FLORIDA

ESEA FLEXIBILITY REQUEST

Submitted to:
U.S. Department of Education

June 28, 2012

Revised June 1, 2014

[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 501 Tallahassee, FL 32399-0400 Telephone: (850) 245-0744 Fax: (850) 245-#### Email address: Michael.Grego@fldoe.org	
Chief State School Officer (Printed Name): Gerard Robinson (2011) Pam Stewart (2014)	Telephone: (850) 245-0505
Signature of the Chief State School Officer: + X	Date:
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 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 schoolwide 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, 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.

☒ 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.

☒ 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.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☒ 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.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt 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 new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and 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 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). (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 report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 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 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 State 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 this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☐ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

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 (2011-14)	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 (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 – over 300 educators
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
Next Generation Sunshine State Standards Development (2008-2010)	Provided development support and formal input prior to adoption; for example, over 8,000 teachers reviewed the science standards
Standards Adopted in 2010	Provided formal input before adoption; for example, 1,242 teachers rated the mathematics standards

**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 Flexibility Waiver" website on October 12, 2011 (http://www.fldoe.org/esea/, Attachment 3c), that provides information about this flexibility, including USDOE and FDOE documents and an e-mail address (eseaflexibility@fldoe.org) for Floridians to send us their comments and suggestions.

- **Commissioner Robinson's Social Media Outreach Efforts.** The Commissioner utilized 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.

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.

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) is scheduled to meet in January 2012 and the ESEA waiver will be 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
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	Chancellor Costin/ Kim McDougal
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	Consultation Team/ Chancellor Costin
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	Hue Reynolds
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 Team or Consultation work group.	10/10/11	Chancellor Costin/ Kim McDougal
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	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	Chancellor Costin/ Hue Reynolds/ Holly Edenfield/ Kim McDougal
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	Hue Reynolds
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	Refer to the Consultation Stakeholder list below/ Hue Reynolds

Key Activity	**Date**	**Staff Responsible**
Use a multi-media approach to obtain as much stakeholder input and feedback as possible: -Twitter -Facebook -Blog -Video message from Commissioner Robinson -Newsletter inserts -In-person meetings	Ongoing	Hue Reynolds
Provide survey comments to relevant ESEA Flexibility teams to review and incorporate applicable comments into Florida's application	11/8/11- 11/14/11	Hue Reynolds

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 for 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
Teachers - Florida Teacher of the Year - Florida District Teachers of the Year (2012) - Charter Schools - Virtual Education Teachers - Master Statewide Teacher List (*Just for Teachers*)	Kelly Seay Kelly Seay Mike Kooi Kelly Seay Hue Reynolds
Teacher Representatives - Florida Education Association	Michael Grego
Students - 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
Parents - 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
Superintendents and Assessment and Accountability Directors - Leadership Policy Advisory Committee - Assessment and Accountability Advisory Committee	Michael Grego Kris Ellington
Community-Based Organizations - Florida Faith-based and Community-based Advisory Council - Governor's Commission on Volunteerism and Community Service - Voluntary Public School Choice Partners	Mike Kooi Joe Davis Jean Miller
Civil Rights Organizations - Florida State Conference – NAACP, Florida Chapter - Florida College Access Network -	Nyla Benjamin Hue Reynolds

Stakeholder Group	FDOE Staff Responsible for Outreach
Student with Disabilities Advocates: - Florida Developmental Disabilities Council - State Advisory Committee for the Education of Exceptional Students - Disabilities Rights Organization - Family Café - Learning Disabilities Association of Florida - Council for Exceptional Children	Bambi Lockman Bambi Lockman Bambi Lockman Bambi Lockman Cathy Bishop Bambi Lockman
English for Speakers of Other Languages (ESOL): - Florida Chapter – League of United Latin American Citizens (LULAC) - Florida Association of Bilingual/ESOL Supervisors	Lori Rodriguez
Business Organizations: - 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
Indian Tribes: - Florida Governor's Council in Indian Affairs, Inc.	Chancellor Costin
Additional Stakeholders	
Executive Office of the Governor	Commissioner Robinson
Florida Senate President/Chairs of Education Committees	Commissioner Robinson/Adam Potts/ Tanya Cooper
Speaker of the Florida House of Representatives/ Chairs of Education Committees	Commissioner Robinson/Adam Potts/ Tanya Cooper
Florida Education Legislative Liaisons	Adam Potts/Tanya Cooper
State Board of Education	Lynn Abbott
Chancellor, State University System	Commissioner Robinson
Chancellor, Florida College System	Commissioner Robinson
Foundation for Excellence in Education	Commissioner Robinson
Florida LEA Superintendents	Michael Grego
Florida Association of District School Superintendents	Michael Grego
Florida School Boards Association	Michael Grego
Florida Charter School Alliance	Mike Kooi
Florida Philanthropic Network	Nyla Benjamin
Florida Education Foundation	Mary Lee Kiracofe

Florida Consortium of Charter Schools	Mike Kooi
Consortium of Education Foundations	Mary Lee Kiracofe
Stakeholder Group	**FDOE Staff Responsible for Outreach**
Florida Association of School Administrators	Michael Grego
Master Statewide Principal List (*Principally Speaking*)	Kelly Seay
Heartland Educational Consortium	Michael Grego
Northeast Florida Educational Consortium	Michael Grego
Panhandle Area Educational Consortium	Michael Grego
Title I Committee of Practitioners	LaTrell Edwards
Florida Virtual School	Sally Roberts
Florida After School Network	Joe Davis
Florida After School Alliance	Joe Davis
Supplemental Educational Services Providers	LaTrell Edwards/Melvin Herring
Race to the Top Implementation Committees • 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	Holly Edenfield

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 five 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 56%). During the 2010-11 school year, Florida's demographics were 43% white, 28% 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 as 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; 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 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.

Option A	**Option B**
☒ 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. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ 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. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) 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)

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 STEM*florida*. 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 implementation of assessments based on the Florida Standards.

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	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other

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

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, Florida will be proposing to the State Board of Education the adoption of the WIDA standards for the 2014-2105 school year 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

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 also is planning to analyze 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 participating with the National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG) to define college- and career-ready for this population of students and to identify Core Content Connectors to the Common Core State Standards. As the standards are implemented, providing the most support to students with the greatest needs is a top priority. Florida is currently a partner with 18 other states and four research centers to develop Academic Content Connectors for students with significant cognitive disabilities. Florida will ensure that it has Academic Content Connectors aligned to the newly adopted Florida Standards and resources will be available through NCSG and GSEG. These activities will begin at primary grade levels so that all students will be accessing the standards on the same schedule (see below).

Florida's Core Content Connectors for Students with Disabilities
Implementation Timeline

Transition	Implementation Completed
Mathematics Core Content Connectors released by NCSC GSEG	Winter 2012
Training provided on mathematics Core Content Connectors and related materials	Summer 2012
ELA Core Content Connectors released by NCSC GSEG	Summer 2012
Training provided on ELA Core Content Connectors and related materials	Fall 2012

Outreach on and Dissemination of Florida Standards

Florida's plan for 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 2012 Florida Council of Teachers of Mathematics conference theme will be the standards adopted in 2010 and FDOE staff will provide support and presentations)
   - 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 2010and 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
    - *The Core* – electronic newsletter from FDOE
    - 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*

Additionally, through Race to the Top we will procure, by contract, the services of a postsecondary institution to develop school-level training materials and tutorials for teachers and pre-service programs on accessing teacher resources that support the state adopted standards.

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.

Additionally, FDOE's Bureau of Curriculum and Instruction, in partnership with the Just Read, Florida! Office, developed and is implementing a series of summer workshops with follow-up aligned to the Florida standards implementation timeline.

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 the following resources aligned to the standards adopted in 2010:

- FloridaStandards.org – a web portal where teachers can access the standards and teaching resources aligned to each standard.
- Florida's Virtual Curriculum Marketplace – a web portal where teachers, schools, and LEAs can access free or for-purchase standards-based digital curriculum.
- Mathematics Formative Assessment Tasks – examples of these tasks were provided to teachers during the summer workshops described above and are also available via Floridastandards.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 adaptive student tutorial lessons, teacher mini-assessments, and parent information 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 LEAs must utilize a minimum of 50% of their state-appropriated instructional materials funding to purchase materials on the state-adopted list.

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.

Florida Instructional Materials Adoption Schedule
For Adoption Years 2010-11 through 2016-17

Adoption Year[1]	Subject Area	Specifications & Criteria Available	State Adoption Process[2]	Effective Date Of Contract April 1 - March 31
2010-2011	Science *K-12*	2009	2010	2011-2017
2011-2012	Social Studies *K-12*	2010	2011	2012-2018
2012-2013	Reading, including ESOL and Access Courses[3] *K-5*	2011	2012	2013-2019
	Language Arts and Literature, including ESOL and Access Courses *K-5*			
	Mathematics, including Access Courses *K-5*			
2013-2014	Reading, including ESOL and Access Courses *6-12*	2012	2013	2014-2020
	Language Arts & Literature, including ESOL and Access Courses *6-12*			
	Mathematics, including Access Courses *6-12*			
2014-2015	World Languages *K-12* (Spanish Only)	2013	2014	2015-2021
	Career and Technical Education/ Agriculture			
	Physical Education/ Health (HOPE course only)			
2015-2016	Science, including Access Courses *K-12*	2014	2015	2016-2022
2016-2017	Social Studies *K-12*	2015	2016	2017-2023

[1]Adoption Years 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 are tentatively scheduled and all adoptions are dependent on adequate funding.

[2]State Adoption Process:
- Deadline for Intent To Bid – February
- Deadline for Bids – May

- State Expert Member Training – May & June
- State Expert Meeting – Fall

[3]Access Courses are for students with significant cognitive disabilities that receive instruction on Next Generation Sunshine State Standards Access Points.

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 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/1213/Guidesheet2013ShoolGrades.pdf and
http://schoolgrades.fldoe.org/pdf/1213/SchoolGradesTAP2013.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. Between 1999 and 2010, 10th grade PSAT/NMSQT test-taking numbers increased nearly 287 percent for the general population and increased by more than 460 percent for minority test-takers. The increase is largely attributable to state funding proposed by the Governor and provided by the State Legislature to cover the cost of the test for all 10th grade students. Minority students are also taking AP exams in greater numbers than ever before. The partnership implemented greater incentives and efforts to increase minority student enrollment in AP courses and participation in AP examinations resulting in more than a 491 percent increase in the number of exams taken by minority students and a 330 percent increase in the number of AP exams taken by minority students receiving scores of three or higher, thus generating college course credit. 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:

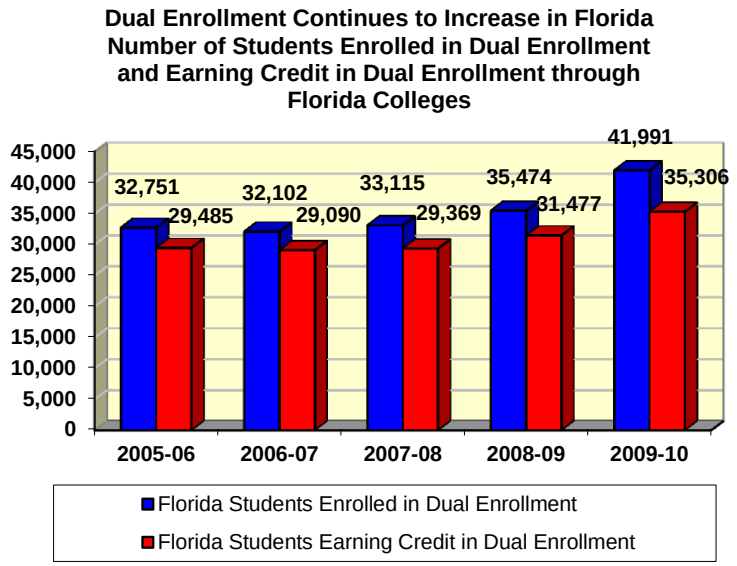
- International Baccalaureate – A bonus of $50 is earned by an IB teacher for each student in each IB course who receives a score of four or higher on the IB exam. An additional bonus of $500 is earned by the IB teacher in a school designated with a performance grade category "D" or "F" who has at least 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 will continue to implement the above strategies to expand access to accelerated learning opportunities and increase the number of participating students.

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

Florida has designed and begun implementation of 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 begins 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 'traditional' initial teacher preparation programs pass all portions of the FTCE prior to graduation, which includes a basic skills entrance examination, as well as Professional Education and Subject Area tests (Rule 6A-5.066(1)(c)2.e., Florida Administrative Code). The Subject Area tests in STEM and content related to the standards adopted in 2010 have begun a timeline for revision as seen 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.fldoe.org/profdev/pdf/2008sidebyside.pdf and the Guidelines for Implementation of the Standards at http://info.fldoe.org/docushare/dsweb/Get/Document-5450/dps-2009-134b.pdf). The revision of the Competencies and Skills for certification will focus teacher preparation programs on the standards adopted in 2010, and as such are a key strategy in improving Florida teachers' ability to implement these rigorous standards in our schools.

Postsecondary Projects and Timelines – All FTCE/FELE[1] Projects (2010-2014) – Race to the Top and FTCE

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	2007	2011	Adopted in 2010	2010	September 2011 & 2012	January 2013	1989-90
Middle Grades Math 5-9	2007	2011	Adopted in 2010	2010	September 2011 & 2012	January 2013	1989-90
PK-3 Math, Science, Reading, Social Science	2008	2011	NGSSS/ Adopted in 2010	2010	September 2011 & 2012	January 2013	1993-95
English 6-12	2007	2013	Adopted in 2010	2010	September 2013 & 2014	December 2014	1989-90
Middle Grades English 5-9	2007	2013	Adopted in 2010	2010	September 2013 & 2014	December 2014	1989-91
Elementary K-6 Math, Science, English Language Skills, Social Science	2008	2013	NGSSS/ Adopted in 2010	2010	September 2013 & 2014	December 2014	2009
Professional Education	2005	2011	FEAPs	2010	September 2011 & 2012	January 2013	2003-05
ESOL	2007	2011	ESOL	2010	September 2011 & 2012	January 2013	1992-95
FELE	2007	2011	William C. Golden	TBD	N/A	January 2013	2008
Standard Setting							
Biology, Chemistry, Earth/Space, Middle Grades General Science, Physics	2008	2011	NGSSS	TBD	September 2012	January 2013	1988-91

[1]Florida Educational Leadership Examination
[2]Two 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
• 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)	• 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**
• 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)	• 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)		• New FEAPs approved (December 2010)
Florida Teacher Standards for ESOL Endorsement	• New performance standards for ESOL Endorsement approved (March 2010)	• Input received from ESOL faculty at Teacher Preparation Programs on implementation of new ESOL standards (Summer 2010)
Florida Competencies for Reading Endorsement		• Anticipate amended Reading Endorsement competencies approved (September 2011)
School Leadership programs		• Convene leadership group via a research discussion with William Cecil Golden partners (Spring 201)1 • 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)	• 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)	• 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	• Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011;coincide with Reading training)	• 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 Reading Endorsement	• Gather input from reading faculty at Teacher Preparation Programs on implementation of amended competencies (Fall 2011) • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011; coincide with ESOL training)	• Changes to Teacher Preparation Programs required for implementation of amended Reading Endorsement competencies (August 1, 2012; per proposed State Board of Education rule) • 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	• 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)	• 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 will incorporate 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 is also working 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 will bring 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 spans 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. This year, Florida is setting 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 will be 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 are 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 will more often require 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 is assessed primarily in grade 6, but may 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. Now, students will be 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://fcat.fldoe.org/fcat2/pdf/sample/1112/reading/FL530617_Gr10_Rdg_TB_WT_r2g.pdf and http://fcat.fldoe.org/fcat2/pdf/sample/1112/math/FL530629_Gr8_Math_TB_WT_r5g_.pdf.

Florida law (Section 1008.22 (3)(c)7., Florida Statutes) requires that each end-of-course assessment have both college-ready cut scores and passing cut scores. This highlights how Florida is focusing on helping students become college- and career-ready. The college-ready cut scores are to be set at a level that would indicate that "the student is high achieving and has the potential to meet college readiness standards by the time the student graduates from high school." The State Board of Education will approve new passing and college-ready cut scores in December 2011.

Florida is implementing new Achievement Level cut scores that increase 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 is using this process to set cut scores for the FCAT 2.0 in Reading and Mathematics and the Algebra 1 end-of-course assessment. The committee of educators made their recommendations after four 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 standard setting process for Florida's new assessments: http://fcat.fldoe.org/fcat2/.

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

	Reading Percentage of Students Scoring Level 3 and Above		Mathematics Percentage of Students Scoring Level 3 and Above	
Grade	**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.

Option A	Option B	Option C
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☒ 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. 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.	☐ 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. 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)

When FLDOE 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 ALA 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, standard setting will occur in summer of 2015, with new student performance standards being adopted in fall 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 will be releasing preliminary resources beginning in May 2014. 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 performance standards will be determined. FLDOE 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
Operational Administration of New Assessments	April/May 2015	FDOE/AIR
Preliminary Reporting	May/June 2015	FDOE/AIR
Standard Setting	July 2015	FDOE/AIR
Public Input on Proposed Performance Standards	August 2015	FDOE
State Board Approval of Performance Standards	September/ October 2015	FDOE/ State Board of Education

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

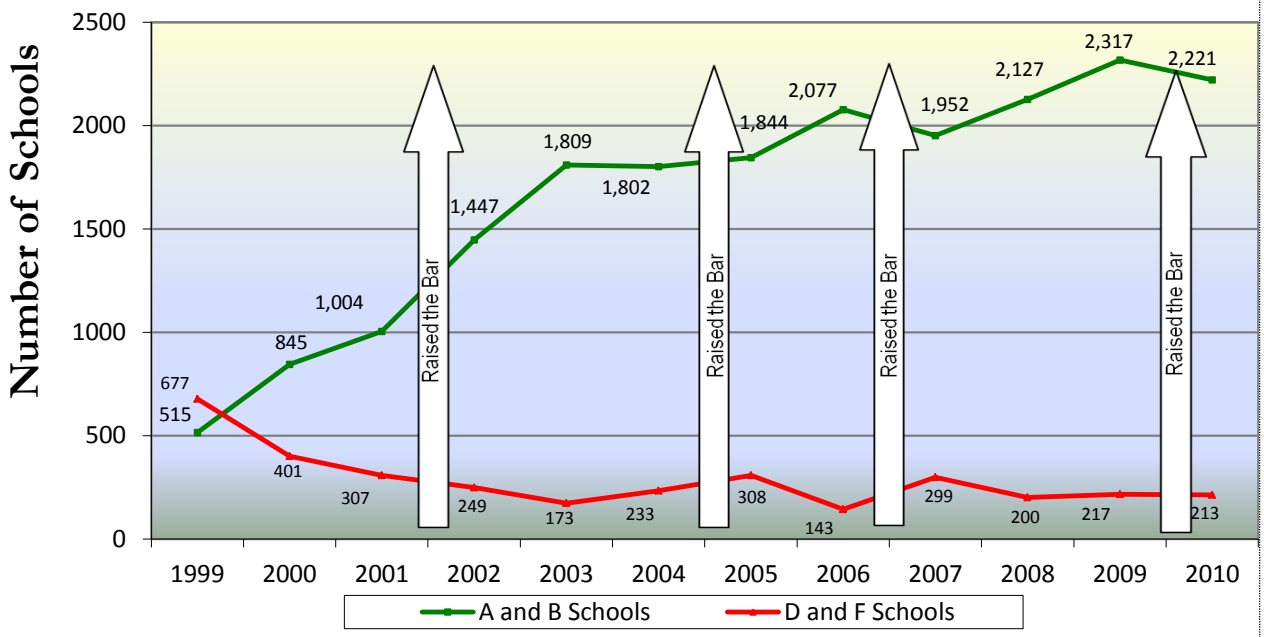
Florida's ESEA Flexibility Request is designed to eliminate the duplication and confusion caused by having two separate accountability systems and to focus schools, LEAs, communities, and the state on raising the achievement of all students. We see this effort as an opportunity to strengthen accountability 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 lead to significant increase in the performance of subgroups over time (see pages 93-95 and 64-74).
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. Each time Florida has raised its accountability standards Florida students have responded by increasing their performance to meet the challenge.

Florida Students and Schools Increased Performance Each Time Standards Were Raised
The Number of Lower-Performing Schools Has Decreased



Key for "Raising the Bar" arrows:

- *1st arrow: Florida implemented learning gains components in reading and mathematics after expanding the FCAT from three grades tested in reading and mathematics to all grades tested from grade 3 through grade 10.*
- *2nd arrow: Florida expanded the included student population to incorporate scores for students with disabilities and English language learners on the FCAT, and increased the writing standard for proficiency from 3.0 to 3.5.*
- *3rd arrow: Florida added FCAT Science to school grade performance measures and added learning gains for the lowest-performing 25% of students in mathematics.*
- *4th arrow: Florida expanded its high school grading measures to include the overall and at-risk graduation rates, accelerated coursework, and readiness for college and careers.*

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 struggling schools in need of additional support through Florida's Differentiated Accountability (DA) system. The DA system will provide different levels of support to schools and LEAs depending on their needs. 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. When statutory changes are made during the 2012 session, we will use this new model beginning with the 2012 school grades and use those school grades to identify Priority/Intervene and Focus/Correct schools for the 2012-13 school year.

Planned System Enhancements: Focus on Florida's Successful School Grading Approach

Florida proposes to use its School Grades system of education accountability, which has regularly increased standards and expectations since its implementation in 1999, as the consolidated and sole measure for classifying and evaluating the progress of schools in Florida's DA system of school improvement. Florida's School Grades system has effectively provided the incentives needed to significantly increase student achievement for all students, including struggling subgroups. This will simplify and strengthen (through greater stakeholder buy-in and public support) the current Florida DA classification criteria, which are described in the Florida DA matrix document posted online at http://flbsi.org/pdf/Final_2011-2012_DA_Matrix.pdf. As Florida implements the new system outlined in this proposal it will use letter grades to refer to the categories of schools needing supports and the schools to receive recognition. Ultimately the state will not use the terms Prevent, Focus/Correct and Priority/Intervene, but simply "C," "D," and "F."

School Grade	ESEA Category	DA Category
A	Reward	
Schools that increase their grade	Reward	
B		
C		Prevent
D	Focus	Correct
F	Priority	Intervene

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.

Assessment-Based Components

For elementary and middle school grades through 2010-11, the school grade has been based solely on students' performance and progress measured by the statewide Florida Comprehensive Assessment Test (FCAT). For Florida's high school grading system, the state assessment-based components are weighted at 50% of the high school grade, while the other 50% of the available school grade points are 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 400 for performance 400 for learning gains	
Learning Gains of Lowest 25%	Learning Gains of Lowest 25%		

- 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 92). 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 are assigned in the School Grades calculation and the proportion of the total points that each cell represents.

Current 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%		
(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.

Current 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 proposes to provide 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).

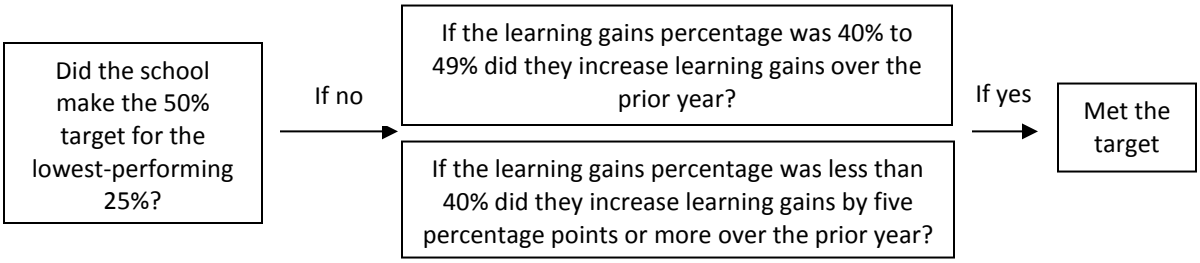
This flexibility would apply to the following types of state or national examinations:

- 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.
- AP Biology credit (for scores of 3 and above) could be used to meet the passing score requirement on the Biology 1 end-of-course exam as graduation requirement.

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 does not test at least 90% of the students the school will receive an "incomplete" grade status and an investigation is 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. As stated on page 54, Florida's schools test 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. Please refer to page 54 for information on inclusion goals for FCAT and NAEP.

	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 is 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
• **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**	• **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**

Upcoming Changes to School Grades

Florida is in the process of making revisions to its School Grades system to address statutorily required changes, include new more rigorous assessment standards, and improve the school grading methodology. These changes will again raise the bar for Florida's students, teachers, and schools and are being pursued with advice and recommendations from LEA assessment and accountability directors as well as superintendents.

- Florida's middle school grading formula will be modified to include points for students that participate in and pass high school end-of-course assessments while in middle school, including Algebra 1, Geometry, and Biology.
- The methodology will change at the high school level to include student performance and learning gains for end-of-course assessments.

- Florida is also pursuing changes to the school grading formula to improve the methodology.
- The State Board of Education established new cut scores for FCAT 2.0 and Algebra 1 in December 2011 which will raise 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.
- The 2014 Florida Legislature passed bills to streamline the school grading system. 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 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. Scores for English language learners (ELLs) will be included in achievement measures when they have 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 current system.

- 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%)				

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/1213/Guidesheet2013ShoolGrades.pdf.
- School Grades technical guide: http://schoolgrades.fldoe.org/pdf/1213/SchoolGradesTAP2013.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.

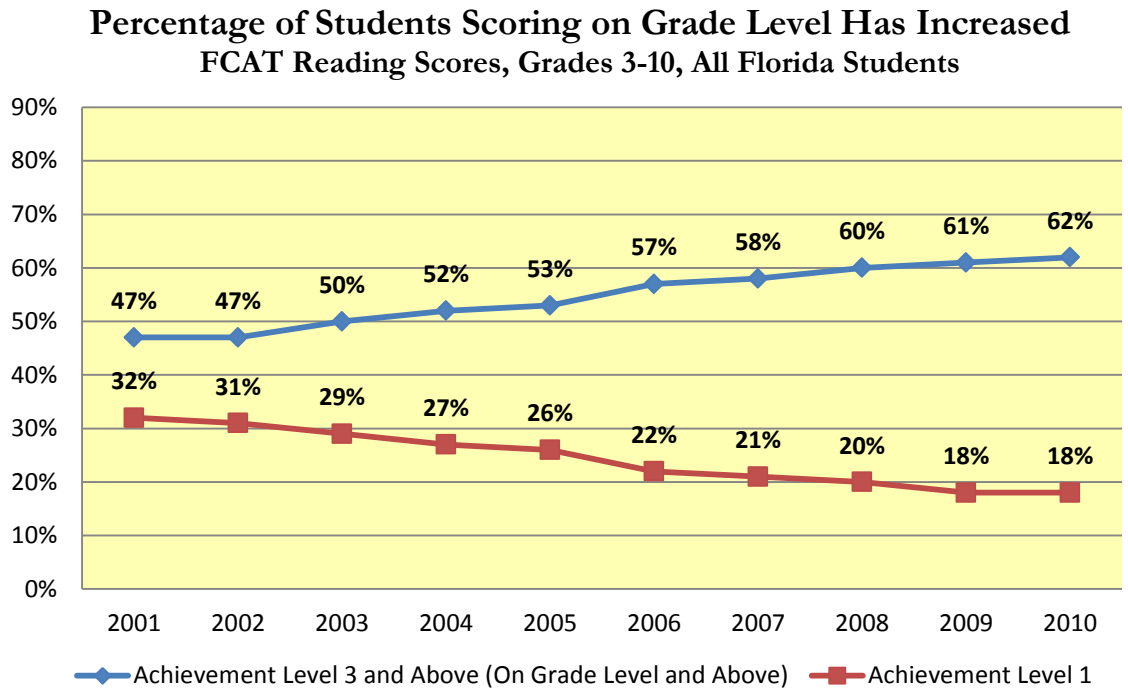
Florida School Grades' Impact on Educational Achievement

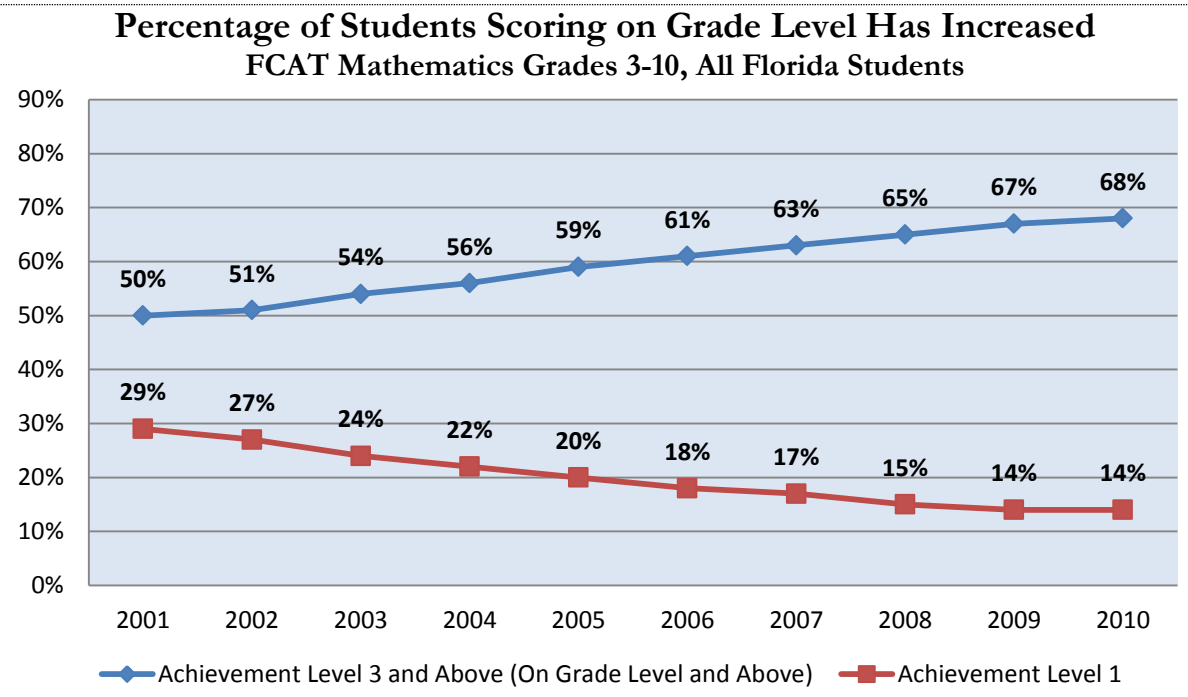
Florida's School Grades system has been successful in providing incentives for students, teachers, schools, and LEAs to work diligently to meet higher standards and improve student achievement and learning gains. This is illustrated both through increases in the performance of all students and specifically, 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.

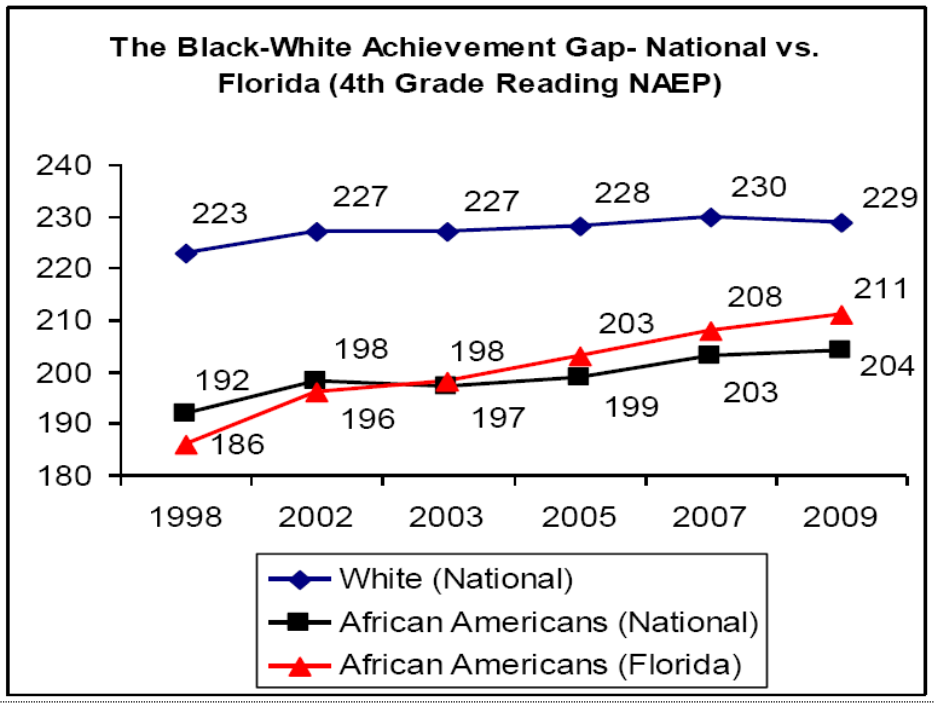
This section provides charts that depict Florida's increasing student achievement over time. The first charts show how the School Grades system has provided incentives to increase the performance of all of Florida's students over time. Then, the NAEP charts illustrate how Florida's subgroups have been 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.

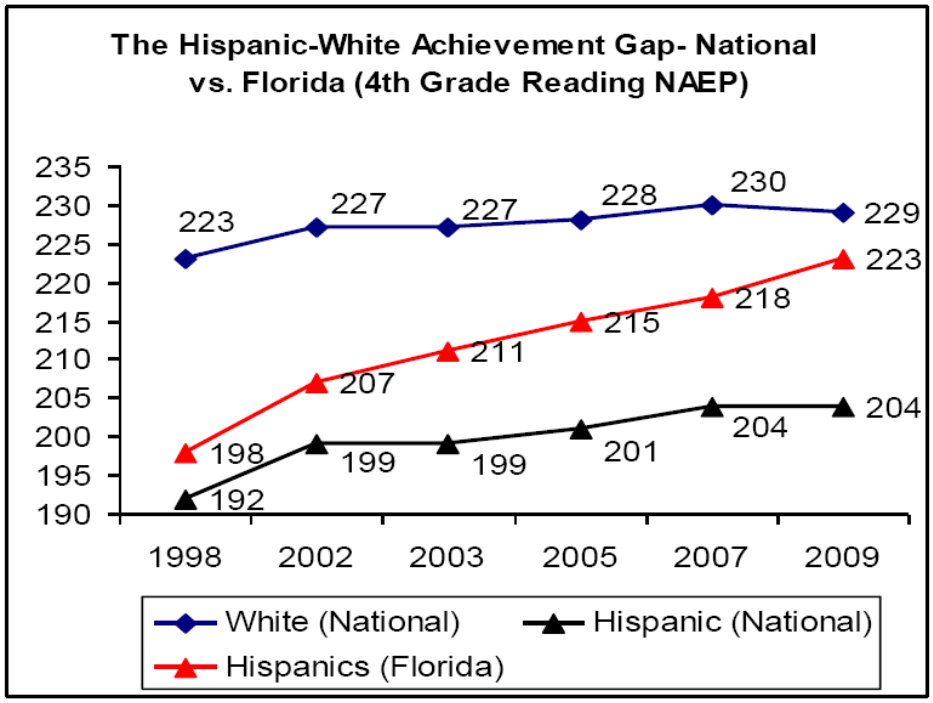




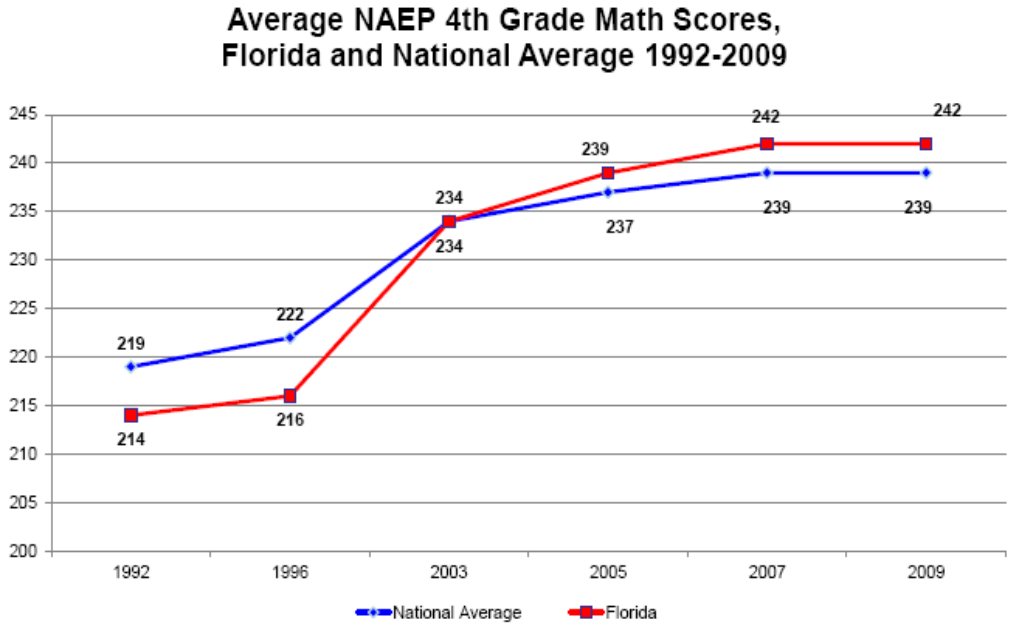
Florida's historical NAEP results support the effectiveness of Florida's School Grades system for elementary and middle school grades in reading and mathematics, with notable success in reducing achievement gaps for Florida's minority students.

Florida has Reduced the Black-White and Hispanic-White Achievement Gaps

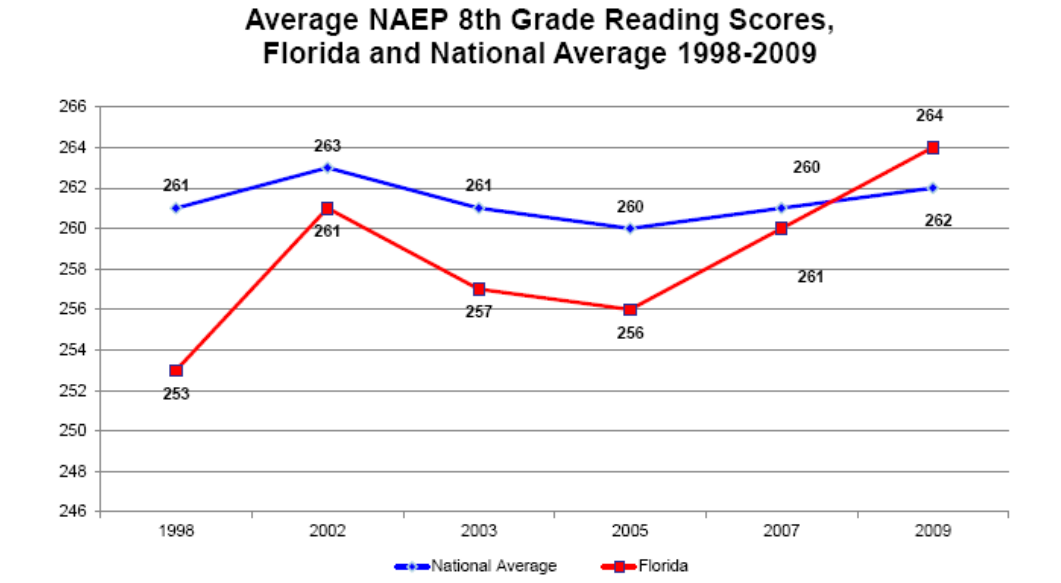


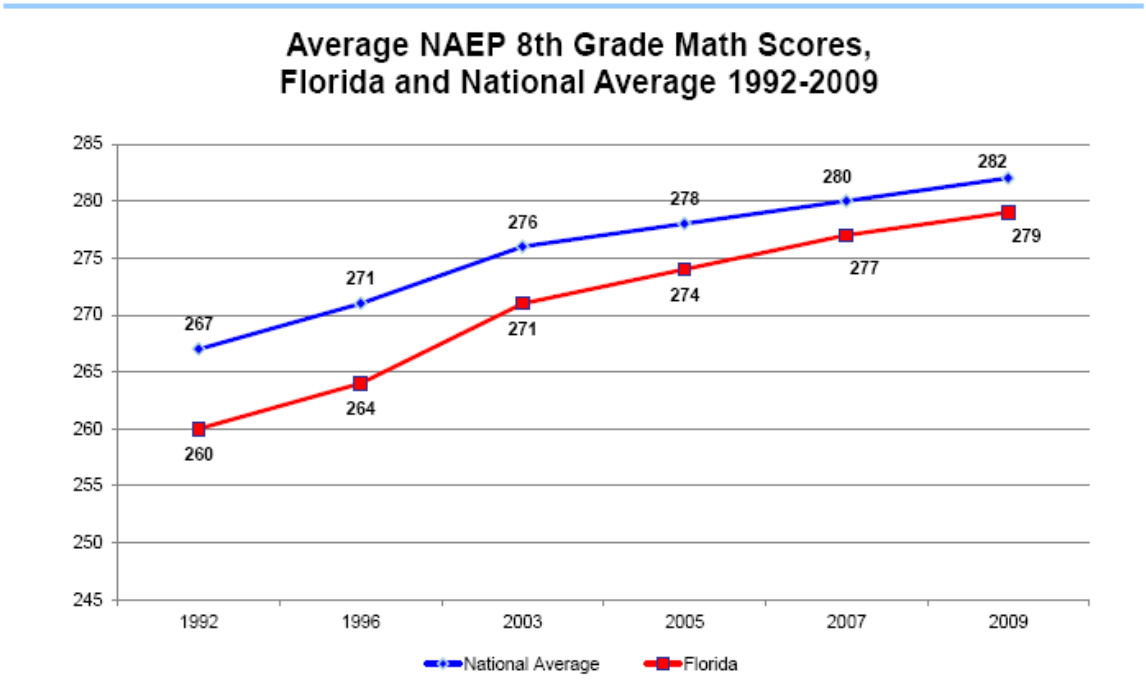


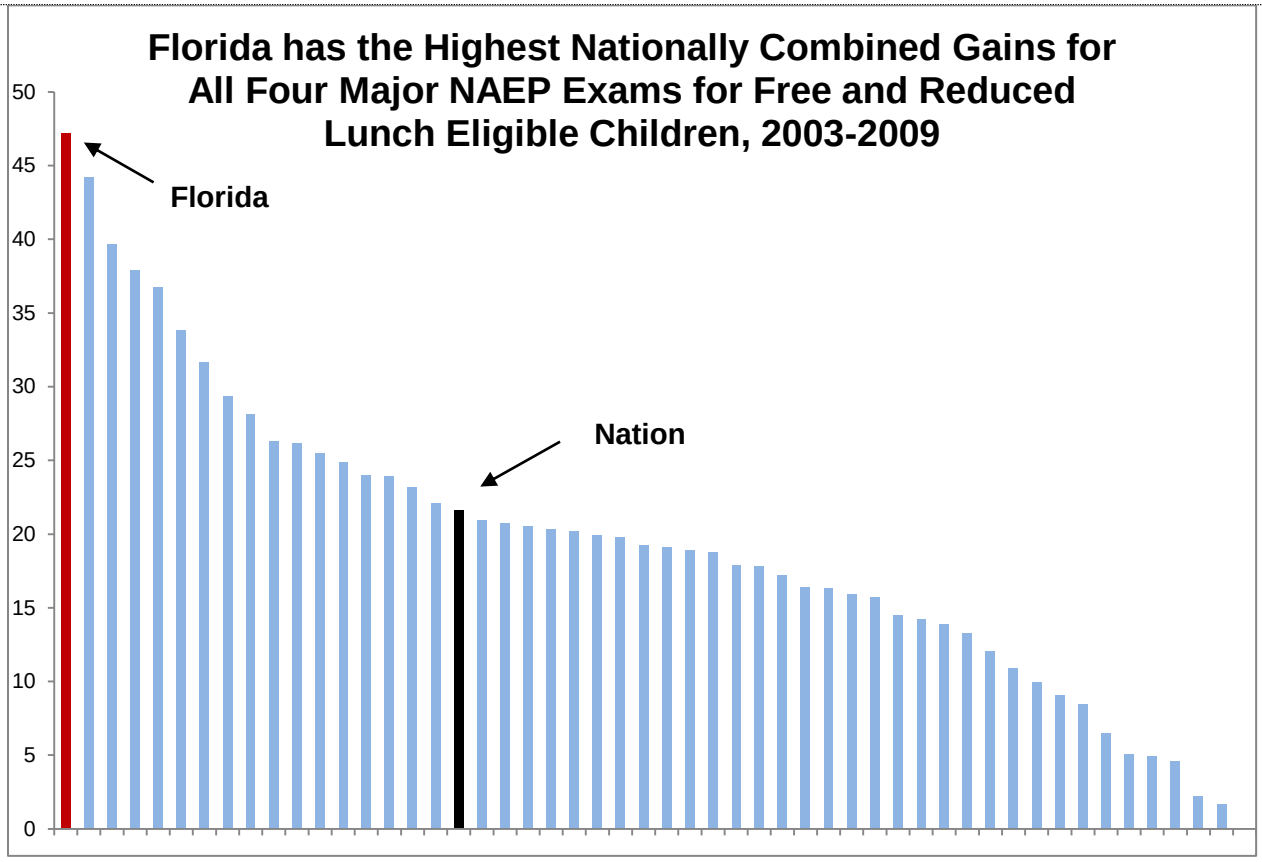
Florida has Outpaced the Nation in Mathematics Achievement



Florida has Increased Reading Scores






Florida has the Highest Nationally Combined Gains for All Four Major NAEP Exams for Free and Reduced Lunch Eligible Children, 2003-2009
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45
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35
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15
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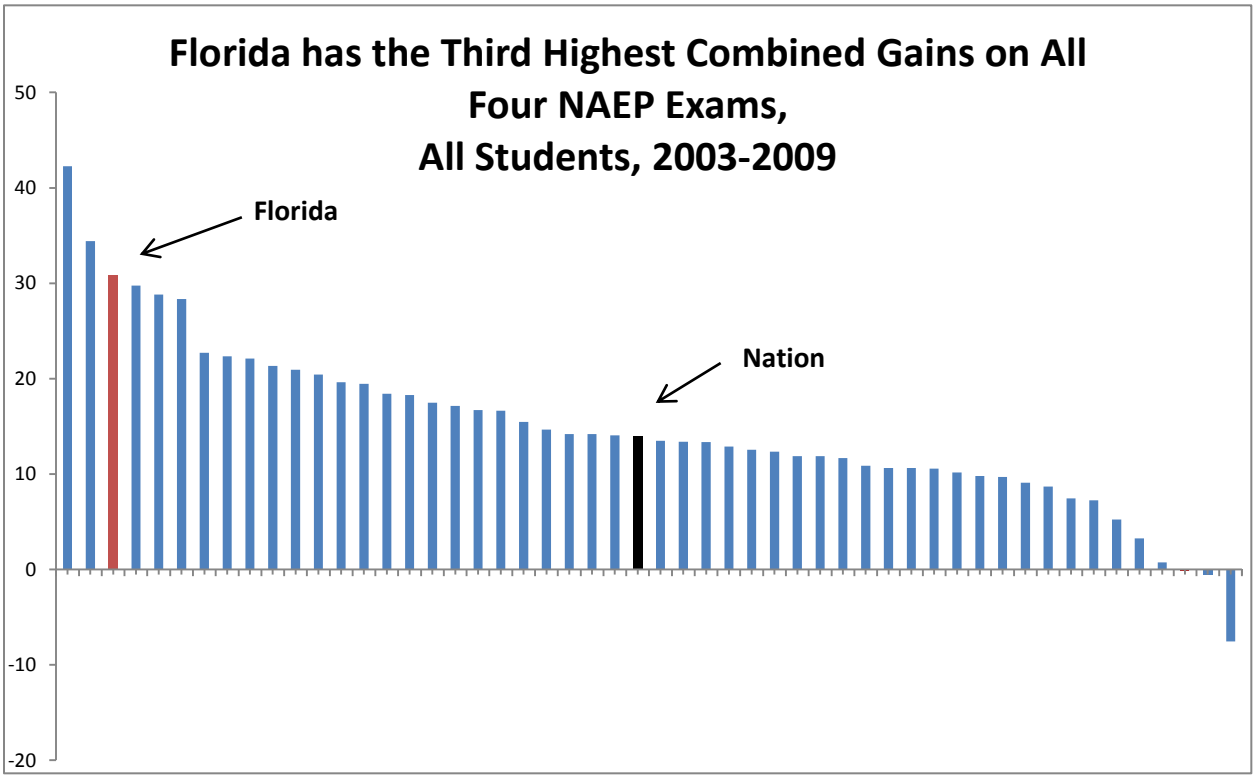
Florida
Nation


Florida has the Third Highest Combined Gains on All Four NAEP Exams, All Students, 2003-2009
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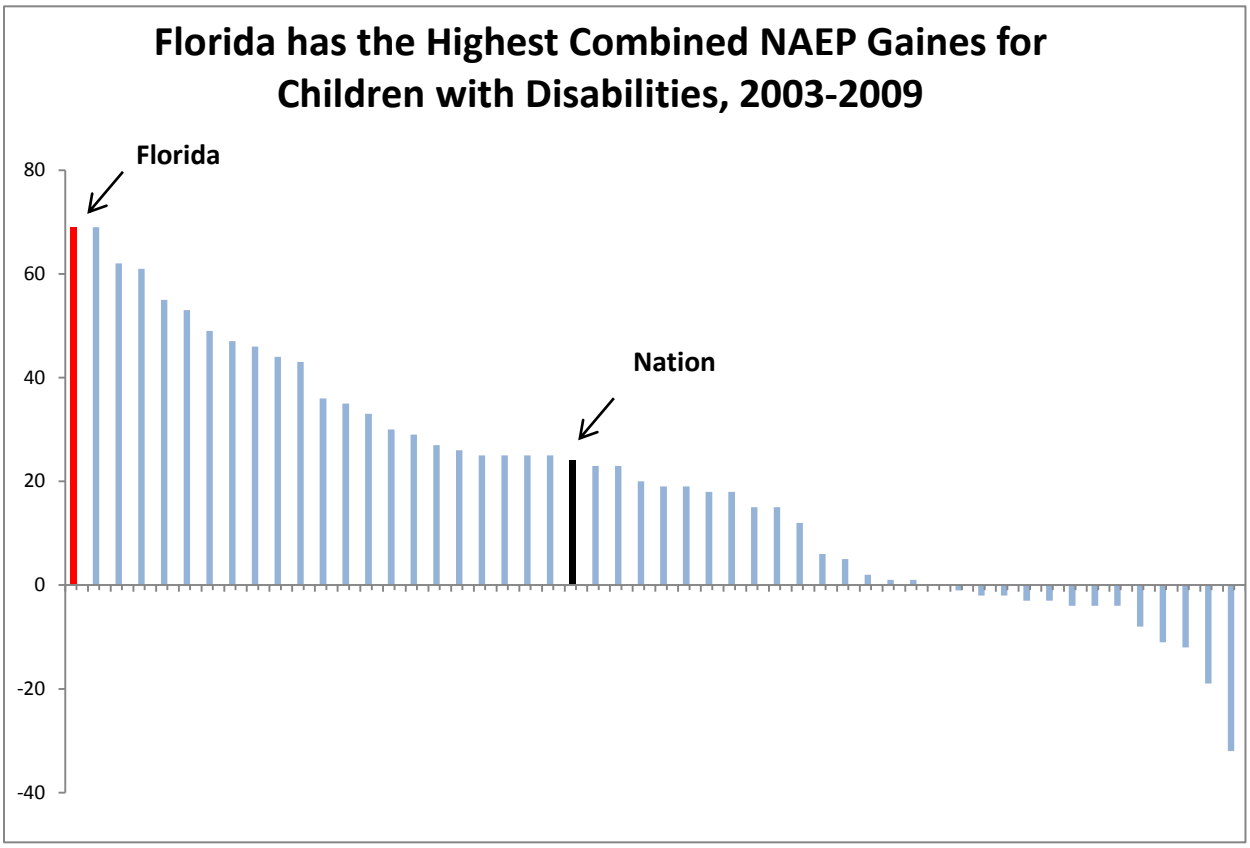
Florida has the Highest Combined NAEP Gaines for Children with Disabilities, 2003-2009
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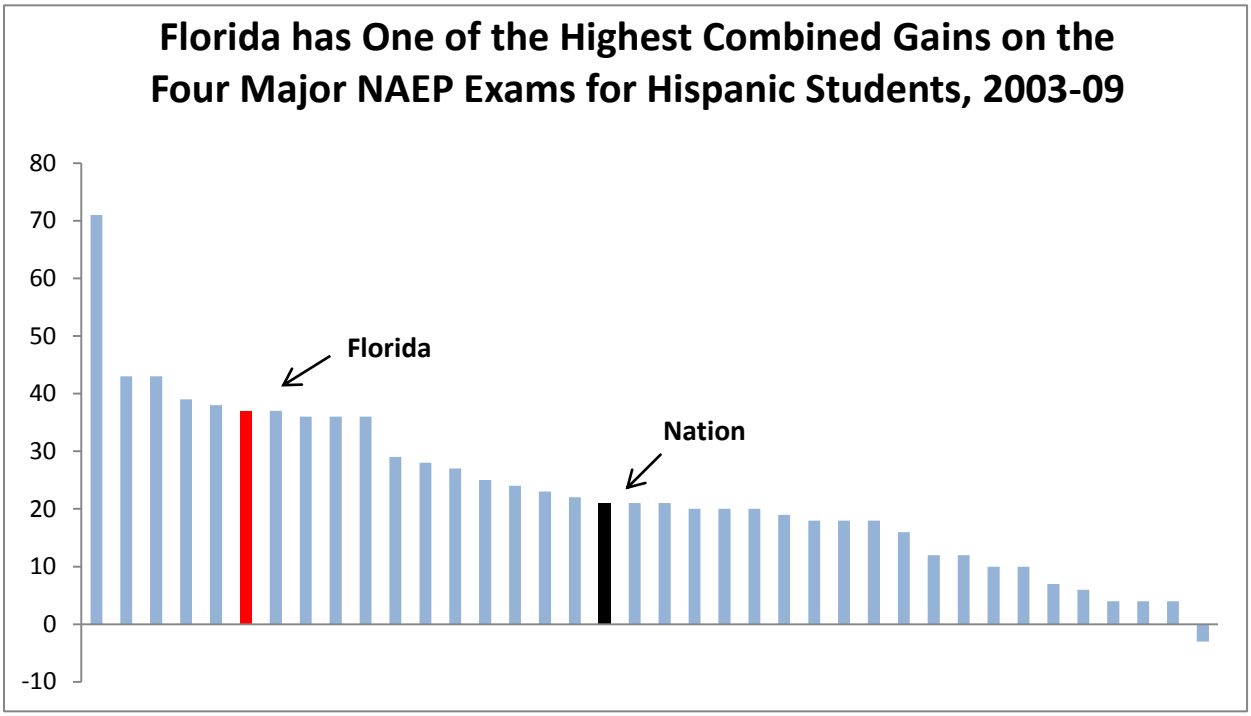
Florida has One of the Highest Combined Gains on the Four Major NAEP Exams for Hispanic Students, 2003-09
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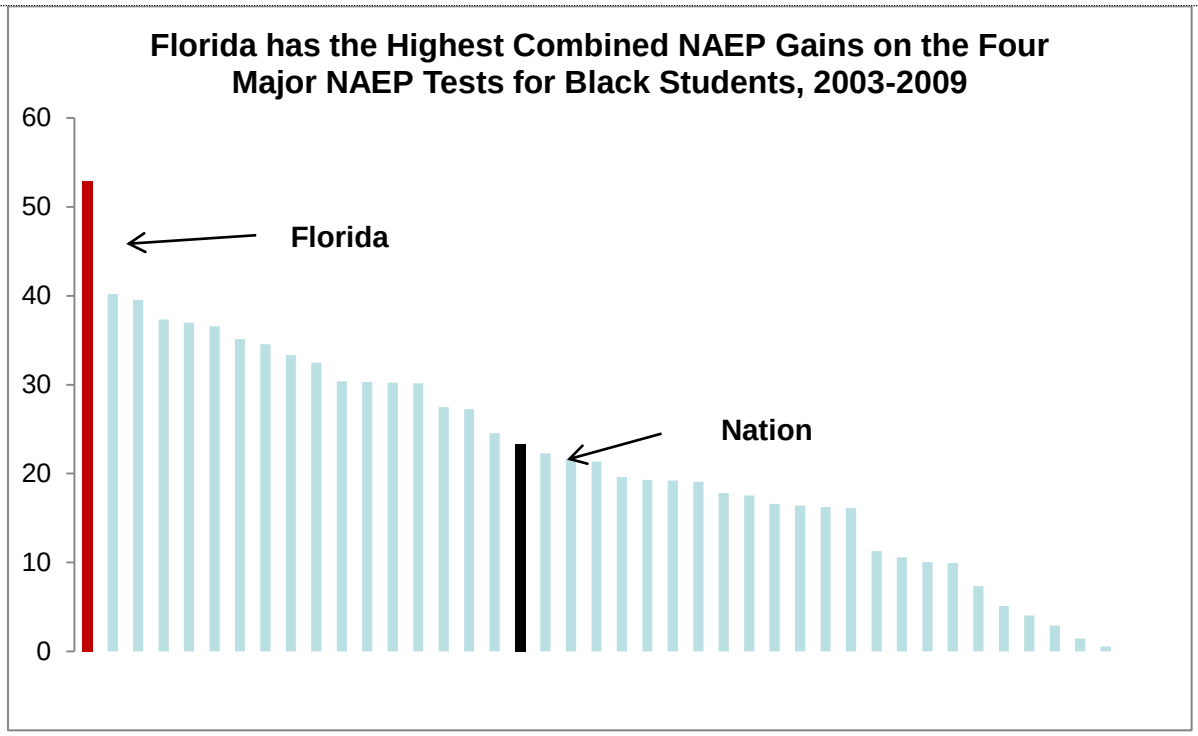
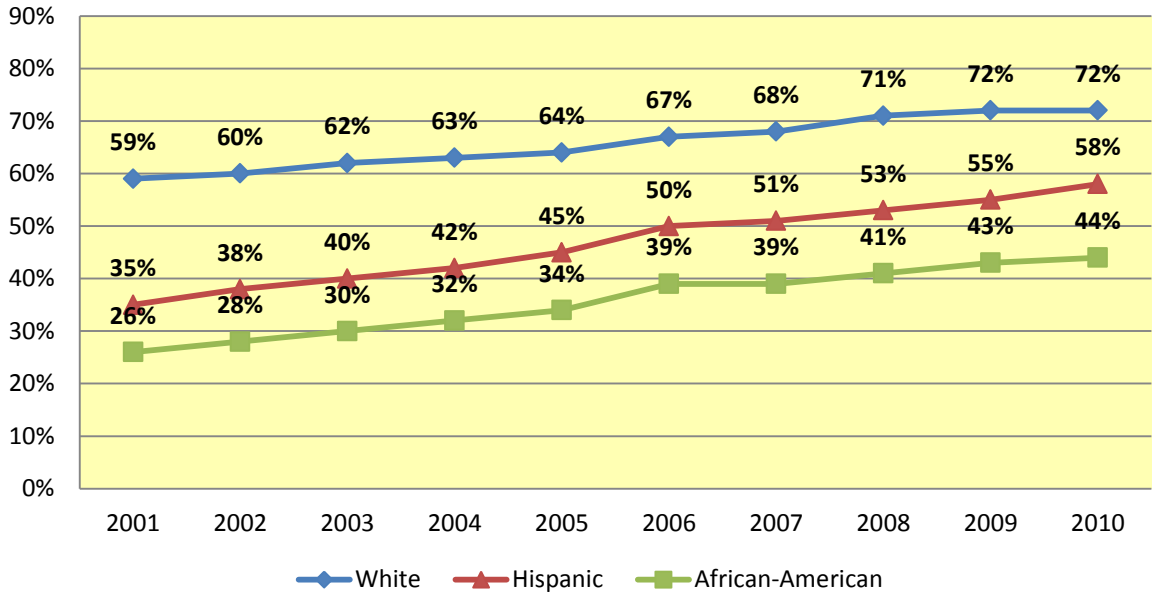
0
-10



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

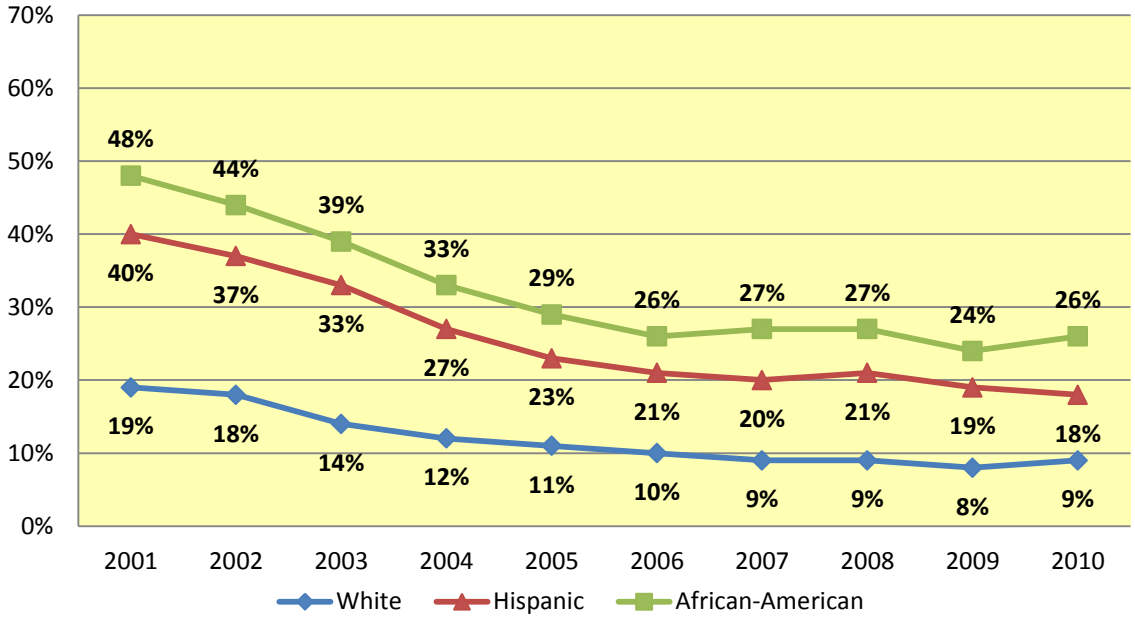
FCAT Reading, Percent Scoring at Level 3 and Above, Grades 3-10

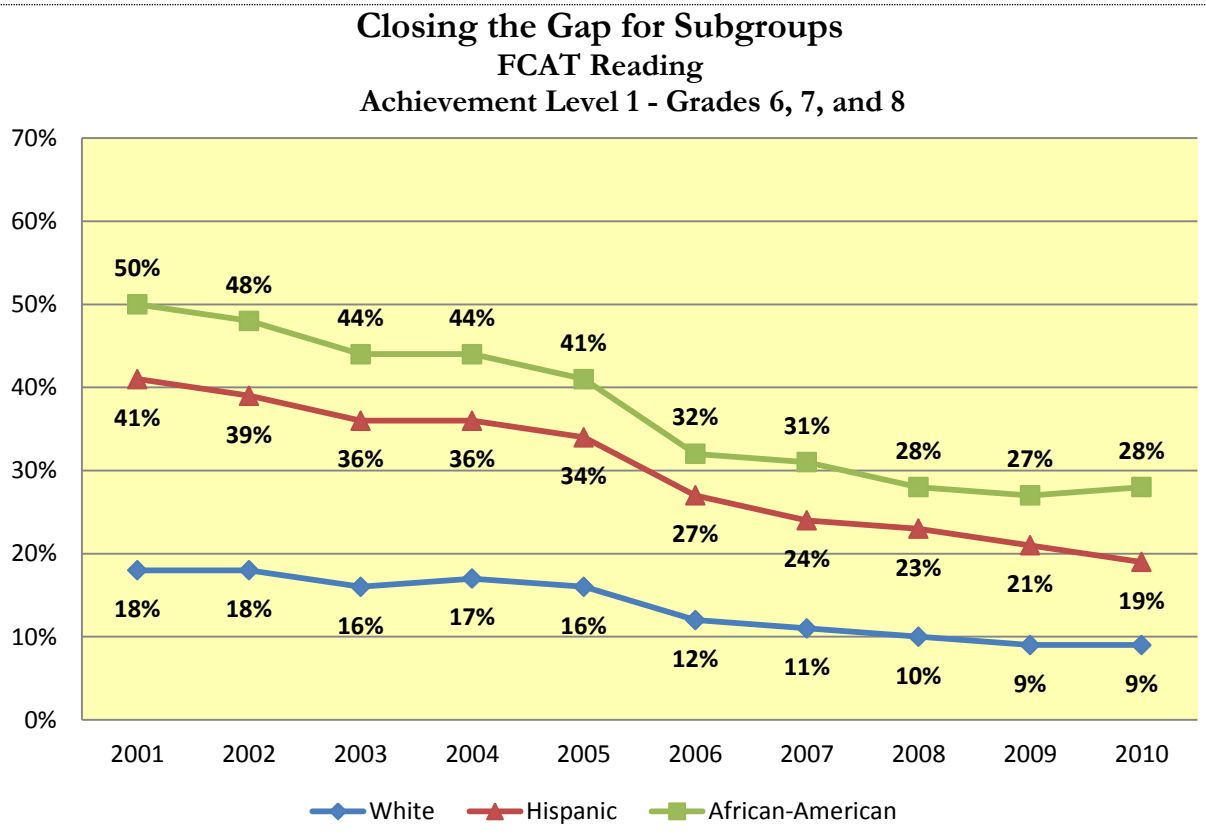


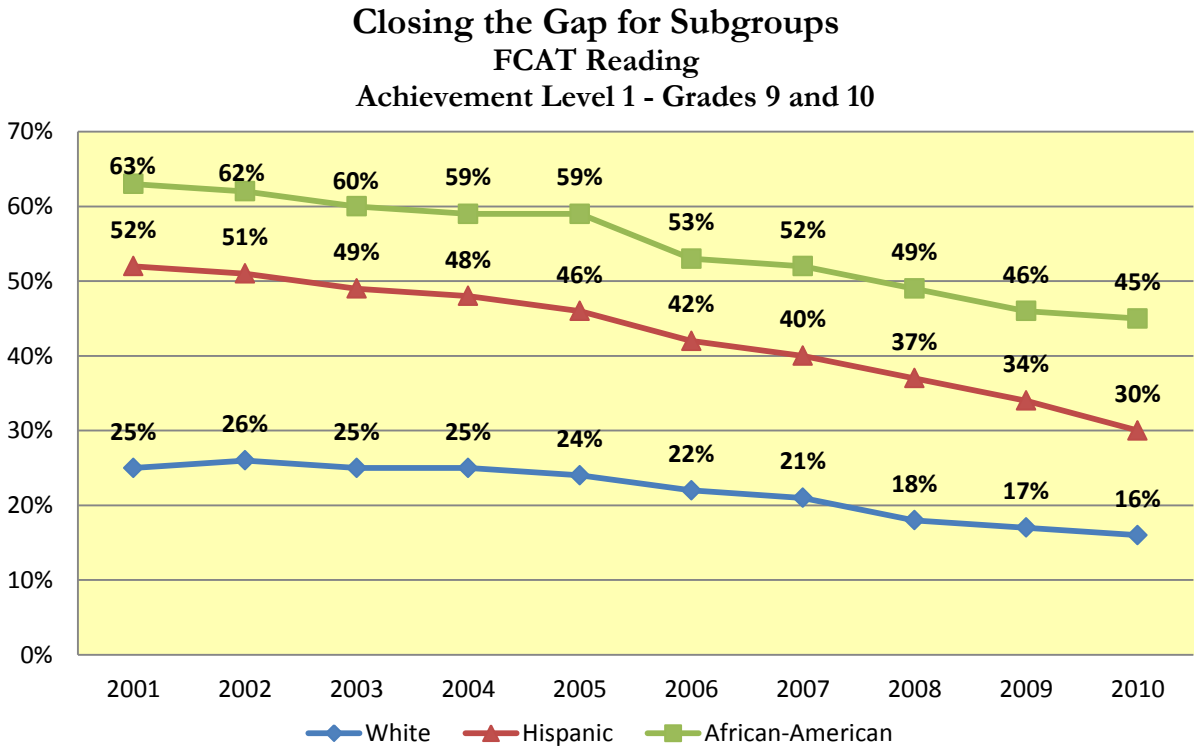
Closing the Gap for Subgroups

FCAT Reading

Achievement Level 1 - Grades 3, 4, and 5

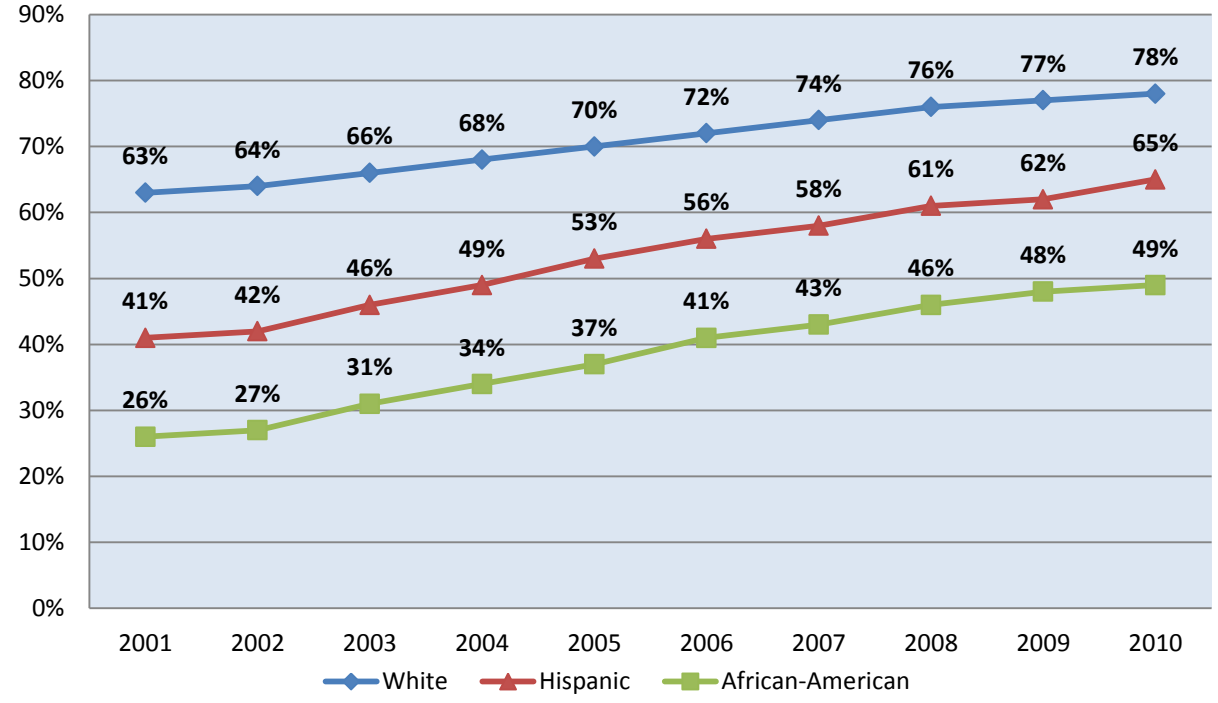



Closing the Gap for Subgroups
FCAT Reading
Achievement Level 1 - Grades 6, 7, and 8
70%
60%
50%
40%
30%
20%
10%
0%
50%
48%
44%
44%
41%
32%
31%
28%
27%
28%
41%
39%
36%
36%
34%
27%
24%
23%
21%
19%
18%
18%
16%
17%
16%
12%
11%
10%
9%
9%
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
White
Hispanic
African-American


Closing the Gap for Subgroups
FCAT Reading
Achievement Level 1 - Grades 9 and 10
70%
60%
50%
40%
30%
20%
10%
0%
63%
62%
60%
59%
59%
53%
52%
49%
46%
45%
52%
51%
49%
48%
46%
42%
40%
37%
34%
30%
25%
26%
25%
25%
24%
22%
21%
18%
17%
16%
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
White
Hispanic
African-American

Percentage of Students Scoring on Grade Level Has Increased for Subgroups

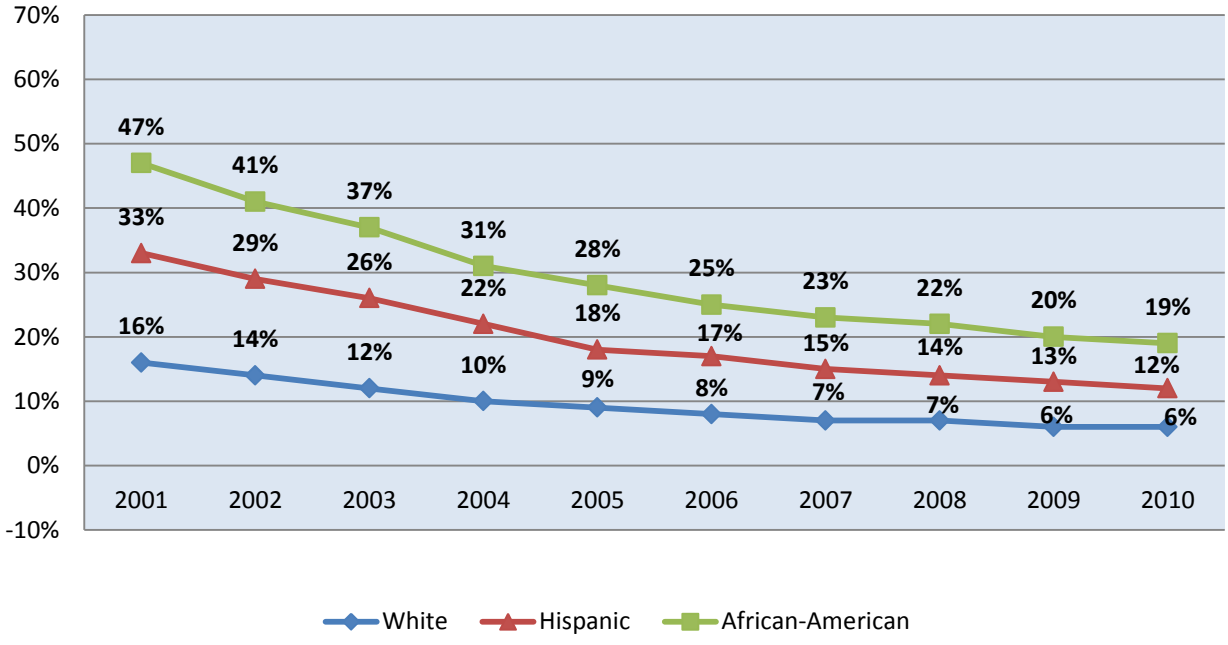
FCAT Mathematics, Percent Scoring at Level 3 or Above, Grades 3-10

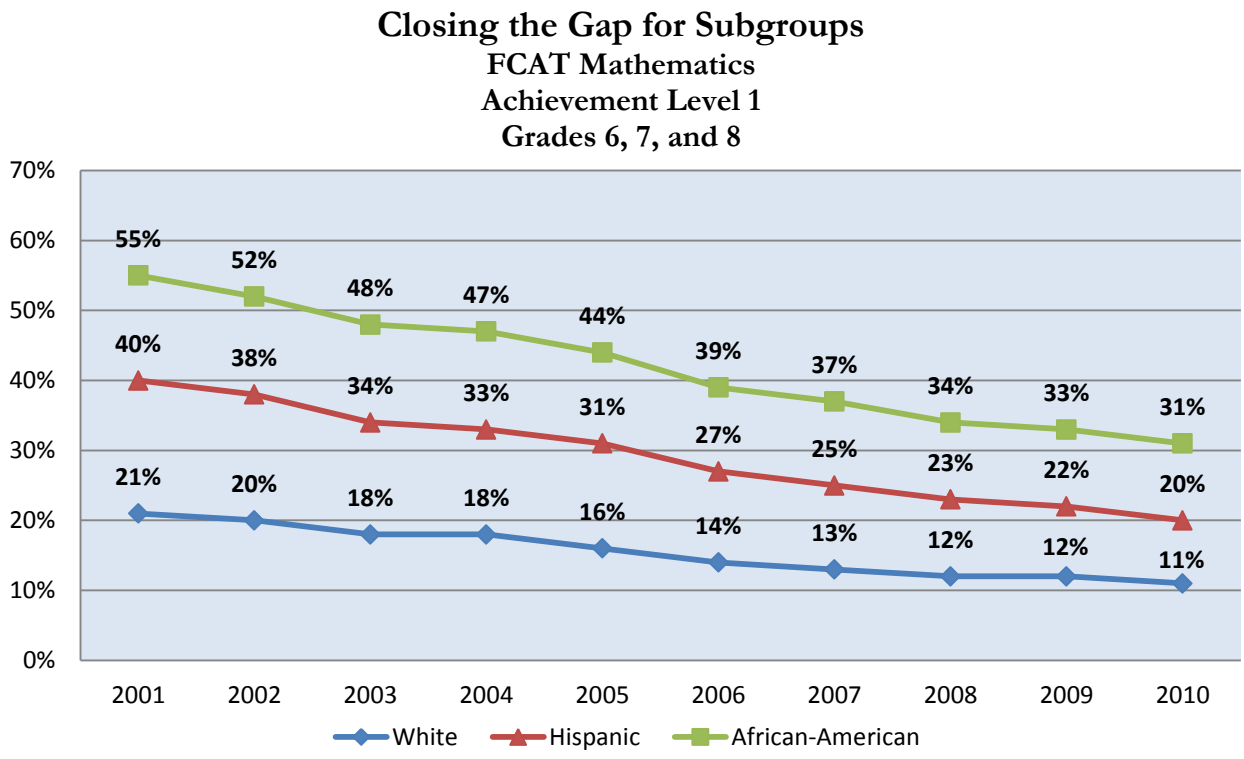


Closing the Gap for Subgroups

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
70%
60%
50%
40%
30%
20%
10%
0%
55%
52%
48%
47%
44%
39%
37%
34%
33%
31%
40%
38%
34%
33%
31%
27%
25%
23%
22%
20%
21%
20%
18%
18%
16%
14%
13%
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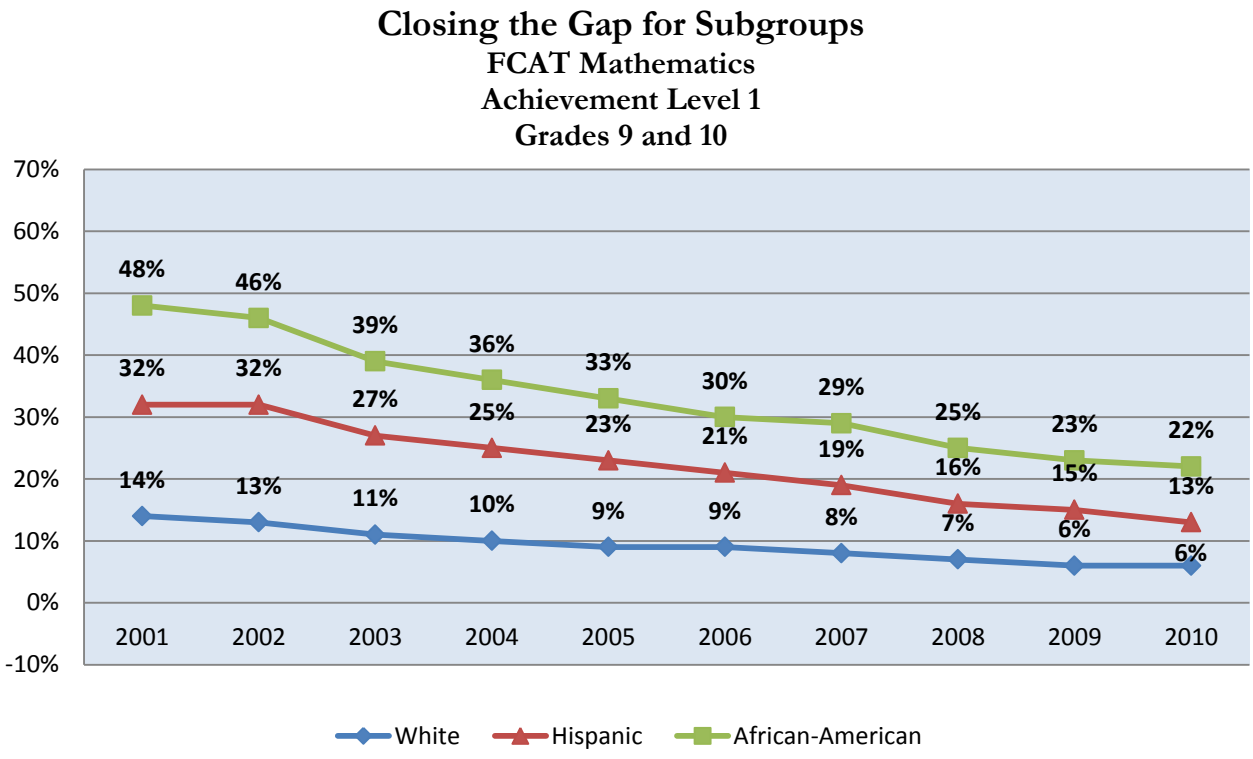
11%
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
White
Hispanic
African-American


Closing the Gap for Subgroups
FCAT Mathematics
Achievement Level 1
Grades 9 and 10
70%
60%
50%
40%
30%
20%
10%
0%
-10%
48%
46%
39%
36%
33%
30%
29%
25%
23%
22%
32%
32%
27%
25%
23%
21%
19%
16%
15%
13%
14%
13%
11%
10%
9%
9%
8%
7%
6%
6%
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
White
Hispanic
African-American

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

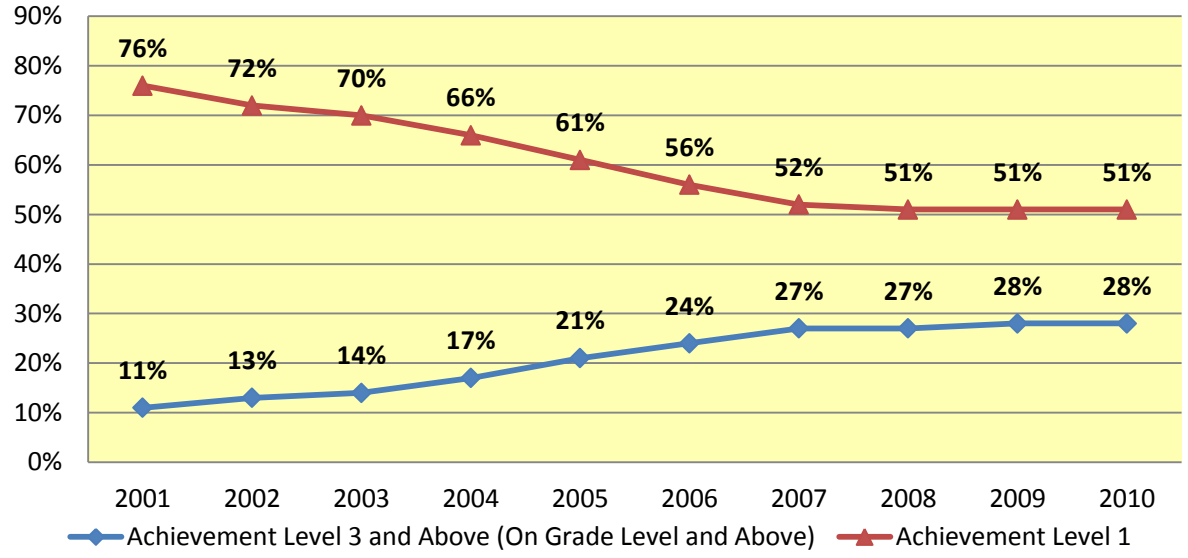
Florida's accountability system focuses schools and LEAs on working with students who perform in the bottom quartile and helps to ensure that these students are moving toward levels 3 and above. The bottom quartile includes a higher proportion of English language learners, students with disabilities, 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 inservice 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 the Comprehensive English Language Learning Assessment (CELLA), which measures progress of ELL proficiency in English. 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.

English Language Learners Have Increased Their Performance

FCAT Reading

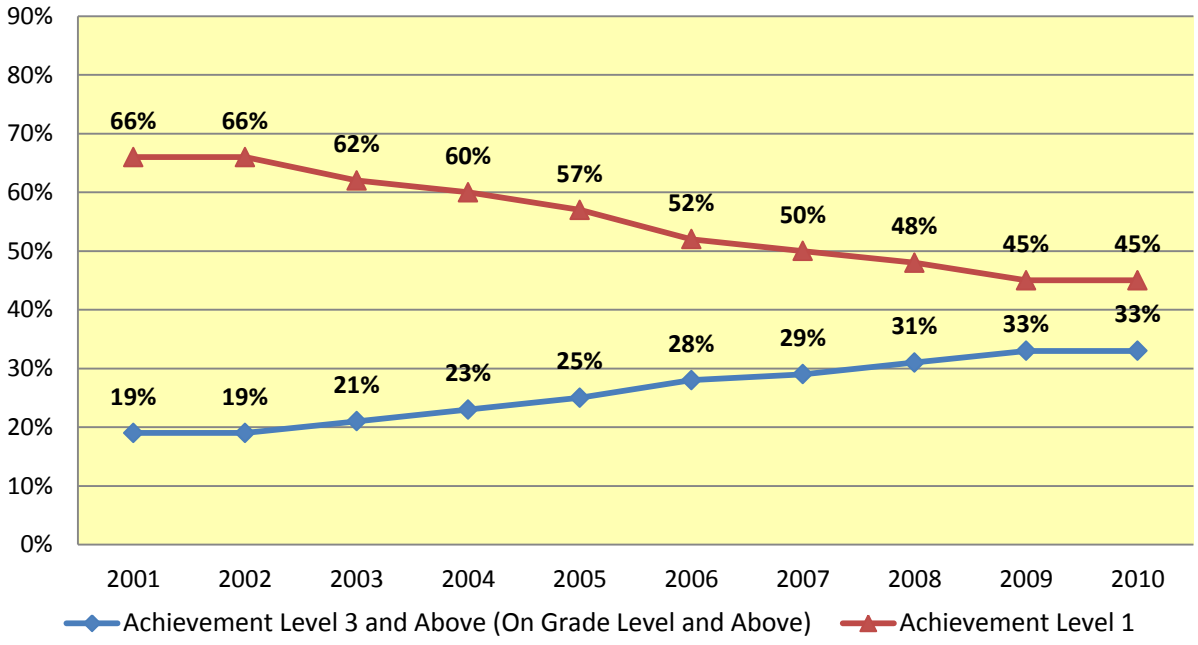
Grades 3-10 by Achievement Level



Students with Disabilities Have Increased Their Performance

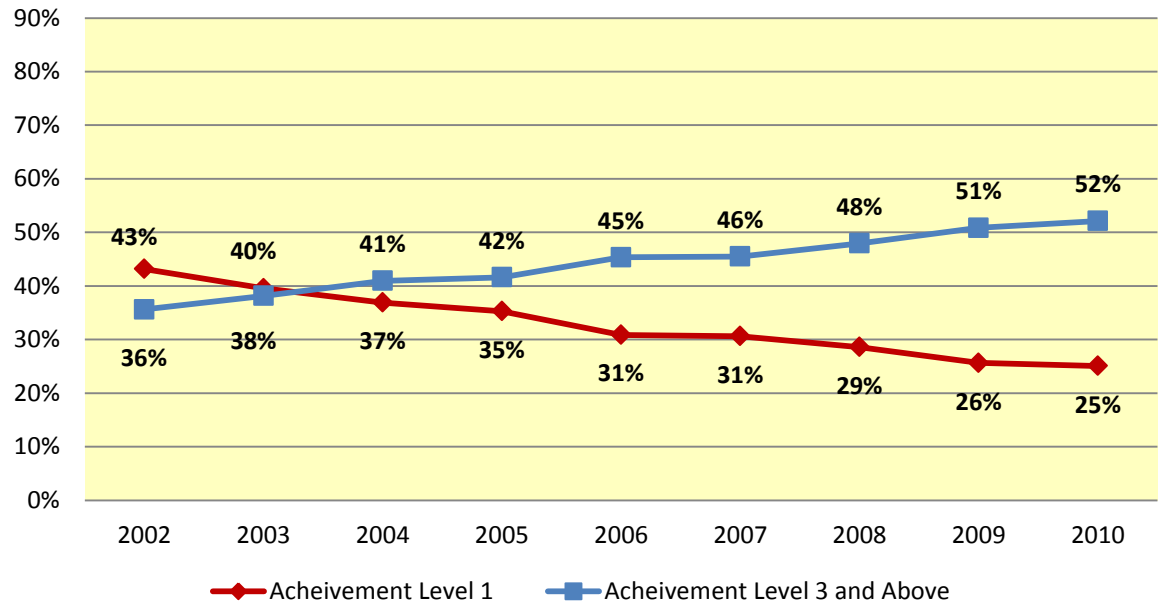
FCAT Reading

Grades 3-10 by Achievement Level



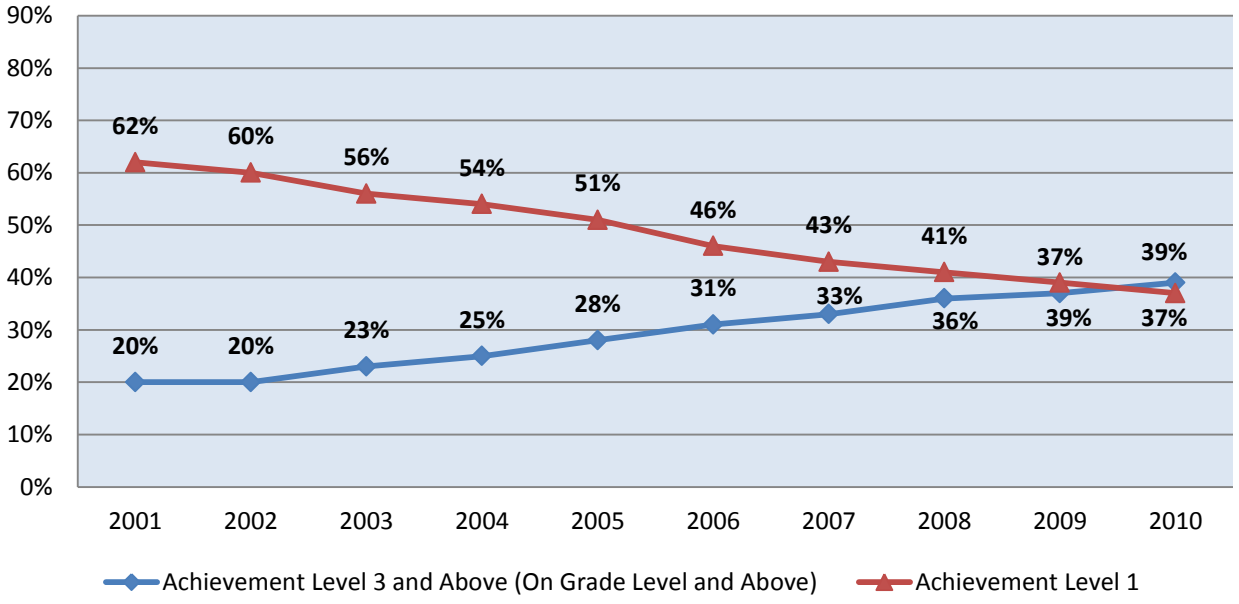
Students Receiving Free or Reduced Price Lunch Have Increased Their Performance

FCAT Reading Grades 3-10 by Achievement Level



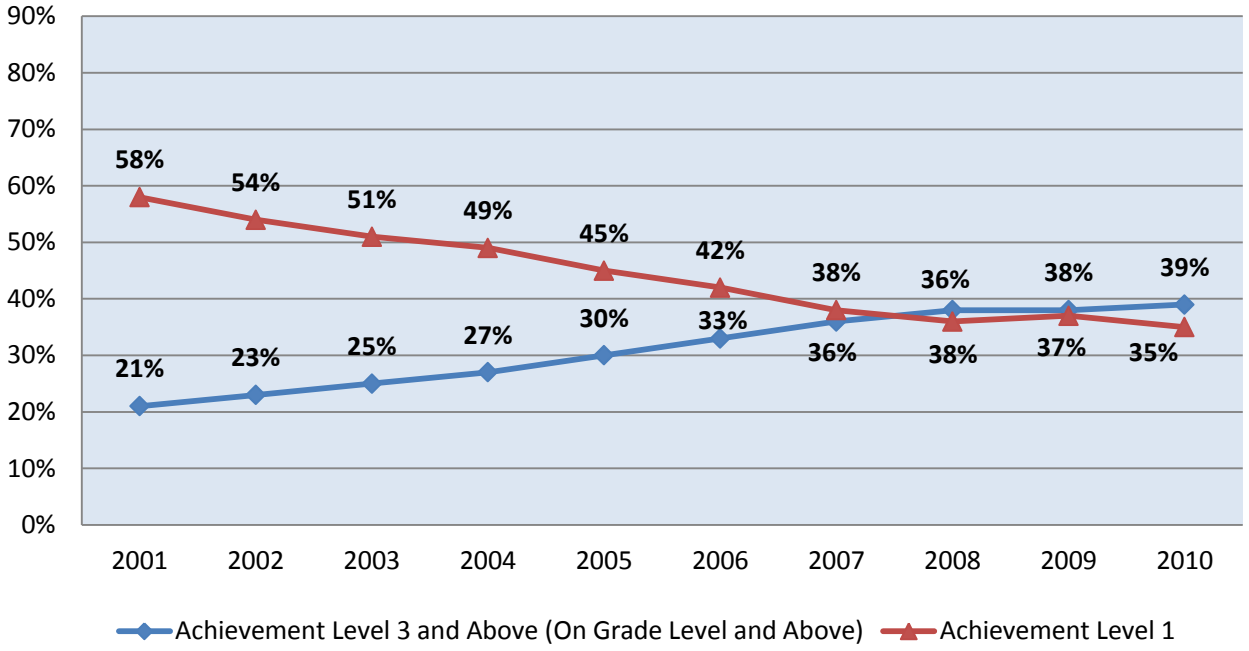
Students with Disabilities Have Increased Their Performance

FCAT Mathematics Grades 3-10 by Achievement Level



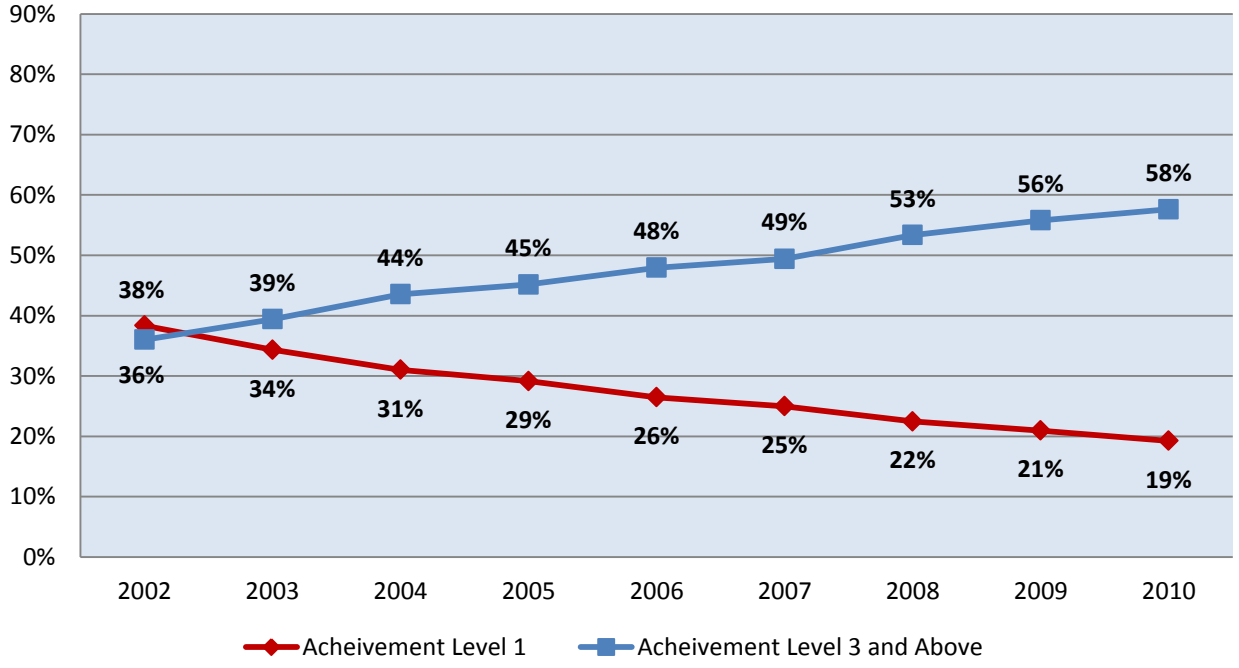
English Language Learners Have Increased Their Performance

FCAT Mathematics
by Achievement Level Grades 3-10



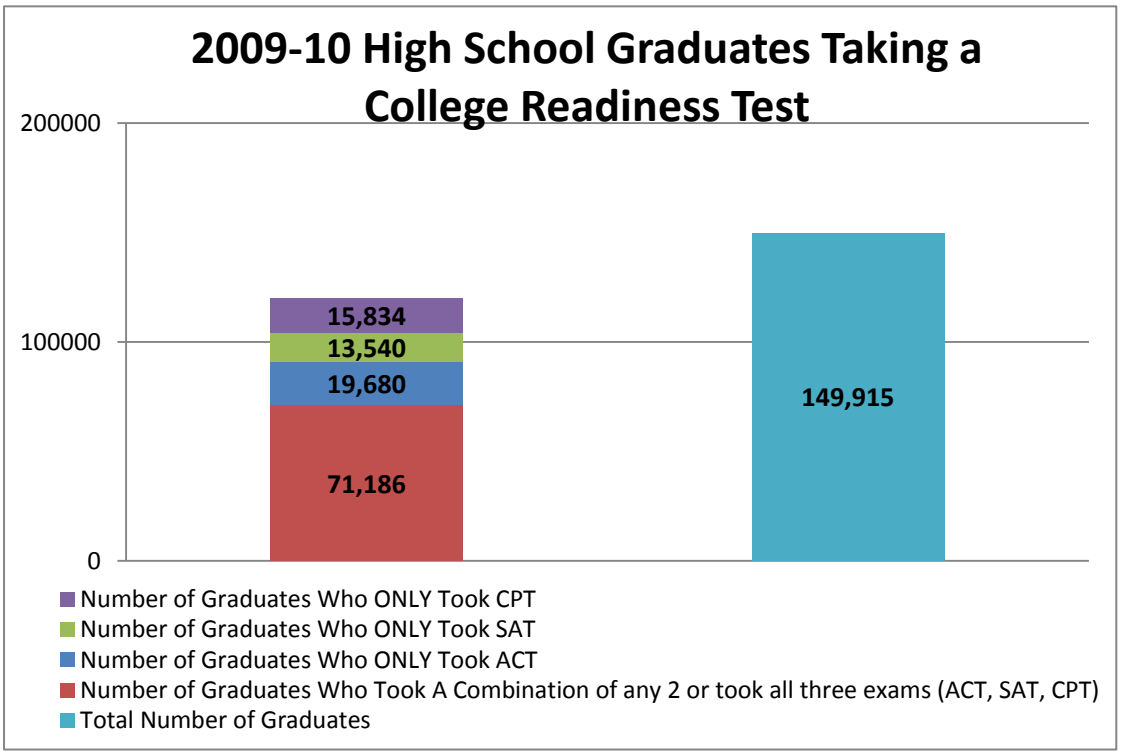
Students Receiving Free or Reduced Price Lunch Have Increased Their Performance

FCAT Mathematics
by Achievement Level Grades 3-10



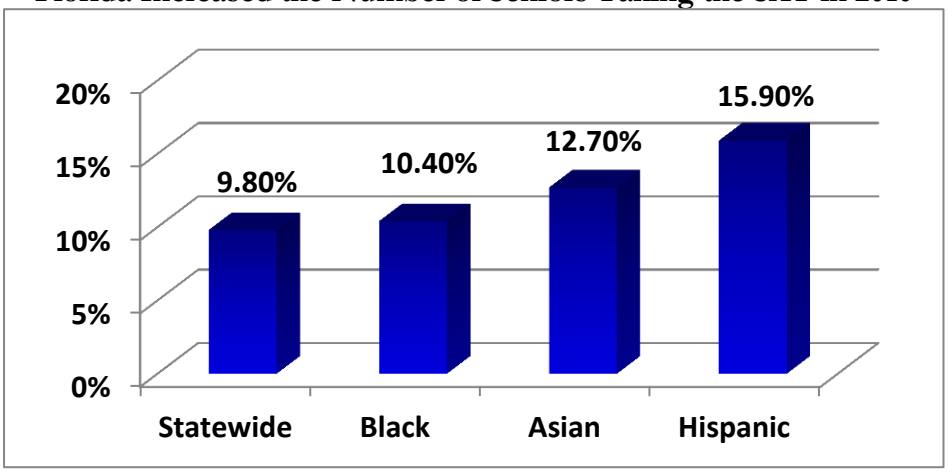
Successful College Readiness Outcomes for Florida's High School Grading System

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.



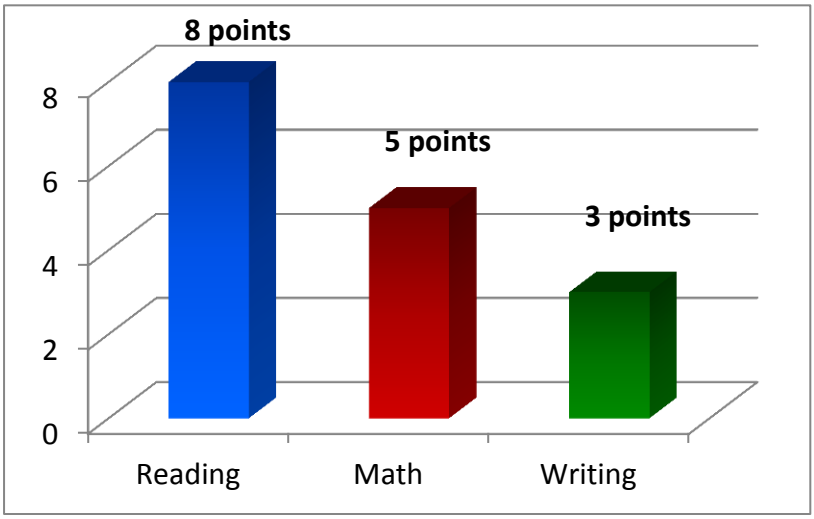
- **College Preparation – SAT (2010 Florida Highlights):**
  - 78,985 Florida public school seniors took the SAT in 2010, an increase of 9.8% over the previous year.

Florida Increased the Number of Seniors Taking the SAT in 2010



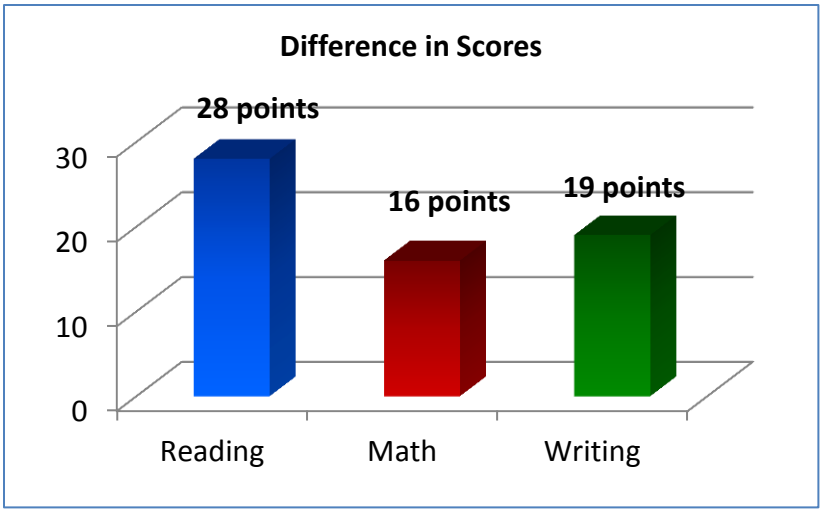
- The percentage of Florida's standard diploma graduates who took the SAT increased from 48.7% in the previous year to 54.2%.
- Florida's African-American students showed an annual 10.4% increase in SAT test takers in 2010 versus a 7.1% increase nationwide.
- Florida's African-American public school test takers outscored their counterparts nationwide on all three SAT subsections by a margin (mean scale score) of 8 points in reading, 5 points in mathematics, and 3 points in writing.

Florida's African-American Students Scored Higher than National Counterparts
Difference in Scores

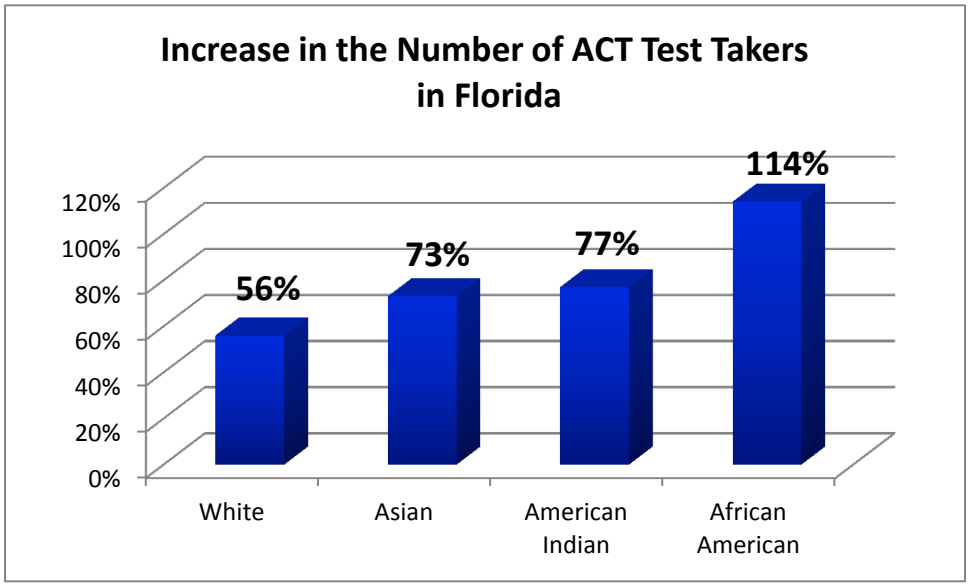


- There was a 15.9% increase in the number of Hispanic test takers in Florida's public schools, compared to a 7.7% increase nationwide.
- Florida's Hispanic students outperformed their counterparts nationwide on all three subsections by a margin of 28 points in reading, 16 points in mathematics, and 19 points in writing.

Florida's Hispanic Students Scored Higher than National Counterparts



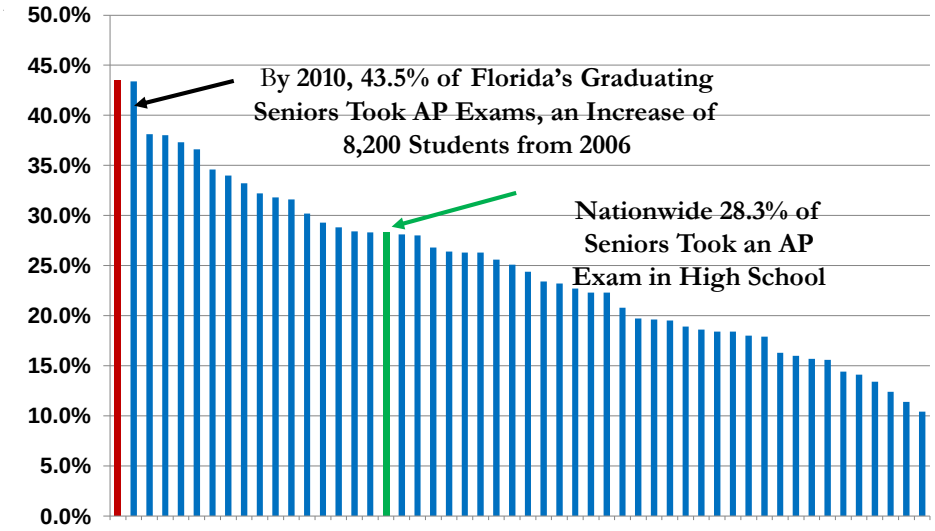
- **College Preparation – ACT (2010 Florida Highlights):**
  - A total of 113,480 of Florida's 2010 public and nonpublic graduating seniors took the ACT at some point during their high school career, an increase of 8,183 (8%) over 2009. This compares with a 6% increase nationwide.
  - Approximately 53% of Florida's ACT test takers are minority students, compared to 32% nationwide.
  - Florida has considerably larger percentages of African-American and Hispanic students taking the ACT than the nation. In 2010, African-American students represented 26% of Florida test takers, compared to 15% for the nation. Hispanic students represented 24% of Florida test takers, compared to 11% for the nation.
  - Over the past five years, Florida has experienced substantial growth in the number of minority students taking the ACT test. African-American test takers have increased by 114%, Hispanics by 140%, American Indians by 77%, Asians by 73%, and Whites by 56%.



Advanced Curricula

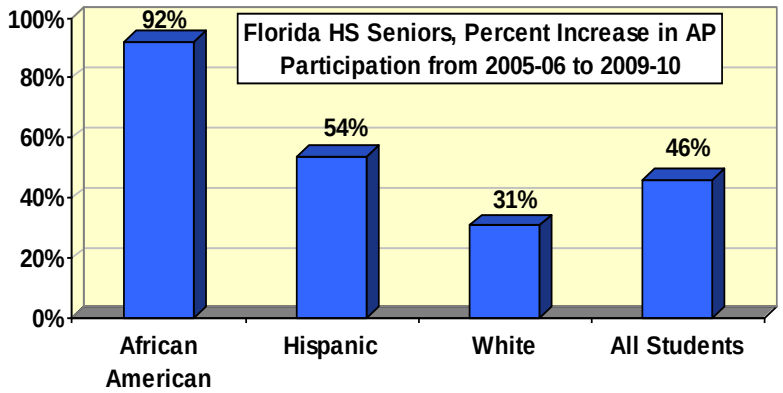
- Florida has greatly increased the number and percentage of students taking AP courses and exams. This increase has been greatest among Florida's African-American and Hispanic populations.
- The following charts illustrate the strides Florida's students are making:

By 2010, Florida Led the Nation in the Percentage of High School Graduates Taking AP Exams



Narrowing the Achievement Gap

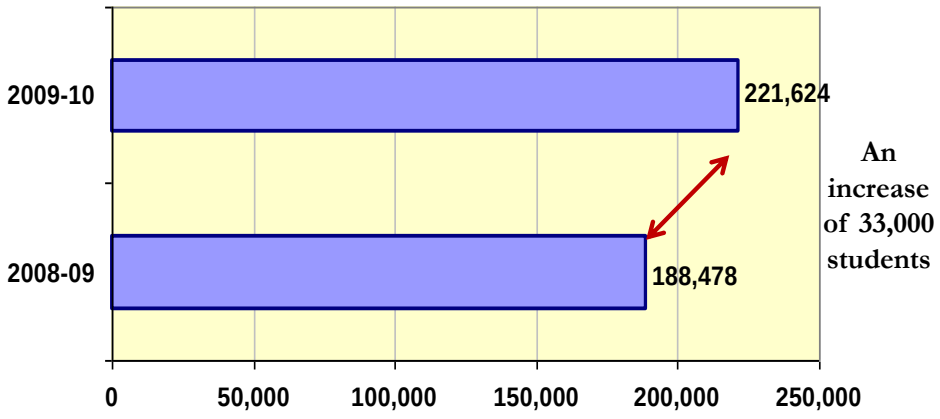
In Florida, African-Americans had the highest percent increase in AP participation among 12th graders during the last five years.



Source: 7th Annual AP Report to the Nation (Feb. 2011), State Supplement, Florida. Figure 5.

Florida Advanced Course Enrollments Increasing
(Including AP, IB, AICE, and Dual Enrollment)

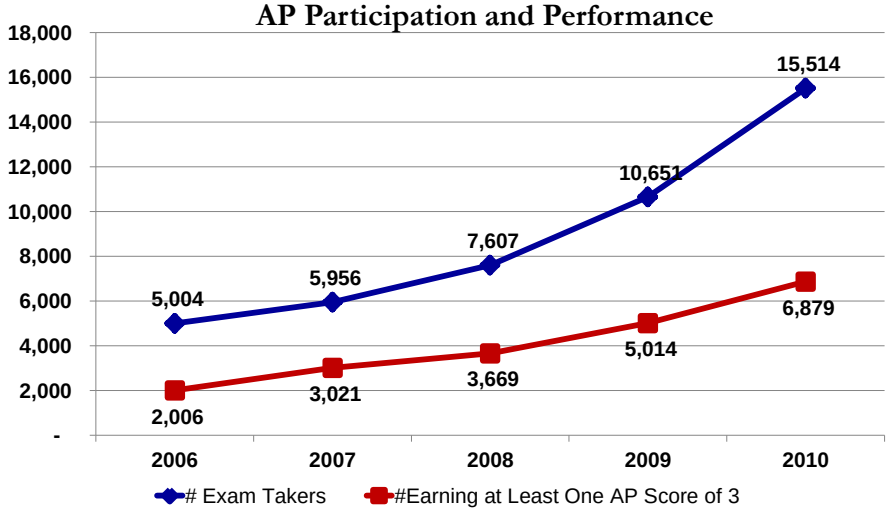
Unduplicated Count of Florida High School Students Enrolled in AP, IB, AICE, and/or Dual Enrollment Courses During 2008-09 and 2009-10



- Florida is one of 14 states that have eliminated the Hispanic achievement gap on AP exams.
- In 2010 23.1% of Florida's high school graduates were Hispanic.
- 27.9% of the 2010 graduating class's successful AP exam takers were Hispanic.

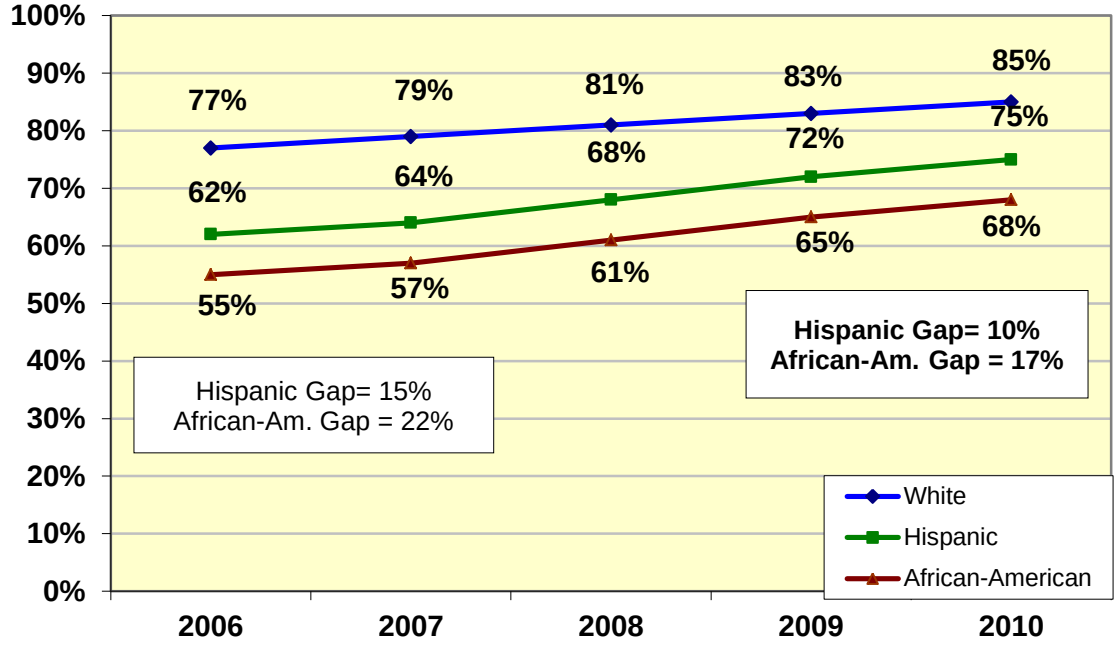
Florida Has Also Seen Increased AP Participation and Performance Among Low-Income Students

Florida's Low-Income High School Seniors: AP Participation and Performance

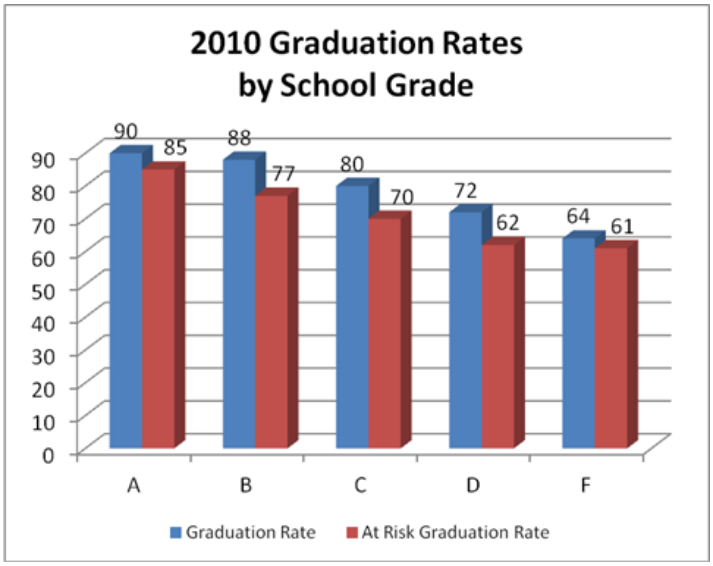


- Graduation Rates
  - As with other measures of student achievement, such as assessment scores, Florida has seen continuing increases in the percentage of on-time graduates in recent years.
  - The overall graduation rate improved to 79% in 2009-10, up from 76.3% in 2008-09.
  - The graduation rate of African-American students improved by 3.5 percentage points this year, and by 13.1 points over the last five years.
  - The graduation rate of Hispanic students improved by 3.2 percentage points this year, and by 13.3 points over the last five years.
  - Both African-American and Hispanic students have closed the gap with white students by 5 percentage points during the period from 2006 to 2010.

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



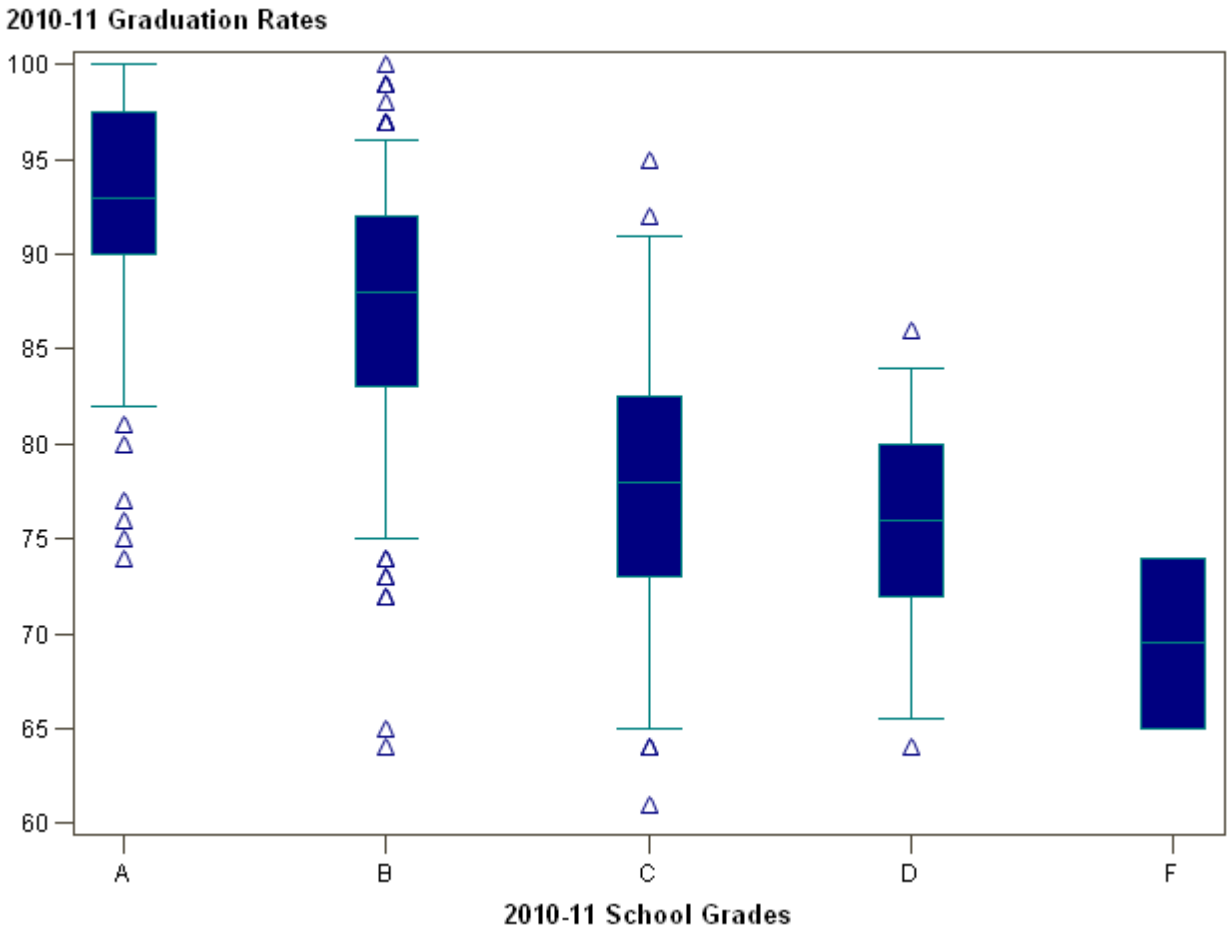
Not only are Florida's graduation rates steadily increasing but Florida's graduation rates are highest at the schools that receive the highest school grades. This is true for both the overall graduation rate and the at-risk graduation rate. Schools graded "A" have the highest graduation rates. As shown 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 (see page 77). 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 75, Florida's overall graduation rate has continued to increase significantly over the past five 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



As you can see from both the bar graph on page 76 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 lower graduation rates than those of "D" or "F" schools 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.

Differentiated Accountability will be Aligned with School Grades to Improve Clarity, Create Incentives, and Provide Support to Close Achievement Gaps for All Students

Florida proposes to combine its successful School Grades and DA systems to eliminate confusion while continuing to provide the supports needed by struggling schools and recognizing high-performing schools and schools that increase performance through its school reward/recognition programs. Florida will use the proven School Grades system to categorize those schools that are struggling and need support. Providing the appropriate educational opportunities for students at the lowest-performing schools requires the support not only of state-level leaders but of local communities and LEA leaders, and a factor in garnering that support is the clarity of our message. Currently the DA system uses a combination of federal and state criteria to identify struggling schools but this model has resulted in massive confusion among communities and stakeholders and

has sent mixed messages to schools and LEAs about the progress of all schools. Mixed messages from the federal and state accountability systems reduce Florida's ability to focus all stakeholders on moving struggling schools forward. Ultimately, the state will not use the terms Prevent, Focus/Correct, and Priority/Intervene, but simply "C," "D," and "F."

Use School Grades to Categorize Schools in Differentiated Accountability (DA)

School Grade	ESEA Category	DA Category
A	Reward	
Schools that increase their grade	Reward	
B		
C		Prevent
D	Focus	Correct
F	Priority	Intervene

In 2008, the U.S. Department of Education selected Florida as one of only six states initially approved to participate in the DA pilot initiative. Through DA the state is allowed greater flexibility in providing essential technical assistance and interventions to the schools with greatest need. Currently, Florida's DA model directs increasing school-wide interventions and school and LEA accountability based on inputs from two systems for evaluating school performance: (1) AYP and (2) the state-assigned school grade. This has caused confusion and a lack of focus when the two systems provide mixed messages about a school's performance. In some cases, it has undermined the ability of LEAs to undertake some of the more difficult strategies involved in DA, such as reconstitution under alternative governance.

The proposed DA statewide approach for struggling schools is critical to Florida's path to increase the excellence of education for all students. The support and assistance provided to each school in Florida's model is individualized depending on the needs of that school. Through DA, schools are categorized based on the school's achievement. The lowest-performing schools receive the most support, and are required (through measures codified in state statute and governing rule) to implement the most robust interventions that will help lead to successful school improvement. In order to provide direct support to schools, Florida has created a regional system of support for schools and LEAs. The regional system of support provides educators who work with and support schools and LEAs around the state that fail to meet state educational performance standards. As Florida continues to raise expectations for student performance during our transition to increasingly ambitious standards and more rigorous assessments, we are also working harder across the state to lift the performance of our schools that have had the greatest struggles to improve academic performance. The supports provided are detailed more specifically later in Section 2. More information on the regional system of support system is available at http://flbsi.org/DA/regional.htm.

Florida also has in place and will continue its school recognition program to reward and recognize its highest-performing schools ("A" schools) and schools that improve their school grade one or more grade levels and sustain it the following year.

In this flexibility request, Florida proposes to change the way it identifies struggling schools that will receive support through the DA program. Florida will align DA with the state's school grading system. This will increase clarity for stakeholders while holding schools accountable for the progress of all students and providing schools and LEAs the support they need to increase student achievement. In addition to clarifying the entry criteria for schools, Florida will also propose high standards for exit criteria for schools in the lowest-performing category, Priority/Intervene schools. This will better differentiate schools that are making progress (and that should continue applying existing turnaround strategies) from those that are not providing adequate instruction and opportunity for their students.

Differentiated Recognition, Accountability, and Support Systems for Reward, Prevent, Focus/Correct, and Priority/Intervene Schools

Listed below is a summary of the proposed recognition, accountability, and support systems for the four categories of schools. These systems are designed to create incentives and supports to close achievement gaps for all subgroups of students.

- Reward Schools – "A" schools and schools that improve one or more letter grade.
  Schools assigned a grade of "A" and schools that improve one or more letter grade would be classified as Reward schools. Reward schools would be eligible to receive funding appropriated by the State Legislature through the Florida School Recognition Program. Additional information on Florida's School Recognition Program is provided in Section 2.C of this document.

- Prevent Schools – "C" schools.
  Schools assigned a grade of "C" would be classified in Prevent status. Schools in Prevent status will prepare a school improvement plan and implement appropriate interventions, with LEA monitoring and support designed to improve student performance.

- Focus/Correct Schools – "D" schools.
  Schools assigned a grade of "D" would be classified in Focus/Correct status. Additional information is provided in Section 2.E of this document. School improvement measures for Focus/Correct schools include the following:
  - The school implements interventions
  - The LEA directs interventions
  - The LEA monitors progress
  - The state provides support through regional teams

- Priority/Intervene Schools – "F" schools.
  Schools assigned a grade of "F" would be classified in Priority/Intervene status. Additional information is provided in Section 2.E of this document. Florida schools in Priority/Intervene

status are subject to more intensive intervention efforts required by FDOE and managed (initially) by the LEA.

- The state provides support through regional teams.
- The LEA chooses and begins planning for implementation of the selected school turnaround option.
- During a school's first year in Priority/Intervene status the LEA must submit an Intervene Option Plan outlining the school turnaround option it has selected and how that option will be implemented. If a school does not exit Priority/Intervene status during the first year, the LEA must implement the turnaround option it has selected from the options below. The LEA may choose from the following State Turnaround Models:
    - Reopen as a district-managed turnaround school (transformation/turnaround)
    - Reassign students and monitor progress (closure)
    - Close and reopen as a charter school (restart)
    - Contract with a private entity to run the school (restart)
    - Hybrid Model (proposal in this flexibility request)

The chart below provides a crosswalk for the above referenced State Turnaround Models.

Federal Turnaround Models Designation	State Turnaround Model Designation	Characteristics
Transformation/ Turnaround	District-Managed Turnaround	• Replace Principal/Administration • Replace Staff • New Curriculum Focus • Altered Governance/Autonomy
Closure	Closure	School closes and students are redistri performing schools; the LEA must m on the students' progress for a period
Restart	Convert to a Charter or Employ a Management Company	Must engage a high-performing charte management company with a proven t success
Hybrid Model (proposal in this flexibility request)	New proposed flexibility option that may blend both LEA control with governance and autonomy found in external provider	Design must be as rigorous as other tu

- After two years, if the school turnaround option implemented does not result in the school exiting Priority/Intervene status the LEA must choose a different school turnaround option to implement, unless they are making progress that would make allow them to exit Priority/Intervene or enter a hold status.
- To exit Priority/Intervene status a school must meet the following criteria:
    - Improve the school grade to a "C" or higher.
    - Improve achievement in reading and mathematics to meet criteria that will be established by the State Board of Education.
- If the school meets at least one of the exit criteria while the LEA is implementing the turnaround option, the school will be placed in a hold status for up to two years to continue implementation. The hold status is designed to allow schools that are making progress to continue implementing their current strategy.

Under the proposal for an enhanced DA system, Priority/Intervene schools could implement one of the turnaround models in the chart above for four years. The school would automatically have two years to implement a model and could have another two years, in a hold status, if the school improved to a grade of "D" or improved enough to meet achievement targets in mathematics and reading. After that, the LEA is required to choose a new option from those in law and submit a new Intervene Option Plan. Beyond the four years to implement an option, an LEA could continue the option and interventions if they demonstrated to the State Board of Education that the school is likely to improve enough to exit the Priority/Intervene category with more time (this is currently a provision in Section 1008.33(5)(b), Florida Statutes).

System of Support for Schools in Florida's Differentiated Accountability Classifications to Close Achievement Gaps for All Students

Florida's proposed DA plan, as outlined above, directs school-wide and subgroup interventions at the school and LEA level. This will allow FDOE to operate a tiered approach to work directly with schools and LEAs that are truly the lowest-performing schools to increase student achievement. The support and assistance provided to each school is individualized depending on the needs of that LEA and school. The lowest-performing schools receive the most support, and under the proposed DA plan, these schools are required to implement the most robust interventions that will help lead to successfully raising student achievement. Florida's system of providing support and assistance to struggling schools as seen in the charts in Section 2.G. The chart below illustrates the increasing levels of LEA and state support, monitoring, and oversight based on a school's status in the proposed DA system.

School Status/ Differentiated Accountability Support	C Schools Prevent Schools	D Schools Focus/ Correct Schools	F Schools Priority/ Intervene Schools
School Improvement			
1. Creation of LEA-based leadership team 2. Creation of Literacy Leadership Team 3. Development of District Improvement and Assistance Plan (DIAP) 4. Completion of Mid-year Analysis of Progress 5. Review and monitoring of implementation of School Improvement Plan by the school advisory team and the LEA		X	X
6. Review of budget allocations and alignment of resources by FDOE		X	X
7. Review and monitoring of implementation of School Improvement Plan by FDOE			X
Leadership			
1. LEA reviews members of the school leadership team and replaces them as necessary based upon overall school performance 2. LEA includes student achievement in the evaluation process of LEA administrators who supervise persistently lowest-achieving schools and provides performance pay for raising student achievement	X	X	X
3. Principal and assistant principal have a record of increasing student achievement (principal must have a record of turning around a similar school) 4. LEA and FDOE review members of the school leadership team and replace them as necessary based upon overall school performance 5. LEA provides school-based administrators and instructional coaches with performance pay		X	X
Educator Quality			
1. Teachers must be highly qualified and certified in-field 2. All paraprofessionals must be highly qualified 3. School is fully staffed by the first day of school 4. LEA ensures that performance appraisals of instructional personnel are primarily based on student achievement 5. LEA ensures that performance appraisals of the administrative team include student achievement, as measured by the FCAT, as well as goals related to targeted subgroups and school-wide improvement 6. LEA trains staff on performance appraisal instruments and ensures that the performance appraisal process is implemented 7. LEA provides teachers with performance pay for raising student achievement 8. LEA develops plan to encourage teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains 9. LEA provides a reading coach, mathematics coach, and science coach to develop and model effective lessons, to lead Lesson Study, to analyze data, and provide professional development on the standards adopted in 2010/Next Generation Sunshine State Standards.	X	X	X

School Status/ Differentiated Accountability Support	C Schools Prevent Schools	D Schools Focus/ Correct Schools	F Schools Priority/ Intervene Schools
Educator Quality (cont.)			
10. Instructional coaches maintain a daily log of activities; school and LEA leadership teams monitor 11. LEA, with assistance from FDOE, reviews and replaces teachers who have not contributed to increased learning gains or those teachers who did not contribute to improving the school's performance 12. FDOE oversees the staffing of the school prior to the start of school 13. LEA implements a differentiated pay policy that includes differentiation based on LEA-determined factors including, but not limited to additional job responsibilities, school demographics, critical shortage areas, and level of job performance difficulties 14. LEA ensures that mid-year vacancies are filled		X	X
Professional Development			
1. School ensures that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development targeting the needs of subgroups	X		
2. LEA ensures that leadership professional development targets the needs of subgroups 3. LEA provides professional development opportunities for school administrators that target the specific needs of subgroups 4. LEA provides principals and assistant principals with professional development on monitoring classroom instruction and guiding/supporting/monitoring the activities of instructional coaches 5. LEA provides professional development on Florida's Continuous Improvement Model, standards adopted in 2010 and the Next Generation Sunshine State Standards, Response to Intervention, Lesson Study, and School Grade and AMO calculations	X	X	X
6. LEA ensures that IPDPs for teachers of targeted subgroups include professional development that targets the needs of subgroups 7. LEA participates in a sample of IPDP meetings 8. LEA ensures that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making within the problem-solving process, job-embedded professional development on the standards adopted in 2010 and the Next Generation Sunshine State Standards, and Lesson Study 9. Common planning time is established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level; all grade level and subject area teachers participate at the same time and include Lesson Study; if the master schedule prevents this from occurring, the LEA establishes weekly Lesson Study implementation after school for a minimum of one hour a week on the same day		X	X

School Status/ Differentiated Accountability Support	C Schools Prevent Schools	D Schools Focus/ Correct Schools	F Schools Priority/ Intervene Schools
Professional Development (cont.)			
10. LEA creates and maintains a pool of highly-qualified reading, mathematics, and science teachers and instructional coaches to serve in DA schools.		X	X
11. LEA offers a summer professional development academy that is developed in conjunction with FDOE to school administrators, teachers, and instructional coaches; LEA partners with the regional team to encourage school administrators, teachers, and instructional coaches to participate in the DA Summer Academies		X	X
12. LEA or school develops instructional pacing guides that are aligned to the standards adopted in 2010 and the Next Generation Sunshine State Standards in reading, writing, mathematics, and science 13. School ensures that students are properly placed in rigorous coursework 14. LEA and school implement the LEA K-12 Reading Plan	X	X	X
15. FDOE reviews instructional pacing guide aligned to the standards adopted in 2010 and the Next Generation Sunshine State Standards 16. LEA reviews data to determine the effectiveness of all instructional programs and class offerings 17. FDOE reviews data to determine the effectiveness of all instructional programs and class offerings 18. LEA extends the learning day		X	X
Florida's Continuous Improvement Model			
1. School implements Florida's Response to Intervention model 2. LEA implements Florida's Continuous Improvement Model (FCIM) 3. School develops and implements a comprehensive FCIM model which includes an FCIM calendar, FCIM focus lessons (mini-lessons on tested benchmarks), curriculum pacing guide, and progress monitoring data collection/analysis schedule 4. LEA monitors implementation of FCIM 5. LEA ensures real-time access to student achievement data 6. LEA prescribes interim (benchmark baseline, mid-year, and mini-) assessments in reading, writing, mathematics, and science for level 1-3 students 7. LEA administration ensures that data chats are conducted between LEA administration and school administration, school administration and teachers, and teachers and students following baseline, mini-, and mid-year assessments	X	X	X
8. LEA uses the Problem Solving/Response to Intervention process to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction		X	X
9. LEA participates in the Florida Assessments for Instruction in Reading (FAIR) for level 1-3 students		X	X

School Status/ Differentiated Accountability Support	C Schools Prevent Schools	D Schools Focus/ Correct Schools	F Schools Priority/ Intervene Schools
Monitoring Processes and Plans			
1. School provides quarterly updates on the implementation of the School Improvement Plan to the School Advisory Council and makes updates to the School Improvement Plan 2. School leadership team monitors implementation of the School Improvement Plan 3. School participates in a comprehensive instructional monitoring process 4. LEA develops a comprehensive instructional monitoring process and follow-up that includes classroom, school leadership team, and school-wide monitoring	X	X	X
5. LEA ensures that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources. 6. FDOE reports progress bi-monthly to the State Board of Education 7. Monthly LEA meetings with the Regional Executive Director (RED) and LEA department leaders held to coordinate strategies and resources to assist lowest-performing schools 8. LEA dedicates a position to lead the turnaround effort at the LEA level; the selected employee will report directly to the superintendent and directly supervise principals at the lowest-performing schools		X	X

In its DA system, Florida focuses on providing supports to struggling schools and LEAs; however, there are consequences if schools/LEAs do not act within the terms of the state's DA plan. LEAs must submit an assurance of compliance with requirements outlined in Florida's DA plan and Priority/Intervene schools must submit an Intervention Option Plan to reconstitute the school should it not improve. For all LEAs and schools, non-compliance with any of the required interventions and supports may lead to:

- State Board of Education intervention in operations
- State funds withheld
- Report of non-compliance to the State Legislature with recommended legislative action
- Conditions placed on Title I or Title II grant awards
- Redirection of Title II, Part A funds
- Movement to a more severe category

Regional System of Support

In order to provide direct support to schools, Florida has created a regional system of support. There are five regional teams throughout the state with each team consisting of a Regional Executive Director; Instructional Specialists for reading, mathematics, science, Career and Technical Education, and using data; reading and STEM coordinators; and Response to Intervention Specialists. Response to Intervention Specialists work with schools to develop data systems to identify and then provide supports to students with academic and behavioral problems. The regional system of support provides LEAs and schools with access to change agents who possess a proven record of increasing student achievement in low-performing schools. These regional teams work

directly with schools and LEAs in the areas of curriculum and instruction, school and LEA leadership, school improvement planning, professional development, teacher quality, and data analysis.

Rationale and Supporting Information for Selecting Florida's School Grades System to Classify Schools in Differentiated Accountability

The selection of Florida's School Grades system as the key input for determining schools' DA status is based on several factors:

- Florida's "A" through "F" School Grades system provides understandable measures of school achievement for all stakeholders and drives incentive for improving student achievement.
- School grading has a history of success (more than a decade) in improving critical areas of academic performance for Florida's student populations, including all subgroups, spanning elementary, middle, and high school levels of instruction.
- School grading is founded on measurable student achievement in core academic areas, including test results measuring student performance as well as student progress.
- Florida's high school grading system includes additional measures of achievement for evaluating on-time graduation, advanced curriculum participation and performance (including at least one measure for career readiness), and college readiness.
- Florida's School Grades system is based on the idea that raised expectations are a vital part of success in implementing accountability to improve opportunities for all of Florida's students, and that continuing to raise expectations and standards is essential for moving Florida where we want to be within the next five years, when the state will apply national common assessments to provide both national and international comparative measures for evaluating Florida students' progress and achievement.
- Our School Grades system works to most effectively identify successful schools, reward success, and enable improvement.
- Florida's School Grades system is designed to accommodate progressive improvements in its own structure over time.
- The current accountability process has led to the public's inability to reconcile the school grade with the DA timeline for the implementation of rigorous turnaround requirements in the persistently lowest-achieving schools and, as a result, undermined the ability of LEAs to implement turnaround strategies.

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

Option A	**Option B**
☐ 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.	☒ 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: 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; and b. 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.

Each year the Florida School Grades system uses assessments in four subject areas to measure the current-year performance of students: reading, mathematics, writing, and science. 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.

The table below provides the percentage of students in the "all students" group that performed at level 3 or higher on the state's 2010 administration of each assessment for all grades assessed. Florida is in the process of raising standards for all of its assessments so the percentage of students scoring level 3 or higher will likely be different in the future.

Subject Area Proficiency on the FCAT, School Grades

	Percent Proficient 2010 Statewide School Averages			
School Type	**Reading**	**Math**	**Writing**	**Science**
Elementary	76	76	84	52
Middle	68	67	90	46
High	49	76	87	42
Combination	68	69	84	49

For all schools, the assessment components of the school grading methodology are based entirely on student performance and progress measured in core academic subjects (reading, mathematics, writing, and science for performance; reading and mathematics for learning gains [progress]). Florida's current elementary and middle school grading formulas weight student performance on the above four assessments as 50% of the grade with the other 50% comprised of points for student learning gains. The weighting of points for assessment-based components in the school grading system for Florida's elementary and middle schools are addressed more specifically in Section 2.A.i of this document.

For Florida's high school grading system, the state assessment-based components are weighted at 50% of the high school grade, while the other 50% of the available school grade points are 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 High School Grades

50% Based on Statewide Assessments	50% Based on Other Factors
• Performance in reading, mathematics, science, and writing • Learning gains for all students in reading and mathematics • Learning gains for the lowest-performing 25% in reading and mathematics	• Overall graduation rate • At-risk graduation rate • Participation and performance in accelerated courses • College readiness in reading and mathematics • Growth and decline of these measures

Current High School Grades Model

Reading	Mathematics	Writing	Science	Acceleration	Graduation Rate	College Readiness
Proficiency (100) 6.25%	Proficiency (100) 6.25%	Proficiency (100) 6.25%	Proficiency (100) 6.25%	Participation (175) 10.94%	Overall (200) 12.5%	Reading (100) 6.25%
Learning Gains (100) 6.25%	Learning Gains (100) 6,25%			Performance (125) 7.81%	At-Risk (100) 6.25%	Math (100) 6.25%
Low 25% Gains (100) 6,25%	Low 25% Gains (100) 6.25%					
300 points 18.75%	300 points 18.75%	100 pts. 6.25%	100 pts. 6.25%	300 points 18.75%	300 points 18.75%	200 points 12.5%

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 Next Generation Sunshine State Standards. Florida increased its standards when it implemented the Next Generation Sunshine State Standards and also increased the rigor of the FCAT 2.0 for which Florida is currently setting cut scores. Florida is now working toward implementing the Florida Standards adopted by the State Board of Education. Beginning 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.

Option A	**Option B**	**Option C**
☒ 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. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ 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. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. 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)

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 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/nclbspar/index.cfm.[1] Florida's AMOs will be reported in a separate table for progress on AMOs on these annual reports (the SPARs).

Current AMO Schedule for AYP Reporting

Florida's current AMO schedules for reading and mathematics assessment performance are available on pages 95 and 96 of the state's federally approved accountability workbook at

[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.

http://www2.ed.gov/admins/lead/account/stateplans03/flcsa.doc. These AMOs, which Florida will replace via the current flexibility request, are copied below for ease of reference:

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 2012. Florida's school grading system focuses 50% of its assessment components on student performance and 50% 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.

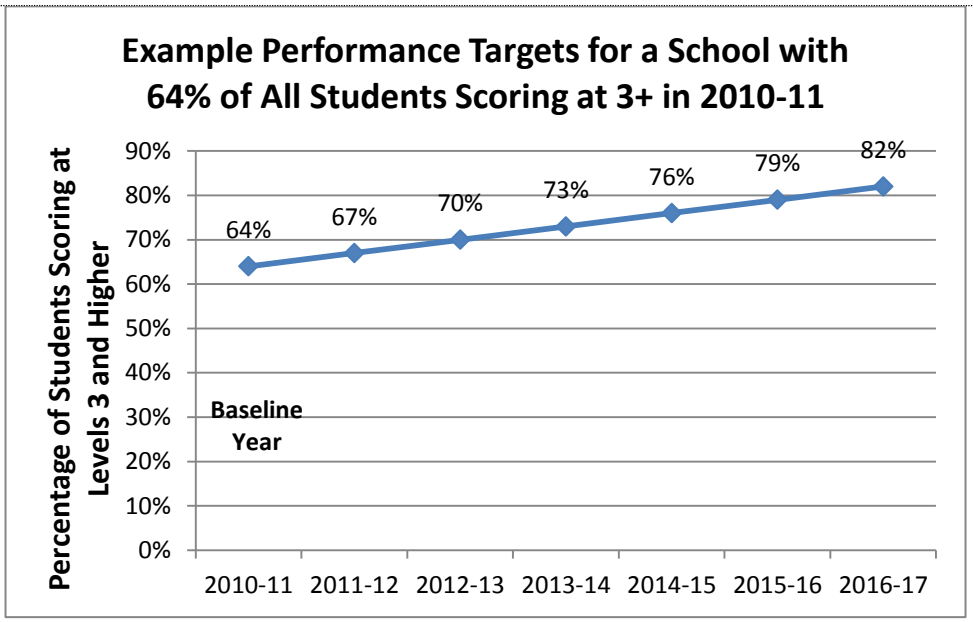
We are proposing four AMOs to provide a more robust and comprehensive picture of student performance within the school, LEA, and state. As achievement targets, the new AMOs will be reported as parts of a comprehensive, compensatory accountability system for evaluating a school's academic status and progress; 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.fldoe.org/pdf/1011/Guidesheet2011SchoolGrades.pdf.

- **AMO-2, Reading and Math Performance Target**. 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 2016-17 (using 2010-11 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.



Example, Performance Target Calculation

- Sample Elementary School: 2010-11 percent scoring at level 3 or higher in mathematics = 64% (All Students)
- 50 percent of students scoring levels 1 and 2 = 36% x ½ = 18%
- Target for 2016-17 = 64% + 18% = 82%

Sample Elementary School

In 2010-11, 64% scored at level 3 or higher in mathematics
Target: Increase level 3 and higher rate to 82% in 2016-17

Target for 2011-12	67% = 64% + [(18% ÷ 6) x 1]
Target for 2012-13	70% = 64% + [(18% ÷ 6) x 2]
Target for 2013-14	73% = 64% + [(18% ÷ 6) x 3]
Target for 2014-15	76% = 64% + [(18% ÷ 6) x 4]
Target for 2015-16	79% = 64% + [(18% ÷ 6) x 5]
Target for 2016-17	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.

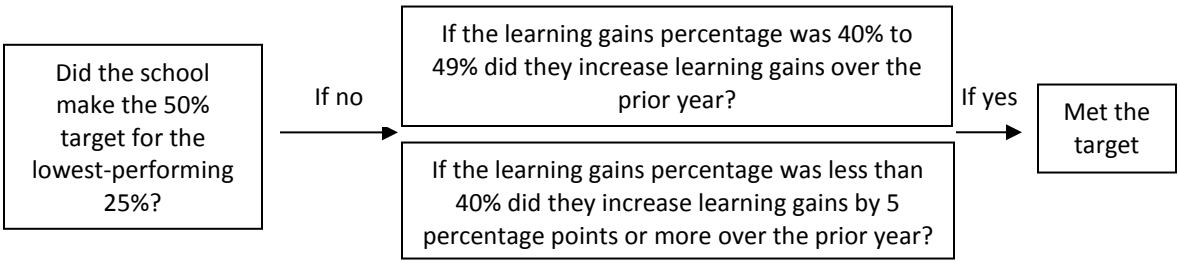
Florida, through the Differentiated Accountability (DA) Regional Teams, will identify and provide direct interventions to schools and districts that have consistently decreased in Reading and Mathematics Performance Targets (AMO-2). The goal of AMO-2 is to reduce the proportion of below grade level proficiency in reading and mathematics by 50% over the next six years. If a school or district does not reach its targets for any ESEA subgroup for two consecutive years, the school/district will receive direct support from the DA Regional Teams. The region's Response to Intervention (RtI) and specific content area specialist will assist the school and district in identifying the cause and help with the development and implementation of the School Improvement Plan. This will include, but not be limited to, coaching, feedback on instruction, alignment of resources, and progress monitoring to ensure adequate improvement. Districts and schools must comply with the following:

- Submit, as part of the School Improvement Plan (SIP), specific research-based intervention strategies to increase student performance in reading and/or mathematics in the affected subgroup. The SIP will include individual(s) responsible, a timeline, and methods to monitor student progress throughout the year. The SIP will be also be approved and monitored by the DA Regional Teams who are employed by the FLDOE and strategically located throughout the state.
- Also, if a school or district is increasing student performance within AMO-2 but not making adequate performance gains to meet the projected annual and six-year targets for three consecutive years, the district will be required to submit as part of the district improvement plan specific research-based strategies to assist the identified school(s) not meeting their annual targets to accelerate student performance in reading and/or mathematics. The monitoring process will be scheduled to coincide with the districts'/schools' established progress monitoring calendar that includes required statewide assessments and interim assessments to be used to determine further interventions. The district improvement plan must also include individual(s) responsible, a timeline, and methods to monitor student progress throughout the school year.
- Schools will be required to have both administrative and key instructional support staff (i.e., department heads, instructional content area coaches, and/or lead teachers) attend the two-week summer Differentiated Accountability academies that focus on the implementation and support of research-based best practices including Lesson Study, Florida Continuous Improvement Model, Data Mining/Instructional Decision Making, RtI/Problem Solving, and Instructional Coaching.

- **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. Students are counted as making learning gains if they increase their Achievement Level, maintain a level of 3 or higher, or for students in levels 1 and 2, if they make more

than a year's worth of learning gains. Schools must show that 50% of students in the lowest-performing group (lowest 25%) have made learning gains. If a school falls short of this target in either subject area, the school can still meet the requirement by showing improvement in the learning gains percentage from one year to the next (see exhibit below).

Florida's Learning Gains Target for the Lowest-Performing 25% of Students



In addition to using this target as an AMO, it also has consequences for a school's grade. Schools that would otherwise be graded "C" or higher that do not meet this requirement are assigned a final school grade that is one letter grade lower than the school would have received based on the school grade points earned. This provides schools an added incentive to focus efforts on helping the most struggling students improve their academic performance.

Several factors heavily influenced the selection of this measure as a new 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 school grading points for learning gains of students in the lowest-performing 25% and in the progress target for the lowest-performing 25%.
- 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-2 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%

	Mathematics		Reading	
Subgroup	**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

	Mathematics		Reading	
Subgroup	**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: Students are counted as making learning gains if they increase their Achievement Level, maintain a level 3 or higher, or for students in levels 1 and 2, if they make more than a year's worth of learning gains.
Source: Florida School Grades compiled records for 2010-11, Florida Department of Education.

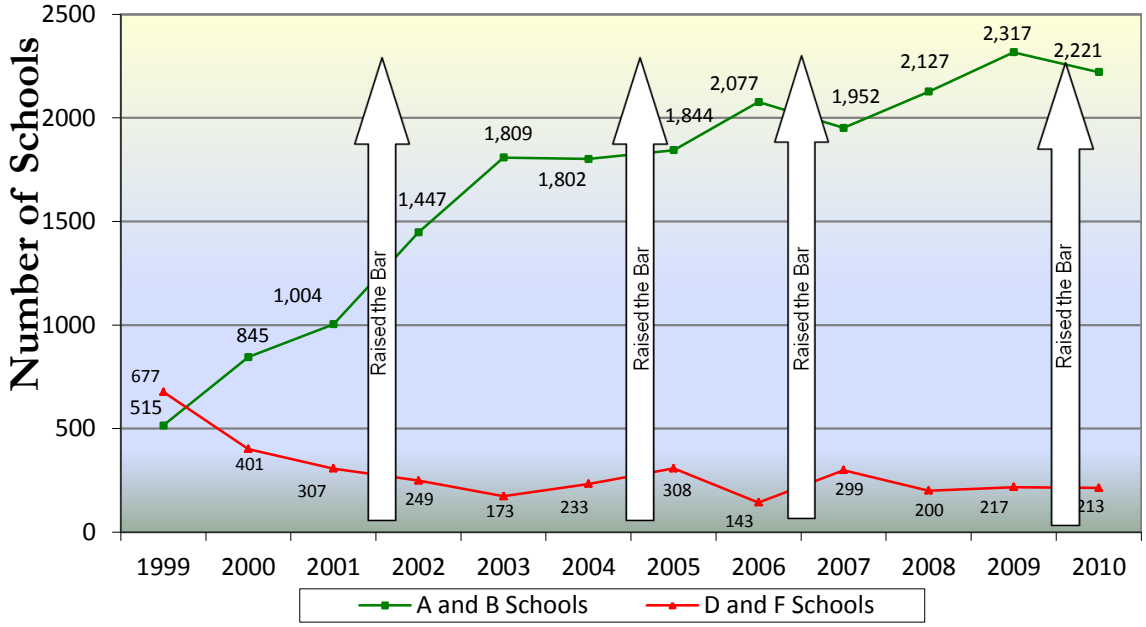
- **AMO-4, Benchmark Florida's Student Performance to the Highest-Performing States and Nations.** This is a statewide target that compares Florida's student performance (% proficient) on NAEP, TIMSS, PIRLS, and PISA compared to the highest-performing states and nations. Florida's target is to attain the same achievement levels as the top five states on NAEP and the top ten nations 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.

Students, Teachers, and Schools Responded with Increased Performance Each Time Florida "Raised the Bar"



School Grades Distribution for High- and Low-Performing Schools

Key for "Raising the Bar" arrows:

- *1st arrow: Florida implemented learning gains components in reading and mathematics after expanding the FCAT from three grades tested in reading and mathematics to all grades tested from grade 3 through grade 10.*
- *2nd arrow: Florida expanded the included student population to incorporate scores for students with disabilities and English language learners on the FCAT, and increased the writing standard for proficiency from 3.0 to 3.5.*
- *3rd arrow: Florida added FCAT Science to school grade performance measures and added learning gains for the lowest-performing 25% in mathematics.*
- *4th arrow: Florida expanded its high school grading measures to include overall and at-risk graduation rates, accelerated coursework, and readiness for college and careers.*

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													
		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)
	School Grade	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.

F Schools = Priority/Intervene Schools

Florida proposes that schools that receive a school grade of "F" will be assigned to the Priority/Intervene status. Florida schools in Priority/Intervene status are subject to more intensive intervention efforts required by the FDOE and managed (initially) by the LEA. Schools that receive a grade of "F" are the schools that need the most support to improve student achievement and student learning gains for all students and students within each subgroup.

As defined in the ESEA Flexibility Request, a Priority/Intervene school must meet at least one of three measures. Florida's plan meets and employs two stated measures. That is, the identified schools are among the lowest five percent of Title I schools in the state based on both achievement (FCAT performance) and lack of progress (lack of learning gains) of the "all students" group. Secondly, the list of identified Priority/Intervene schools contains currently served School Improvement Grant (SIG) schools in Florida. In summary, Florida is not only consistent with the definition proposed in the ESEA Flexibility Request, but extends beyond minimum requirements by meeting two of the measures. In addition, Florida's proposal has identified over the five percent of Title I schools required to receive direct state and local interventions (6%).

Clarification Regarding Florida's Original List of Priority Schools Submitted for the State's 2012 ESEA Flexibility Application and Annual Identification of Priority Schools for State School Improvement Purposes

Florida continues to provide supports and interventions to schools identified as federal Priority Schools on the original listing provided for ESEA flexibility purposes. These schools are identified as federal Priority schools for the three-year period under federally approved ESEA flexibility provisions. In addition, after each statewide release of school grades, Florida has annually identified state Priority schools, schools graded "F", to receive support and interventions in the state's DA system. The annually updated list of state Priority Schools in Florida's DA system is maintained separately from the original list of federal Priority Schools for ESEA purposes identified in Table 2. Florida's most recently updated DA files are available online at https://www.flsiponline.com/downloads.

Most Recent School Grades to Identify Schools in Table 2 Florida has two distinct timelines for the release of schools grades. Elementary and middle school grades are released in July of each year. High school grades are released in December due to the inclusion of other lagged measures including Advanced Placement, Dual Enrollment, and graduation rate. As a result of the timelines the FDOE used the most recent complete school grade data available to populate Table 2 (Attachment 9). For elementary and middle schools the school grade data reflects performance during the 2010-11 school year. However, high school grade data reflects the 2009-10 School Grades.

Based upon this information, there are 35 schools that would qualify for the Priority/Intervene school designation. This number reflects 2% of the state's Title I schools.

2010-2011 School Grades
Florida is currently in the process of revising its school grading calculations. The state's simulation using the proposed FCAT 2.0 cut scores indicates that the Priority/Intervene schools category would include 112 schools, reflecting 6% of all Title I schools in the state's current accountability system if these results had been used to recalculate Florida's 2010-2011 School Grades. See page 117 for a summary by school type.

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.

The state's DA process establishes criteria for ensuring that LEAs/schools comply with the turnaround principles. Specifically, the regional teams, as part of their instructional monitoring process, currently use the District and School Compliance Checklists as well as the Strategies and Support Document (Attachment 12) to ensure that these principles are being followed (these documents will be revised to reflect the provisions described below). These principles are outlined in Section 2.G.

In order to maximize the ability of a school assigned to Priority/Intervene status to make dramatic, systematic change, the interventions themselves must be appropriate, implementation must be faithful, and oversight strong and fair. Florida can demonstrate its history with each of these components. Florida has five Regional Executive Directors assigned to assist and oversee turnaround implementation by LEAs and schools. LEAs that have a number of Priority/Intervene schools must also have a dedicated turnaround director. The State Board of Education reviews and approves or disapproves LEA plans for Priority/Intervene schools. The focus on Priority/Intervene schools in Florida is such that during the 2011 calendar year, in six of the eight State Board of Education meetings, Priority/Intervene schools were on the agenda for review.

The interventions for Priority/Intervene schools are found in Section 1008.33, Florida Statutes, and Rule 6A-1.099811, Florida Administrative Code.

As described below, LEAs that have a Priority/Intervene school are required to conduct a diagnostic needs assessment and submit a plan for review and approval by the State Board of Education. This plan must demonstrate that it will result in systematic change and includes seven areas: school improvement planning, leadership quality improvement, educator quality improvement, professional development, curriculum alignment and pacing, the Florida Continuous Improvement Model, and monitoring plans and processes (Rule 6A-1.099811(5), Florida Administrative Code).

In order to assist the USDOE peer reviewer, the elements of the plan as well as other interventions aimed at achieving systematic change are set forth below in the sequence found in the review guidance. FDOE anticipates that if this flexibility is granted, interventions and support addressing each of the areas listed below will remain in place; however, the support strategies themselves may

evolve to better serve struggling schools and LEAs.

School Leadership

An LEA with a Priority/Intervene school is required to replace the principal, all assistant principals and coaches unless assigned to the school for less than one year where the school is a district-managed turnaround school. If the school is managed by an outside entity or as a charter school, the principal must have experience in turning around a low-performing school and the principal, assistant principals, and coaches from the Priority/Intervene school may not be hired at the school unless assigned to the school for less than one year and the school's failure to improve cannot be attributed in whole or in part, to the individual (Rule 6A-1.099811(8), Florida Administrative Code). Additionally, as part of the support and interventions provided to LEAs with a Priority/Intervene school, the LEA is required to submit a plan to FDOE for approval. That plan must include the following elements on school leadership:

1. The school's principal and assistant principals must have a record of increasing student achievement. The principal must have a record of turning around a similar school. The SEA has developed a leadership preparation program. The primary objective of this program is to create a pool of promising candidates to lead the chronically low achieving schools. This is described in Section 2.G.
2. The LEA must review members of the school leadership team and replace them as necessary based upon overall school performance. The review and replacement process must be fair, consistent, transparent, and reliable.
3. The LEA, with FDOE assistance, will review the school leadership team. FDOE will make recommendations to the LEA with respect to replacing members of the leadership team. The review and replacement process must be fair, consistent, transparent, and reliable.

Operating Flexibility

An LEA's plan for Priority/Intervene schools must:

1. Give the school sufficient operating flexibility, such as staffing decisions, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
2. Provide ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization, such as a school turnaround organization or Education Management Organization (EMO). The plan must identify the partner(s) and provide the qualifications of each in providing support to low-performing schools.
3. Adopt a new governance structure, which may include, but is not limited to:
   - Requiring the school to report to a new "turnaround office" in the LEA or SEA.
   - Appointing a "turnaround leader" that the principal reports to and who reports directly to the superintendent.
   - Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Florida's interventions provide flexibility in scheduling, staffing, curriculum, and budget once the Priority/Intervene school is turned over to a charter entity. One of the key purposes of charter schools is to encourage the use of innovation. In order to allow for innovation and flexibility, charter schools are exempted in law from most of the statutes and rules that apply to other 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 the educational code (Section 1002.33(16), Florida Statutes). Therefore, not only is the principal given operational flexibility, the entire school is provided a wide degree of flexibility in order to affect systematic change.

Effective Teachers

In order to ensure that teachers in Priority/Intervene schools are able to improve instruction, when the Priority/Intervene school is district-managed, the LEA is required to employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty. Reading and mathematics teachers may not be rehired at the school unless they are highly qualified and effective instructors under Section 1012.05, Florida Statutes, and as evidenced by 65% or more of their students achieving learning gains in reading and mathematics for elementary teachers and the appropriate content area for middle and high school teachers. These same requirements apply when the Priority/Intervene school is managed as a charter school or by an outside educational entity (Rule 6A-1.099811(8), Florida Administrative Code). Further, the LEA plan for Priority/Intervene school must include the following related to teacher quality and school staffing:

1. The LEA may not employ teachers for the school who are designated less than satisfactory by the teacher evaluation instrument. Florida has several Race to the Top projects that focus on developing quality teachers.
2. The LEA must develop a plan to encourage teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains by 65% or greater in reading and mathematics. The plan must be fair, consistent, transparent, and reliable.
3. The LEA must provide a reading coach, mathematics coach, and science coach to develop and model effective lessons, to lead Lesson Study, to analyze data, and provide professional development on the Florida Standards/Next Generation Sunshine State Standards.
4. The LEA must ensure that performance appraisals of instructional personnel are primarily based on student achievement. The appraisals must be fair, consistent, transparent, and reliable.
5. The LEA must ensure that performance appraisals of the administrative team include student achievement, as measured by the FCAT, as well as goals related to targeted subgroups and school-wide improvement.
6. The LEA must train staff on performance appraisal instruments and ensure that the performance appraisal process is implemented.
7. The LEA must provide teachers with performance pay for raising student achievement. The performance pay system must be fair, consistent, transparent, and reliable.
8. The LEA, with assistance from FDOE, must review and replace teachers who have not contributed to increased learning gains of 65% or greater in reading and mathematics or those teachers who did not contribute to improving the school's performance. The review and replacement process must be fair, consistent, transparent, and reliable.
9. The LEA must implement a differentiated pay policy that includes differentiation based on LEA-determined factors, including but not limited to additional job responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. The policy must be fair, consistent, transparent, and reliable.
10. The LEA must ensure that mid-year vacancies are filled.

In order to ensure that job-embedded professional development occurs and that the development is tied to teacher and student needs, an LEA's plan for a Priority/Intervene school must include the following:

1. The LEA must ensure that Individual Professional Development Plans for teachers of targeted subgroups include professional development that targets the needs of subgroups.
2. The LEA must participate in a sample of meetings where Individual Professional Development Plans are developed.
3. The LEA must ensure that leadership professional development opportunities target the needs of subgroups.
4. The LEA must provide professional development opportunities for school administrators that target the specific needs of subgroups.
5. The LEA must ensure that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making within the problem-solving process, job-embedded professional development on the Florida Standards/Next Generation Sunshine State Standards, and Lesson Study. The LEA must ensure that appropriate resources are allocated to redesign the master schedule. The LEA will ensure that more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include Lesson Study. If the master schedule prevents this from occurring, the LEA must establish a weekly Lesson Study after school for a minimum of one hour a week on the same day.
6. The LEA must provide principals and assistant principals with professional development on monitoring classroom instruction and guiding/supporting/monitoring the activities of instructional coaches.
7. The LEA must provide professional development on Florida's Continuous Improvement Model, Florida Standards/Next Generation Sunshine State Standards, Response to Intervention, Lesson Study, and School Grade and AMO Calculations.
8. The LEA must create and maintain a pool of highly-qualified reading, mathematics, and science teachers and instructional coaches to serve in DA schools.
9. The LEA must offer a summer professional development academy that is developed in conjunction with FDOE to school administrators, teachers, and instructional coaches. The LEA is also required to partner with the regional team to encourage school administrators, teachers, and instructional coaches to participate in the DA Summer Academies.

<u>Additional Time for Learning and Collaboration</u>

Florida strongly believes in extending the instructional day, week, and year as a strategy to increase student achievement. Florida provides Supplemental Academic Intervention (SAI) funding initially based on the number of students needing an extended school year program. These funds are provided to all LEAs prior to the beginning of each school year allowing schools to establish academic intervention programs at the moment students begin to struggle with subject content. This system of addressing the needs of students immediately, rather than waiting until students fail a course and take it again during an abbreviated summer session, has proven to be highly effective in reducing students below grade level. In addition to SAI funds, schools have access to School

Improvement and Title I funds to extend the instructional time. Lastly, School Improvement Grant (SIG) funds are provided to the lowest-performing 5% of schools in the state and each school is required to develop and have approved a detailed improvement plan that must include the extension of the instruction day and common teacher planning time. All LEAs are required to offer summer reading camps for struggling 3rd grade readers who have scored below level 3 on grade 3 FCAT reading. With the use these funds, Florida's lowest-performing schools conduct intensive summer programs to reduce or eliminate the regression of student learning that takes place over the summer, especially for students who live in poverty. There is also a strong commitment to extend the instructional day through the use of instructional technology at the family's home. This strategy has proven effective, especially for English language learners. Florida is highly committed to providing increased instructional time and practice to all struggling students.

In order to provide additional time for student learning, a Priority/Intervene school must extend the learning day. Additionally, the LEA must ensure that its master schedule is redesigned to allow for common planning time for teachers.

Instructional Programs are Based Upon Student Needs and Aligned with Florida Standards

The LEA plan for Priority/Intervene schools requires the following:

1. The LEA or school must develop instructional pacing guides that are aligned to the Florida Standards/Next Generation Sunshine State Standards in reading, writing, mathematics, and science.
2. The LEA must develop and implement a comprehensive research-based K-12 reading plan funded by the state. The plan must be updated annually based on Section 1011.62, Florida Statutes.
3. The LEA must review data to determine the effectiveness of all instructional programs and class offerings.
4. The LEA must extend the learning day.
5. The LEA, through the District Improvement Assistance Plan (DIAP), must clearly demonstrate how it is aligning its initiatives and resources based upon its school needs.
6. The LEA must identify the new or revised instructional program for reading, mathematics, science, and writing; the research base that shows it to be effective with high-poverty, at-risk students; and how it is different from the previous instructional program.
7. The LEA must provide the decision-making process for determining the new or revised instructional program.
8. The LEA must provide the rationale, including data, which supports retaining the current instructional program for reading, mathematics, science, and writing, respectively; or revising or adopting a new program.

Data Informs Instruction

The LEA plan for Priority/Intervene schools must include the following elements:

1. The LEA must monitor implementation of Florida's Continuous Improvement Model (FCIM).
2. The LEA must ensure real-time access to student achievement data.
3. The LEA must prescribe interim (benchmark baseline, mid-year, and mini-) assessments in reading, writing, mathematics, and science for level 1-3 students.

4. The LEA will use the Problem Solving/Response to Intervention process to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction. In the area of reading, this requirement maybe fulfilled through the use of the Florida Assessments for Instruction in Reading.
5. The LEA must participate in the Florida Assessments for Instruction in Reading for level 1-3 students.
6. The LEA administration must ensure that data chats are conducted between LEA administration and school administration, school administration and teachers, and teachers and students following baseline, mini-, and mid-year assessments.
7. Promote the continuous use of student data to meet the academic needs of individual students through implementation of the FCIM to:
    - Inform instruction – describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.
    - Differentiate instruction – describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored and supported. Include strategies for push-in, pull-out, or individual instructional opportunities.
    - Describe the specific training and follow-up that will be provided to support the implementation of the FCIM.

Non-Academic Factors Affecting Student Achievement

In order to sustain a school that supports positive student performance outcomes a school must first create an atmosphere that is safe and conducive to teaching and learning. DA incorporates into its improvement processes non-academic factors that are known to impede the development of a positive school culture.

The integrated statewide Problem-solving/Response to Intervention (PS/RtI) and Florida's Positive Behavior Support: RtI for Behavior (FLPBS:RtIB) programs collaborate to provide direct support to LEAs via the District Action Planning and Problem-solving Process. This process consolidates LEA leadership team efforts to use multiple data sources in the systematic planning and problem-solving process to implement a Multi-tiered System of Support for the various initiatives for which there is evidence that student learning is impacted. The Multi-tiered System of Support features timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority/Intervene and Focus/Correct schools, including:

- Alignment of teacher and school leader evaluation data (on instructional and leadership practices) with professional development.
- Development of state minimum standards for local LEA data systems related to curriculum, instructional practice, assessment, and professional learning.
- Revision (in progress) of the state's principal leadership standards to focus on student results and research-based instructional leadership practices.
- Ongoing revisions of State Board of Education rules to align with federal support for a multi-tiered, data-driven system of identification and service to students with disabilities in need of specially designed instruction.
- Integrated technical assistance in the form of regional trainings, monthly calls, technical

assistance papers, web-based tools, and a guidance manual for meaningfully compliant implementation of State Board of Education rules that require use of a data-based problem-solving process (see http://www.fldoe.org/ese/sldr.asp for more information).

- Formal technical assistance products that include an online Introductory RtI Course (taken by over 8,000 educators and other stakeholders), a statewide implementation plan for a PS/RtI implementation over a three-year period, mathematics and science model lesson videos that integrate PS/RtI with standards-based instruction, parent videos and presentations, brochures to address specific needs related to using data-based problem-solving within the Multi-tiered System of Support, and many others that can be accessed at the statewide web site: http://florida-rti.org/.
- Multi-year, ongoing FDOE-funded and supported collaborative training and technical assistance projects and their websites, including PS/RtI at http://floridarti.usf.edu/, which provides supportive research and resources such as the Evaluation Tool Technical Assistance Manual and newsletters, and FLPBS:RtIB at http://flpbs.fmhi.usf.edu/, which provides training modules and Florida's Model PBS Schools and has generated over 6,000,000 hits.
- Development of *Guiding Tools for Instructional Problem-solving (GTIPS)*, a manual used by LEAs and schools to establish and support implementation of data-based planning and problem-solving for instructional decision making, available at http://florida-rti.org/_docs/GTIPS.pdf.

The DIAP and School Improvement Plans must incorporate non-academic factors including:

- Retention rates/Acceleration programs
- Discipline rates (in-school and out-of-school suspension rates by incident type)
- Drop-out prevention
- PS/RtI team member identification and meeting schedules
- Attendance rates
- Implementation of PBS system

Family and Community Engagement

As part of improvement planning, the LEA is required to recruit representatives of the community to establish a Community Assessment Team (CAT) to review school performance data, determine the cause for low performance for each Priority/Intervene school, and advise the LEA on its District Improvement and Assistance Plan. To enhance the mechanisms for engagement, FDOE Regional Executive Directors are required to participate in CAT meetings. Additionally, the school is required to offer a flexible number of meetings for parents and in order to improve engagement, these meetings must be held at convenient times for parents. Schools are required to document all such meetings and maintain a log of parental involvement in order to demonstrate their efforts to engage the community of stakeholders. For Priority/Intervene school, the state requires that the LEA demonstrate ongoing community involvement in the review of the school's performance and in the selection of the turnaround option.

Oversight and Monitoring

In order to ensure that the interventions are sustained and result in systematic change in Priority/Intervene schools, significant school improvement planning and monitoring occurs at the LEA level and monitoring occurs at the state level. Included in the LEA plan for these schools are the following school improvement planning activities:

1. The LEA must create a LEA-based leadership team that includes the superintendent, associate superintendent(s) of curriculum, general and special education leaders, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, and specialists in other areas relevant to the school's circumstances, such as assessment, English language learners, and gifted learners.
2. The LEA team shall develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school.
3. The LEA team must establish systems for PS/RtI through LEA-wide consensus building, infrastructure development, and implementation.
4. The LEA-based leadership team must monitor the implementation of the school improvement plan.
5. The LEA is required to recruit representatives of the community to establish a Community Assessment Team (CAT) to review school performance data, determine the cause for low performance for each school in the Priority/Intervene category, and advise the LEA on its District Improvement and Assistance Plan. The FDOE's Regional Executive Directors shall participate in CAT meetings.
6. The LEA must develop and implement a District Improvement and Assistance Plan.

The LEA's monitoring responsibilities include the following:

1. The LEA must develop a comprehensive instructional monitoring process and follow-up that includes classroom, school leadership team, and school-wide monitoring.
2. The LEA must ensure that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources.
3. Monthly LEA meetings with the Regional Executive Director and LEA department leaders are held to coordinate strategies and resources to assist lowest-performing schools.
4. The LEA must establish a position to lead the turnaround effort at the LEA level. The selected employee will report directly to the superintendent and directly supervise principals at the lowest-performing schools.

The monitoring and reporting that occurs at the state level includes monthly progress monitoring meetings between the DA regional team, LEA, and schools. Additionally, the Regional Executive Director provides a summary of the status of both the school and LEA compliance checklists for areas where there is failure to adequately meet the compliance requirements. In instances where either the school or LEA fails to comply with a required component the LEA and/or school will be required to submit an action plan, in time for the next State Board of Education meeting, detailing the steps it will take in order to meet the required elements. Should the school and/or LEA fail to adequately address the deficiency the State Board of Education may require the superintendent to outline their barriers and revised actions steps at a subsequent State Board of Education meeting.

The FDOE also requires the submission of the selected Intervene Option Plan from the four turnaround models in state law for approval by the State Board of Education. Once approved the

LEA will submit a second plan detailing the actual steps toward implementation of their approved plan. This plan includes specific deliverables to ensure that the LEA is working toward implementation of their approved plan. Deliverables include, but are not limited to, evidence of stakeholder engagement during the intervention model selection process, identification of possible external partners, research on selected programs/partnerships, copies of correspondence, and a timeline for transition. Finally, in August of each year, the LEA must submit a final plan that reflects the actual implementation of their approved plan.

The interventions noted in this section are currently in place. While they may evolve to better serve students and LEAs, interventions and support addressing each area will remain in place, should Florida's flexibility request be granted.

The practices that are currently being implemented to improve the quality of instruction and the effectiveness of leadership and teaching in Priority/Intervene schools are found above.

Under the proposal for an enhanced DA system, Priority/Intervene schools could implement interventions for four years. The school would automatically have two years to implement intervention strategies and could have another two years, in a hold status, if the school improved to a grade of "D" or improved enough to meet achievement targets in mathematics and reading. After that, the LEA is required to choose a new option from those in law and submit a new Intervene Option Plan. Beyond the four years to implement an option, an LEA could continue the option and interventions if they demonstrated to the State Board of Education that the school is likely to improve enough to exit the Priority/Intervene category with more time (this is currently a provision in Section 1008.33(5)(b), Florida Statutes).

If a Priority/Intervene school improves a letter grade(s), the existing interventions and monitoring of the school's improvement plan is required and will be conducted by the DA Regional Executive Directors and specialists for at least three years to ensure that the school does not fall back into Priority/Intervene status. The former "F" school would be required to sustain activities and/or strategies outlined in their School Improvement Plan that are directly attributable to the overall school improvement. The direct oversight by Florida's DA Regional Teams of these former "F" schools will be in effect until the school has received either an "A," "B," or "C" school grade for three consecutive years.

The Department will continue to require districts and schools to submit their School Improvement Plan (SIP) for a period of three years following the school's letter grade improvement and exit from Focus or Priority/Intervene status and the following support will be provided:

1. The Department and DA Regional Teams will support schools each year following their "exit" (for three consecutive years) in the analysis of student performance data, subgroup performance, resource allocation, staffing, professional development planning, identification of support strategies, and action steps to ensure that schools continue to improve.
2. The SIP requires schools to include their subgroup performance and strategies to address the needs of individual students.
3. The Department and DA Regional Teams will review and approve the submission of the SIP. In addition, the DA Regional Teams and Department will monitor the SIP following the submission of baseline, mid-year, and end-of-year performance data.
4. The Department will review and approve all related plans including Title I, Title II, District

Reading Plans, and Student Progression Plans for three years following the school's meeting "exit" criteria.

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.

The timeline below was developed to align required turnaround principles with the availability of student performance data and give the LEA/school adequate time to identify target needs and strategies and allocate resources.

Sample Intervention Timeline for Elementary and Middle Schools (School Year 2011-2012)

- School Grades released July 2011
- Schools are placed in the appropriate DA category and the list is released August 2011
- Review of District Compliance Checklist by Regional Executive Director September/October 2011
- Review of compliance with Strategies and Support Document by the Regional Executive Director September/October 2011
- Submission of compliance summary to State Board of Education (three times annually)
- Intervene Option Plan (Option Selection) Submission November 1, 2011
- State Board of Education Approval November-December 2011
- Intervene Option Plan (Alignment of Strategies and Resources) Submission January-February 2012
    - LEA submission of deliverables, including:
        - Evidence of stakeholder engagement
        - Evidence of communication with an Education Management Organization or Charter
        - Planning timeline toward implementation
- Intervene Option Plan (Implementation) Submission August 1, 2012

As can be seen from the timeline above, under the existing DA system an option (district-managed turnaround or alternative governance through a charter or outside entity) and the accompanying interventions are already in place for many schools. Under the enhanced DA proposal, there would be no delay in implementation of the interventions required for improvement. Further, there would be no concentration of schools in later years because schools would enter, and would have the opportunity to exit, with the release of School Grades yearly. With the release of elementary and middle school grades in July and the release of high school grades in December, the school would have twelve or eight months, respectively, to plan for implementation in August. The proposal allows Priority/Intervene schools to implement an option and accompanying interventions for a three-year period and permits additional time to implement interventions if the school demonstrates improvement in the school grade or in reading and mathematics scores.

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.

- Because of the need for intervention efforts in Priority/Intervene schools to establish long-lasting (rather than temporary) improvements, Florida's enhanced DA system substantiated by approval of this ESEA Flexibility Request will place additional monitoring requirements on Priority/Intervene schools after improvement of the school grade. In order to exit Priority/Intervene status, Florida schools will be required to improve their school grade. Additionally, Florida Department of Education will review, approve, and monitor the School Improvement Plan until a school earns either an "A," "B," or "C" school grade for three consecutive years.

Florida's consideration to establish a threshold of performance that must be met in order to receive a passing grade is considered above and beyond the ESEA waiver criteria. It clearly demonstrates the State Board of Education's high standards and expectations. This issue was discussed during the January 23, 2012, board workshop and will be voted on during the February 28, 2012, board meeting. The implementation of this additional standard is not viewed as a prerequisite for successfully satisfying this section of the ESEA Flexibility Request.
Schools in Priority/Intervene status that meet one of the criteria for exiting Priority/Intervene status will be able to enter a hold status in their DA category for up to two years in order to allow for continuing improvement efforts to raise student achievement sufficiently to merit exit from Priority/Intervene status. (As described on pages 32-33, 51-52, and 75, both of the state's graduation rates, overall and the at-risk, are used in the calculation of school grades which is subsequently used for classification as Priority/Intervene or Focus.) Schools improving a letter grade from an "F" to a "D" will retain their Priority/Intervene designation. The school may qualify for a hold status allowing additional time in their current intervention model based upon improving the school grade. However, the school must meet the Priority/Intervene exit criteria by the end of the second year or move to implement an Intervene Option Plan. Currently, the options are closure, district-managed turnaround, charter, or an external management organization. In order to provide LEAs the flexibility to make sustained improvement, Florida is requesting the authority to offer LEAs the ability to implement a fifth option. This option may be a Hybrid Model of the other options (such as a district-operated charter school) or another option altogether as long an LEA demonstrates that the option is as, or more likely, to turn around the school in the same, or in less, time than the current four options.

The State Board of Education will be considering changes to the school grades rule. These changes include a threshold of performance that must be met in order for a school to receive a passing school grade. This topic is scheduled to be discussed and voted on during the February State Board of Education meeting (see materials attached). This performance criteria is in addition to the school letter grade and is not viewed as a requirement for the ESEA Flexibility Waiver.

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."

D Schools = Focus/Correct Schools
Florida proposes to use the school grade system to identify Focus/Correct schools as those receiving a grade of "D."

The ESEA Flexibility Request requires the identification of 10% of the state's Title I schools. Florida's proposal identifies 15% of the state's Title I schools as Focus schools by fully examining the following measures:

- Elementary and middle schools – Schools with a grade of "D" as measured by student performance in reading, mathematics, writing and science; learning gains in reading and mathematics; and the learning gains of the lowest-performing 25% of students in reading and mathematics.
- High schools – Schools with a grade of "D" as measured by student performance in reading, writing, science and mathematics; learning gains in reading and mathematics; and learning gains of the lowest-performing 25% of students in reading and mathematics; overall and "at-risk" graduation rates; the participation and performance of all students enrolled in accelerated courses; and the percent of students graduating college ready.
- High schools with graduation rates calculated to be the lowest in the state or subgroup graduation rates that are significantly lower than the overall school, district, or state rate will be reported to the DA Regional Executive Directors and the school and district will be required to include specific strategies in their school/district improvement plans to increase the graduation rate of the subgroup as well as the entire school and/or district.
- A listing will be generated to rank schools based on their school-to-state achievement gaps for subgroups. If schools receiving above a "D" grade have significantly greater achievement gaps than "D"-graded schools, then those schools will be required to develop, implement, and include interventions to reduce or eliminate the gap within their School Improvement Plan. These plans will be reviewed, approved, and monitored by the DA Regional Teams located throughout the state that serve to specifically assist districts and struggling schools.
- Florida's methodology described in this ESEA Flexibility Request identifies 15% of the Title I schools in the state that are considered the next neediest schools to receive state and local intervention. We have identified 299 schools as Focus schools in which 270 are Title I schools or 15% of the total number of Title I schools in the state. Ten percent is the requirement of the waiver application.

Please refer to the revised ESEA Waiver document pages 119-124 where a thorough analysis is presented on Focus schools including, achievement gaps, subgroup achievement gaps, and Florida's Intervention Plan, as well as the District Improvement Assistance Plans (DIAP).

Most Recent School Grades Used to Identify Schools for Table 2

Florida has two distinct timelines for the release of schools grades. Elementary and middle school grades are released in July of each year. High school grades are released in December due to the inclusion of other grade components including Advanced Placement, Dual Enrollment, and graduation rate. As a result, FDOE used the most recent school grades data to populate Table 2 (Attachment 9). FDOE based the identification of Focus/Correct schools using 2010-11 School Grades data for its elementary and middle schools and 2009-10 School Grades data for its high schools. Based upon this calculation, there are 174 schools that would qualify for the Focus/Correct school designation. This number reflects 9% of the state's Title I schools.

2010-2011 School Grades

Florida is currently in the process of revising its school grading calculations. The state's simulation using the proposed Florida Comprehensive Achievement Test (FCAT 2.0) changes indicates that the Focus/Correct category would include 299 schools, reflecting 16% of all Title I schools in the state's current accountability system. See page 117 for a summary by school type.

Florida's Focus/Correct and Priority/Intervene Schools Include Schools with the Largest Achievement Gaps

The achievement gap results shown in the tables below indicate that Florida's proposed model for identifying Focus/Correct and Priority/Intervene schools target those schools that have the largest achievement gaps to overcome. The supports that will be directed to these schools through DA will help focus resources to close these achievement gaps. The "gap" is the percentage points by which students in the category trail the state's overall percentage of students (the "all students" group) who score level 3 or higher in the applicable subject (reading or mathematics).

The gaps presented were calculated using the following formula:

Percentage point gap = the percentage of students scoring level 3 or higher in the state's "all students" group minus the average school percent scoring level 3 or higher for students in the applicable subgroup

These results are based on publicly reported outcomes for Florida schools (see files under "Measuring Adequate Yearly Progress [AYP] available in Excel format" at http://schoolgrades.fldoe.org/). A negative number indicates that students in the category exceed the percent proficient outcome for all students statewide (that is, with a negative number there is no gap). "Non Focus/Priority" schools are all Florida schools with outcomes other than those designated as Focus/Correct and Priority/Intervene schools in Florida's ESEA Flexibility Request.

The Percentage Point Gap Between All Students and Subgroups was Greatest at Focus and Priority Schools

	Economically Disadvantaged			Students with Disabilities		
	"D" Schools Focus Schools	"F" Schools Priority Schools	Non Focus/Priority Schools	"D" Schools Focus Schools	"F" Schools Priority Schools	Non Focus/Priority Schools
Avg. Gap Reading	17%	23%	3%	37%	39%	25%
Avg. Gap Mathematics	17%	24%	4%	36%	41%	25%

	English Language Learners			African-American		
	"D" Schools Focus Schools	"F" Schools Priority Schools	Non Focus/Priority Schools	"D" Schools Focus Schools	"F" Schools Priority Schools	Non Focus/Priority Schools
Avg. Gap Reading	25%	24%	13%	22%	25%	12%
Avg. Gap Mathematics	22%	21%	10%	23%	26%	12%

	Hispanic			Total ("All Students" Subgroup)		
	"D" Schools Focus Schools	"F" Schools Priority Schools	Non Focus/Priority Schools	"D" Schools Focus Schools	"F" Schools Priority Schools	Non Focus/Priority Schools
Avg. Gap Reading	16%	18%	-1%	14%	21%	-3%
Avg. Gap Mathematics	16%	19%	-1%	15%	23%	0%

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.

Florida's accountability process begins each year in June/July with the release of Florida Comprehensive Assessment Test (FCAT) performance scores and school grades. FDOE uses the

resulting school performance data to place schools within the DA matrix. Focus/Correct schools will be those with a school grade of "D." Once the Focus/Correct schools have been identified, FDOE notifies the LEA and subsequently publishes the DA schools list by category on its website. A sample of this report for 2011 can be found at http://flbsi.org/xls/DA_2011_01JUL11.xls.

Focus schools receive direct technical assistance in a number of ways including:

- Technical assistance provided by the regional Differentiated Accountability instructional coaching staff in the areas of Reading, Mathematics, Science, Data, Response to Intervention, Career and Technical Education (CTE) and Science, Technology, Engineering, and Mathematics (STEM).
- Site visits aligned to relevant student performance data such as attendance, discipline, failure rates, and/or baseline/mid-year assessments.
- Monthly staff development and support. Each region hosts a monthly coaches training for all DA school and district coaches to promote best practices. Additionally, these meetings will use a combination of recorded lessons and walk/talk approaches to further refine the coaching process.
- The summer DA academies will also afford all Focus and Priority/Intervene schools an opportunity to work participate in professional development that will target Lesson Study, Response to Intervention, Florida Continuous Improvement model, Effective Instruction, Content Area Literacy, CTE, STEM and Effective Coaching. These sessions combine both research-based content and peer presentations to promote collegial dialogue and reflection.

LEAs receive technical assistance annually through face-to-face meetings, webinars, and online technical assistance papers (http://flbsi.org/schoolimprove/index.htm). The FDOE also provides a detailed school improvement reporting timeline for the LEAs (http://flbsi.org/SIP/). The timeline and its components serve to ensure that the LEA and schools are clearly defining the needs, aligning resources, and identifying support strategies to ensure positive school improvement outcomes. The overall process consists of four components that are aligned to nationally-recognized turnaround principles:

- School Improvement Plan (SIP)
- District Improvement Assistance Plan (DIAP)
- Compliance Checklists
- Progress Monitoring

These mechanisms will continue to apply to Focus/Correct Schools under Florida's flexibility proposal.

School Improvement Plan (SIP)

Section 1001.42(18)(a), Florida Statutes, requires that LEAs "annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district." Each plan must address student achievement goals and strategies based on state and LEA achievement standards. The plan must also explicitly detail the supports, strategies, and interventions to be used throughout the year to ensure improved performance outcomes for all

student subgroups. The SIP serves as a blueprint of the actions and processes needed to produce school improvement. Florida's continuous school improvement planning process is the course of action employed to coordinate and prioritize all the work of the school in the context of student achievement. A SIP is the plan that coordinates and prioritizes this process. The components of the SIP are aligned to proven turnaround principles and include:

- Student Achievement Data
- Part I: School Information
    - Highly Qualified Staff
        - Administrators
        - Coaches
        - Teacher
    - Staff Demographics
    - Teacher Mentoring Program
    - Coordination and Integration of federal, state, and local services/programs
    - Response to Intervention
    - Literacy Leadership Team
    - Public School Choice

- Part II: Expected Improvements
    - Reading, writing, mathematics, science goals
        - Students achieving level 3
        - Students achieving above level 3
        - Percentage of students making learning gains
        - Percentage of students in the lowest-performing 25% making learning gains
        - Student subgroups not meeting the AMOs
        - Professional Development/Professional Learning Communities (PLCs)
        - Budget allocation/funding sources
    - Attendance, Suspension, Dropout Prevention, Parental Involvement, and Additional Goals
        - Professional Development/PLCs
        - Budget allocation/funding sources
    - Differentiated Accountability Compliance
    - School Advisory Council

For Focus/Correct Schools, the SIP process begins with the LEA, school, and regional team convening to review the prior year's school performance data by content area, grade level, and subgroup. The resulting disaggregated data are used as the basis for the development of a comprehensive SIP. The school, LEA, and regional teams work collaboratively to identify barriers, new strategies, actions steps, responsibilities, timelines, and resource allocation essential in supporting their improvement efforts. An effective school improvement planning process allows Florida schools to develop a strategic and continuous plan that focuses on quality education and high levels of student achievement. It also ensures that there is a specific focus on students by subgroup and those in the lowest quartile in each tested area.

The SIP is reviewed monthly to evaluate the effectiveness of the plan's implementation or need for revision based upon newly identified needs and relevant data. In this manner, the FDOE ensures that the SIP remains a living document that serves as the template for substantive school reform.

District Improvement Assistance Plan (DIAP)
The DIAP acts in tandem with the SIP to ensure that the LEA works to align resources, support, and strategies to assist its students and schools. The DIAP is due in September of each year allowing adequate time for LEAs to review pertinent data, collaborate with schools in the development of their SIP plans, and work with stakeholders to finalize the plan. The current DIAP template can be viewed at http://flbsi.org/DIAP/. The components of the DIAP include:

- For the use of Title I funds
    - Parental involvement in the plan's development
    - AMO data review, identification of deficiencies, and target setting
    - Identification of specific needs of low-achieving students, instructional needs for each subgroup, and plan for how they will be addressed
    - List of research-based reading, mathematics, science, and writing programs to be used at each school level (elementary, middle, high)
        - Identification of extended learning opportunities
    - Assurance that a certain percentage of Title I, Part A funds are committed to professional development
    - Parental involvement plan
- For the use of Title III funds
    - Identification of factors that prevented the LEA from achieving AMOs in the following:
        - English language learners
        - Reading
        - Mathematics
    - Identification of research-based professional development strategies and activities
    - Description for parental involvement and outreach strategies
    - Identification of changes to the Title III program

<u>Compliance Checklists</u>

As referenced in Section 2.D.iii, FDOE uses both school- and LEA-level compliance checklists that are aligned to national turnaround principles known to lead to successful improvement in low-achieving schools. The checklists outline specific deliverables that must be submitted as a means to ensure compliance and as a baseline for the FDOE and LEA monitoring of the school's initiatives throughout the year for the following areas:

- School Improvement Planning
- Leadership
- Educator Quality
- Professional Development
- Alignment and Pacing of Curriculum

- Florida's Continuous Improvement Model
- Monitoring Processes and Plans

In addition to the verification of improvements in the areas above, FDOE uses interim assessment data to establish a baseline for student achievement. LEAs/schools must submit their approved baseline data reflecting student achievement in reading, mathematics, science, and writing by October of each year. This baseline data serves as a checkpoint for schools in the review of their existing SIP and is used to:

- Compare the most recent performance to the needs previously identified in the SIP. The SIP can then be modified based upon the new data with additions and/or deletions of activities.
- Develop their Florida Continuous Improvement Model focus calendars and lessons based upon newly identified benchmark deficiencies.
- Modify intervention processes to ensure that it reflects the newly identified needs of the students.
- Provide a means to monitor the effectiveness of existing programs, strategies, and action steps when the mid-year assessment data is reported in January of each year.

Through this continual process of evaluating student achievement and growth over time, schools are better able to adapt to the changing needs of their students.

The timeline below will ensure that an LEA with one or more Focus/Correct schools will identify the specific needs of the schools and their students.

Proposed Timeline to Identify Needs of Focus/Correct Schools

June - July 2012	• Regional Executive Directors meet with LEA superintendents to review LEA compliance with DA. • Regional staff works in collaboration with schools and districts to ensure that the strategies, actions steps, and resources identified in the School Improvement Plan (SIP) are adequate in addressing the needs of all students. Summer DA Academy and Individual site visits are held. • Regional staff works in collaboration with districts to ensure that the strategies, actions steps, and resources identified in the District Improvement and Assistance Plan (DIAP) are adequate in addressing the needs of all students. Individual site visits are held.
July 30, 2012	• The Regional Executive Director approves the SIP and notifies schools/districts.
August 2012	• Regional staff works to certify that the resources and strategies required to ensure the successful implementation of the SIP are in place before the start of the school year. • The school and district implement the approved SIP.

	• Regional staff works to certify that the resources and strategies required to ensure the successful implementation of the DIAP are in place before the start of the school year. • The district implements the approved DIAP.
September 2012	• School Board-approved DIAP is submitted to FDOE.
October 2012	• School Interim Baseline Data due for department and regional staff review. • Regional staff, school, and district personnel review the baseline data and work with the school and district to modify the DIAP or SIP as it relates to newly identified needs.
October 2012	• School Board-approved SIP submitted to FDOE.
January 2013	• School Mid-Year Data Reports due for department and regional staff review. • Regional staff, school, and district personnel review the mid-year data and work to modify the DIAP or SIP as it relates to newly identified needs.
February 2013	• School Mid-Year Narrative Reports due comparing the overall performance by grade, content area, and subgroup to the baseline measure. • Regional staff meets with school and district staff to review the baseline and mid-year data for evidence of growth, stagnation, or decline. The process results in the thorough review of the SIP and DIAP plans and their effectiveness toward ensuring positive student outcomes. The plans are revised as necessary. • State Board of Education update on progress of Priority/Intervene and Focus schools.

The requirements and responsibilities for schools assigned to the Focus/Correct category are also adopted by the State Board of Education (Rule 6A-1.099811, Florida Administrative Code) and are described in Section 2.D.iii of this document. The interventions selected are based upon school transformation principles that have a proven track record of success that are both substantive and sustainable over time.

As outlined in detail in this subsection and in Section 2.G, Florida's Differentiated Accountability (DA) processes incorporate all subgroups in the overall evaluation and development of a comprehensive school reform plan. The School Improvement Plan and District Improvement and Assistance Plan specifically require that schools/districts address the needs of all students with specificity for each student subgroup. The regional staff, to the extent by which the need is determined, will provide specific support and training for best practices as it relates to the needs of student subgroups. Additionally, regional offices collaborate with Department staff to align resources and support.

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.

When a school reaches a school grade of "C" they will exit Focus/Correct status. In order to prevent schools from persisting in the Focus/Correct category, schools must exit within two years following the first year of classification as a Focus/Correct school. A third consecutive "D" grade requires implementation of the district-managed turnaround options, which entails:

- Principal/Administrator replacement.
- Reconstitution of staff (at least 50% of staff must be replaced).
- Differentiated pay scale to recruit/retain highly qualified staff.
- Revised curriculum.
- Increased learning time to reflect at least 300 hours of additional instructional time for all students. This criterion could be met with 60% of the increased learning time supporting all students (extended day and/or year) and 40% being supported through traditional targeted services including before school, after school, weekend, and summer academies.
- Demonstration that the LEA has prioritized the school in its support initiatives through allocation of additional funds and human capital.

The selection of Florida's school grading system as the key input for determining schools' DA status is based on several factors:

- Florida's "A" through "F" School Grades program provides understandable measures of school achievement for all stakeholders and drives incentive for improving student achievement.
- School grading has a history of success (spanning more than a decade) in improving critical areas of academic performance for Florida's student populations spanning elementary, middle, and high school levels of instruction.
- School grading is founded on measurable student achievement in core academic areas, including test results measuring student performance as well as student progress.
- Florida's high school grading system includes additional measures of achievement for evaluating on-time graduation, advanced curriculum participation and performance (including at least one measure for career readiness), and college readiness.
- Florida's School Grades system is based on the idea that raised expectations are a vital part of success in implementing accountability to improve opportunities for all of Florida's students, and that continuing to raise expectations and standards is essential for moving Florida where we want to be within the next five years, when the state will apply assessments that measure student mastery of the Florida standards and provide both national and international comparative measures for evaluating Florida students' progress and achievement.
- Our School Grades system works to most effectively identify successful schools, reward success, and enable improvement.
- Florida's School Grades system is designed to accommodate progressive improvements in its own structure over time.

- The ability of LEAs to implement some of the more difficult interventions has been undermined by the disconnect between AYP measures and the state's successful school grading system.

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

FDOE has provided a table (Attachment 9) identifying the Reward, Priority/Intervene, and Focus/Correct schools using a combination of School Grades data. As the state has two distinct timelines for the release of School Grades, the state used 2009-10 data to categorize high schools and 2010-11 data to categorize elementary and middle schools. See "Actual Data" below for summary. FDOE has provided a count of schools, by school type, that would be classified as Priority/Intervene and Focus/Correct schools using actual 2010-11 School Grades as applied to the state's newly proposed FCAT 2.0 criterion below.
Elementary = 193 Focus/Correct and 77 Priority/Intervene
Middle = 47 Focus/Correct and 7 Priority/Intervene
High School = 38 Focus/Correct and 12 Priority/Intervene
Combination School (excludes High Schools) = 21 Focus/Correct and 6 Priority/Intervene
Total Focus/Correct = 299 which equates to 16% of Title I schools
Total Priority/Intervene = 112 which equates to 6% of Title I schools

Actual Data
Total # of Title I schools in the state: 1,853
Total # of Title I-participating high schools in the state with graduation rates less than 60%: 26
Total # of Reward Schools: 1,975 (901 are Title I)
Total # of Focus/Correct Schools: 174 (144 are Title I)
Total # of Priority/Intervene Schools: 35 (29 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.

Florida's Differentiated Accountability system relies on the comprehensive school grading formula to ensure that it identifies any/all schools in need of assistance. The specific components of the formula are outlined on pages 48-51. It should be noted that the learning gains performance of the lowest 25% is not only reported but also results in a letter grade penalty should a school fail to demonstrate adequate progress. Also noteworthy is Florida's overall significant progress in reducing the achievement gap, as displayed on pages 55-67.

The enhanced DA program works to ensure that schools not meeting an acceptable level of student achievement are categorized in and supported by DA and, as a result, must comply with the requirements applicable to their category. Florida had 1,853 Title I schools in 2010-11. Application of the federal criteria defining Priority/Intervene and Focus/Correct schools would result in the identification of 35 Priority/Intervene schools (of which 29 are Title I schools) and 174 Focus/Correct schools (of which 144 are Title I schools).

If Florida's 2010-11 school grading data were recalculated using expected new cut scores for FCAT 2.0 assessments in reading and mathematics, the state would have 1,188 schools in three categories of Priority/Intervene, Focus/Correct, and Prevent (of which 966 are Title I schools, or 52% of total Title I schools) that would receive support through the DA program.

Proposed School Designations
Based Upon Expected New FCAT 2.0 Criteria Applied to 2010-11 School Performance Data

School Grade	Federal Category	DA Category	Projected Number	% of Title I Schools
F	Priority	Intervene	112 (106 Title I)	6% (106/1,853)
D	Focus	Correct	299 (270 Title I)	15% (270/1,853)
C		Prevent	777 (590 Title I)	32% (590/1,853)
A or increased school grade	Reward		1,848	

Florida also applied proposed DA criteria for Focus/Correct and Priority/Intervene schools to the most recent actual school grading outcomes for Florida's schools. These outcomes do not reflect the impact of Florida's new FCAT 2.0 standards in reading and mathematics, and therefore reflect numbers and percentages in the Focus/Correct and Priority/Intervene categories that are lower than corresponding numbers in the table above.

Proposed School Designations
Based Upon Actual School Performance Data
2009-10 for High Schools and 2010-11 for Elementary and Middle Schools
(Does not Factor in the Impact of New Standards)

School Grade	Federal Category	DA Category	Actual Number	% of Title I Schools
F	Priority	Intervene	35 (29 Title I)	2% (29/1,853)
D	Focus	Correct	174 (144 Title I)	8% (144/1,853)
C		Prevent	534 (446 Title I)	24% (446/1,853)
A or increased school grade	Reward		1,971	

For the 2012-2013 school year, school districts shall use an amount equivalent to 15 percent of the Title I, Part A funds allocated to Title I schools to meet the requirements for supplemental educational services. Supplemental educational services shall be provided in Title I schools to students who are performing at Level 1 or Level 2 on the FCAT. Each school district shall contract with supplemental educational service providers that have been approved by the department.

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.

Florida has worked systematically to build capacity for LEAs and their schools to support student success. In the last several years, FDOE has also executed considerable restructuring and dedicated resources to improve the state's capacity to effectively support struggling schools. It is because the state has taken a systematic approach that reaches every LEA and school, coupled with additional supports and expertise for schools with gaps and additional needs, that these approaches and strategies are likely to succeed. Florida's data showing improvements are already being made is the evidence that ultimate success is likely.

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.

School Improvement via Race to the Top
Additionally, Florida's Race to the Top funding is being used to support initiatives to develop turnaround leaders (a principal pipeline), develop rural LEA capacity, recruit teachers to two of the state's largest LEAs with the greatest representation of persistently lowest-achieving schools, and provide targeted summer professional development.

Leadership Pipeline for Turnaround Principals and Assistant Principals

The purpose of this project is to select a leadership preparation program partner. It is designed to prepare aspiring school leaders to effectively address the teaching and learning challenges of chronically low-achieving high schools and their feeder patterns. The primary objective of this initiative is to create a pool of the most promising candidates that can turn around schools through an innovative, problem solving-based program of study. This objective will be achieved by working with seven LEAs to recruit and train a minimum of 80 to 100 new principals and assistant principals to serve in the state's persistently lowest-achieving schools and their feeder patterns. The eligible LEAs are Miami-Dade and Duval, both of which have nine or more persistently lowest-achieving schools and Alachua, Broward, Osceola, Orange, and Pinellas, each of which has at least three persistently lowest-achieving schools. Each of these LEAs will be notified of their proportionate number of slots and the LEA will then develop a selection process to identify the aspiring turnaround leaders who will participate in the training.

The program will emphasize knowledge and behaviors that enable school leaders to promote successful teaching and learning, collaborative decision-making strategies, distributed leadership practices, a culture of collegiality in analysis, and use of data and instructional technologies to guide school improvement activities. Lesson Study, teacher evaluation, and project management will also be addressed. Quarterly topical seminars; an intensive half-year internship in a low-achieving middle or high school; and mentoring by a trained, highly effective principal will be cornerstones of this program. Once an aspiring principal or assistant principal completes the initial preparation program, the LEA will consider him/her for leadership vacancies in low-performing schools. When a program participant is placed, the LEA will provide a well-designed, two-year program of induction and support that includes ongoing professional development based on assessed needs to strengthen the participant's performance, coaching by an external school improvement coach, mentoring by an expert principal, and an opportunity to participate in a new principal network in which principals share their school leadership experiences and explore solutions to common problems in struggling schools. This will be a two-and-a-half year initiative that will result in a stronger administrative pool for Florida's persistently lowest-achieving schools.

Recognizing the role that charter schools can play in operating a turnaround school, or opening a new school within the feeder pattern a chronically low-achieving school, a separate strand will be created to provide leadership training for 20-25 current or aspiring charter school leaders in the seven LEAs. The charter school strand will emphasize knowledge and behaviors that enable school leaders to promote successful teaching and learning, collaborative decision-making strategies, distributed leadership practices, a culture of collegiality in analysis and use of data and

instructional technologies to guide school improvement activities. In addition, the strand will focus on the effective use of the flexibility and autonomy provided to charter schools.

It is anticipated that this $7,000,000 contract will be awarded in December 2011 in order for the selection process and training to begin in January 2012.

Building Rural LEA-level Capacity for Turnaround

This is a state-led initiative to partner with an outside provider to help build LEA leaders' capacity to support low-achieving schools in 10 rural LEAs in Florida. Eligible LEAs include Bradford, Columbia, Franklin, Gadsden, Levy, Flagler, Hendry, Jefferson, Washington, and Madison.

The partner will adapt and deliver leadership modules and coaching targeted at improving the capacities of the superintendent, school board, principals, and LEA senior staff in rural LEAs with persistently lowest-achieving schools. LEAs will be guided in establishing strategic plans and evaluation systems specifically designed to improve low-achieving schools in rural LEAs. LEAs will also receive training in community involvement and in developing a shared vision for improving schools. The partner will design and deliver off-site, big picture, vision- and capacity-building training activities that serve as guideposts for improvement. Onsite training and coaching activities will support the sessions to ensure implementation of the training. Specific training for board members and superintendents will include scenarios that stimulate board issues, participation in small group discussions, and training on the context and history of education policy through a series of workshops. The modules will be organized around four themes: governance, politics, whole-system change, and theories of action for change.

This $1,500,000 contract will fund a one-and-a-half year initiative. It is anticipated that the contract will be awarded in December 2011 and selection of candidates and training will begin in January 2012.

Recruiting Promising Teachers in Miami-Dade and Duval LEAs

The purpose of this discretionary grant award is to allow Miami-Dade and Duval LEAs to partner with a contractor(s) that will recruit and train promising teachers to work in their persistently lowest-achieving schools and their feeder patterns. The LEA shall partner with a contractor(s) with a proven track record for improving student achievement through innovative recruitment and training strategies. Several organizations provide highly specialized training to recent college graduates who do not have an education degree but are highly motivated, multi-talented, and wish to provide instruction in low-achieving schools. Recruiting such potentially promising teachers has been effective in raising student achievement in hard-to-staff schools, where they outperform traditionally prepared teachers. These teachers offer high expectations for student learning and a commitment to serving high-poverty neighborhoods.

The LEAs will leverage the experience of these teacher organizations and place recruits in schools and feeder patterns that comprise the persistently lowest-achieving schools list. The LEAs will rely upon the talent, track record, and capacity of these national organizations to bring a minimum of 504 high-quality teachers to Miami-Dade County School District and a minimum of 296 high-quality teachers to Duval County School District.

It is anticipated that this $9,000,000 grant will be awarded to the LEAs in early November 2011. Miami Dade LEA will receive $5,670,000 and Duval LEA will receive $3,330,000, over a three-year period.

Summer Differentiated Accountability Academies

Considering the need to raise student achievement in Florida's persistently lowest-achieving schools, it is clear that reform efforts must focus on improving instructional leadership and teacher quality. Regional teams have identified, through Instructional Reviews at the majority of the state's persistently lowest-achieving schools, the following areas that require technical support:

- *Quality of Instruction* – The creation and delivery of quality lesson plans to incorporate explicit instruction, higher order questioning, and grade level rigor.
- *Lesson Study* – The continual improvement of teaching through the analysis, discussion, and peer observation of the lesson planning and instructional delivery process. Teams of teachers within a department or grade level work together to refine their lesson plans and perfect the delivery of instruction.
- *Florida Standards and Next Generation Sunshine State Standards* – Transitioning teachers to these standards to ensure explicit teaching of the standards and benchmarks.
- *Problem Solving and Response to Instruction/Intervention (PS/RtI)* – Providing instruction and interventions using a systematic problem-solving process to maximize student achievement.
- *Florida Continuous Improvement Model (FCIM)* –The knowledge and skills to understand how to analyze formative and interim assessments to identify students' academic needs, map curriculum to focus instruction, and modify delivery to ensure improved student learning.

At the summer DA academy, regional teams will provide professional development modules designed for principals, assistant principals, instructional coaches, department chairs, and lead teachers from the state's persistently lowest-achieving schools and their feeder patterns in the areas of Lesson Study, Florida Standards and Next Generation Sunshine State Standards, PS/RtI, and the FCIM over a four-year period in the summer. The summer DA Academy will provide a statewide approach to professional development that is designed to enhance instructional leadership and teacher effectiveness, improve instructional delivery, and increase student achievement. Regional teams are charged with ensuring that the components of the training are implemented with fidelity and effectiveness throughout the school year.

Regional Support for Building School and LEA Capacity

For low-performing schools the state's DA program works to support LEA and school capacity development. In order to build sustainable capacity within schools and LEAs, Florida created the DA regional system of support. There are five regional teams throughout the state with each consisting of a Regional Executive Director, Instructional Specialists (reading, mathematics, science, RtI, CTE, and using data), and STEM and reading coordinators. The regional teams provide LEAs and schools with change agents who possess a proven record of increasing student achievement in low-performing schools.

Regional teams provide onsite and LEA-wide professional development; offer expertise to

superintendents, LEA teams, principals, and instructional coaches; monitor compliance in accordance with DA requirements; and monitor the academic progress of schools and LEAs through consistent follow-up visits to schools and through the analysis of assessment results. Each regional team is led by a Regional Executive Director, who drives turnaround efforts in the lowest-achieving schools and focuses on building the capacity of principals and LEA leadership teams in the turnaround process. The Regional Executive Director is required to have an accomplished record of turning around similar schools. Each Regional Executive Director reports to the FDOE's Deputy Chancellor for School Improvement and Student Achievement, who is based in Tallahassee. The regional team staff members are FDOE employees, not outside consultants.

Similar to the Regional Executive Director, all specialists have a strong record of improving student achievement in turnaround situations. Whereas the work of the Regional Executive Directors focuses on building leadership capacity for turnaround, the specialists and coordinators focus on building the capacity of instructional coaches and teachers through LEA and school-wide professional development on using data to determine instructional interventions, using the new standards in mathematics and science, modeling effective instruction in the classroom, and Lesson Study implementation. Also similar to the DA Regional Executive Director, specialists and coordinators are required to significantly raise student achievement at their assigned lowest-performing schools or they are replaced.

The regional teams work directly with the lowest-achieving schools and LEAs in the areas of curriculum and instruction, LEA and school instructional leadership, school improvement planning, professional development, teacher quality, data analysis, and developing robust monitoring systems at the school and LEA level. An Instructional Review takes place at schools receiving direct support. The reviews are led by the regional teams but are conducted in collaboration with LEA and school leadership teams. At the conclusion of the Instructional Review, an action plan is crafted that outlines what steps need to be taken to improve the school. Action steps, timelines, and the persons responsible for each item are documented.

The ownership of the action steps is shared by the regional team, LEA, and school. Throughout the year, the Regional Executive Director monitors the implementation of the action steps and reports to the State Board of Education on the school's progress. Regional teams work specifically with a high-level LEA administrator who is in charge of the turnaround and school improvement process at the LEA. Monthly meetings are conducted at the LEA level to ensure that action steps are implemented and coordination occurs throughout the LEA to support the lowest-achieving schools.

The regional teams also work directly with schools and LEAs in the areas of curriculum and instruction, school leadership, school improvement planning, professional development, teacher quality, and data analysis with an emphasis on creating strong systems and practices to ensure sustainability. In order to build capacity the DA regional teams have an established framework that guides their work. The first steps include data analysis and development of the School Improvement Plan (SIP) and District Improvement Assistance Plan (DIAP). The regional teams work within these plans to ensure their alignment and focus. As the school and LEA begin to respond and develop their own systems the regional team's tiered support matrix serves as a means to gradually release responsibility back to the LEA and school once they have

demonstrated sufficient capacity.

Initial LEA and School Site Visits

Initial site visits focus on developing rapport with LEA and school personnel and include a discussion of DA; the Strategies and Support document; and state, LEA, and school requirements. Trend data and plans for improvement are also discussed. The meetings are held at the LEA office or school sites, and participants include the regional team, superintendents, Title I directors, school improvement directors, human resources directors, finance officers, principals, and any other LEA and school personnel with direct responsibility for ensuring implementation and compliance with DA.

The Regional Executive Director and/or Instructional Specialists meet with these local staff in order to:

- Complete the DA checklist and review the Instructional Review Action Plan.
- Review the Self-Assessment of Problem-Solving Implementation form and process.
- Review Tier I and II Critical Components Checklist and Observation tools and processes.
- Conduct observations of school Problem-Solving/Response to Intervention team meeting using Critical Components Checklist and Observation tools.
- Identify the systems in place to build the instructional capacity of teachers and the schools' immediate professional development needs.
- Identify the degree of alignment in instructional programs and instructional materials with particular emphasis on interventions for level 1 and level 2 students and subgroups.

Instructional Reviews

Once initial LEA and school site visits are complete, regional teams begin to implement instructional support by conducting an Instructional Review. These reviews are not evaluations of teacher performance; rather, they provide the opportunity to review instructional practices and develop action plans for improvement. Instructional Reviews occur via classroom walkthroughs performed over the course of a school day(s).

The following are expected observations during Instructional Reviews:

- Classroom Environment
    - Classrooms are consistently used as a resource to promote learning.
    - Classrooms contain literacy-rich, instructional-based visual aids and resources (e.g., interactive word walls, content posters, process posters, and project displays).
    - Classrooms display exemplar student work to establish quality control expectations for various types of student work (e.g., note-taking, homework, and quiz/tests).
    - Students are on-task, classroom activities are orderly, transitions between activities are smooth, and instruction is bell-to-bell.
    - Standards for acceptable student behavior and classroom procedures are established and maintained.

- Instructional Materials
  - Content materials are available in a variety of formats, are research-based, and are aligned with the Next Generation Sunshine State Standards.
  - Adequate content technologies that support student learning are available in the classroom and are easily accessible by all students.
  - Culturally and developmentally appropriate materials are utilized to support student learning.
  - Supplemental materials offer further breadth and depth to lessons.
  - Various learning styles are represented by resource materials (e.g., audio, visual, and motor).
  - Supports and accommodations as identified in students' Individual Educational Plans.
  - Course materials relate to students' lives and highlight ways learning can be applied in real-life situations.
  - Materials are organized and readily available for teachers to use.
- Higher Order Questioning and Thinking
  - Students understand the purpose of a lesson or a lab and are able to explain what they are learning and how it relates to real world and/or current events relevant to students' gender, ethnicity, age, culture, etc.
  - Teachers model higher order thinking skills when presenting information and answering questions.
  - Scaffolding, pacing, prompting, and probing techniques are used when asking questions.
  - Teachers use adequate "wait time" between asking questions and eliciting student responses.
  - Students are engaged in "accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.
  - Questioning strategies are designed to promote critical, independent, and creative thinking.
  - Questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, and to make decisions.
  - Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content.
- Student Engagement
  - Students are effectively engaged in instruction through hands-on activities that include the use of technology.
  - Students are comfortable taking part in peer-to-peer interaction while working in small groups.
  - Teachers incorporate collaborative structures during guided practice.
  - Students take part in cooperative projects where each student's knowledge is needed by others in the group to complete the assignments.
- Differentiated Instruction
  - Teachers analyze data to design instruction that addresses the various needs, interests, learning styles, and abilities of individual students.
  - Teachers select strategies, materials, and technologies to address students' multiple

learning styles and cultural experiences and to stimulate individual students' intellectual interests.
  - Students are effectively engaged in varied small group activities based on individual student needs while being monitored by the teacher.
  - Teachers assign tiered activities (i.e., a series of related tasks of varying complexity) as alternative ways of meeting the same benchmark taking into account individual student needs.
  - School administrators and teachers target interventions for individual students in subgroups based upon data analysis.

- Data Analysis
  - Ongoing informal and formal assessments are used to monitor individual student progress, including progress toward mastery of the Next Generation Sunshine State Standards and to make instructional changes, if needed.
  - Teachers incorporate Checks for Understanding throughout a lesson to ensure students are obtaining the knowledge and skills to answer the Essential Question by the end of class.
  - Teachers use formative assessments to determine whole class and small group instruction.
  - Teachers use summative assessments to evaluate what students have mastered.
  - Students are provided with specific expectations as to how class tasks/assignments are to be completed, when they are to be finished, the form in which they are to be presented, and the quality of the final product.
  - Teachers hold students accountable for and give appropriate feedback on class work and homework.
  - Teachers maintain observational and anecdotal records in the course of monitoring students' development.
  - Teachers employ performance-based assessments that require students to demonstrate skills and competencies that realistically represent problems and situations likely to be encountered in daily life, then judge the quality of the student's work based on an agreed-upon set of criteria.
  - Portfolios are used as an ongoing measure of student progress and can include student work, reports, reflections, self-assessments, and even peer-teacher assessments.
  - Diagnostic assessments are used for students not demonstrating progress in core content instruction.
  - Florida Continuous Improvement Model (FCIM) calendars, mini-lessons, and mini-assessments are developed within professional learning communities (PLCs), and are delivered by all teachers.
  - FCIM mini-assessment data is analyzed during PLCs and used to identify students reaching mastery and those not reaching mastery on FCIM lessons.
  - Students are provided tutorial and enrichment opportunities based on FCIM assessment results.
  - FCIM maintenance strategies are developed within PLCs and are a part of daily instruction.
  - School leadership monitors the fidelity and evaluates the effectiveness of the FCIM process through regular meetings with grade levels and/or the department

teams.

- Reading and Writing Across the Curriculum
  - Teachers are knowledgeable about research-based, appropriate reading and writing instructional strategies and incorporate them into their lessons.
  - Teachers incorporate vocabulary acquisition strategies (e.g., picture notes, word mapping, interactive word walls, and context clues) into their lessons before, during, and after reading content materials to support the learning of vocabulary.
  - Teachers provide examples of vocabulary use in text and through rich classroom discussions (e.g., word origins and their meanings, decontextualizing words, high frequency words across multiple domains, multi-faceted meanings, and shades of meaning).
  - Teachers use non-fiction reading materials that support student learning and ensure these materials are readily available and easily accessible by all students.
  - Teachers incorporate FCAT short response and extended response items in lessons, homework, and assessment.
- School and LEA Leadership and Coaching
  - LEA trains staff on performance appraisal instruments and the performance appraisal process is implemented with fidelity by school administration.
  - Members of the school and LEA leadership teams participate in a comprehensive instructional monitoring process that collects observational data on the fidelity of programs, policies, and procedures in the classroom.
  - Members of the school and LEA leadership serve as instructional leaders by providing teachers with guidance and modeling designed to improve instruction while adhering to all steps of the coaching cycle.
  - School and LEA leadership ensure all instructional staff members have access to curriculum-related materials and the training necessary to increase student attainment of the New Generation Sunshine State Standards.
  - School and LEA leadership plan and allocate resources, monitor progress, provide the organizational infrastructure, and remove barriers in order to sustain continuous school improvement.
  - School and LEA leadership monitor fidelity of implementation of the School Improvement Plan.
  - School Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.
  - School leadership establishes a system for shared leadership to formalize roles and responsibilities for the instructional coach, department head, grade level lead teacher, etc.

<u>Problem Solving/Response to Intervention (PS/RtI) Implementation Reviews</u>

- Problem Identification activities:
  - Data are used to determine the effectiveness of core instruction.
  - Decisions are made to modify core instruction or to develop supplemental (Tier II) interventions.
  - Universal screening (e.g., DIBELS) or other data sources (e.g., LEA-wide assessments) are used to identify groups of students in need of supplemental

intervention.

- Problem Analysis activities:
  - The school-based team generates hypotheses to identify potential reasons for students not meeting benchmarks.
  - Data are used to determine viable or active hypotheses for why students are not attaining benchmarks.
- Intervention Design and Implementation activities:
  - Tier I: Modifications are made to core instruction.
    - A plan for implementation of modifications to core instruction is documented.
    - Support for implementation of modifications to core instruction is documented.
    - Documentation of implementation of modifications to core instruction is provided.
  - Tier II: Supplemental instruction is developed or modified.
    - A plan for implementation of supplemental instruction is documented.
    - Support for implementation of supplemental instruction is documented.
    - Documentation of implementation of supplemental instruction is provided.
- Program Evaluation of RtI activities:
  - Criteria for positive RtI are defined.
  - Progress monitoring and/or universal screening data are collected/scheduled.
  - A decision regarding student RtI is documented.
  - A plan for continuing, modifying, or terminating the intervention plan is provided.

After classroom visits are completed and PS/RtI team processes are observed and reviewed, the School Improvement Plan is reviewed to ensure that it adequately addresses the needs of the school. The completed report includes the commendations and concerns and identifies specific action steps to remediate the concerns, as well as the person responsible for executing and monitoring implementation of the action steps that are to be included in the final School Improvement Plan (SIP). A SIP Action Plan (Attachment 13) for reading, mathematics, science, and PS/RtI are completed for each school. Prior to completion of the SIP Action Plan, there is communication between regional team members and appropriate LEA and school personnel. SIP Action Plans are then sent to the superintendent, LEA administrators, and the school principal. These documents remain flexible allowing for regular revision as activities are completed and/or new concerns are identified.

Action Plan Calendar and Visitation Schedule

After the SIP Action Plans are finalized, the regional teams meet with the school leadership team to develop a calendar to implement and monitor the SIP Action Plan steps. SIP Action Plan calendars target school-wide and content-specific strategies to be implemented in an agreed upon timeframe. This strategic planning provides a systematic approach to implement the SIP Action Plan while building school capacity for ongoing school improvement.

Based upon the SIP Action Plan calendar timeframes, the regional team and the school leadership team create a visitation schedule to provide professional development training and/or technical support and assistance as necessary to implement strategies. For example, the regional teams and

the school leadership team reconvene every four weeks to adjust the SIP Action Plan calendar as necessary and review RtI data since RtI teams collect data in two-week intervals to measure the effectiveness implemented strategies. Additionally, the Regional Executive Director assigns content area specialists based upon each school's needs.

While the framework to support overall capacity is embedded within the comprehensive school and LEA improvement planning process the DA teams also rely on providing ongoing professional development for both school and LEA staff through side-by-side coaching, modeling, PS/RtI, data analysis, and summer professional development cadres. Additionally, the regional teams are supported by the FDOE resulting in a common vision and voice for all initiatives. The state's DA process took the first steps toward transitioning from compliance monitoring to implementation support, effectively transitioning from a theoretical process to practical application.

Approval of External Providers for School Turnaround

DA regional teams, in collaboration with LEAs/schools, conduct rigorous program reviews prior to partnering with additional external providers. The process begins with the data analysis and review of existing programs and or processes. The PS/RtI process is instrumental in evaluating existing programs. The process involves reviewing the need, implementation, and fidelity in which a program was used. If it is deemed that a new program is needed the regional teams work to ensure that new program(s) is/are research-based and that the LEA and school have a comprehensive plan for implementation, monitoring, and annual evaluation. The regional teams do not endorse programs nor are they involved in the identification of possible programs, but are instrumental in ensuring that programs being considered align with state initiatives and incorporate sound instructional pedagogy.

The state has clearly defined criteria that LEAs must use as they recruit external partnerships with either charter operators or management companies for school turnaround. Through the existing Intervene Option Plan timeline LEAs submit specific deliverables that detail the organizations they are engaging for possible contract. Through this process the LEA and partner submit evidence of successful turnaround in similar schools and a sample contract to ensure autonomy. The FDOE defines these partners as an outside entity that:

- Operates a school or cluster of schools.
- Has experience achieving results with high-poverty student populations and working in a school turnaround environment.

In order to ensure that the partner is provided with the resources and flexibility to facilitate change the FDOE requires that each partner:

- Sign a three- to five-year performance contract for student achievement with an LEA with an annual performance review based upon clearly defined learning goals. The LEA will hold the partner accountable as outlined in the approved contract.
- Work with unionized teaching staff under modified contracts, be held accountable for student performance, operate under some but not all LEA procedures and regulations, and use some but not all LEA central office services.
- Demonstrate scalability to ramp up capacity quickly, modify an existing school model to meet the needs of a turnaround environment, and open new operations in or expand existing operations.

- Design a comprehensive school model including instructional programs and socioeconomic supports, and transform the existing culture to create a positive learning environment.
- Execute a full community engagement plan.
- Work collaboratively with LEA central office staff.
- Education Management Organizations/Lead Partners not be exempt from existing statute(s).
- Have the authority to hire a new principal/administrative team or approve the current one.
- Support the principal in hiring and replacing teachers and have responsibility for bringing in a meaningful cohort of new instructional staff.
- Provide core academic and student support services directly or by aligning the services of other program and support partners and build internal capacity with the schools.
- To ensure success the group must clearly demonstrate that they have established an embedded, consistent, and intense relationship within each school.
- Provides instructional and operational support directly to school.
- Discuss progress and barriers with the principal on a regular basis.
- Ensure that appropriate services are procured from LEA offices.
- Manage key program functions:
    - Human Capital
    - Curriculum and Instruction
    - Policy/legal
    - Administration and finances
    - Community advocacy
    - Socio-emotional support service and partnerships
    - Data analysis and evaluation

<u>Ensuring Sufficient Support and Leveraging of Federal Dollars</u>

Florida's DA process clearly outlines the means to monitor and support meaningful research-based turnaround principles. The DA processes have been substantiated throughout this application with a focus on data analysis, program evaluation, longitudinal planning, resource allocation, human capital, and ongoing progress monitoring. Through the DA Strategies and Support document the state has clearly defined the responsibilities of the FDOE, school, and LEA that are aligned to research-based turnaround principles. It is important to note that since 2008 the DA processes have reflected the highly effective turnaround principles currently outlined in the School Improvement Grant (SIG) and Race to the Top. The state has been able to leverage new federal funds including SIG and Race to the Top to enhance existing structures for regional support and LEA/school activities. Examples of successful turnaround principles include:

- Common planning time
- Extended learning day
- Recruitment/retention bonuses
- Performance pay for instructional staff and administrators
- Differentiated pay for employees at persistently lowest-achieving schools
- Job-embedded professional development

The regional teams were able to leverage SIG dollars as each Regional Executive Director was responsible for working with schools in the development and approval of their SIG applications. The Regional Executive Director is instrumental in evaluating the LEA's capacity, program activities, budget allocation; and developing annual goals. Throughout the year, the Regional Executive Director incorporates the components of the SIG into their monthly monitoring meetings to ensure that the school/LEA is implementing the specified activities. The Regional Executive Director reviews the expenditures following the American Recovery and Reinvestment Act quarterly submissions to ensure that expenditures match the program activities. Significant deficiencies or overages trigger the Regional Executive Director to meet with the LEA to review the application activities and, if needed, require the LEA to submit a timeline for corrective action. At the end of each year the Regional Executive Director meets with the school and LEA staff to evaluate the school's progress toward their established annual goals. If the school meets 80% of their goals the grant will be renewed. Failure to meet the approved goals requires the selection of a different improvement plan option. The Commissioner of Education reserves the right to require that LEAs with more than nine schools in both Priority/Intervene and/or Focus/Correct categories submit a funding plan that describes how the LEA will prioritize its schools and how each federal funding source supports the schools' overall improvement. The state also uses reverted SIG funds, due to school closure or unspent allocation, to provide additional competitive grants to existing SIG schools to promote additional reform initiatives.

At the state level, Race to the Top funds resulted in additions to the existing regional support teams. The Race to the Top funding provided for 40 reading coordinators, nine data coaches, five Career and Technical Education specialists, and 20 STEM specialists to better align the state's initiatives and ensure project outcomes.

Schools in DA are held accountable and monitored through a combination of plans/tools including:

- School Improvement Plan
- District Improvement Assistance Plan
- Analyses of baseline and mid-year assessments data in the areas of reading, writing, mathematics, and science
- DA Strategies and Support Document
- District Compliance Checklist
- School Compliance Checklist
- Instructional Review Action Plan
- School Improvement Grant Monitoring
- Intervene Option Plan Submission (Intervene Schools Only)

These plans act in unison to structure each reform initiative and serve as a means to monitor their progress toward meeting their designated activities.

LEAs failing to improve school and student performance must implement a series of rigorous requirements, including:

- Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic

content standards.

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
- Establishing a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and providing ongoing mechanisms for family and community engagement.
- Providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- Providing job-embedded, ongoing professional development informed by teacher evaluation and support systems and tied to teacher and student needs.
- Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.
- Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.
- Preventing ineffective teachers from transferring to these schools.
- Reviewing the performance of the current principal.
- Replacing the principal if necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.

For all LEAs and schools, non-compliance with any of the required interventions and supports may lead to:

- State Board of Education intervention in operations
- State funds withheld
- Report of non-compliance to the State Legislature with recommended legislative action
- Conditions placed on Title I or Title II grant awards
- Redirection of Title II, Part A funds
- Movement to a more severe category

As outlined in detail in this section and in subsection 2.E.iii, Florida's Differentiated Accountability (DA) processes incorporate all subgroups in the overall evaluation and development of a comprehensive school reform plan. The School Improvement Plan and District Improvement and Assistance Plan specifically require that schools/districts address the needs of all students with specificity for each student subgroup. The regional staff, to the extent by which the need is determined, will provide specific support and training for best practices as it relates to the needs of student subgroups. Additionally, regional offices collaborate with Department staff to align resources and support.

Historically, the DA program has yielded significant improvement. In 2009-10 there were 52 schools receiving assistance through DA. As Table 1 below indicates, 48% of schools improved one or more letter grades. In 2010-11, there were 118 schools receiving such assistance. As Table 2 below indicates, 42% of these schools improved one or more letter grades. Additionally, the state tracks the impact that the DA program has had on schools regarding their AYP improvements. In 2009-10, as indicated by Table 3, below 60% of the schools demonstrated

improvement in their overall AYP performance. Finally, Table 4 shows that in 2010-11, 36% of the targeted schools demonstrated improvement in their overall AYP performance.

Table 1: Changes in School Grade Performance 2009-10

School Type	Improved Grade	Remained Unchanged	Declined
Elementary/ Middle	9	5	4
High School (FCAT component scores only)	12	10	7
Combination	4	1	0

Table 2: Changes in School Grade Performance 2010-11

School Type	Improved Grade	Remained Unchanged	Declined	I/No Score
Elementary/ Middle	38	16	2	2
High School (FCAT component scores only)	5	30	8	1
Combination	6	7	0	3

Note: The high school grading criteria changed to include end-of-course assessments, elimination of FCAT mathematics in ninth grade, and increased standards in writing.

Table 3: Changes in School AYP Performance 2009-10

School Type	Improved AYP More than 5 Percentage Points	Improved by 5 Percentage Points or Less or Remained Unchanged	AYP Declined
Elementary/Middle	7	5	6
High School	21	7	1
Combination	3	1	1

Table 4: Changes in School AYP Performance 2010-11

School Type	Improved AYP More than 5 Percentage Points	Improved by 5 Percentage Points or Less or Remained Unchanged	AYP Declined
Elementary/Middle	28	18	10
High School	9	14	20
Combination	5	10	1

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.

Option A	Option B	Option C
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: 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).	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: 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 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: 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.

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	**Florida law and rule supports improved instructional practice.**	
	(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.	S. 1012.34(1)(a), F.S.
	(2) The evaluation systems for instructional personnel and school administrators must: (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. (b) Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, (h) Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning.	S. 1012.34(2)(a), (b) and (h), F.S.
	(3)(a) The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices.	S. 1012.34(3)(a), F.S.
	The Florida Educator Accomplished Practices	Rule 6A-5.065, F.A.C.
(b) Meaningfully differentiate performance using at least three performance levels	**Florida law requires 50% of evaluation results to be based on student growth, and differentiates four evaluation performance levels. The State Board of Education must adopt rules to ensure clear and sufficient differentiation between these levels.**	
	The evaluation systems for instructional personnel and school administrators must: (e) Differentiate among four levels of performance as follows: 1. Highly effective. 2. Effective. 3. Needs improvement or, for instructional	S. 1012.34(2)(e), F.S.

	personnel in the first 3 years of employment who need improvement, developing. 4. Unsatisfactory	
(c) Use multiple valid measures in determining performance levels	**Florida law requires valid, multiple measures: value-added growth for all students on statewide assessments (50%) and other measures of professional practice (50%). For non-statewide assessments, the state will provide guidance on growth models and review LEAs' methodologies as they update their systems. The law also requires the State Board of Education to adopt rules establishing 1) a student learning growth standard that, if not met, will result in the employee receiving an unsatisfactory performance evaluation rating and 2) a student learning growth standard that must be met in order for an employee to receive a highly effective rating or an effective rating. The state has adopted rigorous standards for instructional practice and instructional leadership as the basis for evaluation systems.** (2) The evaluation systems for instructional personnel and school administrators must: (c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.	S. 1012.34(2)(c), F.S.
…including as a significant factor data on student growth for all students (including English Learners and students with disabilities)	(3)(a) The evaluation criteria must include: 1. Performance of students.—At least 50 percent of a performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments as provided in s. 1008.22(8). Each school district must use the formula adopted pursuant to paragraph (7)(a) for measuring student learning growth in all courses associated with statewide assessments and must select an equally appropriate formula for measuring student learning growth for all other grades and subjects a. For classroom teachers, the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of	S. 1012.34(3)(a)1., F.S.

	the evaluation based upon student learning growth may be reduced to not less than 40 percent. c. For school administrators, the student learning growth portion of the evaluation must include growth data for students assigned to the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.	
	(7) MEASUREMENT OF STUDENT LEARNING GROWTH.— (a) On June 1, 2011, the Commissioner of Education approved a formula to measure individual student learning growth on the Florida Comprehensive Assessment Test (FCAT) administered under s. 1008.22(3)(c)1. The formula must take into consideration each student's prior academic performance. The formula must not set different expectations for student learning growth based upon a student's gender, race, ethnicity, or socioeconomic status. In the development of the formula, the commissioner shall consider other factors such as a student's attendance record, disability status, or status as an English language learner. (b) Beginning in the 2011-2012 school year, each school district shall measure student learning growth using the formula approved by the commissioner under paragraph (a) for courses associated with the FCAT. Each school district shall implement the additional student learning growth measures selected by the commissioner	S. 1012.34(7)(a) and (b), F.S.
… and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)	(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. 3. Instructional leadership.—For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of	S. 1012.34(3)(a)2. and 3., F.S.

	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. Florida Educator Accomplished Practices Florida Principal Leadership Standards	Rule 6A-5.065, F.A.C. Rule 6A-5.080, F.A.C.
(d) Evaluate teachers and principals on a regular basis	**Florida law requires annual evaluations and bi-annual evaluations for new teachers in an LEA.** 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. Instructional leadership.—For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of Education.	S. 1012.34(3)(a), F.S.
(e) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development	**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.** (2) The evaluation systems for instructional personnel and school administrators must: (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. (4)(b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in	S. 1012.34(2)(b), F.S. S. 1012.98(4)(b)2., F.S.

	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: 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; <u>(iv)(a) Use evaluations to inform professional development.</u> The LEA will use results from teacher and principal evaluations as described in (D)(2)(ii) in its professional development system as follows: For Teachers: • 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. For Principals: • Establish an Individual Leadership Development Plan (ILDP) for each principal that is based, in part, on an analysis of student performance data and results of prior evaluations.	RTTT Phase II Participating LEA MOU (D)(2)(iv)(a) (Note: the IPDP is also required by S. 1012.98, F.S.)
(f) Will be used to inform personnel decisions	**Florida law and the Race to the Top MOU require evaluation results to be used to inform personnel decisions.** <u>Compensation</u> "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, "Performance salary schedule" means the salary	S. 1012.22 (1)(c), F.S.

	schedule or schedules adopted by a district school board 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. By July 1, 2014, the district school board shall adopt a performance salary schedule that provides 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: (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. (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. (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. <u>Retention, Dismissal and Reduction in Force</u> 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	
	(3) A professional service contract shall be renewed each year unless: (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 (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 consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.	S. 1012.33(1), (3) and (5), F.S.
	(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.	
	Contracts with instructional personnel hired on or after July 1, 2011— (2) EMPLOYMENT.— (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 (c) An annual contract may be awarded only if the employee: 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.	S. 1012.335(2), F.S.

	Assignment and Transfer (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	S. 1012.2315, F.S.
	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 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.	S. 1012.27, F.S.
	(iv)(b) Use evaluations to inform compensation, promotion, and retention • The LEA will implement a compensation system for teachers that: 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: 1 .Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii). (iv)(c) Use evaluations to inform tenure and/or full certification • The LEA will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated through annual evaluations as described in	RTTT Phase II MOU (D)(2)(iv)(b-d) Note – these are provisions *in addition* to those outlined in law.

	(D)(2)(ii). (iv)(d) Use evaluations to inform removal • 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.	

Florida has a high degree of confidence that this initiative will be successful in improving achievement for all students for four reasons. First, the heart of the initiative is the student. Second, both the state's Theory of Action and its thorough implementation plan are grounded in contemporary research and in lessons learned through years of experience in educational reform and real progress – so the information serving as the foundation for action is sound. Third, the state's approach is to put a premium on actions taking place at the classroom level, where research indicates is the most likely point of impact student learning, and then to align our systems of school improvement and human capital to support those very actions. It is important that, no matter where an educator, parent, or student turns, the message and the goals are the same, and that they are the same for all students.

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 implementation effort is still near the beginning, so the need for more communication and dialogue is ever-present. For 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.)

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 development notices have been advertised to revise Rule 6A-5.030 (formerly 6B-4.010),Florida Administrative Code, based on the new statutory requirements. Further, 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.

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.

<u>LEA Development of Evaluation Systems Based on the Adopted Guidelines</u>

LEAs redesigned their evaluation systems with the involvement of teachers and principals. The SEA will review and approve them for implementation in all schools in 2011-12, ensuring valid measures linked to student achievement. The level of SEA support and assistance will further 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 are 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 begins 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 is 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 is 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 will be 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 will be 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, comprises at least 50% of an evaluation for each teacher and principal in Florida. 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.

Florida's development and implementation of its own value-added model for use with FCAT 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 already begun development of a similar growth model for use with its Algebra I end-of-course exam and will continue this process, including the review and input from the Student Growth Implementation Committee, over the next three years. In addition to developing statewide models for statewide assessments, work is being done to provide example models for use with other prevalently-used standardized assessments (such as SAT 10, Advanced Placement, etc.). These will be ready, along with guidelines for their use, for LEAs to adopt or adapt beginning in the 2012-13 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 will include 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 performance 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 has a goal for its participating LEAs that 80% of teachers in the state will 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 September. LEAs have been reporting summative ratings for the last several years, but 2011-12 will be 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 will evaluate and monitor 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 and codified 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.

In the unlikely event that an LEA fails to revise their teacher and principal evaluation systems in accordance with the Student Success Act, 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. Additionally, if the LEA is participating in Race to the Top, their allocation would be in jeopardy.

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.