annual evaluations as described in (D)(2)(ii). • The LEA will hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable for utilizing the process and timeline in statute (ss. 1012.33 and 1012.34, F.S.) to remove ineffective teachers from the classroom. 	<p>RTTT Phase II MOU (D)(2)(iv)(b-d) Note – these are provisions <i>in addition</i> to those outlined in law.</p>
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Florida has a high degree of confidence that this initiative will be successful in improving achievement for all students. By establishing clear expectations that maximizing student achievement is the cornerstone of the successful educator’s career, developing sophisticated, research-based statistical models to measure teacher impact on student learning fairly, providing research-based instructional practice observational rubrics and constructive critical feedback to teachers and administrators about the effectiveness of their practices and peers, and implementing incentives and consequences based on these measures of effectiveness, Florida is poised to be a national leader in educator quality.

Finally, confidence comes in a form less tangible but no less real, which is from the people of Florida – students, educators, parents, and leaders at all levels. Our students have risen to and exceeded every standard we have put before them. Floridians, particularly educators, have chosen to meet every educational challenge, including this enormous shift in how educators implement professional and student learning, by making a conscious decision to focus on the students and on instruction. Beginning with and going beyond the 65 Race to the Top participating LEA MOUs, every academy on teacher evaluation, every professional association meeting that FDOE staff has attended, and every avenue for communication and dialogue has produced evidence of this focused conversation. Over and over, teachers, principals, LEA administrators, and teacher union representatives have expressed how they see the value in this to students and to the profession. To be sure, even positive change that is this pervasive brings doubt, questioning, and, honestly, some missteps along the way. While unprecedented time and effort have been spent by participants at all levels to plan and prepare, the need for more communication and dialogue is ever-present. For greater success to be realized which means it is felt and demonstrated by individuals, schools, LEAs, and as a state, perseverance and the ability to continue to adjust as lessons are learned are non-negotiables. These are characteristics Floridians have demonstrated throughout this initiative and will continue to insist upon as we move forward to greater and greater success.

Overview of Timelines for Development and Adoption of Existing Guidelines

Each of the events, activities, or milestones in the chart below is discussed in the narrative that follows.

Date	Event
April 2006	The State Board of Education adopts the Florida Principal Leadership Standards, the state’s standards for effective instructional leadership for school administrators
Spring 2010	Governor’s Race to the Top Working Group completes the Phase II LEA Memorandum of Understanding
August 2010	Florida is awarded a Phase II Race to the Top grant
December 2010	The State Board of Education adopts the revised Florida Educator Accomplished Practices, the state’s standards for effective instruction
February-June 2011	FDOE issues technical assistance on redesigning evaluation systems; hosts multiple sets of redesign academies to support all LEA teams in redesigning their teacher evaluation systems
March 2011	The Florida Legislature passes the Student Success Act (Senate Bill

	736) which redesigns teacher and principal evaluations patterned after the principles of Race to the Top; FDOE technical assistance is adjusted immediately to combine Race to the Top MOU requirements with those of the new law
June 1, 2011	All Race to the Top participating LEAs submit redesigned evaluation systems focused on implementing the Florida Educator Accomplished Practices, that includes 50% of the summative rating based on the performance of each teacher's or principal's students and distinguishes performance at four performance levels
Summer and Fall 2011	LEAs begin training educators on their new evaluation systems
September 30, 2011	After review, feedback, and approval by the FDOE, LEAs submit final evaluation systems and collective bargaining and begin implementation of new systems for the 2011-12 school year
October 2011	FDOE publishes for public comment the first Common Language Document, designed to bring curriculum, evaluation, and school improvement areas under a common set of definitions and to foster the implementation of standards adopted in 2010, Next Generation Sunshine State Standards, and research-based instructional strategies in all schools and LEAs
November 2011	The State Board of Education adopts recommended revisions to the Florida Principal Leadership Standards (Rule 6A-5.080, F.A.C.)
December 2012	All LEAs, including Race to the Top districts, were required to submit amendments to the evaluation systems, if needed, for review and approval by the department.
June 2013	The Florida Legislature passes Senate Bill 1664, effective July 1, 2013, which amended s. 1012.34, F.S., to require that the performance evaluations of classroom teachers and school administrators must be based on their own students, as well as providing additional flexibility for non-classroom instructional personnel and the student learning growth portion of their evaluations.
December 2013	Due to changes in s. 1012.34, F.S., as part of Senate Bill 1664, all LEAs were required to submit amended evaluation systems, if needed, for compliance to the changes in law that required the performance evaluations of teachers and school administrators must be based on their own students.
May 2014	The Florida Legislature passes Senate Bill 1642, effective July 1, 2014, which amends s. 1008.22(6), F.S., which provides additional options for local assessments (for courses not measured by statewide, standardized assessments), including a requirement that school districts adopt policies for the selection, development, administration and scoring of local assessments; as well as how local assessment results must be used in teacher evaluations.
December 2014	Due to changes in law as part of Senate Bill 1642, districts were required to submit amended evaluation systems that would bring them into compliance with changes in statutes.
April 2015	House Bill 7069 was passed by the Florida Legislature and was signed into law on April 14, 2015. The performance of students component, instructional practice or instructional leadership component and the other indicators of performance component of evaluation systems were changed (at least one-third/student

	<p>performance; at least one-third instructional practice/leadership; and the remaining for other indicators of practice). For courses assessed by the state for which a state growth model has been selected (currently ELA , mathematics and Algebra I), each district must base the performance of students component on the results of the state growth model. Beginning in 2015-16 the district must also use performance standards adopted into State Board Rule for these courses. For courses not assessed by the state and courses with statewide assessments without a state-adopted growth model, districts have the flexibility to use all, some or none of the results of statewide assessments in the performance of students component.</p>
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Florida’s Regulations Prior to 2010 and Winning Race to the Top

Florida’s process for revising teacher and principal evaluation systems began with the MOU developed and approved by Florida’s Race to the Top Working Group, called by the Governor in the spring of 2010, which helped Florida make a successful bid for a Phase II Race to the Top grant. The MOU outlines specific items that LEAs would agree to in order to be considered a participating LEA under the Race to the Top grant. Florida made the decision to develop a specific MOU so that an LEA could make an informed decision about the work ahead when determining whether to participate. Governor Crist called together a Race to the Top Working Group who determined the specific requirements and language of the MOU. This Working Group included teachers, legislators, principals, superintendents, as well as the state teachers’ union president and advocates for parents and the business community. The aim of this inclusive process was to ensure that when LEAs were making local decisions about participation, there was a foundation of statewide contribution to the work, buy-in to the process, and a clearly understood framework for moving forward.

One of Florida’s advantages in competing for Race to the Top funds was the law governing teacher and principal evaluations, which was in existence prior to the grant (Section 1012.34, Florida Statutes). The law already required that student performance comprise the “primary” criterion of teacher and principal evaluations and required annual evaluations for all instructional and administrative employees, two major commitments under Race to the Top human capital reform. Florida’s Race to the Top MOU elaborated on these two requirements and set forth a timeline for completing evaluation system revisions under the grant. Florida also had an administrative rule (Rule 6B-4.010, Florida Administrative Code), that set forth procedures for the submission, review, and approval of LEA instructional personnel evaluation systems by the FDOE. The timeline in the MOU calls for the 2010-11 school year to be a development year for evaluation systems and that these revised evaluation systems would be implemented LEA-wide during the 2011-12 school year. LEAs were advised that their revised evaluation systems were due to FDOE for review and approval by May 1, 2011.

Revision of Standards to Support Effective Instruction and Leadership

In January of 2010, during the time Florida was developing its Race to the Top application, but well prior to the Phase II award notification, Florida began revision of the Florida Educator Accomplished Practices (FEAPs), the state’s standards for effective instruction. Since 1997, the

FEAPs existed in Rule 6A-5.065, Florida Administrative Code, and were widely used in teacher preparation programs. They were, however, less consistently used in teacher evaluation systems. Whether the state had been successful in Race to the Top or not, the Department planned to update both the FEAPs themselves and the State Board of Education rule governing evaluation systems to ensure consistent use of the FEAPs to evaluate instructional practice in all LEAs.

The revision process for the FEAPs was initiated by the Commissioner of Education Eric Smith, through his 18-member Teacher Advisory Council, with a final recommendation completed by a statewide, representative FEAPs work group. The work group consisted of members of the Teacher Advisory Council, teacher educators from institutions of higher education, LEA professional development administrators, a school principal, and a teacher's union representative, and as a group represented various grade levels and subject matter, as well as Florida's diverse culture, geographic regions, and LEA size. Three separate drafts were provided to the public over three time periods in order to allow for thorough input. Public input was facilitated by means of a web page that allowed for input and comment by each Accomplished Practice, workshops at professional educators' association meetings around the state and public hearings. A number of colleges of education and schools, and LEAs used the revision process as the subject of their learning communities and, as a result, FDOE received feedback collectively from groups of educators and feedback from individuals. The State Board of Education adopted the revised FEAPs (through an amendment to Rule 6A-5.065, Florida Administrative Code) in December 2010.

The Florida Principal Leadership Standards were adopted into Rule 6A-5.080, Florida Administrative Code, in 2006 and form the basis for school administrator preparation programs and professional development delivered by colleges of education and LEAs. Similar to the FEAPs, a great deal of statewide input was solicited and obtained. The process began with a leadership summit hosted by the Commissioner of Education Jim Horne, which focused on moving the standards away from simply management competencies to standards focused on instructional leadership, and was followed by a series of public meetings and a distribution of the draft standards to every principal and assistant principal in the state with a request for input. The Standards were adopted under the authority of Section 1012.986, Florida Statutes, *William Cecil Golden Professional Development Program for School Leaders*, which requires LEA professional development systems and preparation programs for aspiring school leaders to be based on these Standards.

Regulations after the Commencement of Race to the Top and the Student Success Act of 2011

Through the Race to the Top Phase II MOU, the state requires that participating LEAs use the revised FEAPs and the Florida Principal Leadership Standards as the basis for documentation of effective instructional practice and leadership in their revised teacher and principal evaluation systems. Therefore, when the Race to the Top grant was awarded, FDOE developed and issued specific guidelines for LEAs for developing teacher and principal evaluation systems under Race to the Top. These guidelines (Review and Approval Checklist for Race to the Top Teacher Evaluation Systems) provide the criteria for how participating LEAs substantiate that their new teacher evaluation systems meet all requirements of existing law and the Race to the Top Phase II MOU.

During the fall of 2010, FDOE implemented a series of statewide meetings with national experts on specific topics in education. The *What's Working* series was held regionally and webcast live around the state to provide dialogue among Florida educators, the public, and national experts, as well as receive input regarding matters related to educator quality. This project was initiated by the State Board of Education to gain input for its 2011 legislative agenda. The input received from these meetings was instrumental in FDOE testimony surrounding educator quality issues that later became part of Senate Bill 736, the Student Success Act. National experts included researchers in teacher evaluation, value-added calculations, school leadership, as well as the state president of the Florida Education Association.

On March 24, 2011, Governor Rick Scott signed into law the Student Success Act. This Act substantially revised the sections of the Florida School Code pertaining to personnel evaluations, employment contracts, and compensation. The revisions that coincided with areas of Florida's Race to the Top application were substantially aligned to the application, and in no way codified any requirement less rigorous than those of the grant. In some instances, the statute is more rigorous than the terms of the grant, providing increased system alignment to the principles of the grant. While the chart at the beginning of this section shows the portions of the Act directly related to this flexibility request, the full legislation is included as Attachment 10a.

By April 8, 2011, the Checklist was updated based upon the requirements of the Act, published on the FDOE's Race to the Top technical assistance web page and redistributed to all participating LEAs. In addition, a model state evaluation system was developed and training on components of high quality evaluation systems for LEA redesign teams had begun (note: for essential content and decisions of the state model and the technical assistance, please see response to Section 3.B). Participating LEAs were advised that their initial system submission date was moved from May 1, 2011, to June 1, 2011, to allow them time to adjust to some of the new requirements enacted as part of the Student Success Act. A similar Checklist was recreated for nonparticipating LEAs (based on the law, but omitting Race to the Top MOU requirements) that formed the basis for their revision process. Non-participating LEAs were sent a memorandum advising them that their systems were due to FDOE for review no later than December 1, 2011. With regard to principal evaluations, the Department's Race to the Top plan included that an additional examination of the Florida Principal Leadership Standards would be done at the outset of the grant to ensure that the standards reflected contemporary research in school leadership and any lessons learned since their last revision in 2006. This would be accomplished via multiple opportunities for public and educator input and recommendations made by the state's Race to the Top Teacher and Leader Preparation Implementation Committee. As a result, all LEAs were advised that all principal evaluations had to include the new Performance of Students components described in the Act (i.e., measuring student growth using the state's adopted value-added model), and that verification of their revised systems would be due to the Department by August 1, 2011. In addition, revisions to the Leadership Practices component of their principal evaluations based on the revised Leadership Standards would be due to the state May 1, 2012.

Section 120.54, Florida Statutes, requires agencies to adopt rules as soon as feasible. As a result, Rule 6A-5.030 (formerly 6B-4.010), Florida Administrative Code, based on the new statutory requirements, was presented to the State Board in March 2012. Due to legal challenges to the rule, a Division of Administrative Hearing was held which found the rule to be invalid based on technical rulemaking grounds. However, because of the incorporation of many of the Race to the

Top requirements addressing teacher and principal evaluations in the Student Success Act, the requirements of the Act in this area were immediately applicable when the bill was signed on March 24, 2011. Rule 6A-5.030, Florida Administrative Code, will again be presented to the State Board in July 2015.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

LEA Development of Evaluation Systems Based on the Adopted Guidelines

LEAs redesigned their evaluation systems with the involvement of teachers and principals. The SEA reviewed and approved them for implementation in all schools in 2011-12, ensuring valid measures linked to student achievement. The level of SEA support and assistance furthered successful implementation.

Since there was no “pilot” year, the Department developed its implementation plan to include:

- A year of initial development
- Foundational choices of high quality proven components as key processes for success of the new systems in all LEAs.
- Ongoing feedback, analysis, and improvement of evaluation systems
- “Scale up” options for implementing system components over time

These plans and processes are outlined in the following pages.

Development and Ongoing Support for Instructional and Leadership Practices Evaluation Components

The FDOE began technical assistance to LEAs participating and not participating in Race to the Top prior to the passage of the Student Success Act. In its Phase II MOU, the Department specified that the 2010-11 school year was a “development year” for new evaluation systems. Participating LEAs were required to submit revised evaluation systems based on these guidelines by June 1, 2011, and FDOE used its state-level Race to the Top funds to secure and provide technical assistance in the form of national expertise directly to LEAs throughout the spring and summer. All participating LEAs were required to form redesign teams with members of their LEA administrative staff, teachers, and principals to work on the instructional practice revisions to their evaluation systems. Four series of 12-15 regional redesign academies (111 days) were provided by Learning Sciences International staff, the Leadership and Learning Center staff and FDOE staff. Academies included scaffolded, specific guidance on developing high-quality evaluation systems as defined by Race to the Top, contemporary research on instructional and leadership practice, technical assistance and information sessions on the Student Success Act, and facilitated work time for LEA redesign teams.

An additional part of the technical assistance was a model evaluation system based on the instructional practice research conducted and compiled by Dr. Robert Marzano that LEAs could choose to adopt or adapt. Thirty LEAs have adopted the state model, while another 14 have adopted Danielson's Framework for Teaching, and the remainder adopted what could be described as a hybrid of state model components and others. For the two primary models, Florida's and the Danielson Framework, the state included as part of its technical assistance validity studies that show the effectiveness of using these approaches for evaluating and providing feedback to teachers in instructional practice. These validity studies and the alignment of these frameworks to the Florida Educator Accomplished Practices were important so that LEAs could choose an instructional practice framework that would help them meet the goals of new evaluation systems to support student learning and improvement in instruction. For all systems, LEAs were provided with recommended timelines for implementation over the grant period. These included a recommended number of observations for various groups of teachers and, particularly for the state model, specific instructional practices with the greatest potential for improving student learning that should be the focus of year one implementation. The content of the state model and all technical assistance materials are available at <http://www.fldoe.org/profdev/pa.asp>.

Race to the Top participating LEA plans were reviewed and feedback provided from FDOE, and plans were subsequently resubmitted as revised September 30, 2011. For the remaining LEAs not participating in Race to the Top, revised evaluation systems were due to the state for review by December 1, 2011.

Along with the scheduled academies, FDOE and contracted staff provided onsite team visits and conference calls upon request with LEA redesign teams. In addition, several webinars and technical assistance conference calls were held with all LEAs throughout the development period. A complete list of all scheduled academies, technical assistance calls, webinars, and meetings is provided as Attachment 10f. The FDOE also held a special technical assistance academy for charter schools who are participating in Race to the Top to assist their redesign teams in revising their evaluation systems. The second phase of technical assistance for *teacher* evaluation began in September of 2011, with training held in each LEA or consortium for the superintendent and all members of the LEA team who supervise *principals*. This training focused on monitoring system implementation, with specific actions to identify principals who are struggling with the teacher evaluation system and development of the action plan of how to support those principals.

While the Department held an academy in March of 2011 for a small number of LEAs (10) who wanted to pilot principal evaluation leadership practices using the 2006 Leadership Standards, the primary technical assistance to LEAs for revising leadership practices in their principal evaluation systems occurred on January 30-31, 2012, with a kick-off academy for LEA teams and teams from universities that deliver state-approved programs in Education Leadership certification. This event was designed to provide an overview of the new Principal Leadership Standards, reveal the state's model principal evaluation system, and facilitate discussion among all participants regarding expectations and responsibilities for leadership development among all sectors. Also, included was an overview of future training on policies and practices for LEA leaders and principals on supporting the principals' time and responsibilities as the instructional and human capital leader of the school. Follow-up academies were held in February and March for LEA teams to complete

their evaluation system redesign, leading to their resubmission to the Department for review May 1, 2012. One of the features of the new model evaluation system was a recommended weighting of the principal's role in implementing teacher evaluations, so that implementation of new evaluation systems reflects alignment in priorities.

Development and Ongoing Support for Measuring Student Learning Growth and Performance

The other significant component of the evaluation system, in addition to instructional and leadership practice, is measurement of student growth, which, beginning in 2011-12, comprised at least 50% of an evaluation for each teacher and principal in Florida. (As of April 2015, state law was amended and currently mandates that at least one-third of an evaluation for each teacher and principal must be based on measurement of student learning growth or achievement.) Using Race to the Top funds, Florida combined national expertise and our 27-member Student Growth Implementation Committee to develop and recommend to the Commissioner of Education a value-added model for measuring student growth based on data from the Florida Comprehensive Achievement Test (FCAT). Based on the Commissioner's selection in June of this model as the state's model for FCAT under the requirements of the Student Success Act, this process for measuring student learning growth is being used in all LEA teacher and principal evaluation systems during the 2011-12 school year. On August 1-2, 2011, the FDOE provided teacher and school-level historical data to LEAs at a statewide technical assistance meeting regarding the use of value-added results to classify teacher performance in their evaluation systems. LEAs were required to include their choice of classification methods and standards for use in 2011-12 in their revised evaluation systems documents submitted to FDOE September 30, 2011. Rule development notices have been advertised to adopt the model into State Board of Education rule (Rule 6A-5.0411, Florida Administrative Code), although the Commissioner's selection of the model by June 1, 2011, was the required action to implement the model in all LEAs during the 2011-12 school year. Detailed information on the Student Growth Implementation Committee and Florida's Value-Added Model is available at <http://www.fldoe.org/committees/sg.asp>. State law requires the department, in consultation with appropriate stakeholders, to develop rules establishing cut points that differentiate among the performance levels used in the student growth components of teacher evaluations to establish consistent application of value added model results across districts for approved models during the 2015-16 school year. The commissioner will present these proposed state board rules at the July 2015 State Board of Education meeting.

Florida's development and implementation of its own value-added model for use with FCAT (now FSA) lays the foundation for a new way of measuring student growth, specific to teacher and principal evaluations; however, this is just the beginning. The state has also developed a similar growth model for use with its Algebra I end-of-course exam for grade 9 and will continue this process, including the review and input from the Student Growth Implementation Committee, in the future. In addition to developing statewide models for statewide assessments, work has been done to provide example models for use with other prevalently-used standardized assessments (such as SAT 10, Advanced Placement, etc.) and local assessments. Guidelines for their use and technical assistance for LEAs to adopt or adapt were released in the 2014-2015 school year.

Finally, Florida is addressing the issue of what have become known across the nation as "non-tested" grades and subjects through both Race to the Top and the Student Success Act. First, it is

important to note that, despite the term, students take and are accountable for performance on tests in these courses numerous times each year; however, the assessments may not fall into a category described in Race to the Top as “based on state-adopted standards and comparable across classrooms.” Because of this, the Florida Legislature in the Student Success Act mirrored an initiative the Department included in its Race to the Top application: development of a statewide item bank. The item bank initiative addresses the primary issue of high quality student assessments, including formative and interim assessments, in all grades and subjects. LEAs may choose to use results from assessments developed from the item bank to improve the quality of teacher evaluations. The item bank includes items for core courses in grades K-12 and Spanish, with software to facilitate high quality test development, a vetting process to ensure the items themselves are high quality and aligned to either Florida Next Generation Sunshine State Standards or the Florida Standards, and a repository for assessments developed through a separate set of grants on subjects such as fine arts and physical education, which are considered performance-type courses. The Department will close the loop on student growth measurement for evaluation purposes once the item bank is up and running with example growth models and guidelines for LEAs based on example local assessments developed from this item bank and the performance course assessments. Florida’s value-added results from statewide assessments for use in teacher and principal evaluations will be calculated each year by the Department (though in the first two years, the contractor under Race to the Top will actually perform the calculations first) and distributed to LEAs in July. Each LEA (or its consortium) is responsible for calculating student performance or growth on local assessment results. In addition, each LEA is responsible for calculating, in accordance with its approved evaluation system, the summative rating for each teacher and principal. Since most teachers’ assignments include courses that result in a combination of student assessment results, these calculations must be done locally.

Annual Implementation, Reporting, Monitoring and LEA Accountability

Under Race to the Top, the state had a goal for its participating LEAs that 80% of teachers in the state would receive an evaluation that includes student performance results from these improved assessments in their content area(s), while the Student Success Act timeline follows in the 2014-15 school year with the expectation that all teachers will receive an evaluation that meets this definition. In its Race to the Top application, the Department described a process for developing new, improved evaluation systems during the 2010-11 school year, and beginning implementation of major components in 2011-12 with additional components developed and added to the system over the remaining years of the grant. This plan, outlined in the Phase II MOU, along with its system of regularly delivering technical assistance to a variety of LEA administration personnel, allowed for the initial implementation of the Student Success Act to begin in the 2011-12 school year.

The summative ratings for each teacher and principal are reported from the LEAs to the Department during a regular staff data reporting window (“Survey 5”) from August through October. LEAs have been reporting summative ratings for the last several years, but 2011-12 was the first year for their use of the new evaluation systems with the required four-level rating system. The Department provides annual technical assistance to LEA accountability and MIS directors and has included information about evaluation system calculations (as described earlier in this section) and reporting as annual meetings and in technical assistance documents (<http://www.fldoe.org/eias/dataweb/default.asp>).

The Department has evaluated and monitored results beginning with a “Great Teachers and Leaders” evaluator acquired under Race to the Top and ongoing by Department staff after the grant has concluded, using procedures being developed through the revisions to rules 6A-5.030 and Rule 6A-1.0014, F.A.C. These will include the development and analysis of common data elements related to instructional practice frameworks and results, statewide value-added results, summative ratings compared at the school, school type and district levels, as well as among categories of teachers, such as those who utilize statewide assessments versus local assessments and various instructional frameworks. The annual comparisons over time will include overall summative ratings with value-added results, changes in staffing of teachers in high need subjects and schools, and other criteria that will show progressive improvement or areas of weakness that warrant monitoring. Specific data elements and criteria will be published beginning in the summer of 2012 and gradually included in the state’s regular staff data reporting system as they exhibit usefulness and are refined and standardized. The annual report on teacher evaluations will include the following information.

1. The approval and implementation status of each school district’s instructional personnel and school administrator evaluation systems.
2. Performance evaluation results for the prior school year for instructional personnel and school administrators using four levels of performance. Performance evaluation results for instructional personnel shall be disaggregated by
 - a. Classroom teachers, as defined in s. [1012.01\(2\)\(a\)](#), excluding substitute teachers, and
 - b. All other instructional personnel, as defined in s. [1012.01\(2\)\(b\)–\(d\)](#).
3. Each district’s performance-level standards,
4. A comparative analysis of the district’s
 - a. Student academic performance results and
 - b. Evaluation results, data reported under s. [1012.341](#), and
5. Status of any evaluation system revisions requested by a school district as part of its annual submission.

In the unlikely event that an LEA fails to revise its teacher and principal evaluation systems in accordance with section 1012.34, F.S., the State Board of Education has the authority to take several actions in order to ensure compliance with the law. Under Section 1008.32, Florida Statutes, an LEA may be declared ineligible for competitive grants, funding may be withheld and the LEA may be reported to the State Legislature so that that body can consider taking action.

Principle 3 Conclusion

Florida LEAs’ revised teacher and principal evaluation systems will lead to increased quality of instruction and improved student achievement because of the emphasis on contemporary research in instructional practice, frequency of observations, multiple measures of effectiveness, a value-added student growth model, professional development and other human capital decisions informed by evaluation results, and differentiated performance levels with thresholds that will be put into governing rule. Florida is confident that the state law and other guidelines combined with Race to the Top resources and strong SEA technical assistance will ensure successful implementation of revised evaluation systems.

