



United States Department of Education  
Office Of the Deputy Secretary

November 10, 2011

The Honorable Rick Scott  
Office of the Governor  
State of Florida  
The Capitol  
400 S. Monroe Street  
Tallahassee, FL 32399-0001

Dear Governor Scott:

I am writing in response to Florida's request to amend its approved Race to the Top application. In June 2011, the State submitted amendment requests to the U.S. Department of Education (Department). Throughout July, August, and September, the State provided additional clarification as requested and refined its requests as necessary. As you are aware, the Department has the authority to approve amendments to your plan and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On January 6, 2011, the Department sent a letter and "Grant Amendment Submission Process" document to Governors of grantee States indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top program *Principles*, which are also included in that document.

I am approving the following amendments:

- In section (A)(2) under the project "Building Strong Statewide Capital to Implement Scale Up and Sustainable Proposal Plans," Florida will make the following changes:
  - In its approved application, Florida planned to hire staff directly through FDOE. The State now plans to hire the majority of new employees for Race to the Top via contracted services.
  - Hire four additional staff members to provide support for Race to the Top.
  - The shift to hiring staff via contracts necessitates a move in the funding related to personnel. As a result, \$12,016,685 in funds from personnel, fringe benefits,

travel, standard support and human resources, supplies, equipment, and indirect costs will be shifted as follows:

- Shift \$10,181,887 to contracts to fund the new personnel contract and supplement the additional contracts in this project. These additional contracts will be augmented with funds that have been freed up via indirect costs that the State is no longer claiming because of the shift to contracts and funds for staffing that were not used in year 1 because all hiring was not completed.
- Shift \$1,834,798 to assurance area E to supplement funding for the community compacts project.

#### **Assurance Area B: Standards and Assessments**

- Florida is changing its approach to one activity in its overall efforts to adopt and implement the Common Core State Standards (CCSS). Florida intended to conduct an alignment study for State Board of Education adoption of CCSS and include up to 15 percent of content specific to Florida. After reviewing its State standards and the CCSS, Florida decided to use the Achieve alignment tool rather than conducting its own study. There is no budget or timeline shift associated with this amendment.

#### **Assurance Areas C: Data Systems to Support Instruction**

- Revisions to optional performance measures in the applications area of (C) (2) have been made to reflect the approved amendments outlined in the chart in Appendix 1. Please see Appendix 2 for the revised optional measures.

#### **Assurance Area D: Great Teachers and Leaders**

- Florida
- Florida is revising its approach to the teacher and principal evaluation systems to align with its new teacher and leader evaluation law passed in March 2011. The law requires that the LEA evaluation systems incorporate student performance data as 50 percent of the evaluation using the adopted statewide value-added formula(s) for all state assessment data and incorporating three years of a teacher's student performance data. When less than three years of a teacher's data are available, the percentage of the evaluation based on student performance may be reduced to not less than 40 percent. In its approved application, Florida required that the LEA evaluation systems incorporate student performance data as 50 percent of the evaluation. Within that student performance component of the evaluation, 35-40 percent (increasing to 40 percent by the end of the grant) must be based on the value-added calculation based on state assessments. The remaining 10-15 percent of the student performance component could be based on other student-growth measures determined by the LEA. As a result of the new law and this amendment, the State is no longer using the LEA determined student-growth measure as part of the evaluation system. Additionally, Florida clarified that a portion of the remaining 50 percent of the evaluation will be based on the State's Florida Educator Accomplished Practices or the Florida Principal Leadership Standards.

- Florida is changing its approach to its project to Improve Districts' Access to Effective Teachers and Principals in Hard-to-Staff Subjects/Specialties. Florida has decided to partner directly with UTeach rather than implement a UTeach-like program. After considering its options, the State determined that the best course of action is to contract with UTeach to run the program at selected colleges and universities. Because of the time spent finalizing the implementation plan, the program did not begin in year 1 and instead, UTeach will be implemented in year 2. The State expects some graduates in the fall of 2014 via the fast track program for upperclassmen and anticipates an increasing number of graduates beginning in 2015. Though many of the graduates of this program will not be in the classroom until after the funding for Race to the Top comes to an end, this program, with the support of Race to the Top funds, will lay the groundwork for a pipeline of highly effective teachers. As a result of this project not starting in year 1, the State is shifting \$2,550,000 in year 1 funds to years 2 through 4.
- For the Improve Measurement of Student Academic Growth project, Florida is revising its timeline for issuing grants to professional associations to develop measures for performance-based courses. After rethinking the timeline, Florida determined that these measures cannot be effectively developed until the corresponding assessments are available in year 3. As a result, this activity is being moved to year 3 from year 1. In its approved application, the State proposed to adopt the measures for these performance-based courses in year 4 and still plans to meet this timeline.
- Florida's Race to the Top budget inadvertently did not include funding for reviewing and revising teacher certification exams in an effort to increase the rigor of these exams though this activity was included in the State's application narrative. In order to fund this project, Florida will reduce the funds allocated to the Incorporate Evaluation Results into Career Decisions project by a total of \$1,743,120 and reallocate these funds to efforts to revise teacher certifications. To reduce the cost for the Incorporating Evaluation Results into Career Decisions project, districts will be grouped based upon an analysis of the components of their evaluation system and their needs. Additionally, consideration will also be given to district size and geographic location. Services will be provided through these groupings rather than to individual districts. Through this project, the regional offices will ensure that the districts get the services they need to use evaluation data to make human capital decisions.

#### **Assurance Area E: Turning Around the Lowest-Achieving Schools**

- In its Reading Coordinators project, Florida plans to increase the budget for its coordinators by \$1,792,709 because the State's previous budget estimates did not include sufficient funds to attract high quality applicants. To achieve the level of funding required for the 40 reading coordinators, funding allocated to the Differentiated Accountability Summer Academies project will be reduced by a total of \$1,792,709. The annual funding for the Summer Academies project includes stipends of \$125 per day for coaches, department chairs, lead teachers, and other leaders from the 118 persistently lowest-achieving schools and their feeder patterns to attend the summer academies. In its application, Florida proposed to serve 1,300 participants in the summer academies a year over four years. The number is being reduced to 1,160 to allocate funds from this budget to the Reading Coordinators budget. Selected training modules will be recorded

and made available to school and/or district-level employees who are unable to attend the summer academies.

- Amendment requests and rationale relating to timeline and budget adjustments, as detailed in Appendix 1

Additionally, Florida has provided the following clarification:

- In the project to Improve and Expand STEM Career and Professional Academies, Florida is adjusting the number of persistently lowest-achieving high schools that are being served. In its approved application, Florida proposed to award grants to 24 persistently lowest achieving high schools. Moving forward, this project will only include 22 persistently lowest-achieving high schools. One school should not have been included in the proposed number of schools to be served because the district did not sign-on to participate in Race to the Top. Another district decided not to participate after the Race to the Top grant was awarded. Florida will provide grants and services to the 22 persistently lowest-achieving high schools in participating districts.

As Florida proceeds with its amended plan, the State must continue to follow the condition outlined in the Scope of Work approval letter. In particular, Florida will provide timely updates to the Department on Race to the Top project timelines as related contracts are awarded. This includes (1) On a monthly basis, providing the Department with a list of all pending contracts related to Race to the Top that includes the status and expected award date for each contract. Florida will notify the Department within five working days if the expected award date for the contract is changed; and (2) After a contract is awarded, FDOE will submit, within four weeks, a detailed timeline that includes, at a minimum, quarterly benchmarks outlining the State's plan for accomplishing the related project(s) outlined in the State's approved Race to the Top application. These updates will then become part of the State's scope of work.

It is our understanding that these amendments will not substantially change the scope of work. Please note that this letter will be posted on the Department's website as a record of the amendments.

I am confident that Florida will continue its bold, comprehensive reform efforts. If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact Florida's Race to the Top Program Officer, Lauren Scott, at 202-205-0940 or [Lauren.Scott@ed.gov](mailto:Lauren.Scott@ed.gov).

Sincerely,

//s//

Ann Whalen  
Director, Policy and Program Implementation  
Implementation and Support Unit

cc: Gerard Robinson, Commissioner of Education  
Linda Champion, Deputy Commissioner, Finance and Operations  
Holly Edenfield, Race to the Top Coordinator

## Appendix 1

### Amendment Type: Budget Shifts

#### Rationale for Change:

Budget adjustments become necessary as contracts are awarded and negotiations between the State and contractor more accurately determine the amount of funding needed in each year of the project. Additional budget adjustments for non-contracted projects are needed as the State begins implementation of activities and adjusts funding based on an improved understanding of when funds will be needed.

Item #	Specific Project	Activity Affected	Description of change(s)
1	(B)(3) Initiative 2: Assessments	Participate in TIMMS, PIRLS, and PISA benchmarking study	In year 1, Florida awarded a contract to participate in TIMMS, PIRLS, and PISA benchmarking studies. The amount budgeted for this activity remains the same but funds have been shifted over years 1 through 4 to reflect the terms of the contract.
2	(C)(3): Implementing Local Instructional Improvement Systems	Determine and publish the minimum standards for Local Systems; Plan the organization and operations of the Local Systems Exchange; Complete the design and implementation of the website enhancements to include the Local Systems resources.	These activities were completed in year 1 but all of the funds budgeted for year 1 were not used. As a result, shift \$54,395 of year 1 funds to year 2.
3	C: Data Implementation Committee	Support for the Data Implementation Committee	The data implementation team began work in year 1 but did not spend budgeted funds. As a result, shift \$56,210 in funds for year 1 to year 2.

### Amendment Type: Minor Timeline Adjustments and Budget Shifts

Amendments in this category represent a shift of less than one calendar quarter and their corresponding budget shifts.

#### Rationale for Change:

The timeline adjustments detailed below are necessary because in its Race to the Top application, Florida's activity timelines were based on a September-to-August yearly calendar. Florida has since changed to a July-to-June yearly calendar to better coincide with

its fiscal year. As a result, a few activities completed in the original year 1 (i.e. through August 2011) were actually completed early in year 2 based on the new calendar.

Item #	Specific Project	Activity Affected	Description of change(s)
4	(D)(2): Improve Measurement of Student Academic Growth	Provide LEAs with baseline data for students and teachers [in FCAT-associated courses] and communication materials explaining the [student growth] calculation	(1) Data was provided in quarter 1 of year 2 rather than quarter 4 of year 1. (2) Shift \$471,400 in unused year 1 funds to years 2 through 4. This is part of a larger contract that also includes providing expertise to identify and develop statewide measures for student performance.
5	(D)(2): Implement Evaluation Systems for Teachers and Principals that Measure Student Growth	LEAs submit teacher and principal evaluations based on core practices and baseline teacher effectiveness data; State provides national expertise and support	(1) LEAs submitted principal evaluations in August 2011 (year 2 quarter 1) rather than year 1 quarter 4. (2) Shift \$2,131,552 of unused year 1 funds to years 2-4.
6	(E)(2): Differentiated Accountability Summer Academy	Regional teams identify location for Differentiated Accountability academy and select participants; Develop and conduct training modules	(1) Academies were conducted in July and August 2011 (year 2 quarter 1) rather than year 1. (2) Shift \$1,551,823 in year 1 funds to year 2

Amendment Type: Timeline and Budget Shifts

**Rationale for Change:**

The delays detailed below are due to a delay in hiring because of difficulties in finding the best individuals to fill positions. All of the positions included in these activities are now filled but the hiring was not completed until the beginning of year 2. This is later than expected and as a result, all of the funds budgeted for year 1 were not used.

Item #	Specific Project	Activity Affected	Description of change(s)
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7	(B)(3) Initiative 2: Assessments	Balanced assessment team members will begin monthly progress reports; implement actions to remedy concerns identified as barriers to successful implementation	(1) Hiring was completed July 2011 which is the first month of year 2. (2) Shift \$320,000 in unused year 1 funds to years 2 through 4.
8	(C)(3): Professional Development to All Schools	Hire and train data captain and data coaches; create coordinated, comprehensive plan to deliver professional development statewide.	(1) Hiring was completed in September 2011 which is in the first quarter of year 2. (2) Shift the activity for the data captain and coaches to develop a professional development plan from year 1 to year 2. (3) Shift 470,540 in year 1 funds to years 2 through 4.

Amendment Type: Timeline Shifts

**Rationale for Change:**

The State is delaying deployment of the Facts.org system to coincide with the release of the related communication module scheduled for year 2.

Item #	Specific Project	Activity Affected	Description of change(s)
9	(C)(2): Accessing and Using Data	Develop and implement the Facts.org college and career readiness evaluation	Shift deployment of Facts.org from year 1 to year 2.

Amendment Type: Timeline and Budget Shifts

Timeline amendments that fall into this category represent a shift of greater than three months. Budgetary amendments in this category move remaining year 1 funds to years 2 through 4.

**Rationale for Change:**

Florida experienced delays in issuing contracts which led to delays in implementing the activities outlined in this chart. Some delays are the direct result of a contract that has not yet been issued. Other activities are delayed because they are dependent upon the projects with deferred contracts (as indicated in the "Description of change(s)" section below.) The hold up in issuing contracts is due, in large part, to the large number and monetary size of the contracts undertaken by the Florida Department of Education (FDOE). FDOE is experienced in the contracting process but has struggled to issue the Race to the Top contracts in such a short time frame. The State is working to expedite the process for issuing contracts and is hiring additional staff in an effort to avoid further delays. In cases in which there are year 1 funds associated with a delayed project, the funds allocated for the first year have been shifted to years 2 through 4 to cover the cost of the contracted activities that are being moved to those years.



Item #	Specific Project	Activity Affected	Description of change(s)
10	(A)(2): Building Strong Statewide Capital to Implement Scale Up and Sustainable Proposal Plans	Provide for additional positions and associated support costs; Issue contract to conduct formative and summative evaluations of the State's implementation of Race to the Top	(1) Shift activities from year 1 to year 2. (2) Shift \$4,592,313 in year 1 funds to years 2 through 4.
11	(B)(3) Initiative 1: Curricular Tools to Implement the Common Core State Standards (CCSS)	Revise the student tutorial content in Algebra, geometry, and 10th grade reading to reflect CCSS	(1) Shift activity from year 1 to year 2. The delay in issuing this contract was due in large part to a bid protest. It has since been resolved and the contract will soon be awarded. (2) Shift \$6,000,000 of unused year 1 funds to years 2 through 4.
12	(B)(3) Initiative 1: Curricular Tools to Implement the CCSS	Place the CCSS in Florida's standards database paired with related Next Generation Sunshine State Standards (NGSSS) and rate each for level of complexity; add K-3 math formative assessment resources to Florida's Teacher Standards Instructional Tool	(1) Shift activities from year 1 to year 2. (2) Shift \$1,500,00 of unused year 1 funds to years 2 through 4.
13	(B)(3) Initiative 1: Curricular Tools to Implement the CCSS	Survey high school texts and postsecondary texts to determine alignment for college readiness	(1) Shift activity from year 1 to year 2. (2) Shift \$75,000 of unused year 1 funds to year 2.
14	(B)(3) Initiative 1: Curricular Tools to Implement the CCSS	Develop the highly effective teacher instructional materials report	(1) Shift activity from year 1 to year 2. (2) Shift \$44,000 of unused year 1 funds to year 2.
15	(B)(3) Initiative 1: Curricular Tools to Implement the CCSS	Procure, through contract, an instructional technology specialist to oversee the integrity of the inclusion of data and teacher resources into the Teacher Standards Instructional Tool; procure the technological tools required to increase the capacity of the statewide system	(1) Shift activities from year 1 to year 2. (2) Shift \$1,000,000 of unused year 1 funds to years 2 through 4.

16	(B)(3) Initiative 2: Assessments	Release and award RFP; begin development of interim assessment item banks; begin work on technology platform; Develop and award RFP for reading formative assessment system; design system and revise learning progressions; Develop and award RFP for mathematics formative assessment system; K-3 math: finalize development of tasks; pilot in volunteer schools	(1) Shift activities from year 1 to year 2. Statewide rollout of K-3 math formative assessments will occur in 2012-13, a one year shift. (2) Shift \$10,400,000 of unused year 1 funds to years 2 through 4.
17	(B)(3) Initiative 4: Classroom Support	Begin development of K-3 Math Formative Assessment Lesson Study Toolkit	(1) Shift activity from year 1 to year 2. (2) Shift \$500,000 in unused year 1 funds to years 2 through 3.
18	(B)(3) Initiative 4: Classroom Support	Development of competitive application for production of Lesson Study Toolkits	Shift activity from year 1 to year 2.  [Note: There are no funds associated with this project in year 1.]
19	(D)(3): Improve the Assignment of Effective Teachers and Principals to High-Need Schools	Issue residency teacher preparation program grants; Issue principal preparation program grants; Institute recruitment efforts for effective minority teachers	(1) Shift activities from year 1 to year 2. (2) Shift \$3,800,000 in year 1 funds to years 2 through 4.
20	(D)(4): Improve Performance of Teacher and Principal Preparation Programs	Develop a program evaluation process for teacher and principal preparation programs based on the newly adopted student growth model and other measures adopted by the State. Provide baseline data to existing teacher and principal preparation programs	(1) Shift activities from year 1 to year 2. The new evaluation process will be piloted in 2012-13 and will be fully implemented by 2013-14. This activity is being shifted due to the student growth model not being developed until the end of year 1. The model could not be developed until the contract with American Institutes for Research (AIR) was executed and the Student Growth Committee submitted recommendations to the Commissioner for approval. Baseline data will be provided to teacher and principal preparation programs by the third quarter of year 2. (2) Shift \$471,400 in unused year 1 funds to years 2 through 4. This is part of a larger contract that also includes providing expertise to identify and develop

			statewide measures for student performance.
21	(D)(4): Improve Performance of Teacher and Principal Preparation Programs	Enhance eIPEP reporting features for new continued approval requirements and incorporation of new student growth calculation	(1) Shift activity from year 1 to year 3. (2) Shift \$480,000 of year 1 funds to years 2 through 4.
22	(D)(5): Provide Effective Support for Teachers and Principals	Provide resources, training and tools to LEAs to improve their ability to evaluate the professional development delivered through Race to the Top.	(1) Shift activity from year 1 to year 2. This delay is due in part to contract issues but also because Florida's focus to date has been on revising and implementing teacher and principal evaluation systems. The professional development associated with the evaluations must be instituted before it can be assessed. Consequently, this project is moved from year 1 to year 2. (2) Shift \$1,702,540 in year 1 funds to years 2 through 4.
23	(D)(5): Provide Effective Support for Teachers and Principals	Institute data elements for professional development evaluation in the State's annual reporting system	Shift activity from year 1 to year 3. Florida cannot institute the data elements for professional development evaluation into the State's annual reporting system until the professional development has been evaluated. The reason for delay in this activity is described above in item number 22. As a result of necessary sequencing, this activity is being shifted from year 1 to year 3. Currently, the FDOE collects data on the delivery and evaluation of professional development. FDOE staff will revise the data elements to incorporate new forms of professional development associated with the revised evaluation systems. The

			<p>evaluative information will be available on the State's online portal to inform professional development decision-making by teachers and principals.</p> <p>[Note: This activity is conducted in-house so no procurement is necessary.]</p>
24	(D): Community of Practitioners - Supports Entire Assurance	Hold Community of Practice Meetings with LEAs	<p>(1) Shift activity from year 1 to year 2.</p> <p>(2) Shift \$175,220 of year 1 funds to years 2 through 4.</p>
25	(D): Work with a national expert to evaluate LEA practices and state-level initiatives related to human capital systems	Work with a national expert to evaluate LEA practices and state-level initiatives related to human capital systems	<p>(1) Shift activity from year 1 to year 2.</p> <p>(2) Shift \$500,000 in year 1 funds to years 2 through 4.</p>
26	(E)(2): Expand Recruitment of Promising Teachers through External Partnerships	Release grants to Miami-Dade and Duval Counties to select a partner(s) to recruit and train 800 teachers for the districts' schools that are persistently lowest-achieving and their feeder patterns by 2014.	<p>Shift activity from year 1 to year 2. Districts will begin hiring teachers in year 2 which is consistent with Florida's Race to the Top plan.</p> <p>[Note: There are no funds associated with this project in year 1.]</p>
27	(E)(2): Develop leadership pipeline for turnaround principals and assistant principals	Award contract to develop program to develop successful principals and assistant principals for persistently lowest achieving schools and their feeder patterns; select candidates for training	<p>Shift activities from year 1 to year 2.</p> <p>[Note: There are no funds associated with this project in year 1.]</p>
28	(E)(2): Build district-level capacity for turnaround in rural districts	Award contract to partner with an outside organization to build LEA leaders' capacity to support low-performing schools in ten rural LEAs; invite selected LEAs to participate	<p>Shift activities from year 1 to year 2.</p> <p>[Note: There are no funds associated with this project in year 1.]</p>

29	(E)(2): Charter School Partnerships	Identify and recruit most effective charter operators to establish schools in feeder patterns of the persistently lowest achieving schools	(1) Shift activities from year 1 to year 2. (2) Shift \$1,000,000 in year 1 funds to years 2 through 4.
30	(E)(2): Improve and Expand STEM Career and Professional Academies	Select curriculum, equipment, and appropriate staff to support expansion of STEM programs in 22 persistently lowest achieving high schools; Staff to be trained	(1) Shift activities from year 1 to year 2 (2) Shift \$5,198,600 in year 1 funds to years 2 through 4.
31	(E)(2): Reading Coordinators	Recruit, hire, and place reading coordinators in select persistently lowest-achieving schools and their feeder patterns	(1) Shift completion of activity to year 2 from year 1. Some coordinators were recruited, hired, and trained in year 1. The remaining coordinators will be in place year 2. (2) Shift \$1,206,364 in year 1 funds to years 2 through 4.
32	(E)(2): STEM Coordinators	Recruit, hire, and place STEM coordinators in select persistently lowest-achieving schools and their feeder patterns	(1) Shift completion of activity to year 2 from year 1. Some coordinators were recruited, hired, and trained in year 1. The remaining coordinators will be in place year 2. (2) Shift \$1,721,914 in year 1 funds to years 2 through 4.
33	(E)(2): Community Compacts	Partner with community-based organization and LEA to develop multi-institutional community compact	(1) Shift activity from year 1 to year 2. (2) Shift \$2,985,000 in year 1 funds to years 2 through 4.
34	Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools	Award competitive contractual agreements for charter schools or other related entities to meet the unique needs of charter school students in ways that align with one or more of the assurances	(1) Shift activities from year 1 to year 2. (2) Shift \$2,500,000 in year 1 funds to years 2 through 4.

Amendment Type: Changes in project timeline and/or budget adjustments.

Timeline amendments that fall into this category represent a shift of 1 to 3 years. Budgetary amendments in this category move remaining year 1 funds to years 2 through 4.

**Rationale for Change:**

Activities in Assurance Area C related to the development of a centralized data portal are being shifted by one to three years. These delays are due in part to the need for Florida to align its Race to the Top and Statewide Longitudinal Data Systems (SLDS) grants. The SLDS program team was created to deliver the initiatives included in these grants, but staffing and planning took longer than expected. Additionally, these activities have been delayed because FDOE is in the process of consolidating its hardware and network resources to a shared resource center. FDOE is unable to make the necessary hardware and software upgrades to begin activities like the single sign-on solution and identity management

component while the hardware and network resources are being moved. Other activities have been delayed because they are dependent upon the single sign-on solution and identity management work being underway or completed (as indicated in the “Description of change(s)” section below). Despite the delays, stakeholders will continue to have access, via preexisting data platforms, to much of the data that will be integrated on the portal.

<b>Item #</b>	<b>Assurance Area</b>	<b>Specific Project</b>	<b>Activity Affected</b>	<b>Description of change(s)</b>
35	C: Data Systems to Support Instruction	(C)(2): Accessing and Using State Data	Begin work on a centralized portal to enhance accessibility to data and applications for stakeholders; implement a single sign-on solution; implement identity management enhancement system	(1) Shift activities from year 1 to years 2 through 4. (2) Shift \$2,584,113 in year 1 funds to years 2 through 3.
36	C: Data Systems to Support Instruction	(C)(2): Accessing and Using State Data	Collect requests and develop templates for reports from the portal; determine the format for Local Systems data downloads; prepare data and make it available for direct feed into LEA local systems	(1) Shift activities from year 1 to years 3 and 4. The State has decided to delay the implementation of these activities until the end of year 3 through year 4 because additional work needs to be done on the portal before these activities can be undertaken. (2) The shift in funding for these activities is part of the cross-year shift in funding highlighted in item number 35.
37	C: Data Systems to Support Instruction	(C)(2): Race to the Top Data and Technology Initiatives	Upgrade FDOE’s technology environment to address increased access, security, and sustainability	(1) Shift activities from year 1 to years 2 through 4. (2) Shift \$2,995,331 in year 1 funds to year 2.

## Appendix 2: Optional Performance Measures

Original Optional Performance Measures	Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
# centralized portal visits	n/a	n/a	67,600	134,500	201,700
# applications available via portal with single sign-on access	n/a	n/a	2	4	6
% of Participating LEAs with user account information integrated to enable single sign-on access to secure, confidential data and applications	n/a	n/a	33%	67%	100%
# logins by authorized users via centralized portal with single sign-on	n/a	n/a	44,841	89,683	134,525

Revised Optional Performance Measures	Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
# centralized portal visits	n/a	n/a	n/a	107,600	201,700
# applications available via portal with single sign-on access	n/a	n/a	n/a	2	6
% of Participating LEAs with user account information integrated to enable single sign-on access to secure, confidential data and applications	n/a	n/a	n/a	53%	100%
# logins by authorized users via centralized portal with single sign-on	n/a	n/a	n/a	71,746	134,525

Original Optional Performance Measures	Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
# Actionable Information available via portal	n/a	6	10	15	22
# Data downloads available for secure, direct feed to LEA Local Systems – Updates during Years 2-4	n/a	6	6	6	6

<b>Revised Optional Performance Measures</b>	<b>Actual Data: Baseline</b>	<b>End of SY 2010- 2011</b>	<b>End of SY 2011- 2012</b>	<b>End of SY 2012- 2013</b>	<b>End of SY 2013- 2014</b>
# Actionable Information available via portal	n/a	n/a	n/a	n/a	22
# Data downloads available for secure, direct feed to LEA Local Systems – Updates during Years 2-4	n/a	n/a	n/a	n/a	6